

ANNEX 1 - Select Committee Recommendations Action Plan

Recommendation	Who is responsible	Timeframe/Deadline	Comments
<p>1. Develop a stronger relationship with Jobcentre Plus to (a) connect with the adults most in need of upskilling and (b) ensure courses match demand in type and location.</p>	<p>Surrey Adult Learning (SAL) for provision of 'Digital Dippers' courses</p> <p>Economy and Growth (E&G) for overarching strategic relationship with DWP</p>	<p>Ongoing</p>	<p>This recommendation will remain as an ongoing piece of work as the development of a relationship will always be an ongoing endeavour. However, as set out in the April 2024 response, the DWP-SCC Partnership Agreement from July 2022 is still in effect and a range of both strategic and operational meetings are held throughout the year to deliver on our joint ambitions. At a recent meeting in June 2024, a new approach was agreed to establish five joint strategic priorities which will be monitored through the strategic partnership group. These priorities are:</p> <ol style="list-style-type: none"> 1) Surrey's Economic Strategy - Development of Surrey's new economic strategy, reflecting the LSIP and new devolution responsibilities 2) Approach to employment support - Planning for and delivery of Universal Support, and wider employment support activity in Surrey 3) UK Shared Prosperity Fund from 2025 onwards – How to jointly approach the People and Skills investment priority 4) Adult Education Budget/Adult Skills Fund – Connection between our AEB/ASF ambitions and the work of DWP 5) Approach to anchor institutions - Better utilisation of the power of Surrey's largest organisations to support economic inclusion <p>Alongside the strategic oversight group, an information sharing group has been established</p>

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			<p>and in-depth working groups will be established as needed to deliver on these priorities. SCC and DWP have a strong strategic and operational relationship. There is no indication of a lack of provision.</p> <p>On behalf of SAL, we have developed Digital Dippers collaboratively with DWP. The DWP Director-General praised the creativity and success of this ongoing project which firmly meets learner need. SCC hold regular monthly DWP meetings to ensure need is being met. Across the board the numbers seeking adult learning provision from DWP are relatively low. SCC and DWP believe we have a strong strategic and operational relationship. There is no indication of a lack of provision.</p>
<p><i>2. Take the teaching of functional skills to where the data shows qualifications are most lacking and unemployment is greatest. There should be a greater focus on Spelthorne, for example, where the greatest proportion of Surrey’s residents have fewer than five GCSE grades 9-4 (27.9 per cent). Ideally this will not necessitate the closure of any current centre but if the budget means all courses must be in the same building, then this may mean those who can afford to travel may have to go farther.</i></p>	<p>SAL</p>	<p>1 September 2024</p>	<p>Strategically there is a strong FE college presence in Spelthorne, particularly from Brooklands College who have had a presence for many decades.</p> <p>SAL is targeting the 20 most deprived wards of Surrey and working with the Community Development team to see how we can improve taking the learning to the learner and build on the success of Digital Dippers.</p> <p>SAL is working with the SCC Property team to coordinate the property portfolio which will allow us to have a stronger presence in deprived wards. Since Covid more learners are open to online synchronous learning which reduces travel time and costs; enables learners to learn at home and</p>

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			fits better with the work/life balance for adults. Functional Skills qualifications are part of SAL's well developed English and maths pathway to upskill Surrey residents. In the 2023/24 academic year 36% of our Functional Skills courses were online. Both English and maths courses took place face to face in Spelthorne (Sunbury) . For the 2024/25 academic year, SAL is providing Preparing for Functional Skills courses to build confidence and knowledge which will support learners to successfully progress. SAL recognises that there is a need in Spelthorne amongst residents for whom English is not their first language. Entry level ESOL courses are provided both face to face and online.
<i>3. Venues should be accessible by public transport and co-located with other internal services like libraries to be more community based and share costs. Every library across Surrey should also operate as an adult learning facility delivering community learning.</i>	SAL	1 September 2024	SAL's Family Learning manager is actively working with Libraries in NW Surrey to improve transition by parents from successful library events into Family Learning. The impact of this collaboration needs to be evaluated to inform a wider rollout across Surrey.
<i>4. Form or strengthen partnerships with the community and voluntary sector organisations suggested in the Task Group report to encourage participation in disadvantaged and deprived areas.</i>	SAL	1 September 2024	SAL continues to work with the South East Migration Partnership through SCC 's Immigration Manager to provide English and other courses for Hongkongers in Surrey on BN(O) visas. SAL has linked with Palladian who have the area contract to support refugees/asylum seekers into work to raise awareness of our courses available to upskill their clients essential and parenting skills. Work is in progress with community partners to encourage participation in learning e.g. at Hale Community Centre, Family Centre and at

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			<p>Spelthorne Jobs & Skills Hub. SAL has started this term at:</p> <p><i>St. Matthew's Primary School</i> <i>Spelthorne Jobs & Skills Hub</i> <i>Lord Pirbright's Hall</i> <i>Hale Community Centre</i> <i>Shepperton Village Hall</i> <i>Riverview Children's Centre</i> <i>Horley Children's Centre</i></p> <p>Children's Centres now called Family Centres.</p>
<i>5. Continue to work with teams in community engagement, economic development, land and property and health and wellbeing to analyse other ways of targeting the Council's 21 key neighbourhoods.</i>	SAL	1 September 2024	<p>SAL now has close working relationships with SCC's Team Around the School and Early Intervention Team.</p> <p>We are providing bespoke Functional Skills qualification courses for Surrey and Borders Partnership NHS Trust staff. We also work with SOLD to extend the reach of adult learning into their outdoor centres.</p>
<i>6. Fund transport for asylum seekers to attend training provision, particularly where it is centralised. This may use the neighbourhood portion of Community Infrastructure Levy receipts.</i>	SAL	31 July 2024	<p>SAL utilises the Henrietta Parker Trust fund to reimburse travel costs of asylum seekers to attend our ESOL and employability courses.</p> <p>We invited the SCC Transport team to attend a Post-16 Phase Council to discuss funding transport of asylum seekers to attend FE colleges. We are working through options and a further meeting is scheduled.</p>
<i>7. Where possible courses should be offered both in person, to allow access for those without a computer and to maximise the social aspect, and remotely, to make it easier for people without</i>	SAL		<p>SAL recognises the need and value of both face to face and online courses and provides both. Whatever delivery model all learning is live in real</p>

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<p><i>transport or limited spare time due to caring or work commitments. Liaise with Citizens Online, which has been commissioned by the Council to research digital exclusion in Surrey, and cooperate with its recommendations to minimise it.</i></p>			<p>time. By Guided Learning Hours 80% of current provision is face to face and 20% online.</p> <p>SAL has a Financial Assistance Fund to support learners on a low income or means tested benefit to access courses.</p> <p>Responding to the digital need in Spelthorne, SAL is repurposing a room in our Sunbury centre so free or low-cost digital skills courses will be available from September 2024.</p>
<p>8. Market research of the types of courses wanted and better promotion of what is available could help to avoid having to run courses mixed ability due to lack of interest.</p>	SAL	30 June 2024	<p>A survey was hosted on Surrey Says at the start of the year to improve understanding of how best to shape SAL’s courses to meet resident need and interest while complying with our changing funding rules. The survey results have informed course planning for the coming academic year.</p>
<p>9. Where mixed ability classes must be used for the sake of economics, train tutors how to differentiate effectively and incorporate peer and self-assessment to enable their time to be shared more equitably.</p>	SAL	30 June 2024	<p>Differentiation is a strength of SAL tutors. The good quality teaching and learning was recognised at our last Ofsted inspection. 93% of respondents to our last learner survey rated lesson delivery to be excellent or good. 90% rated their on-course progress as excellent or good. “Excellent courses with professional tutors” “High standard of teaching” “</p> <p>Peer and self-assessment are integral to the adult learning environment and are well-established classroom strategies.</p> <p>“The tutor and the class work well to establish a positive and supportive learning environment” (Learner feedback)</p>

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<p>10. There should be parity in provision across Surrey. Both accredited and community aspects of learning should be accessible to both West and East without the existence of a postcode lottery. In its areas of expertise, i.e. education and social care, the Council should be offering Level 3 training; in addition to apprenticeships in these areas it should consider skills bootcamps, for which grants are available for local authorities. In other areas of learning, where it would not make good financial sense to provide these itself it should seek to commission providers to fill these gaps.</p>	<p>E&G for delivery of Skills Bootcamps</p> <p>SAL in terms of parity of provision</p>	<p>31 March 2025 (for Bootcamps)</p>	<p>As set out in the previous response, Surrey County Council was successful in its bid for £2.7m of funding for Bootcamps for 2024/25. Since that response, the Economy and Growth team have successfully procured delivery partners for nine Bootcamps across four key economic sectors</p> <ul style="list-style-type: none"> • Digital (cyber and gaming) • Health and social care • Advanced engineering • Green economy – retrofit, green electrical, insulation and sustainability <p>Delivery of these courses has now begun with a full promotional campaign recently kicked off (delayed due to the election). Depending on success of the delivery and whether Bootcamps are still part of the national approach to skills gaps, we will assess whether a bid is submitted for further funding in 2025/26.</p> <p>In terms of parity of provision, SAL have worked with East Surrey College to ensure learner needs are met but we provide a different curriculum offer to meet different local needs. SAL and the County Council have no direct authority to change East Surrey College’s offer that is the role of the ESFA or DfE who provide AEB funding. There may be an opportunity to change this approach with the introduction of the County Deal and the devolution of AEB from 2026/27.</p>
<p>11. Working within a formal partnership of colleges and independent training providers, and the Employer Representative Body, which is researching skills gaps in the county, launch an</p>	<p>Joint work through SAL and E&G</p>	<p>Ongoing</p>	<p>Recommendations 11-13 have only partially been delivered. As mentioned at the Committee meeting in April, there is a <u>national database</u> of courses available for adults. Whilst this is not</p>

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<p><i>online database of available training by the end of the 2022/23 academic year. This overview of the offer in Surrey will allow SAL to see what training is missing and will better enable signposting to relevant courses when contacted by a learner or business.</i></p>			<p>tailored specifically to a Surrey audience, it can be filtered down to showcase what is available to a learner in a specific geographic area.</p> <p>As mentioned in previous responses, work had taken place on the provision of a Surrey specific skills portal which would act as an online database of available training. Despite a new local portal product and service having been produced, we recognise the opportunity to further enhance the front door offer for Surrey residents and an options appraisal for this has recently begun.</p>
<p>12. The training database should be publicly accessible and well promoted by SAL to make the public aware of the local offer.</p>	As above	Ongoing	<p>We are working with the FE Colleges to promote their websites on our website to show their adult learning courses. There is a reluctance to openly share their courses which we are trying to resolve. It is why they give their courses to the National Career Services to distribute.</p>
<p>13. The database should be kept up to date with available apprenticeships throughout Surrey that SAL and careers hubs can signpost potential learners to. Should the Council take over responsibility for careers hubs as envisaged in the Pathways to Employment proposal to Cabinet in March 2023, it should promote apprenticeships and T-Levels as respectable alternative pathways to employment, in its careers advice in schools, as outlined in the Surrey Skills Plan.</p>	As above	Ongoing	See Response to 11.
<p>14. To reflect the communication skills deficit exacerbated by the pandemic, SAL's Getting into work – refresh course should be expanded to</p>	SAL		<p>Refresh courses are being rebranded for September 2024 to Career Essentials. Course content will include job searching and volunteering, cover letters, CVs and interview</p>

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<p><i>include such skills as using the telephone and emailing.</i></p>			<p>skills. Emailing is a life skill and is integral in the Digital Skills and Confidence courses. There has been no identified demand for telephone skills.</p>
<p>15. In order to evidence SAL's contribution to the Government's economic drive, encourage all learners of working age, including those in 60s, to take advantage of careers advice and digital skills, help to connect ESOL students with appropriate employers, and collect data on the work/study destinations of all learners.</p>	<p>SAL</p>		<p>SAL holds the matrix Standard accreditation for our information, advice and guidance service to learners. We will have our next full assessment early in 2025.</p> <p>We collaborate with the National Careers Service and promote this service to all learners. Bespoke NCS information workshops were set up and promoted to English and maths learners.</p> <p>Our digital skills curriculum has been redesigned to be a progressive pathway which includes the opportunity for Surrey residents to take the nationally recognised Essential Digital Skills qualification for life and work at Entry 3 and Level 1. Learners on our Digital Dippers programme can progress to this pathway.</p> <p>Acknowledging local need SAL is expanding its vocational pathway by introducing a health and social care qualification course to boost residents career prospects.</p> <p>Researching how to effectively collect learner destination data systematically and implementing this remains an action. We are however, talking to other similar providers who also face this challenge.</p>
<p>16. SAL uses available DfE and DWP funding to deliver retrofit courses in partnership with The Retrofit Academy by the end of 2023, including</p>	<p>E&G for overseeing delivery of retrofit skills provision</p>	<p>Completed</p>	<p>This recommendation has been met, albeit through delivery with wider partners in the adult skills space other than Surrey Adult Learning,</p>

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<p><i>Level 2 (GCSE 4/C+) to entice learners in and prepare the groundwork for study.</i></p>			<p>including The Retrofit Academy, East Surrey College and NESCOL. Given the existing coverage, there is no need for SAL to also deliver these courses.</p> <p>The Economy and Growth team successfully bid for funding from Department for Energy Security and Net Zero to support delivery of a range of retrofit courses, including:</p> <ul style="list-style-type: none"> • Level 2 ‘Understanding domestic retrofit’ • Level 3 ‘Domestic retrofit advice’ • Level 4 ‘Domestic retrofit assessment’ • Level 5 diploma in ‘Retrofit coordination and risk management’ <p>More information on these courses can be found here and via the East Surrey college website</p>
<p>17. SAL introduces free courses for residents in carbon literacy and sustainable living.</p>	<p>E&G for overseeing delivery of sustainability provision</p>	<p>Completed</p>	<p>This recommendation has been met, albeit through delivery with wider partners in the adult skills space other than Surrey Adult Learning. Free courses are available to all residents via The Retrofit Academy and the Innovation South Virtual Campus including:</p> <ul style="list-style-type: none"> • Retrofit 101 • Carbon Literacy • Domestic Retrofit • Climate Change <p>SAL have not identified any extra demand above and beyond what is satisfied by the above courses and we struggle to find tutors prepared to teach it.</p>

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<p>18. Ensure the drive for skills for jobs outlined in Surrey Skills Plan is not at the expense of community learning. Expand community learning into all areas of Surrey where it is lacking. Continue to work with Surrey Chambers of Commerce to prepare an accountability statement for the LSIP, while at the same time exploring ways of maintaining affordable community learning.</p>	<p>SAL</p>		<p>Changes to funding making it more of a challenge. 75% of SAL's ESFA funding is community learning or tailored learning as it will be called from August 2024. SAL has prepared an accountability framework and sent it off to the DfE. It keeps our share of tailored learning funding against our overall allocation as relatively high when compared to other local authorities. Most have a 50/50 split or more provision that is qualification based that is termed adult skills. In Surrey, the demand for adult skills is low. There is no communication from learners demanding more English, maths or digital skills qualification-based provision. There is from residents more of a clamour for more tailored learning such as pottery, furniture upholstery and modern foreign languages which is contrary to the direction of travel set out in the ESFA funding guidance which wants the Adult Skills Fund to produce outcomes that concentrate on jobs and learning progression that is relevant to economic need.</p>
<p>19. Consider setting up a skills swap service as a way of counteracting social isolation at no cost to the participants. For example, someone may be willing to teach functional skills and could trade the credit earned from this to join yoga classes.</p>	<p>SAL</p>	<p>October 2024</p>	<p>Efforts to implement such a scheme have yielded limited results. Volunteers are proving to be harder to attract after Covid which is a situation mirrored nationally. We are constantly reviewing how we attract more volunteers.</p>
<p>20. Consider a community credit scheme, such as the one run by Volunteer Centre Dorset, whereby adults with learning disabilities volunteer in the community and learn new skills, aided by a mentor. Both earn credits which can be exchanged for goods or services from businesses signed up to the scheme. For example, volunteers referred by</p>	<p>SAL</p>	<p>October 2024</p>	<p>15 volunteers are assisting our teaching and learning in our supported learning programme. We do offer a new Preparation for work (LD) course to learners with learning disabilities to gain a customer service skills qualification, work experience and to develop literacy and numeracy skills. In addition, we have a Pottery Enterprise</p>

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<p><i>the Department for Work and Pensions, learning life skills at a furniture reuse charity in Redhill, could be incorporated into such a scheme.</i></p> <p><i>Recruiting volunteers to mentor may give them the self-belief they lacked and motivate them to become a tutor with SAL or to go into teacher training.</i></p>			<p>course to develop basic clay work skills for sale, work within a team and to improve confidence and social skills and lastly a mini enterprise course to plan and set up a mini enterprise for learners with learning difficulties.</p>
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Clare Curran, Cabinet Member for Education and Learning

Matt Furniss, Cabinet Member for Highways, Transport and Economic Growth August 2024