

Leicestershire Adult Learning Service Accountability Statement 2024-2025

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1. Statement of Purpose

Leicestershire County Council's Adult Learning Service (LALS) aims to engage adults into learning and support them to develop knowledge, skills and behaviours that promote access to opportunity and wellbeing.

Strategic Goals

LALS programmes support the objectives of several key strategies, in particular Delivering Wellbeing and Opportunity in Leicestershire: *Adults and Communities Department Strategy 2020–2024*. The curriculum offer is also designed to align closely to the five themes within the County Council's Strategic Plan 2022-2026:



- Great Communities
- Safe and Well
- Improved Opportunities
- Clean and Green
- Strong Economy, Transport, and Infrastructure

2. LALS Mission Statement

LALS' mission is to improve the lives of the people of Leicestershire using education as a vehicle for social mobility and increased life chances. We will support people, communities, and businesses to develop and engage in learning programmes to suit their needs with particular focus on the following themes:

- Improving essential skills (English, ESOL, Mathematics and Digital)
- Engagement and/or building confidence.
- Preparation for employment
- Career progression
- Preparation for further learning
- Promoting health and well-being
- Equipping parents/carers to support children's learning.

- Developing stronger communities

In each of these themes we will contribute to the delivery of priorities in positive partnership with other agencies, voluntary organisations, and service providers, to develop learning activities that are driven by communities and employers across the county. We will direct more resources towards the most vulnerable and disadvantaged and endeavour to actively engage those least likely to participate. In doing this, we aim to play a part in equalising access to learning, achievement, and progression, and provide best value for money for Leicestershire residents.

3. Context and Place

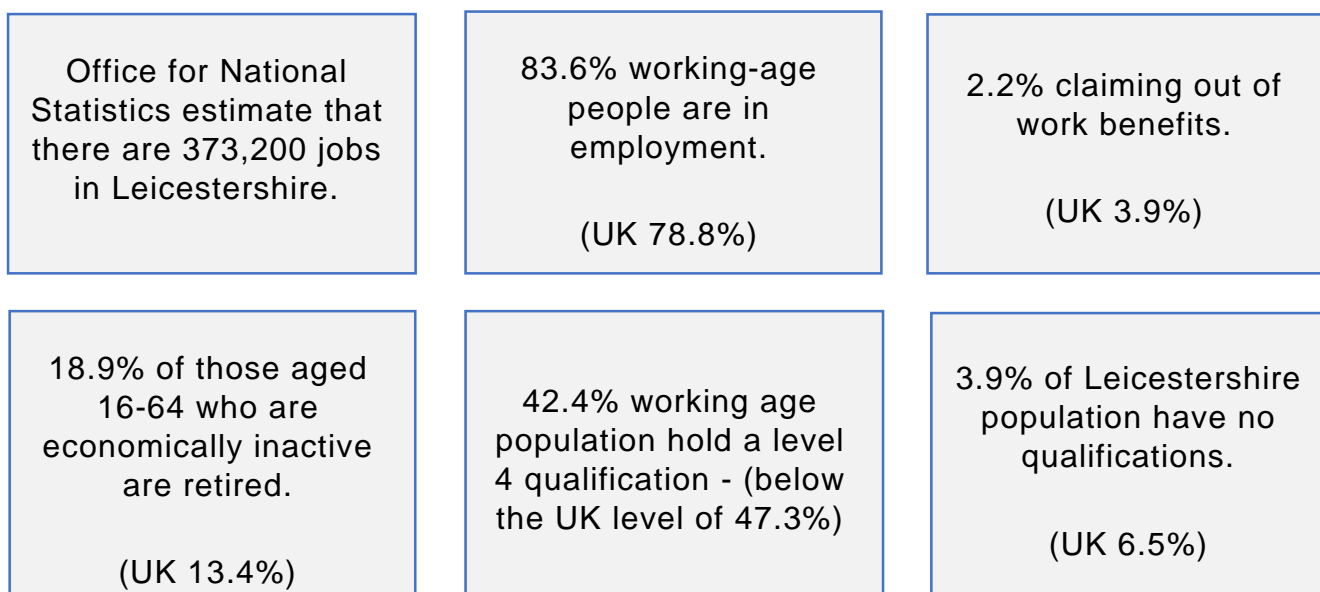
The county that LALS serves is predominantly rural by area, but urban by population. The total population of the county is 712,300 with 77.6% of the population aged 20 or over, compared to 76.9% for England. The county has experienced a 9.5% increase in population between 2011 – 2021.

69% of the population live in urban areas, 18% in rural towns and fringe settlements and 12% in rural areas. The population is ageing and becoming more ethnically diverse, with a significant Asian/Asian British population (8.2%).

In April 2024, 2.2% of the working age population of the county were claiming out of work benefits compared to 3.5% in the East Midlands and 3.9% in Great Britain.

Charnwood experienced the highest overall number of Universal Credit (UC) claimants in April 2024, with 2,573 claimants, followed by Hinckley and Bosworth with 1,586.

31.4% of those economically inactive in Leicestershire are students (UK average 26.8%).



4. Local Industries and Professions

- Northwest Leicestershire has a high proportion of transport and storage related jobs.

- Charnwood has a high concentration of workers in the education sector, followed by manufacturing.
- Blaby has a high proportion of employees in professional, scientific, and technical jobs.
- A higher proportion of employees in Melton Mowbray, Hinckley and Bosworth, work in manufacturing jobs compared with other types of employment.

5. Educational Attainment

Leicestershire compares positively against the East Midlands and Great Britain for the qualifications achieved up to Level 3. In 2023, 91.5% of 16-64-year-olds had achieved a NVQ2 or higher and 72.6% Level 3, compared to 84.0% for Level 2 and 67.8% nationally for Level 3. However, Leicestershire has 42.4% of people with an NVQ4 or above which is below the Great Britain level of 47.3%.

6. Leicestershire Local Skills Improvement Plan

The Leicestershire Local Skills Improvement Plan (LLSIP) produced by the East Midlands Chamber, is one of eight employer representative bodies testing an employer-led approach to skills planning. The LLSIP focuses on the knowledge, skills, and behaviour (KSBs) that businesses identify as priorities to meet growth aspirations.

Key Findings

- Knowledge - across all sectors, technical and vocational knowledge areas are the most important to a business's success. The next top four identified knowledge requirements are: basic literacy, basic numeracy, health and safety, basic IT.
- Skills - team working is the most important skill across all sectors, followed by, verbal communication, specific occupational skills, written communication, and time management. In addition to technical and vocational knowledge and skills, employers highly value basic numeracy and literacy, along with other more transferable knowledge and skill areas.
- Behaviours – the LLSIP notes that employers value the right behaviours in their employees more than knowledge and skill areas. Being a team player is the most important behaviour, followed by being hard working, reliable, resilient, and honest.

Informed through local networks, including the recently established Leicester and Leicestershire LSIP Accountability Board, LALS programme will continue to respond to changing priorities and local needs.

7. Approach to Developing the Accountability Statement

LALS Accountability Statement is designed to ensure the curriculum offer meets the needs of local priorities. The annual refresh of the statement integrates into stage 2 of

the planning process prior to the preparation of programme planning parameters and the timetabling of courses.

Stage 1	Stage 2	Stage 3	Stage 4
Review Priorities	Accountability Statement	Mapping Outcomes	Course Design
Strategic Plan	Priorities	Programme Planning Parameters	Financial Analysis
Adults & Communities Strategy	Governance Review & Challenge	Learner Number Targets	Programme Timetable
Local Skills Improvement Plan	Local Partners/Learners	Curriculum Resource Allocation	Internal Review and Challenge
Learner Feedback & Self-assessment	Lead Members		Equalities Assessment
Local Needs Assessments	Dept for Education Approval		
	Publication LCC Website		

Our approach provides an opportunity for partners to comment on the programme and help steer planning proposals to ensure local needs are met through accessible progression pathways. Prior to courses being scheduled, priorities identified within the accountability statement will be reviewed and approved by elected members.

8. Planning the Curriculum Offer

The adult learning programme planning cycle draws on a range of evidence to inform the final curriculum offer. The service develops curriculum planning parameters from an analysis of regional and local priorities. In-year performance data is used including, levels of achievement, learner destinations, and end of course evaluations.

Performance is also measured against regional and national benchmarks to establish if LALS or another local provider is best placed to deliver a specific programme.

9. Programme Planning Parameters

Once the local needs analysis has been completed and priorities are approved by elected members the programme planning parameters are prepared by senior managers. Targets are set for curriculum teams including learner numbers, target groups, courses, geographical locations.

A service fees policy is agreed to ensure, consistent pricing of courses, fee remission supports priority groups and learner support funds are available to remove barriers to learning. To help generate additional income, full cost recovery programmes are included to help cover service overheads.

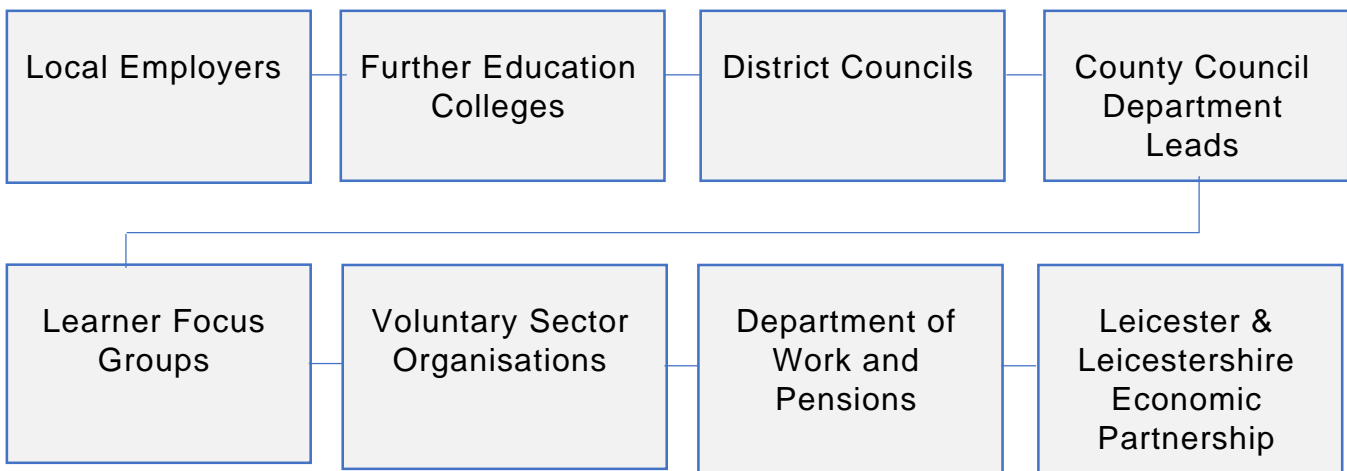
The final stage of planning involves scrutiny of the proposed learning offer by senior leaders who challenge curriculum teams and test the strength of the rationale for each course within the programme. Prior to final approval consideration is given to:

- Alignment to the service 'Intent' and strategic goals
- Planned outcomes including, employment, progression, volunteering personal development and wellbeing.
- Progression pathways and links with other external provision
- Effective use of resources
- Geographical cover
- Alignment to employer needs
- Careers information, advice, and guidance
- Minimising duplication
- Equality of access and measures to remove barriers to learning
- Alignment to regional Skills Improvement Plans (LSIPs)
- Inclusion of enrichment activities, for example collaborative community projects and work experience
- Plus, a final challenge to assess if LALS is the best placed provider to deliver the course given available expertise, resource, and previous performance of delivering the programme.

Working Together to Support Local Needs

The (LSIP) identifies a need for further collaboration between learning providers to establish a comprehensive curriculum offer for the region. Several key partners have been identified and the planning cycle is being tailored to include more opportunities for constructive dialogue to further improve the regional skills offer.

Key partners involved in shaping the regional adult skills programme include:



LALS engagement strategy is designed to support two core strands. The first is the local skills needs and priority sectors as outlined in LSIP. The second is to support those hardest to reach to enable them to access provision and skills pathways that promote progression, upskilling and new or further employment opportunities.

LALS intends to build on the recent partnership work developed through the national Multiply project which through collaboration with colleges and the voluntary sector has proved effective in engaging target groups.

Following the success of the four stakeholder engagement events identified within the accountability statement last year, further activities are planned in to help create a more integrated skills offer that meets local needs and avoids unnecessary duplication.

Leicestershire Adult Learning Service – Programme Priorities 2024/25

LCC Strategic Plan	Programmes contributing towards National, Regional and Local Priorities for Learning and Skills	Why are we doing it?
<p>Improved Opportunities</p>	<ul style="list-style-type: none"> • We will deliver a range of English and mathematics programmes including Functional Skills and GCSE qualifications enrolling 500 learners across these subject areas. These programmes will be offered on-site and online to provide across the county providing flexibility for learners to attend. • Our Learning for Independence programme will support 350 (+3%) individuals with additional needs. The programme will focus on enabling learners to improve health and well-being, increase independence and self-advocacy, engage with and be active in the community, progress to identified positive destinations including transition from Children’s and Social Care services. • We will support digital inclusion by increasing skills and confidence through the delivery of basic digital skills qualifications enrolling 550 (+10%) learners to these programmes. Programmes will also focus on cyber security and e-safety. 	<ul style="list-style-type: none"> • In addition to subject skills, delivery of basic skills courses will help learners develop skills valued by employers including communication, team working these programmes will embed the development of positive behaviours such as timekeeping, reliability, respect, and values. The importance of these characteristics is highlighted in the <i>Local Skills Improvement Plan (LSIP)</i>. • The Learning for Independence programme is a discrete service for learners with additional needs. Courses develop learner independence in everyday life reducing demand on carers and support services. Courses also develop the behaviours and attitudes that enhance learners’ abilities to positively represent themselves and contributed to the local community. • According to recent surveys conducted with local employers, digital skills were identified as a barrier to productivity. Poor digital skills also limit the ability to access services and can limit opportunities for career progression. Improving digital skills can reduce social isolation and reduce the impact this has on wellbeing, particularly in the more rural parts of the county.

LCC Strategic Plan	Programmes contributing towards National, Regional and Local Priorities for Learning and Skills	Why are we doing it?
	<ul style="list-style-type: none"> • Our languages programme will include Deaf Awareness and British Sign Language (BSL) courses together with foreign language provision. Our target for 2024/25 is to engage 700 learners. • In partnership with schools, academies and LCC Children and Family Welfare Services, we will provide 760 (-5%) places for those wishing to participate in family learning programmes. Courses will be targeted at more deprived areas where they can have most impact on improving opportunities for adults and children. In addition to providing adults with basic English and mathematics support, these programmes will equip parents with the skills they need to effectively support their children’s education and development. • We will work with partners and explore opportunities to support young adults with educational health care plans. 	<ul style="list-style-type: none"> • LCC Children and Families Partnership Plan aims: to ensure children receive the best start in life, are safe and free from harm and support families to be resilient and self-sufficient. There are a range of benefits to parents from family learning including, the development of basic skills in English, maths, parenting skills, self-esteem, self-confidence.
<p>Clean and Green</p>	<ul style="list-style-type: none"> • LALS curriculum offer will include activities to raise awareness of sustainable living and promote the protection of our natural environment. 	<ul style="list-style-type: none"> • To achieve net zero carbon emissions in Leicestershire we need communities to take action to reduce their environmental impacts, such as by

LCC Strategic Plan	Programmes contributing towards National, Regional and Local Priorities for Learning and Skills	Why are we doing it?
	<ul style="list-style-type: none"> • In collaboration with LCC Environment Services we will deliver a range of courses to help people minimise their impact on the environment. Community (<i>Tailored Learning</i>) courses will include the popular Love Food Hate Waste, Reuse and Mend programmes previously delivered and we will pilot new programmes to help individuals reduce their carbon footprint and adopt behaviours to enhance the Leicestershire environment. • We will provide opportunities for learning online to reduce the need for travel to centres with a target of 10% of learners participating remotely. • We will embed Education for Sustainable Development (ESD) into our curriculum programmes and commit to ensuring our ESD is mapped across programmes using the Education and Training Foundation's 'mapping ESD tool'. 	<p>being more resource-efficient and travelling by sustainable modes. LCC Strategic Plan 22-26</p> <ul style="list-style-type: none"> • A key action within the LCC Strategic Plan is to 'Raise environmental awareness amongst local communities, schools and businesses to promote positive action' National government has identified the need to reduce food waste which is currently estimated to be 10million tonnes per year, as a national priority due to the impact on the environment. • Delivering more programmes online will help limit LCC's impact on the environment by reducing CO2 emissions from staff and learner travel as infrastructure is developed to provide a more sustainable means of transport. • Ensuring learners are aware of the impact that they and others can have in supporting UNESCO sustainability goals is an important part of community cohesion and supports the council's commitment to raising wider awareness of climate and sustainability issues.
	<ul style="list-style-type: none"> • Work Based Learning programmes will contribute positively to local economic growth, and we will enrol a total of 35 Apprentices 	<ul style="list-style-type: none"> • In addition to the contribution these programmes will make in delivery of outcomes identified within the LCC Strategic plan, activities map to priorities

<p>LCC Strategic Plan</p>	<p>Programmes contributing towards National, Regional and Local Priorities for Learning and Skills</p>	<p>Why are we doing it?</p>
<p>Strong Economy, Transport, and Infrastructure</p>	<p>onto Payroll, Social Care, Teaching and Learning and Business Administration and Management programmes. We will explore opportunities to work with private sector and public sector employers. Apprenticeship achievement rates are high in comparison to national benchmarks, and we will aim to attain an overall achievement rate above 68% in 2024/25.</p> <ul style="list-style-type: none"> • We will grow our basic skills programmes focusing on Digital, English, mathematics. The programme offer will include basic introductory courses such as the Essential Digital Skills qualification, English and maths, functional skills, and GCSE qualifications to provide individuals with the foundations they need to support them in their personal or professional lives. • The development of a new employer responsive offer will be central to our plans in addressing the local skills needs identified within the Local Skills Improvement Plan. This work will be progressed through the Local Skills Improvement and Accountability Board. 	<p>identified within Local Skills Improvement Plan (LSIP) priorities and Leicester and Leicestershire Economic Growth Strategy LLEP.</p> <ul style="list-style-type: none"> • Apprentices supported through LALS work-based-learning programmes will gain new knowledge and skills and become an important resource within a knowledge economy. Within the council, the apprenticeship programme contributes to the wider workforce strategy helping sectors such as social care to recruit to posts that are hard to fill. Many apprentices are given increased responsibilities and promotions during their learning phase in response to their developing knowledge and skills being recognised by their managers. • The LSIP highlights that, across all sectors, technical and vocational knowledge areas are the most important to a business success. The next top four identified knowledge requirements are: basic literacy, basic numeracy, health & safety, basic IT. • To succeed at Level 3 and beyond, several steps can be required whether it be entry level literacy and numeracy or other basic skills. For example, digital skills or more general Preparation for Life and Work courses, often below level 1 are the

LCC Strategic Plan	Programmes contributing towards National, Regional and Local Priorities for Learning and Skills	Why are we doing it?
	<ul style="list-style-type: none"> • We will attain an overall learner Achievement Rate of 83.5% (+3.5%) for our adult skills programme by providing high quality teaching and learning and the necessary additional learning support required to help disadvantaged target groups across the county succeed. • We will further develop the collaboration between the service’s Family Learning and ESOL provision to provide next steps for learners within these areas. • Our Work and Skills Leicestershire provision is designed to support unemployed or those at risk of losing their job find sustainable employment. Led through our newly established skills board we will continue to work with partners including the DWP to provide support for people looking for work or wishing to progress in their careers. • In addition to the support and guidance provided through enrolment and initial assessment activity when learners join courses, we will provide a discrete Information Advice and Guidance (IAG) 	<p>most popular courses for adults. The role of Adult and Community learning is pivotal here, alongside FE colleges. LLEP Skills Plan 2022-24</p> <ul style="list-style-type: none"> • These basic skills courses will be targeted towards disadvantaged groups and will help individuals progress to positive destinations whether this be entering employment, career progression or going into further or higher education. The Council has a key role in helping to bring together learner progression routes across initiatives such as Multiply and other UKSPF projects. • Combining IAG with effective initial assessment ensures individuals find the right level course increasing their chances of achieving their goals. Exit interviews with learners and apprentices help individuals make informed choices in relation to their careers or further learning. • Effective IAG also helps vulnerable adults remain independent and this can reduce the demand for more costly acute support from Public Health or Social Care services. • Our goal is for Leicestershire to have active and inclusive communities in which people support

LCC Strategic Plan	Programmes contributing towards National, Regional and Local Priorities for Learning and Skills	Why are we doing it?
	<p>service to 500 clients who will benefit from a personalised career development plan.</p>	<p>each other and participate in service design and delivery. LCC Strategic Plan 22-26</p> <ul style="list-style-type: none"> • Our Tailored Learning programmes will empower learners to take greater control of their lives. Course content will help adults develop a greater appreciation how they can contribute and influence things that have an impact on their own quality of life and the communities in which they live. • There has been a decrease in the percentage of residents who feel that their local area is a place where people from different backgrounds get on well together (from 96% in 2019/20 to 91% in 2021/22). The ability to speak English provides greater opportunities for individuals to integrate and contribute to the local community and enterprise for the benefit of all. LCC Strategic Plan 22-26 • To support the Voluntary, Community and Social Enterprise (VCSE) sector and town and parish councils in their roles as providers of community-managed services and as community leaders.

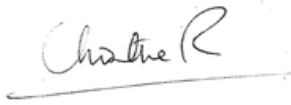
LCC Strategic Plan	Programmes contributing towards National, Regional and Local Priorities for Learning and Skills	Why are we doing it?
<p>Safe and Well</p>	<ul style="list-style-type: none"> • The programme offer will bring together people from different backgrounds helping them learn from each other and further develop tolerance and understanding. • We will deliver Learning for Wellbeing and Mental Health programmes providing a combined output of 1,020 spaces on these courses to help people become resilient and recover from poor mental health. We will strengthen links with partners to improve referral from Social Prescribers and other agencies. • We will create a safe learning environment and embed activities that develop confidence. Through these activities we will promote trust and respect for British Fundamental Values. We will empower individuals to speak up and take control of their own wellbeing. 	<ul style="list-style-type: none"> • Our goal is to work with partners to increase community cohesion and tackle hate crime. <i>LCC Strategic Plan 22-26</i> • To develop behaviours, attitudes, knowledge, and skills which support learners to improve or maintain their wellbeing and resilience which may also contribute to preventing or reducing the need to access other services is a key priority of the <i>A&C Strategy – Delivering Wellbeing and Opportunity in Leicestershire</i>. LCC aims to work with a range of partners internally and externally to address the wider issues that affect wellbeing and health. <i>LCC Public Health Strategy 2022-27</i> • Programmes will help address social isolation by connecting people and promoting social interaction in a safe learning environment where learners with shared experiences can make beneficial and supportive social links.

LALS Learner Enrolment Targets

	Actual Learner Numbers						Target Learner Numbers			
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24*	2024/25**	2025/26	2027/28	
East	1039	788	470	640	617	558	900	900	900	
West	1215	1074	625	888	869	807	1050	1050	1050	
North	1241	1150	891	1095	925	910	1150	1150	1150	
South	1988	1832	1070	1369	1277	1250	1340	1340	1340	
Central	0	20	10	8	520	594	600	160	160	
Total	5483	4844	2739	3155	4208	4119	5040	4600	4600	
					* In-year performance May 2024			** Multiply Project Ends		

Corporation Statement / Sign-off

LALS accountability statement will be signed-off and approved by elected members on behalf of Leicestershire County Council.

A handwritten signature in blue ink that reads "Christine R". The signature is written in a cursive style and is underlined with a single horizontal line.

Name: Christine Radford CC, Cabinet Lead Member for Adults and Communities

Date: 28 June 2024

The plan will be published on the Council's website within three months of the start of the new academic year.