

Self Assessment Report

IAG Learning Gateway – IIC 2988, NNCP 0708-05

Learning for Everyone
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2 Executive Summary

2.1 Introduction

This is the Self Assessment Report(SAR) for Learning for Everyone (L4E) and its delivery of the IAG Learning Gateway initiative. This SAR has been written with reference to the November 2007 'matrix' assessment of L4E, (matrix Accreditation Review Report for LEARNING FOR EVERYONE **By Christine M. Smart** On behalf of EMQC **Assessment Date: 30th October – 1st November 2007**).

All L4E staff were involved in the process and all recognise the benefit that they have gained from it. Together we have identified a plan of improvement. The matrix process focuses on 8 principles:

- People are made aware of the service and how to engage with it
- People's use of the service is defined and understood
- People are provided with access to information and support in using it
- People are supported in exploring options and making choices
- Service delivery is planned and maintained
- Staff competence and support they are given are sufficient to deliver the service
- Feedback on the quality of the service is obtained
- Continuous quality improvement is ensured through monitoring, evaluation and action

These are very much in tune with the five core questions in the Common Inspection Framework (CIF):

- How well do learners achieve?
- How effective are teaching, training and learning?
- How well do programmes and activities meet the needs and interests of learners?
- How well are learners guided and supported?
- How effective are leadership and management in raising achievement and supporting all learners?

2.2 Background of L4E

The following is quoted from the matrix assessment report:

"L4E began with the Learning for Life programme which was launched in 2002 as a two-year project aimed at a target client group of 9000 people residing in two Cromer wards. At the time of the Assessment in August 2004, further funding had been received to initiate the Cromer Virtual Learning Community project which was designed to facilitate personal training and development through the provision of computer equipment. In September 2003 an extension to the funding for the Learning for Life was approved to take the project through to 2005.

The Sheringham Learning for Everyone Project began in September 2005 with funding until December 2007. It had a target of engaging with 254 members of the community. By October 2007 the number of beneficiaries

had exceeded 400. Consequently, the project was re-profiled to extend its lifetime to August 2008. Similar to the original project set up in Cromer, the purpose of the project is to improve confidence and skills in the Sheringham community as well as identifying the skills requirements of local employers and seeking to provide training to help individuals meet those skills. Information, advice and guidance (IAG) is provided by the Learning for Everyone IAG Advisers who are based in Cromer.

Learning for Everyone continues to enjoy sharing accommodation in Cromer with the Cromer PPF and the Poppyland Partnership. They moved to their current premises in Merchant's Place in May 2006. In Sheringham, IAG is provided at Sheringham Plus based in the main thoroughfare of the town. In Fakenham, the service currently 'lodges' with Norfolk County Council Adult Education.

Information, advice and guidance is central to the strategy of ensuring that individuals are given the opportunity to explore options for improvement in training, learning, employment and self-development. Support is provided to overcome barriers to learning. Over the last five years, more than a thousand people have been given a one to one interview with an Adviser.

A range of learning activities is also provided. These include Empower U Skills for Life courses, Biz3 Project which teaches Business Administration from Beginners to Level 3. All IAG is offered by three Level 4 Advisers and a Level 3 Adviser.

Learning for Everyone is contracted to **nextstep** and Aim Higher and provide a reactive service under R2R where the need arises in the North Norfolk area.

Staff said of the service:

'I am very proud to be working here. It gives us a great sense of well-being when we see people move on. They say thank you to us but it is their determination to do well that is the key. Motivation comes from within. We can only help find the pathway and remove the obstacles that may get in the way.'

The staff provide a friendly, helpful and flexible customer focused information, advice and guidance services to potential customers, customers, partners and the wider community."

L4E have delivered a number of successful adult and community learning and skills projects in the past. These include:

- Cromer Learning for Life – Objective 2 Direct Bid ESF with match from EEDA, NNDC, Jobcentreplus, NWES, LSC Jan 2002-Aug 2003
- Cromer Virtual Learning Community – Objective 2 Direct Bid ESF with match from EEDA and NNDC Mar 2003-Jul 2005
- Cromer Learning for Life 2 – Objective 2 Direct Bid ESF with match from EEDA, NNDC, NWES, Jobcentreplus, LSC Sep 2003-Jul 2005
- Virtual Learning for Everyone – Leaderplus Nov 2004-Aug 2008

- Cromer CER Package – Objective 2 ERDF with match from EEDA, NNDC, Cromer Town Council, Norfolk County Council and others Dec 2004- Dec 2007
- Sheringham Learning for Everyone – Objective 2 ESF direct bid with match from EEDA, NNDC, North Norfolk Community Partnership (the Local Strategic Partnership), LSC, Meridian East, Wellbeing in North Norfolk Sep 2005-Aug 2008
- Empower U and Level3.biz – LSC ESF Objective 3 co-financed projects 2006 to March 2008, delivering skills for life and business admin level 3 study and qualifications
- Next steps delivery partner since August 2004
- Aim Higher delivery partner since Sept 2005
- Learning & Skills IAG Gateway 2007 to 2009, IIC and LSP funded, IAG across seven market towns
- Virtual Business Support, 2007 to 2008, IIC, LSP and Objective 2 ESF, developing a new approach to business ICT support

Since 2002 some 3000 plus members of the North Norfolk community have signed on to provision supported by L4E.

Delivery has always been subject to ongoing review from delivery and funding partners. In addition there has been ongoing feedback from beneficiaries in the form of one to one interviews, questionnaires and form filling and focus groups.

L4E have worked and continue to work with a wide range of partners; delivery, funding and community. These partners include:

- Training providers such as UEA, Workhouse, WEETU, Adult Education, Paston College, Princes Trust, City College Norwich, Easton College, Norwich University College of the Arts, OU, Jobcentreplus, Active Talk, Pitman Training, College of West Anglia, Fakenham College, TCHC, Shaw Trust
- Third sector groups such as Meridian East, Wellbeing in North Norfolk, Voluntary Norfolk
- Business support agencies such as Norfolk and Waveney Enterprise Services (NWES), Business Link, Norfolk Rural Business Advisory Services
- Local businesses in particular via the North Norfolk Business Forum and the Chambers of Trade,
- Funding partners such as the East of England Development Agency and GO East through the Objective 2 programme, IIC (Investing in Communities), North Norfolk Community Partnership (LSP),
- we also have close links with Museums, Trade Union Learning Representatives, Norfolk Childrens Services, Norfolk Library Services, Connexions, the local schools and being part of the East of England next steps network as well as Aim Higher.
- L4E are closely involved with the seven area partnerships in North Norfolk, directly through project delivery in Cromer, Sheringham, North Walsham, Stalham, Holt, Fakenham and Wells.

From the matrix report:

“Partners said of Learning for Everyone:

“I have no major concerns and I am impressed with their thoroughness. (Name) is very professional in terms of delivery and she uses a good range of resources. They don’t turn anyone away and I am sure that must be to their personal detriment at times. They provide a good model as how community provision should be. They are always quick to contribute constructively at our meetings.”

“They are excellent to work with. We have a very strong and trusting relationship and we have no qualms in signposting to them as much as they do to us.”

“Barriers to learning have always been one of my greatest concerns. So when I saw their new accommodation in Merchant’s Place I felt that it would help to remove them – and it has.”

“Imagine what it might be like if there was Learning for Everyone staffed like this in every rural and deprived community in the UK. What a difference it would make.’

The discussions with external representatives of partner organisations highlighted the confidence they had in Learning for Everyone, respect for the impartial manner in which potential clients and clients were assisted and agreement that the collaborative approach was leading to positive benefits.”

With the formation of the North Norfolk Skills Partnership, a collection of interested groups and organisations across all sectors to formulate the learning and skills strategy for North Norfolk in 2006, L4E became the delivery arm of this strategic body.

The North Norfolk Skills Partnership identified the need for the IAG Learning Gateway initiative and successfully bid for funding over the summer and autumn of 2007.

2.3 Details of the programme assessed in this SAR

There is one initiative being assessed by this SAR, known as IAG Learning Gateway.

2.3.1 IAG Learning Gateway

2.3.1.1 Project summary

This is a 2 year pilot project based on the success of the Objective 2 ESF Learning for Everyone projects recognised at regional and national levels as a pioneer development in promoting learning and the development of skills.

These projects have succeeded where other attempts at promoting learning have failed and have been targeted at rural and hard to reach communities

where there is evidence of exclusions from mainstream learning provisions “ 1/5th of the adult population has not participated in any form of learning since leaving school”: North Norfolk Learning Needs Report – LSC. Learning for Everyone research in the last five years using 10% of the 1000 beneficiaries at the time identified that people want to:

- Develop qualifications, skills and quality of life
- Learn locally
- Would not have learned without these projects

Projects facilitated learning by removing obstacles – ignorance of learning opportunities, lack of confidence and self esteem, being out of study and employment for years, travel and cost.

The LSC reported in “Workforce Development Planning” that employers widely report skills gaps, hard to fill vacancies and unmet basic skills needs. If the county has an aim of becoming a world class economy, aspirations and achievement in all sectors of society must be met and the employability of current and future workforce must be raised.

The OCSI Study in 2007 confirmed the need for workforce development in the way this project addresses.

The North Norfolk Skills Partnership has agreed that this project would substantially help to raise aspirations and meet the needs of local people to improve qualifications and employability – over 2000 people have gained qualifications and improved employment prospects in the last 5 years in Cromer & Sheringham.

North Norfolk Business Forum, working in co-operation with the Skills Partnership, have supported the development of this project and consider it vital to raise economic performance within the global market place.

Project Objectives:

- Lead to individuals gaining qualifications
- Address Skills for Life needs by offering individuals assessments and courses
- Give individuals who have IAG appointments, an action plan and a referral to partner organisations providing appropriate courses or work based learning.
- Provide an IAG Co-ordinator to assist individuals and also coordinate action research to inform partner organisations of the need for courses.
- Provide an IAG Co-ordinator to arrange learning events to promote aspirations into HE – e.g. the March 2008 event “Pathways to Learning”
- IAG co-ordinators would also organise taster sessions for ICT, C/V building and other job search skills as well as self employment training.
- Offer learning opportunities to boost confidence and self-esteem
- Provide 1-1 appointments to target support and maximise participation on courses; this acts as the best form of marketing

The project is run and overseen by the North Norfolk Skills Partnership – all funding partners have the opportunity to participate directly with the

Partnership. At present the partnership is made up of the following members: Connexions, North Norfolk Business Forum, Paston College FE sector, 14-19 Learning Systems Group, Meridian East, Norfolk Learning Difficulties, North Norfolk District Council, TCHC Train To gain Broker, Trade Union Learning Link, UEA representing HE Sector, Fakenham College, Jobcentre Plus, Norfolk Learning Partnership, Norfolk and Suffolk Care Support Ltd, Learning and Skills Council, Norfolk Adult Education. In addition the North Norfolk Skills Partnership liaises closely with the Norfolk Learning Partnership through membership of the Norfolk Learning Communities Network and both the Skills Partnership and the Norfolk Learning Partnership are members of the county wide Learning for Life partnership looking at personal and community development learning. All partners are involved in the running and delivery of the project as required, and it is through the Skills Partnership that the findings of the project will be implemented at a strategic level. In addition the Partnership has close links and will be working with each of the seven local area partnerships as well as the North Norfolk Community Partnership. Learning for Everyone, the delivery arm for the Skills Partnership has contracts to deliver Next Steps and Aim Higher and the revenue from these contributes to project costs.

Project Scope

The project scope is the North Norfolk District Council area, covering the seven key settlements of Wells, Fakenham, Holt, Sheringham, Cromer, North Walsham and Stalham. It is primarily aimed at adults, but will include school leavers and the 14-19 age group, largely through the partnership working with Connexions.

No group will be disadvantaged through level of economic activity, prior accreditation, race, creed, age or gender. Copies of Equal Opportunities policies are available on request.

The project is delivering:

- Seven learning gateways being established
- 1750 people accessing IAG services
- 7 voluntary and 9 community groups being supported
- 200 people assisted to get a job
- 4 key sectors supported (minimum) – construction, care, retail, tourism
- Informed planning of mainstream training delivery with increasing participation and achievement

For more details see section 5.6, on the IAG Learning Gateway Project across seven market towns in North Norfolk at the end of Year One, Denise Treissman, Oct 2008.

All the above contribute to raise skills aspirations, employment prospects (IIC Business Plan) and social inclusion offering access to opportunity (RES goals)

2.3.1.2 Progress to end of 2008/09 financial year

- Seven learning Gateways established
- more than 1000 people accessing IAG services
- 12 voluntary and 9 community groups being supported
- 80 plus people assisted to get a job

- 4 sectors supported
- Input into formal planning of future training provision in District

Note – there are a number of models for the Gateways. In Cromer the team are embedded in Merchant’s Place, the Community and Learning Resource Centre and this is where the demand for service is highest. In Fakenham the Gateway is based in the Adult Education Office (opposite the library and near a major supermarket) but works very closely with the Local Area Partnership and Learning Community. In Sheringham and Stalham it is based in the Local Area Partnership shop. In Wells it is in the library, in Holt it is in the new Corpusty and Holt Children’s Centre and in North Walsham it has recently moved to the Adult Education premises at Tudor House.

2.3.1.3 Sample Client Case Studies

(Cromer) a young single parent, with advice from L4E, is doing a part-time Access to the Caring Professions because she wants to become a Youth Worker. She is also updating qualifications in English and Maths. She said: “The advisers at Merchants’ Place were very helpful and if it were not for them, I would not be where I am now. The future seems bright: I’ve always wanted a career with opportunities for a better way of life.”

(Cromer) attended an advice appointment, was introduced to the Business Administration tutor and was able to have an assessment, take and pass with distinction, a Level 3 Text Processing OCR examination that week. She had been made redundant and L4E was able to obtain Responding to Redundancy funding which enabled her to do a distance learning IAM Certificate in Administrative Management with Deltic Training. She achieved her qualification within six weeks and as a result has obtained employment as a Business Support and Leisure Administrator with a local authority.

(Cromer) was injured in an accident at work in the Construction Industry. After receiving advice from L4E staff, he enrolled on courses in English, Maths and Business Administration as well as Book-keeping, SAGE and New CLAiT at Merchants’ Place Learning Centre in Cromer. His disability means that he cannot travel, so learning locally has really helped him and he has achieved seven qualifications, three at Level 2. He has applied for and got voluntary work in the administrative sector.

(Holt) was unemployed and searching for work. He had a basic CV, lacked confidence, unhappy about being “released” from his employment and didn’t know where to start. Worked on creating a “targeted” CV in preparation for his job application, interview techniques were also covered at the 1-1. Unsuccessful with that job application, CV sent to support other job applications. Due for another appointment but phoned to cancel as he had been offered a full-time seasonal position. He commented that the CV “clinched” the job for him and that the employer was extremely impressed with the content and presentation. The CV gave him a marketing tool and he obviously impressed at interview.

(Fakenham) He had PT job at Morrisons - wanted to work with children. Since then have clarified he wants to work with under 5's, got placement and is doing NVQ 2 CCLD. Is doing bank paid work with 2 providers and thinking about leaving supermarket. He lives at Barsham. In addition he asked me about drama classes for his son & as a result of contact I was able to give him both his sons have joined FADLOS, in production & grown in confidence.

(Sheringham) The client entered the UK in August 2005. The client had "very limited" verbal and written English skills and was directed and supported in attending a local ESOL class, the client supported this study by attending IT classes. Entry 2 and Entry 3 qualifications have been gained by attending the ESOL classes and in September 2008 the client began working towards Level 1. Level 1 certificates have been awarded for IT – IT Principles, Word Processing and Desktop Publishing. The client has also passed her Life in the UK Test and her Driving Theory Test – "My Super Dream is to pass my Driving Test" With further support, the client applied to enrol on an NVQ2 Teaching Assistant course and visited a local school to organise a voluntary placement. The client was accepted on the course and working towards gaining her qualification 2009. The client is doing amazing things - 3 part-time jobs, voluntary work and studying for 2 qualifications, together with learning to drive. Comments from the client include: "Helpful, pleasant and friendly staff", "Good atmosphere in shop/office, everyone very welcoming", "Very, very happy that this service was available locally, as reliant on public transport and having to work around part-time jobs", "Continual support has been important", "Please, please may the service stay in this area!"

(Stalham) looking to return to work when youngest child goes to school. She wanted to become a teaching/learning support. L4E were able to signpost to financial support for course and childcare. She has enrolled on NVQ2 course – 'the course has really boosted my confidence...I now volunteer at my local primary school...Learning 4 Everyone has been very helpful – if she couldn't immediately answer my questions she went away and researched my options'.

2.4 Local context and labour market information

L4E is active in the North Norfolk District Council area – this covers seven key settlements but historically the bulk of activities have been in three, Cromer, Sheringham, Stalham. It has been part of the Strategic Plan to increase levels of activity in the other four, Wells, Fakenham, Holt and North Walsham.

The LSC in their North Norfolk Learning Needs Report concluded that half of North Norfolk's wards were in the top decile of the most deprived wards in England in terms of geographical access to services, one fifth of the adult population had not participated in any form of learning or training since leaving school and that there were high levels of literacy and numeracy needs. From the 2001 Census figures, only four of the 34 North Norfolk wards have populations with the percentage of people with no qualifications below the East of England average (that is to say that there are too many people with low qualifications levels), and for populations with a level 3 qualification level, there is only one ward above the East of England average.

At present North Norfolk has a relatively low number of people on JSA however, this is countered by the large number of people on sickness and incapacity benefits which far exceeds the national average. Note the number on JSA is at present increasing as it is across the whole county and has doubled in the period July 08 to Mar 09. Migrant workers are an increasing variable feature of the local market economy and one of the challenges faced by L4E is the issue of promoting diversity amongst its current clientele.

2.5 Self assessment process (for this SAR)

All staff have been involved as well as a number of partner organisations.

Over a period of several months elements of delivery were analysed at training workshops held after the regular team meetings. This helped to involve all members of the team in both understanding the issues and influencing the continuous improvement process that is such a part of our culture. In addition, Denise Treissman wrote a report on the first anniversary of the start of the project. This is included (without its original appendices) as section 5.6.

All of the above elements were pulled together at a special SAR team meeting 4/3/2009.

The Project manager has made it his task to understand the SAR process as much as possible – as such “Quality Improvement and Self-assessment” (LSC, May 2005) and the “The Common Inspection Framework” (2005) have been constantly referred to. In addition L4E completed an SAR as part of the next step delivery network.

The rationale for operating in conjunction with the matrix assessment is best summed up by the LSC:

“The chief purpose of self-assessment is to support the provider’s own work on quality improvement and to measure progress against its own mission and goals....A single self assessment serving several purposes will reduce bureaucracy and will enable providers to devote more of their resources and energies to meeting the needs of learners, employers and communities, and to improving quality.”

(Quality improvement and self-assessment, LSC, May 2005)

2.6 Overall Judgement of Provision

The overall Judgement of Provision is GOOD.

L4E’s leadership and management is strong. The weaknesses the team identified are a factor of the reliance on project funding, lack of cover and the risk of staff burnout with the ‘nomadic lifestyle’ covering the key settlements. A concern has been raised in terms of the imbalance of availability of appointments across the District – with longer waiting times in Cromer where demand is much higher. It was also felt that more work was needed to

develop North Walsham as it is the largest settlement and potential engine of growth in North Norfolk. The arrangements for equality of opportunity are good, but an area of work around encouraging diversity remains. Provision in terms of client progression (rather than learner achievement) are outstanding but we have graded both as good as the impact on the individual in the longer term is difficult to measure.

2.7 Key strengths and weaknesses and table grades for Leadership & Management (L&M), Equal Opportunities(EO), Quality Assurance(QA) and each Area Of Learning(AOL)

2.7.1 Key strengths and weaknesses

From the matrix report:

“The Assessor was told:

“The success of the projects arising from the ESF and other avenues is incumbent upon the quality of support that the IAG Advisers provide to clients in the first place. If people don’t believe they can learn or can undertake development which may lead to increased job opportunities then they are unlikely to succeed. Quite obviously, targets will not be met and the Corporate Plan will not be achieved in its entirety. However, the figures speak for themselves. It is clear how Learning for Everyone contributes to the successful outcomes of these ambitious projects.”

The strengths are that the process is client centred and reflects the needs of the individual, from initial assessment and IAG through to achievement. This approach has proved most effective in terms of individual success and recruitment through word of mouth and in retention.

To summarise our strengths, the ‘matrix’ assessment reported:

“In summary, the following Strengths were noted - the numbers and letters in brackets refer to the relevant elements and criteria of the **matrix** Standard.

- The energy and enthusiasm shown by Learning for Everyone demonstrates their commitment to the ethos of customer care and flexibility in service provision. It was a consistent theme highlighted by many of the clients that the Assessor met. The service provides a friendly, helpful and supportive client centred approach which is responsive to the needs of clients at all times. (2c)
- All of the team in is keen to develop the IAG service provided to clients. Continuous quality improvement is clearly based on sound research as well as the feedback received from individuals. (7c, 8c, 8d)
- The high regard that all clients and partners have for the services provided by all of the IAG Advisers. (8b)”

The weaknesses are:

- For L&M, a lack of three year plan – at present there is a fully funded plan for until end 2009/10. A draft service plan is available covering the period to 2012.
- L&M again, the QIP implementation must be made more robust as the following are still ongoing items:
 - For EO, not explicitly raising awareness for EO in the clients workplace.
 - For QA, a lack of regular employer surveys, to date these have been ad hoc but this process will be extended in our QIP.
- For the AOL, concern was expressed around resources, and the spread of provision as well as the availability of training to be referred to.

2.7.2 Table of Grades:

Leadership and Management	2
Equality of Opportunity	2
Quality Improvement	2
Area of Learning – Client Progression	1-2

2.8 What learners say about us

An employer in Cromer:

"We are absolutely delighted that our staff are taking advantage of this opportunity which is benefiting the company"

Beneficiaries:

"Very supportive, friendly and helpful."

"I think the courses are absolutely superb. Availability of times to attend very good too."

"I feel this gives an excellent opportunity to further yourself without the added stress of travel / childcare."

"Hope it's here for years."

"Would like the facility to continue."

"This course is useful to me as I am looking for employment in Administration so it's a great help!"

"Great work area, very helpful staff and really good learning facilities".

"I like learning course at Merchants' Place".

"I'm enjoying this course very much. I'm finding the work very useful."

General Comments:

'They go out of their way to help you. I didn't think I could afford to get back into learning. But they have shown me how and helped me find funding also. They go above and beyond the basics and provide a Rolls Royce service first time every time. They gave me direction and like many of the other people you will have met with, we cannot do without them. Thank you to all.'

3. Leadership and management

3.1 Grade for L&M with subgrades for QA and EO

The L&M grade is GOOD. The subgrade for QA and EO are also GOOD.

3.2 L&M SWOT

Using the CIF framework, the grade for L&M is GOOD. This is reinforced by the matrix report. The following SWOT analysis was drawn up outside of the CIF context and provides a wider benefit of the SAR process for L4E.

- SWOT Analysis

Strength	<ul style="list-style-type: none"> • Small is beautiful • Client focus • Flexible decision making • Competent project manager and team • Ongoing CPD of team • Strong partnership approach involving partners involved in learning and skills • Good performance data analysis through multi-project beneficiary database • Marketing support from appointed supplier
Weakness	<ul style="list-style-type: none"> • Sustainable ongoing business plan • Nomadic Lifestyle • Risk of individual burnout • No back up cover • Over reliance on project funding • Non core activity for NNDC • Variable level of knowledge of the service across the district • Lost network opportunity from Northern Norfolk Next Steps meeting
Opportunity	<ul style="list-style-type: none"> • L4E are the delivery arm of the North Norfolk Skills Partnership, supported by the NNCP. Enhanced sustainability of their activities. • Multiple sources of programme/partner funding • Need to increase exposure within NNCP and NNDC • Links with the North Norfolk Business Forum and Local Area Partnerships • LGR • Celebration of client achievements – raising profile • To continue implementation of QIP
Threat	<ul style="list-style-type: none"> • Over commitment of L4E team in reaction to the great need that exists in the District • Getting right balance between development and delivery • Increased initiative competition – harmony between providers

3.3 Evidence of Strengths and Weaknesses (including EO and QA)

3.3.1 L&M

Date: 4/3/09 Grade given:1 -2...

Evidence summary: Output survey 2009 Matrix assessor report Staff appraisal process OCR inspection	Evidence Team meetings encourage CIP Matrix report Last SAR submission	Evidence Business plan for two years, however, new plans to 2012
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3.3.2 L&M – EO

Date: 4/3/09 Grade given:1 -2...

Evidence Matrix report Beneficiary/client files inc. ILP Organisation policies		Evidence Diversity comments from matrix assessment
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3.3.3 L&M - QA

Date: 4/3/09 Grade given:1 -2...

Evidence – matrix report Policy documents Staff appraisal process Feedback process Teams meetings notes OCR inspection		Evidence – employer pilot survey 2007/08, otherwise feedback has been ad hoc
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3.4 Rationale for strengths and weaknesses as detailed above

The grading was an internal team exercise. The justification was reached through consensus. Evidence for this comes primarily from external sources, the matrix assessment report and the feedback from clients from evaluation forms and other sources.

4 Area of Learning

4.1 Grade for Area of Learning – Client Progression

The team felt that it was more relevant to focus on client achievement in this section given the services provided under the project. However, we have split then by the four CIF non Leadership and management criteria. The grades are given in the table below:

How well do learners achieve? Renamed client progression	1-2
How effective are teaching, training and learning?	1-2
How well do programmes and activities meet the needs and interests of learners?	1-2
How well are learners guided and supported?	1-2

4.2 Introduction to SWOT

For the purposes of this SAR all areas of learning are counted as one as well the approach, that is client centred, initial assessment, IAG and ongoing support.

The key weaknesses which are tackled in the QIP are:

AOL Waiting time for appointments in Cromer – biggest demand, potentially longest waiting list – risk of ‘no show’ increased the longer the waiting time for an appointment. But we must look to develop further North Walsham as the most populous key settlement in the District.
AOL Risk of staff burnout and the need to nurture and enhance current staff resources.
AOL Limited local provision – people are reluctant to travel and invest extra time in their personal development, need for local solutions

As with the L&M a general SWOT analysis (that is not CIF based) was carried out by the team. The results are on the next page:

SWOT analysis

Strength	<ul style="list-style-type: none"> • Organised by demand • Community setting – across 7 market towns • Flexible provision • Removing barriers • Individualised learning plans • Individuals progressing at own pace • Range of opportunities • High quality teaching available locally • OCR exam centre in North Norfolk at Cromer • Strong links with employers • Continued improvement of IT equipment and resources • Ongoing staff training and development
Weakness	<ul style="list-style-type: none"> • Risk of staff burnout • Amount of form filling • Co-ordination of administration – excessive forms • Administrative backlog in terms of processing paperwork • Need for greater engagement in North Walsham • Publicise feedback on feedback
Opportunity	<ul style="list-style-type: none"> • To expand number of courses/classes • To offer IAG in other centres
Threat	<ul style="list-style-type: none"> • Not being able to meet local demand • Cost of learning – need for hardship fund • Multi use of key centre in Cromer with different learning providers • Limited local provision • Waiting time for appointments in Cromer – biggest demand

4.3 Evidence of Strengths and Weaknesses

4.3.1 How well do learners achieve that is to say client progression?

Area of Learning...Date:...4/3/09...Grade given: ...1-2...

Evidence – <ul style="list-style-type: none">• Client survey 2009• matrix report• Client records inc ILR• Teams meetings notes• Feedback process• OCR inspection• Report on first Year One by DT (see 5.6)		
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4.4 Rationale

The grading was an internal team exercise. The justification was reached through consensus. Evidence for this comes primarily from external sources, the matrix assessment report and the feedback from clients from evaluation forms and other sources. It is difficult to assess the longer term impacts on clients' qualification levels and work prospects and employer response apart from strong ad hoc information.

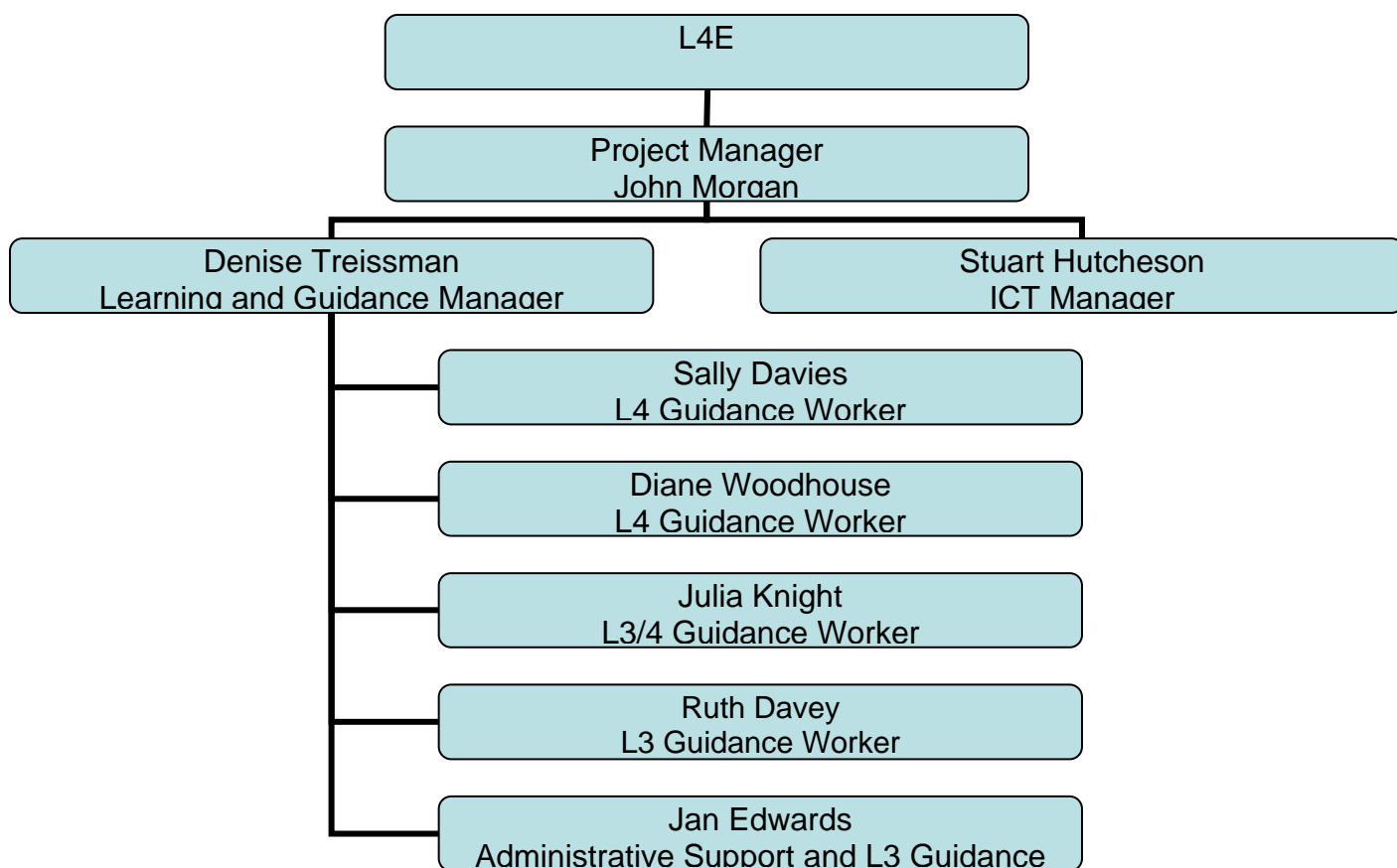
Further looking at the findings of the matrix assessor report:

“There are areas where further development may improve the quality of the service.

These areas focussed on promotional material and follow up information on client outputs and achievements. The team identified that much work has already been done in these important areas and that this approach must continue.

5 Appendix

5.1 Organisation Chart



5.2 Qualifications/experience of trainers/assessors

5.2.1 IAG/mentoring

Team headed by Denise Treissman (BA Hons PGCE), qualified to Level 4 IAG, who has delivered advice and guidance to adults on training and work opportunities for 10 years in both FE and community learning environments. She has been a teacher and tutor for 30 years. Other guidance workers (Sally Davies and Diane Woodhouse) are also level 4 qualified. Julia Knight is Level 3 qualified and working towards Level 4. Ruth Davey has achieved her Level 3 and in addition Jan Edwards is working towards her Level 3

5.3 Assessment of impact of SA and QIP from previous year.

L4E has a policy of continuous improvement and reviews and responds to feedback on an ongoing basis. This is very much part of the culture and has helped to continue to secure its activity within the community.

In addition to the items below the team felt that good work had been done in terms of raising L4E's profile and this was in no small way due to the contribution of Liz French who was appointed marketing and PR consultant after a tendering exercise in December 2007. However, partners reported that more PR work was important in the key settlements where L4E was not so well established as Cromer.

The SAR submitted at the end of 2007 was graded Outstanding and the QIP was GOOD.

	Key Strength	Area for Improvement
1	The process is client centred and reflects the needs of the individual, from initial assessment and IAG through to achievement	This is core and as such must continue to be enhanced – it is evidenced through the work on client files, forms and approach in 2008

	Key Weakness	Area for Improvement
1	L&M - There are strategic objectives in the well managed 3 year Business Development Plan that are designed to be of direct benefit to learners	This needs to be continued - current strategic plan is being drafted to 2012.
2	L&M - The Quality Improvement Plan arising from annual self-assessment is implemented and monitored to ensure improvement in the delivery of services for learners'	QIP to be implemented as part of CIP culture.
3	L&M EO - Each learner completes a learning programme designed to raise their awareness of EO in the workplace and ensure good practice	A need to encourage EO diversity awareness in the work place – this is ongoing. Progress has been made as NNDC is now focussing on EO impact assessments.
4	L&M QA - Regular employer surveys show that there is a high level of satisfaction with the progress of their employees	Pilot business survey was carried out end of 2007 start 2008 – current climate has delayed follow up.
5	How well do learners achieve? 1.3	Encourage local and accessible delivery – ongoing. This is being encouraged at a local level directly and at a strategic level through the NNSP
6	How well do learners achieve? 1.8	Follow up surveys are being organised early 2009 with good response from clients.

5.4 Data Tables

These are for IAG Gateway initiative which has run since October 2007 and is due to finish December 2009. Figures are from April 2009.

	Profile	Actual to Date	% Profile Achieved	Forecast	% Forecast v Profile
• Recruitment	1750	1164	67%	100+%	+%
• Skills for Life Achievers	60	55	92%	100+%	+%
• Employment	185	85	46%	80+%	-%

5.5 List of supporting documentation

Adult Learning Inspectorate (2005) The Common Inspection Framework for education and training from 2005: ALI

LSC (May 2005) Quality improvement and self assessment: LSC

Morgan, John (April 2008) Learning and Skills IAG Gateway Project Initiation Document Version 1.0: North Norfolk Skills Partnership

North Norfolk District Council (2007) Economic Development and Tourism Service Plan 2008 - 2011: NNDC

Smart, Christine M (November 2007) matrix Accreditation Review Report for LEARNING FOR EVERYONE: Commercial in Confidence On behalf of EMQC

Treissman, Denise (2008) Report on the IAG Learning Gateway Project across seven market towns in North Norfolk at the end of Year One

5.6 Report on the IAG Learning Gateway Project across seven market towns in North Norfolk at the end of Year One, Denise Treissman, Oct 2008

1. Objectives of the IIC Funding

- i) 750 people helped through IAG (target 1750)
- ii) Follow up work is being undertaken to ascertain the numbers of people already helped into employment (target 200)
- iii) The team of advisers has worked with and supported more than a dozen voluntary groups (target 7)
- iv) 9 community groups have been supported (target 9)
- v) The team has liaised with sixteen local businesses to promote learning and to identify skills gaps
- vi) There has been a range of support for 4 keys sectors, Construction, Care, Retail and Tourism
- vii) Research by L4E has informed the planning of mainstream training delivery to increase participation and achievement, see list of agencies worked with to promoted and organised courses in each of the market towns
- viii) Advisers continue to liaise with the seven Local Area Partnership, North Norfolk District Council, Cromer Town Council and other agencies
- ix) Regular updates are given to the North Norfolk Skills Partnership
- x) The team continue to liaise with North Norfolk Business Forum to support local businesses

2. Background

Information Advice and Guidance (IAG) was begun in Cromer in 2002 under the Cromer Learning for Life Project, with the Sheringham Learning for Life Project starting in 2005; both were funded by European Social money which funded individuals to learn and enabled courses to be organised locally. This offered a huge incentive to learn. Even though that funding has finished, the number of people asking for advice remains high, primarily due to the presence of centres, Merchants' Place and SheringhamPlus Shop. These centres provide a home for the Cromer and Sheringham Gateway.

The third Gateway to be established was Fakenham with Stalham, Holt, North Walsham and Wells following. Fakenham IAG Gateway operates out of the Adult Education Centre where staff take enquiries and book appointments; this works well and accounts for the steady stream of appointment.

Stalham IAG Gateway operates out of the Happening Shop which is open five days a week and is staffed partly by volunteers. The demand for IAG appointments has fluctuated and has been highest where courses have been funded through the Leaderplus Projects which again provided some funding for individuals to learn. The highest numbers came when the adviser organised a Food Hygiene course for thirty people at a local business.

The adviser in Holt has been working from Holt Day Services, a centre for people with learning difficulties. This has proved very successful and IAG appointments have been steady. Arrangements are being made to change the venue for the Holt Gateway with the adviser moving to the newly built Children's Centre very soon.

The North Walsham and Wells IAG Gateway have been slower with appointments partly due to the fact that the places for advisers to hold appointments are used for other purposes and are not primarily an Information or Learning Centre, (though in Wells the Library is also used of courses) and partly due to lack of recourses. It is hoped that with more development, both Gateways will attract larger numbers of people wanting advice and guidance.

3. IAG Team

The IAG Gateway Project has a quality team of advisers, three qualified to NVQ Level 4, one to NVQ Level 3 and another soon to finish their level 3. All except one are part-time, equivalent to a further one and a half full-time adviser with part-time administrative support.

Future Developments

- Broader delivery of IAG services
- Further research with local businesses re skills gaps
- Development of channels of communications for Learning Research
- Working with Train to Gain in CCN and other colleges, specifically Fakenham High School and COWA to support local businesses
- Supporting people to find employment through programmes like “Springboard to Work” Meridian East etc,

Conclusions

The first year of the IAG Gateway Project has been good with IAG advisers working in the seven market towns since April 2008. Several targets have already been exceeded and the numbers of agencies worked with continues to grow.

There have been new developments to help people looking to find jobs and to support local businesses. “Springboard to Work” has been started to offer people nine hours training and many weeks of encouragement and support in their job search; this includes access to the help of a recruitment consultant. Team members are offering this training with a Norwich business in response to a growing demand for help for people in the area of c/v writing and job search.

The team has recently worked with the Train to Gain sector at City College Norwich and intended to promote this service to businesses throughout North Norfolk.

There are growing demands on the resources of a small team of dedicated and professional advisers, particularly with new contracts expected from Next Step and Aim Higher; all have their own requirements but the funding provides additional help to allow more people to access courses locally in the market towns.

Quality Improvement Plan

2009/2010

Organisation: Learning for Everyone, lead body North Norfolk District Council

Person Responsible for Quality Improvement Plan: John Morgan

Contents:

- Strengths & weaknesses Page 25
- Strategic Objectives for 3 Year Business Development Plan Page 26

Key Strengths & Weaknesses & Areas for Improvement

	Key Strength	Area for Improvement
1	The process is client centred and reflects the needs of the individual, from initial assessment and IAG through to achievement	This must be strengthened and further embedded in future operations

	Key Weakness	Area for Improvement
1	L&M - Sustainable ongoing business plan	Current business plan drafted to 2012.
2	L&M - The Quality Improvement Plan arising from annual self-assessment is implemented and monitored to ensure improvement in the delivery of services for learners'	QIP is to be implemented and ongoing items from previous QIP must continue see page 22.
3	AOL Waiting time for appointments in Cromer – biggest demand	Redirect resources to meet local demand – makes the service equally accessible across the District – but at the same time continue development efforts on North Walsham as the biggest key settlement in NN
4	AOL Risk of staff burnout and the need to nurture and enhance current staff resources	Investigate options for increasing staff resources – for example through secondments.
5	AOL Limited local provision	Work with partners to expand local provision, in particular across core subjects, literacy, numeracy and ICT training.

Long Term Strategic Objectives

- For transfer to Organisations' Business Development Plan
- Long term means usually between 1 to 3 years in the future for a target date
- Long term objectives should be designed to provide targets that support a vision of excellent provision that is shared by all members of the organisation

	Objective	Target Date
1	To further embed the client centred approach in future iterations of the strategy	
2	To develop a more balanced marketing and communication plan that will reduce the reliance on word of mouth which has proved successful to date but is now raising issues about awareness of achievements with funders and partners as well as services for potential clients	
3	Develop an approach to diversity to encourage a more inclusive society in North Norfolk – for example cheese and wine type event (with beer and sausages to raise awareness of Polish culture in Cromer)	