

### Appendix 3 – Community Learning Action Plan

| Theme                                       | Action |  | Type of action      |                  |               |                         |
|---|--------|--|---------------------|------------------|---------------|-------------------------|
|   |        |  | Funding rule change | Strategic Change | Best Practice | WYCA to implement/audit |
| <b>Clarity on what/who should be funded</b> | 1      | Community Learning clearly supports an individual and their motivation to learn<br>Judgement on an individual basis on their circumstance rather than the course content.  |                     |                  | ✓             | ✓                       |
|   | 2      | Regulated provision should not be funded unless specifically approved  | ✓                   |                  |               |                         |
|   | 3      | ESOL - should not duplicate funded aims, but should be about wider integration, practical application and practice of language skills, confidence building   | ✓                   |                  |               |                         |
|   | 4      | Health & wellbeing - this is an individual circumstance/need which makes someone eligible for CL. Clear progression plan would be needed as part of ILP  | ✓                   |                  |               |                         |
|   | 5      | Outreach should be funded under CL.<br><br>Commissioning into areas of deprivation with providers with the reach into deprived communities. Funding is available to engage and deliver in the community: incl e.g. room hire and/or key worker and/or commissioning models | ✓                   |                  |               |                         |
|   | 6      | Providers continue to set fee policies as per existing rules, and must follow them. Those who can afford are expected to pay   |                     |                  |               | ✓                       |
|   | 7      | Adoption of DfE changes (where not otherwise specified)<br><br>- Re-categorisation to 7 themes (reported via ILR)  | ✓                   |                  |               |                         |

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|                                    |    | <ul style="list-style-type: none"> <li>- Employment status to be recorded on ILR</li> <li>- Fee collection to be reported on ILR</li> <li>- New learning aims can be adopted for 23/24: WYCA seeking to retain 'old aims' also to support transition</li> </ul>                                   |   |   |   |   |
| <b>Demonstrating impact</b>        | 8  | <p>Improve data collection on the ILR:</p> <ul style="list-style-type: none"> <li>- 23/24 planned destination data is expected</li> <li>- 24/25 planned destination is mandatory</li> </ul>   | ✓ |   |   |   |
|                                    | 9  | Actual destination data: Further discussions with providers in autumn 23, with implementation plans for 24/25   |   |   |   | ✓ |
|                                    | 10 | Best practice sharing from providers who demonstrate clear impact   |   |   | ✓ |   |
|                                    | 11 | Remove references to 'pound plus'   | ✓ |   |   |   |
|                                    | 12 | Develop measures which focus on SROI/ social value that can be adopted by all CL providers across WY. Co-designed with providers.   |   |   |   | ✓ |
| <b>Local shaping of priorities</b> | 13 | CL provider planning meetings to be facilitated (where not already in place)  |   |   |   | ✓ |
|                                    | 14 | Delivery Plans developed utilising LA intelligence  |   |   |   |   |
|                                    | 15 | LAs continue to shape the local needs for CL, reviewed termly and shared with CL providers  |   |   |   | ✓ |
|                                    | 16 | <p>Allocations - moving to needs based methodology is recommended. This follows the ambitions outlined in the WY AEB Strategy (September 2020) to move away from historic allocations and focus on current need. (covered in page 7 and 8 of the review)</p> <p>Options:</p> <p>a) Do nothing</p> |   | ✓ |   |   |

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|   |    | <p>b) Agree the need to move to needs based funding model and replace historic allocations. Establish a working group to determine a methodology (for proposal at the CA)</p> <p>c) Adopt UKSPF %s fully – reduce Calderdale and Wakefield WY grant provider allocations; top up Leeds, Bradford and Kirklees</p> <p>d) Move towards UKSPF %s, while protecting WY grant provider allocations – will require a £125k top up of CL funds for WY. This will allow a ‘top up’ for Leeds, Bradford and Kirklees without reducing the financial allocation for Calderdale and Wakefield.</p>   |  |   |   |  |
|   | 17 | <p>Use of out of area providers should be further reviewed in terms of contribution to strategic aims. (covered in page 7 and 8 of the review)</p> <p>Proposed:</p> <ul style="list-style-type: none"> <li>- 23/24 – out of area providers develop delivery plans with LAs to meet community gaps and are given clear geographic parameters (if UKSPF methodology is adopted as per action 16)</li> <li>- Ongoing assessment re: success of this model, including performance against clarified rules</li> <li>- Review grant management process for 24/25.</li> </ul> <p>Options:</p> <ul style="list-style-type: none"> <li>a) Model continues</li> <li>b) Grant funding redistributed to WY grant holders</li> <li>c) Blended option where additional provider support is retained for LAs in geographies where the provider base is more limited</li> </ul> |  | ✓ |   |  |
| <b>Celebrating and sharing great practice</b> | 18 | <p>Provider conference/webinars/roundtables to share and further develop consistent excellent practice in:</p> <ul style="list-style-type: none"> <li>• Progression Pathways</li> <li>• Successful initiatives/multi agency working</li> <li>• Male Participation</li> <li>• LLDD provision and support</li> </ul>  |  |   | ✓ |  |

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|  |    | <ul style="list-style-type: none"><li>• Engaging with the VCSOs</li><li>• IAG models – impartial</li></ul> |  |  |  |   |
|  | 19 | WYCA to support wider marketing and communication around adult skills                                      |  |  |  | ✓ |

