

West Yorkshire Combined Authority (WYCA)
Adult & Community Learning (ACL) Review 2022

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1. Executive Summary

- 1.1 The West Yorkshire Combined Authority (WYCA) is committed to reaching into its most disadvantaged communities and breaking down barriers which traditionally make it difficult for residents to engage with the skills system. Community Learning is seen as a crucial, flexible fund, instrumental in engaging with learners who are the hardest to reach but who benefit significantly once engaged.
- 1.2 The aim of the review is to:
 - Understand more fully the impact of the funding and provision in order to champion its use.
 - Identify areas of good practice.
 - Consider whether additional guidance and more consistent approaches might be introduced into the funding to improve the impact it has across the region.
- 1.3 The decision by the WYCA to commission this report is both timely and necessary. Community Learning has an integral role in lifelong learning which is rightly sitting front and centre if the levelling up commitments made by Government are to be met.
- 1.4 The review has found considerable good practice amongst West Yorkshire providers, supported by skilled practitioners with expertise in engagement, learner support and empowerment. There is a strong foundation of quality provision upon which to build. A key ambition for WYCA should be to support good partnership working, understand its strengths and achieve a consistency of provision across West Yorkshire.
- 1.5 While there is clear evidence of good practice, there is some inconsistency in applying the Funding Guidance. In part, due to a lack of clarity and the ability to interpret it against individual organisational priorities. Investment decisions would be strengthened by providing more clarity on how Community Learning funding should be spent in West Yorkshire, with Local Authorities and other key stakeholder having a key strategic role.

Overall Recommendations

- 1.6 In order to improve the impact of Community Learning in West Yorkshire and fully demonstrate this impact to stakeholders. WYCA should be clearer in defining what it wants its Community Learning funding to support. In addition to providing opportunities for residents with complex lives, facing multiple barriers, it should define:
 - The role of first steps learning.
 - Support for health and well-being.
 - Life-long learning and the role of fees.
 - The role of regulated and non-regulated provision.
- 1.7 WYCA should consider how it can better align the funding available to the needs of learners and consider moving away from the historical approach in allocating funding, to one which better represents the needs of learners across the region.

2. Context

- 2.1 Residents in local communities should have access to high quality provision with providers working collaboratively using local networks to support regional priorities. Underpinned with access to good quality impartial advice and guidance.
- 2.2 Historically there was evidence that some learners can 'cycle' around Adult Community Learning (ACL) programmes without progressing nearer to the world of work or into further learning. This report will review whether that is the case in West Yorkshire.
- 2.3 Community Learning improves health and well-being, providing opportunities for more residents to find employment and/or become active members in their local communities.
- 2.4 The last two years have been an incredibly difficult time for the residents of West Yorkshire, with some finding their lives fundamentally changed due to the global pandemic. The hope that there would be opportunities in the next couple of years to build back their resilience has been impeded by the current cost-of-living crisis. History tells us that those who will face the most challenges, as recession bites, are residents in the regions most disadvantaged communities, on benefits or in low paid jobs.
- 2.5 The resilience, professionalism, and passion of the people who support and deliver Community Learning across West Yorkshire should be applauded. They continue to enable:
 - Learners with complex lives, living in some of the most disadvantaged communities, to access learning which changes lives.
 - Provide access to skills training, enabling people to progress into volunteering, further learning, or a job.
- 2.6 We are grateful to the individuals who have actively engaged with the review, sharing their insight knowledge and expertise. This has provided an opportunity to better understand the essential role that locally accessible high quality Community Learning provision has on the individuals who access it and the wider society who benefit from that engagement.

Monica Was made redundant after 14 years, after attending an Employability course at Manygates and progressing onto a Confidence and Resilience Workshop, she worked with Mark from the 'Step-Up' team on interview preparation. Feeling confident and very positive, Monica decided to apply for a job at Wakefield Council and was successful. She is currently a Project Administrator for ESOL Integration, combining her passion for working in customer service and helping speakers of other languages find employment.

Aim of the report

2.7 The aim of the report is to:

- Improve the understanding of WYCA on the positive impact of Community Learning provision.
- Inform committees and stakeholders of its role in supporting inclusive growth.
- Consider investment levels across areas.
- Provide a set of recommendations for the WYCA to consider.

Themes arising during the review.

2.8 A suite of themes came through the review, and these provide the structure and inform the recommendations in this report:

- Strategy and Planning.
- Delivery and learners supported.
- Engagement.
- Value for Money.
- Importance of Learner Voice.

2.9 The review was underpinned by the current Community Learning approach enabling learners to:

- Develop confidence, motivation, and resilience irrespective of age or background.
- Progress towards formal learning or employment.
- Improve their health and well-being and develop stronger communities.

Sarah moved to the UK in 2016 from France having provided customer services in the hotel industry. Although looking for work since 2017 she found it difficult to get interviews and then there was lockdown. Having lost her confidence, she was pleased in April 2022 when through contacts at her daughter's school, she was signposted to Learning Partnerships and enrolled on a four-week intensive NHS Customer Service and You course. "As part of the course, I was invited to an interview and was successful. I am finally where I want to be and am really excited about starting a new career."

3. Description of the work undertaken

3.1 The work undertaken to support the review included background reading and desktop research, some of which influenced the approach to the review. Discussions then took place with all of the 13 providers who currently deliver Community Learning provision. Where possible this was held face-to-face, otherwise via a Teams meeting. All were given the opportunity to provide additional information, insight or share best practice. Whilst grateful to them all, the level of engagement was not consistent across the region, so, there is a risk that some providers may feel that they are not as well represented as others in this report.

3.2 In addition, a Teams meeting was held with some regional sub-contractors and learner voice was informed by meeting learners currently on Community Learning provision.

4. Strategic Planning

Summary

- 4.1 Community Learning funding is allocated to five Local Authorities and five Further Education Colleges with a footprint exclusively focused on West Yorkshire. Three regional providers choose which areas of the region and learners they support.
- 4.2 Annual planning and formal scrutiny take place in all providers. Providers recognise that flexibilities within Community Learning enable them to be responsive with good examples of networking and partnerships coming together to develop provision to meet learners needs or local demand.
- 4.3 Three of the providers subcontract elements of their provision. All the providers use learner voice to inform the curriculum and tell the story of the impact Community Learning provision has on individuals, communities, and society more widely.
- 4.4 All providers annually review the Community Learning funding available, with a focus on securing key resources e.g., staffing and premises. There are limited examples of benchmarking or detailed costings associated with different courses and delivery methods, making it difficult to see the rationale underpinning some of the courses offered.
- 4.5 All providers reach out internally and/or externally accessing additional resources known as Pound Plus contributions. The costs associated with the contributions made e.g., finance, marketing, colleagues in the migration or housing departments, student services and volunteers are in some areas not fully understood.
- 4.6 Access to local premises is either made available free of charge or in some cases a small charge is made. In some areas, access to premises is more limited than pre-pandemic.
- 4.7 There is a clear rationale underpinning curriculum planning: ‘the needs of the learner’. Most of the funding is spent on targeted provision in disadvantaged communities, supporting individuals with the most complex and challenging lives: deciding to ‘go where no one else goes’. This is reflected in the Indices of Multiple Deprivation (IMD) table below.

Indices of Multiple Deprivation	1 - 3	4 -6	7-10
% Learners accessing Provision	64%	19%	17%

- 4.8 Historically, collecting of data and the ability to then use it to show the impact the provision has on individuals, communities and wider society has been challenging. The Department for Education has recently announced changes on how data for Community Learning should be reported for the nationally managed Adult Education Budget. WYCA will require additional information in addition to the DfE changes, if the ‘real story’ of the positive impact Community Learning provision has, is to be told.

Recommendations

- Building on the excellent collaborative partnerships and networks in place. Providers should share best practice on how they secure additional Pound Plus contributions, consider how to better understand the full cost of delivering Community Learning provision.
- To enable a 'golden thread' to be developed, WYCA working with providers should agree a common and consistent set of Key Performance Indicators (KPI) for Community Learning provision.
- WYCA should consider defining a single set of Community Learning data requirements aligned to the that collected for Adult Education Budget provision.
- Working with providers, WYCA should review the changes proposed by the Department of Education and where helpful to do so, develop a core set of West Yorkshire Data Reporting Standards.

Allocations

- 4.9 A proportion of the national Adult Education Budget has been devolved to WYCA, including an amount historically known within the Further Education Sector as Community Learning, this funding is not ring-fenced. Initial allocations were decided by the Learning and Skills Council, then continued by the Education and Skills Funding Agency and inherited by WYCA.
- 4.10 There is widespread recognition that the current levels of Community Learning funding do not reflect current demographics, population, or learner need. However, changing the way in which the funding is currently allocated requires careful consideration. Continuation of the current approach, whilst not recommended in the long term, was a sensible approach to take in advance of a review.
- 4.11 Government has reviewed the way in which funding should be allocated to 'places'. The UK Shared Prosperity Fund¹ is being allocated using a different blended approach which *'ensures that all places get an allocation that allows for significant continuity with European Union structural funds'*:
- within the continuity model that maintains European Union structural fund distributions, 70% is allocated on a per capita basis, within each region based on Local Authority population size.
 - 30% of the allocation uses the same needs-based index previously used to identify UK Community Renewal Fund places: Productivity, Skills, Unemployment Rate, Population Density and Household Income.
- 4.12 The current Community Learning funding is £8.47m and is allocated as shown in the table below. Regional providers deliver £1.3m of Community Learning activity and choose where within the region the provision is delivered. There are two Further Education Colleges that do not receive Community Learning funding: Leeds College of Building and Calderdale College.

¹ <https://www.gov.uk/government/publications/uk-shared-prosperity-fund-allocations-methodology/uk-shared-prosperity-fund-allocations-methodology-note>

4.13 Applying the UK SPF approach to allocating the funding based only on geography is shown in the table below.

Area	Current CL Allocation	CL allocated on SPF formula	Difference
Bradford	£ 1,386,656	£ 2,140,383	753,727
Calderdale	£ 870,227	£ 780,740	(89,487)
Kirklees	£ 999,732	£ 1,645,197	645,465
Leeds	£ 2,600,950	£ 2,653,194	52,244
Wakefield	£ 1,289,872	£ 1,253,895	(35,977)
Provision delivered across the region	£ 1,325,972		
	£ 8,473,409	£ 8,473,409	£ 1,325,972

Recommendations

WYCA should consider:

- Adopting the UK SPF allocation methodology, and its associated proportions, to allocating Community Learning funding, recognising a need for transitional arrangements.
- If additional or a redistribution of the funding would be needed to support adoption.
- Requiring the three Regional Providers to work with the relevant Local Authority and College(s) to only deliver provision to learners where the UK SPF methodology highlights a shortfall in the availability of provision in their local area.
- Reallocating provision to existing West Yorkshire based grant holders, where there is a business case based on need to do so.
- Whether it is fully utilising its West Yorkshire grant provider base.

5. Delivery and learners supported.

- 5.1 Community Learning providers across the region are all rated Good by Ofsted. Providers are ambitious for their learners, delivering courses empowering them to gain skills which enable them to progress into further learning, volunteering, or employment.
- 5.2 Providers are finding engaging learners more difficult, with a reticence in some local communities for learners to actively participate, not just in learning but in normal day-to-day activities. Initial assessment is taking longer, and providers are developing new courses to meet learner needs e.g., a self-defence course for women. New courses will continue to be needed, however, it is important that costs are not incurred in developing courses which might already be available elsewhere in the region.
- 5.3 Delivery due to the Cost-of-Living crisis is challenging, with more learners asking for support and providers now spending more of their funding removing barriers to learning e.g. travel, childcare.

5.4 The Community Learning funding supported over 13,000 learners in 2021/22 with a wide range of backgrounds and ages. A few examples of the types of courses offered are:

- English for Life and Work: developing confidence in reading, writing, speaking, and listening.
- Information Technology for Beginners: how to use a computer safely, how to access the internet and how to shop.
- Engaging with your Child to Bring Books Alive: reading is a large part of learning, and this course shows parents and carers how to get the most out of reading time.
- Pilates for Beginners: to improve mental health and well-being.
- Financial Awareness – Money Matters: learners gain new skills, improve confidence, and enable them to better support themselves and their families. Share knowledge with the wider community.
- Creative Courses: including - Pottery, Sewing, Drawing and Painting, Jewellery Making and ‘Upcycle your Wardrobe’. Which can lead to self-employment and improve mental health and well-being.
- Introduction to Working as a Carer: course explores what is involved in being a carer in a variety of settings.
- Learn Achieve Believe Employability: a short course to develop a belief in oneself. gain several transferable skills, such as communication, teamwork, and goal setting. First steps to a more positive future.

5.5 Historically some learners on Community Learning provision, undertook multiple short aims known as ‘revolving door provision’. It was not focused on enabling them to progress with many remaining on Community Learning provision for a long time. The 2021/22 evidence shows that is not the case across the region, with learners undertaking an average of two funded activities, reflecting the policy intent of providing first steps learning followed by progression onto more formal learning, employment or volunteering.

Employment Status

5.6 The table below shows the funding supporting different cohorts of learners.

In paid employment	23%	£	1,921,661
Not in paid employment, looking for work and available	31%	£	2,576,875
Not in paid employment, not looking for work and/or not available	33%	£	2,770,308
Not known / not provided	13%	£	1,131,156
Total	100%	£	8,400,000

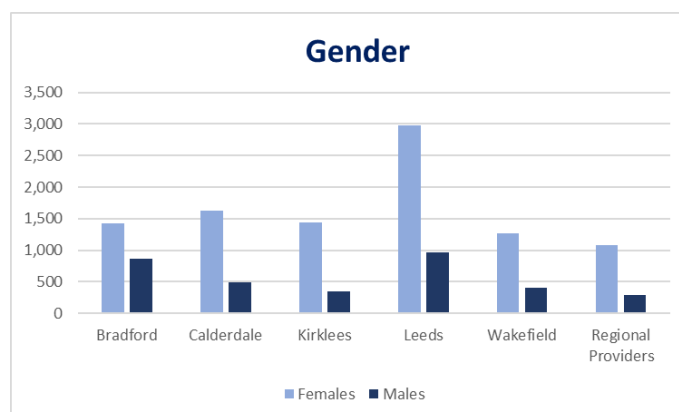
5.7 Based on the limited data available it would appear that on average:

- Local Authorities support more employed learners.
- FE Colleges support learners looking for work or those who are economically inactive.

Maria enrolled on 'How Schools Work' because she was a stay-at-home mum who was considering a return to work as a Teaching Assistant and wanted to explore working in a primary school. Maria felt she needed to know more about schools before gaining voluntary or paid employment. 'This course has given me the confidence to apply for the role as Teaching Assistant. Because of this course I was able to talk about Safeguarding and other considerations when working in a school. I knew how to act as a visitor in a classroom. This course came at the perfect time for me.' Maria applied and got the job.

5.8 Latest census data shows that the working age (16-64) population of West Yorkshire is 49% Male and 51% Female.

5.9 These proportions are not reflected in the learners accessing Community Learning provision. Where 75% of the provision is accessed by females. Raising a question about the suitability of the current offer in engaging male residents.



Age Profile

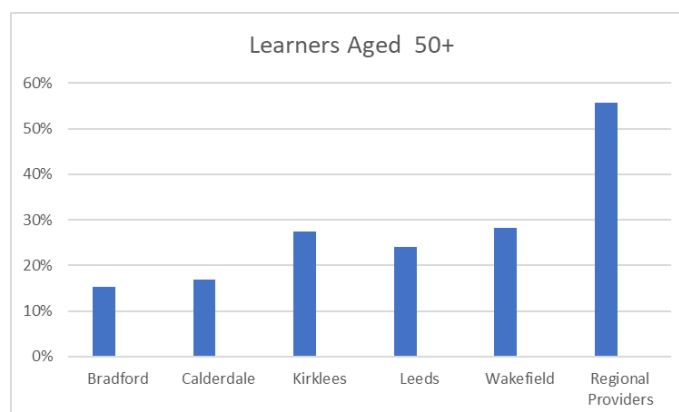
5.10 Of the learners participating, providers in different areas focus on particular age cohorts.

19 – 24	25 – 35	36 – 50	51 – 65	66+
10%	26%	36%	19%	9%

5.11 The underpinning data shows that:

- Bradford focus provision on those under 35.
- Calderdale c.80% on those aged 25-50.
- Kirklees, Wakefield and Leeds support around 65% aged 25-50.

5.12 The offer to learners aged 50+ is shown in the table below.



Recommendations

- Providers to consider if the offer to engage male learners onto Community Learning provision is as effective as it could be.
- WYCA should work with providers to better understand the changing demographic needs to ensure that older residents who want to work, can access provision which will help them start to gain the skills needed to reskill or get a job.
- Building on that information, WYCA to consider whether Community Learning is the right funding stream for certain types of life-long learning provision.

Learners with Learning Difficulties and Disabilities (LLDD)

5.13 Learners who consider they have a learning difficulty and/or disability and/or health problem accounted for 22% of the learners on Community Learning provision, (24% for England). It should be noted that the FE Colleges have lower volumes of LLDD learners than Local Authorities which may be representative of the different learners they support.

5.14 There are genuine concerns that the Cost-of-Living crisis has a more detrimental effect on LLDD learners due to the increased living costs they incur e.g., travel, heating and lighting, dietary needs. There is a concern that some LLDD learners are struggling to engage in provision where there is a need for them to have a support worker with them.

Jenny uses a wheelchair and has some learning difficulties, she attended a felt making class with her support worker prior to lockdown. As extremely clinically vulnerable, Jenny went into an extended period of isolation. When the classes went on-line, she initially struggled, then with support, was able to join the class. Jenny was initially very nervous, her IT skills improved quickly, and her cheerfulness and positivity shone through. As her felting and confidence grew, Jenny got her mum to join the on-line class and was helping her mum and others with their felting and IT skills. The opportunity to attend and succeed in a mainstream class impacted strongly on Jenny's self-belief and she progressed on to other on-line courses during lockdown, reducing her isolation.

Recommendation

- WYCA and providers ensure that the offer to LLDD learners is kept under review, to ensure that as broad and accessible an offer as possible is available.

Ethnicity

5.15 West Yorkshire has a diverse population represented in the table below showing the main ethnicity of learners accessing Community Learning provision in 2021/22.

ACL Ethnicity	WY %	UK %
Asian/Asian British	28%	13%
Black learners	10%	7%
Learners from mixed multiple ethnic groups	4%	3%
Other non-white	2%	6%
White	57%	71%

Prior Attainment

- 5.16 Learners with no qualifications or pre-entry level account for around 52% of Community Learning activity.
- 5.17 British and Irish learners hold the highest levels of qualifications at Level 4 and above of approximately 20%. The level is approximately 10% for a range of other ethnic learners e.g., White Caribbean, Indian and Asian.
- 5.18 Providers state many reasons as to why people with high level qualifications are accessing Community Learning provision. A change in circumstance e.g., no longer a carer, becoming a carer, recovering from addiction or abuse, arriving as a refugee, engaging in life-long learning activities supporting their emotional health and well-being.

Local Fee Remission

- 5.19 Building on the Prior Attainment information, different Fee Remission policies apply across the region. They are developed and implemented by providers with many choosing to waive or reduce fees because they believe, in the current economic climate, learners see the fee as a barrier and so would choose not to engage in learning.
- 5.20 A 'free' sewing class visited as part of the review was providing women with dressmaking skills. Gaining these skills will enable them to make rather than buy clothes, so minimising the cost of new clothes. Finding the money to pay for a course would have been challenging and so charging a fee would have been a barrier to them starting the course.
- 5.21 Another 'free' creative textiles course visited as part of the review supported confidence building and health and well-being. The learners had a range of different circumstances: employed; retired; carers and people who had been self-isolating for prolonged periods of time. Some learners on the course said they were really surprised that the course and materials were free and would have been happy to pay for the course.

Recommendations

- WYCA, working with providers, should consider if learners with higher levels of qualifications are accessing provision which could be provided and funded through a different route.
- WYCA, working with providers, consider if the current Fee Remission Policies support the policy intent, that those learners who can pay, do.

Julie “I had surgery in 2019 and then was in lock down, self-isolating alone for over a year. I had been outgoing, but I was now very worried and anxious. I enrolled on a ceramic course which was a hobby I had enjoyed 20 years ago. Although very nervous on my first day by the end of the course they had helped me feel like myself again. I feel so empowered, and I am excited to return in January for the advanced course.”

English for Speakers of Other Languages, English, and maths

- 5.22 Strong examples were given of providers being responsive to emerging needs of residents through flexible use of the funding.
- 5.23 For example: providers in 2021/22 supported new learners from the Ukraine and Afghanistan with Government funding made available directly to Local Authorities. The need was greater than the funding available and so Community Learning providers stepped in offering a range of non-accredited ESOL provision. There was a challenge in recruiting and retaining ESOL tutors, with shortages reported locally. Providers developed provision which enabled people to access health care, housing, and employment, with specific courses linked to sectors, e.g. ESOL for the NHS.
- 5.24 English and maths are often ‘hidden treasures’ or ‘taught by stealth’ in community learning provision:
- Taught in a cooking class by reading the recipe and measuring out the ingredients.
 - A sewing class teaches them by using a tape measure a pattern and writing up individual learner plans.

Recommendations

- WYCA to consider reviewing the funding rules to clarify the Community Learning role in relation to pre-ESOL provision, English and maths, regulated and non-regulated provision.
- WYCA continue to advocate to government for funding to be available to enable residents whose first language is not English to access good quality provision enabling them to become active members of their local communities.

Richard Initially Richard could not read or write. Within 7 weeks of starting his first course and working hard, he was able to read basic sentences and had developed the confidence to put himself forward for a problem-solving workshop. His tutor said, ‘I am proud of Richard because of his commitment and willingness to learn. I believe that he will be able to achieve a qualification sooner than we had predicted.’

6. Engagement

The Role of Outreach

- 6.1 The review highlighted that some of the providers, including subcontractors, have not fully costed the role of outreach activity, in relation to Community Learning provision. Engagement activity is undertaken by people with different skills and job titles.
- 6.2 Outreach work should be recognised as a specific role in Community Learning provision, 'because without the work they do no-one would progress because they would all still be at home or hiding in corners'. There is a genuine sense that 'once through the door, the possibilities for the future are endless'.
- 6.3 It is the investment in that initial engagement which carries the greatest value, and yet appears to be under resourced. The job is more demanding, the initial engagement is taking more time and it could be the first time the learner has spoken to anyone in months. With some taking the opportunity to share their personal experiences, which can have been very challenging.
- 6.4 It is common to find that any previous engagement with learning was as a child and is likely to have been a negative experience. Community Learning provides positive experiences empowering learners, by providing information and advice, so they can start to take decisions and make choices. Taking control of their learning and working with their tutor to gain the skills needed to progress into further learning, volunteering or a job.
- 6.5 Learners with multiple barriers benefit immensely from the opportunity to engage face-to-face which enables them to build trust and confidence more quickly.
- 6.6 Learners often take up opportunities which have been recommended by family or friends. Using traditional marketing methods is key to engaging this cohort of learners e.g., flyers in surgeries or supermarkets, advertising on buses or in bus shelters or providing information in the post.

Recommendations

- WYCA should work with interested providers to understand the outreach role, drawing on best practice and how the roles are funded.
- WYCA should review the role of marketing and learner engagement activity.

Impartial Information Advice and Guidance (IIAG)

- 6.7 There are varied examples across the region: ACL Gateways, Specialist Career Advisers or directly commissioning external professionals. Providers demonstrated lots of good practice, but no single coherent approach.
- 6.8 The impartiality aspect of the offer is crucial, and more easily recognised where the service is provided externally. There are examples of it being delivered very effectively with providers ambitious about what can be achieved by the learner.
- 6.9 The IAG offer should enable learners to make informed decisions about learning and work based on their needs and previous experience. Recognising the capacity they have to engage e.g. being a carer, having a young family, working long hours. Each learner must have a personalised approach and not simply the option to choose from a list of pre-determined outcomes.

6.10 IAG should be embedded in different ways, from the first conversation about what Community Learning provision is, then weaved throughout the time the learner is with the provider and in some cases after the learner has left. The skill is in continually tailoring it to meet the needs of the learner, building on what has gone before, always with an eye on where they are going next.

Recommendations

- WYCA, working with providers, should consider embedding some of the approaches e.g., improving progression pathways between first steps community learning and college provision.
- A best practice model should be agreed to support continuing professional development for staff.

Collaborative working

6.11 There were good examples of collaborative arrangements working within and across the region, with a couple of strong examples between Local Authorities and Colleges, who had agreed their individual roles, responsibilities, and priorities. Making the skills system easier to navigate for the learner as the offer from each provider was well articulated and the progression pathways to further learning, volunteering or employment were clear.

6.12 There are a range of forums or groups enabling a wide range of stakeholders to engage on what provision should be delivered, including strategic partners, learner voice and tutors/volunteers. Forums review the courses on offer, taking account of learner voice and tutor feedback to consider whether any changes or improvements can be made, to improve progression and achievement.

6.13 The expertise of staff involved in Community Learning provision alongside the strategic buy-in to it across the region are invaluable in supporting the successful delivery of provision. There are examples of high value, high trust relationships including those with sub-contractors some of which have been built over a number of years.

Recommendation

- WYCA should build on the work done by providers to ensure the offer is easy for the learner to navigate with an emphasis on mapping clear progression pathways and developing case studies showing the impact when this is done well.

M's story M started on a Phonics course and attended a session on Impartial Information Advice and Guidance, where they discussed a course called Make the Most of You. It focused on motivation, confidence, and well-being. In a 1-1 Careers session, they discussed how to become a Teaching Assistant. An ESOL course was found as the first step, with a programme to include PREVENT training and safeguarding which will help achieve their goal in the longer term.

7. Value for Money

- 7.1 Value for Money is not the best term for recognising the impact of this provision. It is more closely aligned to social value and social return on investment. Every provider was interested in helping develop an approach to better enable that story to be told.
- 7.2 Community Learning provision is better understood when delivery and impact can be witnessed in person. The further away you are from the learner the more difficult it is to understand the transformational impact it has. Not only on those who engage with it but on families, communities, and wider society.
- 7.3 The positive impact, irrespective of age or cultural background, is known to contribute to improving: social mobility, social justice and reducing inequality. Gaining basic skills helps people access other opportunities that, prior to engaging with Community Learning provision, they felt were out of their reach.
- 7.4 Some providers within the region are already looking to show the impact of investing in Community Learning provision. Proper Job has been able to evidence £26 return for every £1 invested in their provision. Kirklees Council use £13.70 per hour as the Pound Plus return on their Volunteering programme.
- 7.5 A few examples of addition research which can be drawn upon are shown below.

Activity	Evidence Source	Cost
Starts on provision reducing the number of visits to their General Practitioner.	www.kingsfund.org.uk/audio-video/key-facts-figures-nhs	The average 9-minute GP consultation costs £39.23.
ACL providing delivering family literacy & numeracy type provision.	The economic case for investing in the prevention of mental health conditions in the UK	£15.80 in long-term savings for every £1 spent.
Providing support to people with Mental Health Issues	I services report on the Unit Costs of Health and Social Care 2020 https://www.pssru.ac.uk	£43 per client attendance

Recommendation

- WYCA should draw together interested parties building on the work already being done by providers in the region, to develop a wider set of metrics to demonstrate the social and economic value and impact of Community Learning provision.



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Jacquie@jandgchambers.co.uk

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