A New Vision for a New-look Service
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1. Audience for this document

This document has been written to communicate a new direction of travel for Norfolk Adult Education Service to a variety of stakeholders including:

- Council Members
- Learners and users of the service
- All service staff
- NCC staff
- The wider population of Norfolk
- All funding agencies
- Ofsted
- FE Commissioners Office

There are levels of detail within this document that are not required for all these audiences and this document is therefore a source of information for all stakeholders but for different purposes. The Executive Summary provides a high-level overview that describes the purpose of the document and the summary vision.

2. Executive Summary

For the academic year 2015/16 there are two ambitious and significant aims for Norfolk Adult Education Service (NAES):

1. To re-design the service, its aims, its objectives and its fundamental rationale – describing a new Vision for the service which firmly establishes it as the main ‘second chance’ learning provider in the county and a provider of consistently high quality learning opportunities;

2. To achieve an Ofsted Grade 2 in the re-inspection of the service anticipated to be sometime during the 2015/16 academic year.

These two aims are mutually supportive because:

a) Ofsted expects there to be a new direction for the service clearly articulated, with detailed plans in place to make this happen and

b) the Grade 2 judgement will enable the service to confidently progress into a new era with a new focus and a brand new operating model.

Our vision for the service includes a new name which Members of Communities Committee have already agreed will be the new name for NAES:

**Norfolk Community Learning Services (NCLS)**

**The vision for NCLS**

NCLS (The Service) will be fully and clearly focused on the needs and aspirations of communities and individual learners. Our programme of high quality courses and ‘second chance’ learning opportunities will be defined by the needs of targeted geographic and common-interest communities. Pathways for learning will be clearly set out at the start of the learner’s journey with us. Learners will be supported by our
staff at every step of their learning journeys and we will work with other providers to ensure that where appropriate learners are able to progress readily and easily onto further programmes of study.

3. Background

3.1 Ofsted Inspection, January 2015

In January 2015, NAES was inspected by Ofsted and judged to be ‘Inadequate’.

Ofsted reported that whilst some groups of learners achieved good outcomes, not all groups achieved the required or expected outcomes. They reported that the quality of teaching, learning and assessment was too variable. Teaching, learning and assessment in the curriculum area of Sport was judged as ‘Good’.

The report made clear that leadership and management of the NAES was inadequate for a number of reasons:

- Governance arrangements did not provide sufficient and appropriate challenge to Service managers;
- Managers did not sufficiently and appropriately support and challenge tutors;
- There was too little sharing of good practice and peer support and challenge between tutors and curriculum areas;
- Leaders and managers had not systematically built on strengths and addressed weaknesses since the last Ofsted inspection.

Ofsted however reported the following positive features:

- Many operational managers are new in post and are clear about what needs to be done and are highly committed to achieving the improvements needed;
- Apprentices develop good skills and the majority successfully complete their qualifications on time;
- Close working with children’s centres, subcontractors, the youth offending service and other partners has resulted in the Service engaging over twice as many learners from disadvantaged communities in learning;
- Learners from rural communities engage well;
- Managers consider local and national needs well when planning provision, including the priorities of funding bodies, the local enterprise partnership and the county council;
- Managers coordinate provision well with other providers to ensure that duplication and competition are avoided;
- The extension of the study programme is based on good use of data and local intelligence;
- Managers have extended the curriculum well in close liaison with employers. For example, they deliver apprenticeships in business administration, finance and information technology with the National Health Service.

3.2 FE Commissioner’s visit, April 2015

In response to the Ofsted judgement, in April 2015 The FE Commissioner visited NAES for 2 days under instruction from the Minister for Skills. In June 2015 the FE
Commissioner’s Report was published with the intention of advising the Minister and the Chief Executive of the Funding Agencies on:

a) the capacity and capability of Norfolk County Council’s Leadership and Governance to deliver quality improvement within an agreed timeframe;
b) any further action that should be taken by the Minister and/or the Chief Executive of the funding agencies to ensure the delivery of quality improvement (considering the suite of interventions set out in ‘Rigour and Responsiveness in Skills’); and

c) how progress should be monitored and reviewed, taking into account the Agency’s regular monitoring arrangements and Ofsted’s monitoring visits.

The first of a number of recommendations made by the FE Commissioner is:

‘On the basis that Norfolk County Council wishes to continue its commitment to delivering an adult education service it should, through its Steering Group of elected members, take a more strategic view in setting the mission and deciding the key objectives of the service in order to concentrate resources more effectively on its core provision and market. Significant investment will be required to improve organizational culture, introduce new information systems and raise the quality of teaching learning in order to strengthen the offer to learners.

3.3 Norfolk County Council’s Response

At the time of the FE Commissioner’s visit, Norfolk County Council had already embarked on a series of actions to quickly turn-around NAES. These actions included:

- Prior to the Ofsted inspection, establishment of a multi-party Steering Group, chaired by a Council Member (Councillor Richard Bearman) with representation from across the Council and partnership;
- Writing of a robust and detailed Post Inspection Action Plan (PIAP) that addressed all the findings of the Ofsted Inspection;
- Establishment of a Rapid Improvement Team (RIT) to oversee the delivery of activities and completion of actions as set out in the PIAP;
- Agreement to re-establish the post of Head of Service to lead and manage this county-wide provision;
- Appointment of an experienced interim Head of Service pending recruitment to the permanent Head of Service post.

Since the FE Commissioner’s visit, Norfolk County Council has also followed up on the FE Commissioner’s requirements by:

- Establishing a third Assistant Head of Service post to lead on data management and funding;
• Focusing one of the current Assistant Heads of Service entirely on Quality Improvement

• Making a significant investment in ICT systems and the development of management information.

To date there has been one formal monitoring visit by Ofsted and two Support and Challenge visits. In addition there are monthly meetings between the service’s main funder the Skills Funding Agency (SFA). Formal feedback from all these visits has indicated that the plans, actions and activities that the service have put in place are all the right ones and are timely. The next monitoring visit will focus on improvements in the classroom with an expectation by Ofsted that practice will have improved across the board. This monitoring visit is anticipated sometime in October 2015.

Review of recent central government guidance and consultation exercises (see below) by the service senior management team (SMT) have led to the decision that in order to firmly secure the future of the service, the next full re-inspection of the service must achieve a Grade 2, ‘Good’ judgement. To achieve the incremental Grade 3 ‘Requires Improvement’ judgement would not achieve what the service wishes to quickly achieve which is to be a major part of the local post 16 learning network and to offer the residents of Norfolk quality ‘second chance’ learning provision.

4. National Context

4.1 Department for Business, Innovation and Skills (BIS) Consultation – A dual mandate for adult vocational education (March – June 2015)

Regardless of the outcome of this consultation, it is clear that the direction of travel for adult vocational education is one of greater specialisation for providers. A comparison is made between:

• Providers who deliver ‘higher vocational learning’ i.e. Levels 4-8, aimed at students who have left compulsory education with strong levels of attainment, with a focus on higher level professional and technical skills and;

• Providers who specialise in further education provision which offers a second chance to those in the most disadvantaged circumstances, who have reached adulthood without the basic skills they need for the workplace or for modern life.

BIS believes that this dual mandate has, in recent years, not been sufficiently visible and that there has been a conflation of purpose. Both parts are important, but they are separate and excellence and expertise in providing each is quite different.

The vision outlined by BIS is that in future there will be:
• A strong offer across both further and higher education sectors of both academic higher education and of higher level vocational education;

• Strong local institutions addressing the needs of people in their communities, provided by a diversity of providers, drawing on specialist knowledge and working effectively together to meet the needs of adults requiring a second chance. This will require much greater flexibility at a local level, so that provision is tailored or built into programmes that address the learning needs of individuals and any wrap around support they need. This would combine with a robust informal learning offer, which supports the hardest to reach to take steps back into life and work.

The consultation also discusses the need to look beyond the qualification to the outcome for the learner. The measures for this are learner destinations (into employment and further learning) and progression (within learning) and earnings. BIS is seeking a clearer focus on the outcomes achieved by a learner.

In terms of second chances, BIS recognises that many people lack the confidence, motivation and presentation skills needed to secure and succeed in interviews and in employment. There is a wide spectrum of need ranging from the multiple problems faced by people who are very disadvantaged, socially isolated and low-skilled, through to people who need less complex, more focused interventions to enable them to secure sustainable, rewarding employment and progress at work.

BIS states that: “The very best providers take their provision out into the communities they serve, helping people to get over initial barriers to learning”.

The document also highlights the need to use different budgets effectively to secure continuity of learning, combining Community Learning and progression into Adult Skills Budget-funded, more formal learning routes. BIS is exploring the potential role for greater funding of non-qualification bearing learning and the wider role of programmes of study for adults. They are also reviewing the barriers between Community Learning and Adult Skills Budget provision to facilitate greater joining up of progression routes for harder to reach adults.


In July 2015, BIS announced an area-based review which aims to bring about “major reform of post-16 education and training institutions”. They intend to move towards “fewer, often larger, more resilient and efficient providers”. They expect this to “enable greater specialisation, creating institutions that are genuine centres of expertise, able to support progression up to a high level in professional and technical disciplines, while also supporting institutions that achieve excellence in teaching essential basic skills – such as English and maths”.

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To achieve this, BIS is facilitating a programme of area-based reviews, which will review 16+ provision in every area. Institutions and localities are being asked to restructure their provision. The main focus is on FE and sixth-form colleges, although the availability and quality of all post-16 academic and work-based provision in each area will also be taken into account. Reviews may either be proactively initiated by a group of institutions in a local area, or by government where it sees the need to intervene.

4.3 National Public Sector Funding Cuts

It is clear that we are in a national political environment where significant and continuing public sector funding cuts are envisaged over the next 5 years.

The Adult Skills Budget has already seen year-on-year and in-year cuts and there will be further significant cuts. Apprenticeship funding has been prioritised over an ever-reducing funding pot for classroom-based qualifications. At present the only potential growth areas are in relation to funding for Apprenticeships and 24+ Learning Loans.

In this context it is challenging to predict the future, however, we know that funding for apprenticeships is a priority and that funding will reduce in relation to classroom-based qualifications and there is the potential for 24+ Loans to be extended beyond Level 3+ programmes.

The service needs to ensure that:

- Its vision for the future takes into account a reduced reliance on public sector funding and a plan that is based on government priorities and that clearly identifies the value of the provision that it offers within the national and local contexts
- It makes rapid improvements to the quality of its service so as to achieve an Ofsted Grade 2 at re-inspection. With strategic and area reviews of all providers underway, this is the only way to protect the service and secure access to future opportunities for growth.

4.4 Role of the Local Enterprise Partnership (LEP)

LEPs will increasingly be the vehicle for the planning and commissioning of post 16 provision across geographic areas. The further opportunities offered through devolution will also mean that it is critical that the role and ‘Unique Selling Point’ (USP) of Norfolk Community Learning Services are fully recognised and valued. Positioning the service as the ‘Second Chance’ learning and skills provider and enabling those most in need of education and skills training to achieve the first, possibly very small step back onto the learning and achievement ladder is what we do best and what we need to do more.
Those working in all parts of the education sector know the value that good quality community learning brings to the whole sector. It enables progression from very low levels of skill and confidence onto incrementally higher levels at a pace that is appropriate for the individual and thus providing a ‘step-on’ point which is not possible for others to offer because of their funding criteria and infrastructure.

Area reviews will determine the resilience of the post 16 sector in the LEP jurisdiction and it will be important for NCLS to be recognised as a key part of the sector, providing second chances and addressing the needs of those hardest to reach who find it most difficult to become economically active and escape a life on benefits. Currently the service delivers learning services to disproportionately higher numbers of learners who live in the top 20% most deprived neighbourhoods in the County and this was commented on by Ofsted as a positive feature in their last full inspection. This work needs to rapidly expand and in particular progression pathways for learners into provision offered by our partners for example the Colleges, needs to be more clearly mapped out at the start of the learners’ journey with support to learners offered at every stage.

4.5 Ofsted and the Common Inspection Framework (CIF)

The CIF clearly outlines the expectations of a provider in relation to its programme of learning:

“The range of provision offered is carefully considered and based on a thorough understanding and analysis of a wide range of information, including on local and national economic and social contexts. Learning programmes are very well designed, including in collaboration with employers. These learning programmes ensure that they enable learners to acquire knowledge, understanding and skills, including, where relevant, English, mathematics and information and communication technology (ICT) skills, that prepare them well for future progression to further/higher education and/or sustained employment.”

At their next full inspection, the pattern is that Ofsted will inspect some programme areas and not others. The aim of the service is that all their programmes, all of the time will be at least ‘Good’, as judged objectively against the CIF. The service will maintain a state of inspection readiness at all times and ensure that learners receive high quality teaching and learning services whether Ofsted are expected or not. The service will become increasingly transparent and open to outside scrutiny and challenge in its efforts to improve quickly and maintain high standards with a continuing desire for excellence, as judged by all our stakeholders.

5. Local Context

5.1 Norfolk County Council and its communities
Over the last five years, local government has borne an unduly high proportion of the actions taken by government to reduce the public sector borrowing requirement and pursue its policies of austerity. While some sectors have been largely protected from cuts, such as the NHS, councils have experienced a 40% reduction in grants while having to deliver additional responsibilities to an increasing population. Norfolk has experienced the impact of local government spending reductions, and been particularly disadvantaged by its aging demographic profile and rural geography.

In February this year, Full Council agreed the budget for 2015/16, and in so doing, recognised that the next planning cycle would need a significantly different approach, given the likely financial prospects ahead. The financial challenges facing the Council are on such a scale that incremental budget cuts to existing services are unlikely to deliver the step change required. For this reason, the Council’s committees have been asked to ‘re-imagine’ their services and to set out how the Council’s spending power will be used in the future.

On 1 June 2015, the Policy and Resources Committee set a new strategic direction for Norfolk County Council – Re-imagining Norfolk. Re-Imagining Norfolk sets out a strategy for change which covers every aspect of the Council’s role and functions. It essentially aims to re-design the Council and its services, since nothing less will ensure it can continue to deliver quality services that make a difference to people’s lives. Despite the reduction in expenditure going forward, the Council will still be a billion pound organisation, and it needs to ensure that every penny of that money is invested where it can have the most impact for the people of Norfolk. It will become a multi-year strategy with a clear outcomes framework, underpinned by annual financial plans with spending targets.

Re-Imagining Norfolk is an ambitious programme designed to ‘Re-imagine Norfolk as a place to live, work and do business’ and has three key elements:

a) Norfolk’s Ambition and Priorities – our priorities place the people of Norfolk at the forefront of our plans and investments and we must ensure that everything the Council does improves people’s opportunities and well-being.

b) A ‘Norfolk public service’ – The people of Norfolk require a seamless continuum of services, targeted to those who need them most, and regardless of the multiple and separate institutions responsible for delivering them. By re-imagining services, the county can work with communities and other public services to redesign services around people’s lives, achieving better outcomes at less cost.

c) Improving the Council’s internal organisation - addressing the need for the Council to continue its journey of improving efficiency and modernisation, radically re-shaping its capacity while taking out costs.

5.2 Re-imagining Norfolk Priorities

The expected outcomes for Re-imagining Norfolk are:

- Excellent education
Real jobs  
Good infrastructure  
Supporting Norfolk’s most vulnerable people

The timing of the Re-imagining Norfolk launch could not have been better for NAES because it gives a corporate framework and architecture for the service transformation and a context that enables NAES transformation to evidence the changes that are expected across the whole of the Council. NAES is therefore a ‘trail-blazer’ for the Re-imagining Norfolk model and can offer benefits to all four of the expected outcomes. Corporately the transformation will be brought about by:

- **Performance Framework**: connecting our work and our workforce with the outcomes we want to achieve for Norfolk;
- **Our ways of working**: innovative, evidence-based, business-like, accountable, collaborative, building trust, agile.

The new vision for NCLS takes these two key areas of changed practice as fundamental to the new operating model.

### 5.3 Visioning Day, August 2015

On 5th August 2015, the Interim Head of Service and members of the SMT attended a Visioning Day. The broad aim of the day was to address the key recommendation from the FE Commissioner detailed above and to ‘take a more strategic view’ with consideration of the service’s ‘core provision and market’. There were a number of key objectives for the Visioning day including:

- Provision of dedicated time for the SMT to consider the service’s future;
- Opportunity for managers to freely express their feelings about the last 6 months in a mutually supportive manner;
- Exploration of the potential alignment of NAES and the Re-imagining Norfolk agenda - Re-imagining Norfolk: Re-imagining NAES;
- Discussion on service resources (staff, finances and accommodation) and how these can also be re-aligned;
- Opportunity for the extended service management team to help shape the future of the service;
- Gaining commitment from the extended management team for the changes that need to be made to service direction and delivery.

At the start of the day, Senior Managers listed the outputs and outcomes that they wished to achieve. These were:

**Outputs**

- Power-point presentation to explain the new direction of travel (vision) and rationale for this;
- Combined Strategy document (Skills and Qualifications Strategy and Community Learning Strategy);
- Roll-out plan for the wider service;
Communications and engagement Plan.

Outcomes
- Ownership of the new vision by the Extended Leadership Team;
- Clear direction of travel to share with the whole service;
- Paradigm shift – focussing on quality of provision and meeting learners’ needs not funding targets;
- Creating a new outward-looking service.

5.4 Achievements from the Visioning Day
Discussions were focussed and productive with the following recommendations made:

- That the name of the service should more clearly describe what the service will do in the future and that this should be ‘Norfolk Community Learning Services (NCLS)’;
- That the service should be described broadly as a ‘second chance learning service’ – giving individuals and communities the opportunity to ‘have another go’ at developing new skills for work or personal development;
- That there should be identified, clear progression routes built into our programmes and that learners should be supported to move, at their own pace through these progressive programmes of learning which may be on to other providers as well as within NCLS;
- That the aspirations and goals of learners should be very clearly articulated at the start of their journey with NCLS and that learners will be supported and guided by NCLS to achieve their aspirations and goals;
- That ‘leisure and pleasure’ courses which meet certain criteria including for example courses where learners are not progressing but return year after year and courses that do not fit well within a quality framework, should be full-cost to those who can afford this and that these courses will be subsidised for those who cannot. These courses will be delivered through a commercial model and will be completely removed and separate from oversight by funding bodies and Ofsted;
- That the service will continue to offer courses that give people the opportunity to learn something new but with a requirement for progression at the end of the course so that these courses do not become “blocked”;
- That the focus of all NCLS provision will be on quality and where quality cannot be achieved this provision will be removed from the programme. For 2015/16 the focus of the whole service will be on achieving a Grade 2 in the Ofsted re-inspection;
- That in order to realise this vision a disciplined, robust programme management approach will be employed;
- That the role of Subject Manager be scrutinised to ensure that it effectively assures the management of tutor and assessor teams and individual and team performance;
- That NCLS begins to plan collaboratively with Early Help teams in Adult Services and Children’s Services to identify groups and individuals who will benefit from NCLS provision, including Apprenticeships and classroom-based
provision that supports individuals from disadvantaged backgrounds to progress into employment as well as those who are seeking to return to or progress in work.

These outputs and outcomes provided the ‘blueprint’ for the further development of the Vision and the new operating model.

6. The new Vision

The Service will be fully and clearly focused on the needs and aspirations of communities and individual learners. Our programme of courses and ‘second chance’ learning opportunities will be defined by the needs of targeted geographic and common-interest communities. Pathways for learning will be clearly set out at the start of the learner’s journey with us. Learners will be supported by our staff at every step of their learning journeys and we will work with other providers to ensure that where appropriate learners are able to progress readily and easily onto further programmes of study.

In all respects the service will be refreshed and renewed, with a clear vision for each of the organisation’s functional parts as set out below:

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<tr>
<th>Service Functions</th>
<th>Vision</th>
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<tr>
<td>Community Development Provision</td>
<td>To have a responsive programme of early engagement courses and activities that will provide an essential first step back into learning for non-confident and disenfranchised learners, informed by partnership working and by learners, reflecting localised need with a clear and robust Information, Advice and Guidance (IAG) referral/progression process (in service or on to other providers) to empower all learners to achieve their aspirations and goals.</td>
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<td>Adult Second Chances</td>
<td>A wide choice of courses across the county and across all Curriculum areas, which is responsive to learner needs, informed by strong local intelligence and allows progression from foundation level to intermediate and advanced level typically over three years of study.</td>
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<tr>
<td>Full Cost</td>
<td>A commercially run, non-accredited, countywide programme of diverse learning opportunities delivered outside the Ofsted framework for those who do not wish to engage in quality assurance activities associated with funding and Ofsted requirements.</td>
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<td>Apprenticeships</td>
<td>High quality apprenticeship provision, delivered flexibly and responsively, focused on the economic needs of Norfolk, delivered in areas of recognised and proven strength.</td>
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<td><strong>Second Chance Qualifications</strong></td>
<td>Success rates remain high and well above national averages English, maths and ICT is fully embedded into the delivery of apprenticeship frameworks.</td>
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<td><strong>Learner Support Services</strong></td>
<td>A streamlined curriculum which has been developed through analogy of local and national need, focussing on employability. A professional curriculum that maximises opportunities for learners to develop and enhance their employment opportunities and life chances. A curriculum which provides progression pathways, both within and beyond the Service, to ensure learners can aspire and achieve to their full potential.</td>
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<td><strong>Finance</strong></td>
<td>Learners of all levels and abilities and with specific needs will be suitably supported to achieve and progress to the best of their ability and fulfil their potential.</td>
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<td><strong>HR</strong></td>
<td>The service will have a balanced budget. Budget managers will be in firm control of their devolved budgets and providing confident informed forecasts, enabling timely intervention and decision making.</td>
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<td><strong>IT</strong></td>
<td>There will be a reduced volume of part time sessional tutors and support staff with fewer flexible, permanent substantive contracts which are better managed. A clear line management structure for all staff and rigorous performance management of all individuals and teams.</td>
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<td><strong>Data</strong></td>
<td>A confident and knowledgeable workforce that uses technology to monitor and support teachers and learning technologies to support ICT literacy of the community and engage learners.</td>
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<tr>
<td><strong>Communication and Marketing</strong></td>
<td>All data that is received and input to management information systems (MIS) is 100% accurate, timely and quality assured. Data and other management information is routinely used to performance manage individuals and teams and to inform decision-making at all levels in the organisation.</td>
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<tr>
<td><strong>Communication and Marketing</strong></td>
<td>The concept of 'second chance learning' is a positive and relevant proposition for customers and is being communicated across Norfolk. A Clearly defined marketing and communications strategy in place to recruit learners to each of the learning pathways. The learning programme being offered is rigorously planned using good market research data, competitor analysis, local intelligence and learner needs and so marketing will be targeted using media channels appropriate to the relevant audiences.</td>
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Culture and Behaviour

All staff are absolutely clear about their own and their team’s responsibilities and accountabilities. Operational processes and systems are smooth-running and all outputs are delivered on time and to a high quality. Planning is robust and effective.

Accommodation

All venues used for learning and teaching are fit for purpose and there is a clear accommodation strategy for the service which includes use of partner venues and demonstrates value for money.

Quality

The quality of learning, teaching and assessment is consistently good or better in all subject areas.

7. The new operating model

7.1 The Learner’s journey
Learners are able to join us at a variety of points in the journey described above based on their prior achievements and levels of confidence and their overall aspirations and motivations for learning. Each of these parts of the learning journey will be managed by a service Programme Manager.

7.1.1 Community Development provision

Learners will join these courses as a progression from a community engagement activity or directly as a positive life choice. These courses will be more ‘formal’ in nature than the community development provision in that they will have a clear learning aim, start and end point and will be structured into a level 1 (foundation) course, level 2 (intermediate) course and level 3 (advanced course). Whilst these courses will be structured in this more formal level/unitised mode, they will not be formally accredited through an external awarding body but rather subject to the Ofsted-approved model for demonstrating progress and achievement on non-accredited provision. This approach is known as RARPA (Recognising and Recording Progress and Achievement). Learners will receive an internal certificate on successful completion of their studies. The characteristics of learners entering at this level are that they:

- want to get involved in a fun or taster activity because they want to join in an activity with their friends and neighbours;

- are not clear about where their next learning step is or where their learning journey could take them and might not want to do anything more than the one-off or short course at this point.

The aim of these activities is to fuel a desire for further learning and further development of the individual and for our staff to support these learners through social interaction and conversation so that they might see an opportunity for themselves that they hadn’t seen before. It might take several ‘goes’ at these community engagement opportunities before an individual is ‘hooked’ into the next step in their learning journey however in the meantime the fact that they are involved in positive activities with their neighbours and friends is a desirable outcome in its own right and part of a wider community development function that it is the County Council’s role to champion. There is opportunity through Second Chance Skills courses to train local community members in teaching and learning and community development skills in order for them to engage their own communities.

7.1.2 Community Second Chance provision

Learners will join these courses as a progression from a community engagement activity or directly as a positive life choice. These courses will be more ‘formal’ in nature than the community development provision in that they will have a clear learning aim, start and end point and will be structured into a level 1 (foundation)
course, level 2 (intermediate) course and level 3 (advanced course). Whilst these courses will be structured in this more formal level/unitised mode, they will not be formally accredited through an external awarding body but rather subject to the RARPA approach to achievement of learning outcomes. Learners will receive an internal certificate on successful completion of their studies. The characteristics of learners entering at this level are that they:

- demonstrate a level of confidence and ability to choose which is based on their prior attainment or life experiences;
- are clear about the subject area that they are interested in and why they are joining these courses.

The aim of these courses is to give learners up to three years of subsidised learning to progress in their skills and competence in their chosen area of study and then for them to progress into one of the three destinations listed below

7.1.3 Full cost provision
Learners will join these courses through progression from Community Second Chance courses or directly as a result of positive, informed choice. These courses will be outside the Ofsted framework and will not be subsidised through government funding and will therefore be slightly more expensive than the subsidised courses. The characteristics of learners choosing this pathway are:

- that they have already achieved level 3 skills and competences in a chosen subject and wish to continue learning within a group with no desire to have further skills accredited;
- that they have no wish to participate in the administrative processes attached to subsidised provision (paperwork attached to funding agency subsidy and Ofsted inspection regimes);
- that they have already completed their careers, have no wish to achieve any further accreditation and wish to pursue a leisure activity of their choice.

Typically the types of courses that fall into this category are in two curriculum areas, modern foreign languages and arts and crafts. It is therefore proposed to market these courses under the banner ‘Norfolk Community Language College’ and ‘Norfolk Community Arts and Crafts College’, with the aim of clearly branding them and keeping them separate from other Ofsted-inspected provision. There is opportunity through Second Chance Skills provision to offer business and enterprise skills to those who wish to set up their own businesses using the talents they have developed in arts and crafts, cookery etc through the full cost offer.

7.1.4 Second Chance Skills provision
Learners will join these courses as a progression from Community second chance courses or directly as a positive choice, with support from Information, Advice and Guidance (IAG) specialists – Learner Support. These courses will be externally accredited and verified and will include all Basic Skills, GCSEs and Access courses and any course that leads to a vocational award, certificate or diploma qualification e.g. Accountancy, Business Administration, Early Years, Supporting Teaching and Learning, Sports coaching, ICT and Health and Social Care courses. The characteristics of learners joining this pathway are:
they are looking to advance their careers or return to work or gain qualifications that will enable them to enter work for the first time

they are looking for a second chance to achieve qualifications that they did not achieve at school or college to build their confidence and give them further life chances and choices

As indicated above, it will be very important that these learners are well-supported at the start of their accredited courses and that are well able to cope with the demands of the programme of study. 100% successful achievement of the qualification will be our aim because this is very important for these learners and further disappointment and set-backs can have a disproportionate negative impact on their lives and life-chances. For this reason there will be rigorous testing of prior attainment, knowledge and skills to inform the detailed pathway for each individual learner. We will not ‘set people up to fail’.

7.1.5 Apprenticeships provision
This is the only part of the post 16 learning sector where central government are increasing their levels of funding and it is important that the service expands and protects this part of its offer. For the economic development of Norfolk this area of the service’s work is also critical. Skills levels in some parts of Norfolk and in some vocational areas are low and the service’s apprenticeship programme must help to address this to encourage inward investment, raise personal and family incomes and address some of the entrenched socio-economic challenge that Norfolk has. Apprenticeship programme are clearly defined, closely regulated and controlled.

In the last inspection of the service (January 2015) the apprenticeship programme was judged to be good albeit a small part of the overall at that time. Since then the programme has grown significantly and is going from strength to strength. The service’s apprenticeship team are already working closely with corporate colleagues to promote and expand this provision further and from September 2016 the apprenticeship programme will be a significant force and driver of economic development in Norfolk.

The characteristics of learners joining this pathway are:

- They are school leavers who do not wish to continue in mainstream education, but want to get the skills they need to build a career;
- They are already in work, but want to change direction and start a new career, or progress in their current employment;
- They are unemployed and want to improve their employment prospects by gaining skills in the workplace.

7.1.6 Learner Support provision
Underpinning all our provision and at every part of the learner’s journey will be specialist support, information, advice and guidance to ensure that learner expectations are managed, that learners enrol on the right course at an appropriate level for them and that they successfully achieve their learning aim. To ensure this happens, the service has already partnered with ‘Realise Futures’, a National
Careers Service provider, that assists people into the right programme of study in the first place and then helps with further progression. In addition to Realise Futures, the service employs Learner Support professionals whose job is to:

- Support learners informally in their choices of courses and mapping out their progression;
- Support learners with additional learning needs in the classroom to help them achieve to the best of their ability.

It is anticipated that this area of the service’s business will expand as the service works with increasing numbers of learners with specific needs and low levels of prior learning achievement.

### 7.1.7 Embedded English and mathematics

There is an expectation that throughout all our provision there will be embedded English and maths and that where it is apparent that learners require additional support with their functional literacy and numeracy that this will be delivered as a part of their main course of study. Where appropriate and through discussion with individual learners, where a need is identified, learners will be sign-posted through interaction with the Learner Support team to bite-size or longer courses which will help them with their literacy and/or numeracy needs.

The Second chance Skills offer will be predominantly literacy and numeracy and ICT courses which will take learners from their most appropriate entry point into the pathway, which could be at a very low level (pre-entry) up to level 2 (GCSE level). The key activity in this provision is the pre-course assessment and there will be an increased emphasis on getting to know the needs of learners and their starting points so that they start at a level that will ensure successful achievement. Digital literacy is a key skill that is an essential part of work-readiness. It also helps to alleviate isolation and loneliness and given the demographics and geography of Norfolk, being e-enabled serves both an economic and social need. Through our partnership working with libraries, ICT courses are being planned and delivered in communities across Norfolk and this model will be expanded further as networks with other services develop and the needs of individuals and groups are identified.

### 7.2 Progression

Supported learner progression within their course and from one level or type of course to the next will be a pre-requisite for the service (except for Full cost provision). Progression from Norfolk Community Learning Services on to other providers will be a key aim for the service and we will work with our local partners to ensure that progression is smooth and effective. ‘Realise Futures’ and service learner support specialists will take responsibility for this important part of our work.

The concept of differential entry points and journeys is best described through the eyes of prospective learners and so at Appendix 1 are descriptive, typical case studies.
7.3 **Locality leads**
In addition to their accountabilities for part of the learner’s journey, programme managers will also have responsibility for a particular geographic area of the county. It will be their responsibility to build and sustain a growing network of contacts across the locality with the aim of providing local intelligence on the needs of the learners in that particular area and identifying individuals and groups who wish to join a particular course. Examples of useful contacts who might identify these learners and their needs are:

- Local library staff;
- Locality focused museums staff;
- Children’s Centre staff;
- Children’s Services Early Help locality managers;
- Adult Services locality managers;
- Community and voluntary sector organisations;
- Churches and other places of worship.

This local intelligence will be regularly communicated to all service managers in a collaborative approach so that courses can be arranged quickly to address the identified need.

Norfolk County Council is organising itself on this locality model with management accountability increasingly lying with officers who will work in specified geographic areas with communities who they get to know well. In Children's Services this model has resulted in the creation of a number of Early Help Locality managers and NCLS will work more closely with these officers who are already working with families who would benefit from the services that NCLS offer. Close ties already exist with local libraries and already there are ICT courses being developed and planned in collaboration with library staff based on needs that they have identified in their local communities.

7.4 **Curriculum area professional expertise**
In addition to their accountabilities for part of the learner’s journey and a locality, programme managers will also have responsibility for a particular curriculum area and will manage a team of subject lead practitioners whose role will be to be the ‘go to’ person for expert knowledge on a particular subject eg mathematics, English, water-colour painting, silver-smithing etc. Lead practitioners will be responsible for keeping their subject knowledge fully up to date and innovative.

7.5 **Managing the quality of teaching, learning and assessment**
The Service has developed a robust quality improvement framework, which aims to ensure that the quality of teaching, learning and assessment is consistently good or better.

Quality assurance of teaching staff is carried out by a dedicated team of Observers (already in place) and a new process for managing the outcomes of observations will be implemented. The Service will also improve its CPD arrangements for teaching.
staff so that teaching staff are able to access relevant training when they need it. The performance management of under-performing teaching staff will also be reinforced.

To reinforce the support for and performance management of teaching staff, a new role of Learning Manager will be introduced. Expectations of tutors are clearly defined through the Service’s Quality of Learning, Teaching and Assessment Policy and through the Ofsted Common Inspection Framework and performance management of tutors is also clearly articulated through the Service’s Performance Management of Tutors and Assessors Policy.

8 Engagement

This vision has been developed through engagement with a variety of service staff and partners including:

- Tutors
- Senior service management team
- Wider service management team
- NCC Early Years staff in Children’s Services
- NCC Education staff in Children’s Services
- Community and voluntary sector partners
- Community Services Senior Leadership Team

9 Timescales and Milestones

The following table summarises key milestones and timescales for activities to ensure agreement on the final version of the Vision document and then implementation of the new operating model.

<table>
<thead>
<tr>
<th>October 2015</th>
<th>Presentation of draft vision document to Steering Group</th>
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<tbody>
<tr>
<td></td>
<td>Presentation of draft vision document to Corporate Leadership Team</td>
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<td></td>
<td>Circulation of draft vision to key members of NCC and service staff including Trades Union representatives.</td>
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<tr>
<td>November 2015</td>
<td>Presentation of draft vision to all staff at staff conference</td>
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<tr>
<td>December 2015</td>
<td>Presentation of draft vision at Communities Committee for final sign off</td>
</tr>
<tr>
<td>December 2015</td>
<td>Beginning to plan for September 2016 full implementation of new operating model</td>
</tr>
<tr>
<td>February 2016</td>
<td>September programme planning complete</td>
</tr>
<tr>
<td>March 2016</td>
<td>Formal staff consultation on changes to some roles</td>
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Appendix 1

Ruth  Second Chance Skills learner
Ruth changed career from working in a toy shop to getting training in accountancy and finding a job in finance. “I chose to study AAT through Norfolk Adult Education as they offered the fast track course I was looking for. I studied both level 2 and 3 AAT with Norfolk Adult Education, completing them both within the year. “The reason I studied AAT was because I was looking to start a career in accountancy. Studying AAT with Norfolk Adult Education changed my life as it gave me the skills I needed to start my career in accounts. “To start with I did find the intensity of the fast track course difficult, but once I settled into the pace it was fine. I found the classes enjoyable, well-structured and educational. My tutor was excellent. She made the classes fun and supported us all through our exams’.

Luke  Apprenticeships learner
‘I started working at Mills & Reeve LLP in June last year and was contracted to work here for a year while completing a qualification in business administration (Level 2). I have now finished my apprenticeship and completed my portfolio. My contract with Mills & Reeve LLP in Norwich expired in June this year, but they took me on permanently. After leaving school I drifted for a while. I applied for the apprenticeship with Mills & Reeve LLP and, though the work was hard, I would recommend it to anyone looking to gain a foothold on a career in a specific area, although most of the skills I have gained here are transferable to other jobs and careers. I have improved existing skills and refreshed my maths and English. I have learnt to work with others and learnt how to deal with people, skills which will be invaluable in my personal and professional life’.

Ellen  Full cost learner
Originally from Norfolk, I am a designer goldsmith and currently run my practice from my Clerkenwell studio in London. A former Hewett School student, I went to the Norwich School of Art to do my Art Foundation. Still unsure as to which area to specialise in I began Adult Education evening classes in Silversmithing and Jewellery at Wensum Lodge. This is where I realised my passion for working with metal and I went on to do my degree at The Cass, London Metropolitan University. This year I will be taking part in Handmade in Britain, Chelsea; The Great Northern Contemporary Craft Fair, Manchester; MADE Brighton; and the North Norfolk Arts & Crafts Fair.

Owen  Second Chance Skills Learner
Owen 23, was volunteering at Dereham Neatherd High School before he decided to do the Level 2 Supporting Teaching and Learning course through Adult Education.
"I was mainly working with autistic children and I wanted to get a bit more understanding," says Owen. "I looked for courses online and found the one at Wensum Lodge and thought it would be brilliant." Owen qualified in July 2015 after completing the six-month course. "The course was really interesting and helped me a lot," he says. "We looked at behaviours in depth which has made me a lot more confident in dealing with different situations."

As part of the course, students are observed in the classroom by their mentors and are then given feedback. "My mentor was an expert in autism, so getting her feedback was really helpful," says Owen. "She’d tell me what I was doing well and what I needed to work on. She also made the course really fun too."

As soon as Owen qualified, the Dereham Neatherd offered him a contract which he started in September. "I’d definitely recommend the course – 100pc. I keep telling people about it and how much it helps," says Owen.

Lucy Community Second Chance Learner
Lucy is a mother of four school-aged children, who returned to Adult Education to get into university. Her hard work has paid off, with Lucy being offered a place on the BA English with Creative Writing at UEA, one of the most applied to courses in the subject field.

Phyllida Community Second Chance Learner
Phyllida Tyler came to adult education in her fifties having never sat a formal exam in her life. In the space of one academic year, Phyllida made massive leaps in her education and got a place at City College Norwich to study English Lit with Cultural Studies.