

CAMBRIDGESHIRE

Personal and Community Development Learning and Skills Partnership

PROSPECTUS

1. Summary of Aims, strategic focus and what is to be achieved by the partnership

1.1 Introduction and strategic summary

Organisation of the Partnerships

Cambridgeshire has elected to have one overarching strategic partnership for the County and four separate District Partnerships as recommended by the Learning and Skills Council review panel of April 2007 following the NIACE review of PCDL in Cambridgeshire. The strategic partnership has met four times since July 2007 and the four District partnerships

- Fenland
- East Cambridgeshire
- South Cambridgeshire and Cambridge City, and
- Huntingdonshire

Have each met a minimum of three times and the South and City partnerships have met 5 times. Each partnership meeting is minuted and receives performance data for LSC funded personal and community development learning and is attended by the local LSC officer/s.

In order to support and develop the partnerships two officers have been appointed for :

Fenland and East Cambridgeshire
Huntingdonshire

A second phase of recruitment will take place in order to secure support for South Cambridgeshire and the City

To inform the planning a learner Summit has been held attended by over 80 people. This was led by the County Council and involved key note speakers from National LSC responsible for Lifelong Learning and Professor Stephen McNair who led discussions on changing demography and its potential impact on the adult learning offer. Presentations were given by some 12 learners who were able to profile

their learning, demonstrate personal impact and often progression into other learning.

The partnerships have agreed a vision statement for their work:

Vision statement for the PCDL partnership activity

Through working together, sharing local knowledge and information, supporting each other for innovation and sharing good practice our partnerships in Cambridgeshire will make the best use of resources to create:

- More and better learning opportunities available locally; shaped and informed by good consultation and the needs of individuals and groups in local communities
- Provision that is acknowledged locally, regionally and nationally as a model for the overall improvement in the quality of life through learning for our communities, individuals and within the work force.

Our ambition in providing post 19 learning is to develop

- **Successful Learners** who progress and achieve
- **Confident Individuals** who lead safe and healthy lives
- **Responsible Citizens** who make a positive contribution to society

They have also agreed certain values and key principles as to the way in which they will work:

Key Principles underpinning the partnerships:

- effective communication
- extensive communication
- learner centred operating from a position of disinterested representation rather than institutional self-interest.
- be built from public, private, voluntary, community or faith organisations firmly embedded within existing planning structures and built on the existing partnerships working closely with statutory and voluntary agencies.

Remit of Partnerships : work and ways of working

- identify and involve providers who can reach under-represented groups of learners and lever in other sources of funding or services;
- plan for an appropriate range of PCDLS provision at the local level;
- encourage and foster appropriate cooperation between stakeholders and providers;
- ensure an “integrated service” approach to PCDLS activity;
- extend discussion beyond that which is LSC funded

- ensure a coordinated approach to maximise the effective use of all public funding including in the health, sports and recreation and cultural sectors;
- be formed as separate groups to manage PCDL or become the responsibility of an existing partnership such as a learning partnership or LSP;
- have a relationship with Local Area Agreements although there should be no attempt to overlay further bureaucracy or impose a rigid structure;
- ensure the 'best-fit' for the nature and membership of the partnership in each area to be locally determined within broad parameters;
- include all parties delivering PCDLS provision in the partnership including Specialist Designated Institutions where these exist;
- comprise not only providers and stakeholders, but also take steps to involve local communities in decisions;
- include Local Area Agreements, LSPs, local authorities and district councils and LiC partnerships.

The partnerships have chosen to take a broader view of learning in the community rather than the PCDL core provision and have renamed themselves to include the 'Skills' element. They have also chosen to include economic development, the FE provision in local communities, Family Learning and Neighbourhood Learning Deprived Communities. The partnerships also elect representatives to scrutinise proposals for the ring fenced funding within core PCDL which Cambridgeshire has ring fenced towards priority activity. The partnership also provides a panel to consider tenders for the Neighbourhood Learning in Deprived Communities funding and receives reports in each District on the progress of the approved projects.

Areas of Work proposed for 2008-9

The partnerships have agreed that there should be no major changes in work patterns within Adult Safeguarded funding in 2008-9 as the picture is not complete, constantly changing and the subject of many reviews. It does however, consider that further consideration in terms of resource allocation should be given to Family Literacy, Language and Numeracy as this fits the Skills in the Community Agenda and contributes to Public Sector Agreement targets. The work of the partnership will also contribute to the Local Authorities key performance indicators for numeracy, literacy, satisfaction with the local community and in language for new migrant workers. In this the partnership is trying to secure Public Sector Agreement reward money to align with PCDL.

The partnership considers its primary purpose is to promote local access and progression to learning and skills for adults within Cambridgeshire which reflect County Council and Local Learning and

Skills Council regional and Cambridgeshire priorities. Within this they promote the values of equality and Diversity particularly in relation widening participation, good customer care, and effective partnership working both within the County Council and externally through links with the schools, colleges of further education and voluntary organisations.

The partnership's funding remit is within the 'Safeguarded' provision for PCDL and as such they will maintain learner numbers within the funding constraints but also through some increased fees. Within this is the recognition that some areas of priority work will not attract fee income. Core PCDL provision has now moved to a cost recovery position whereby all direct costs are met through learner fees and strategies are in place to move to full cost recovery.

The 'Safeguarded' provision will continue to meet learning needs in a changing demography especially for older people and promoting active and healthy citizens who take an active part in their community. We shall also be developing provision to contribute to learning pathways for adults without a First Level 2 qualification. This will be linked to the Local Public Sector agreement Lifelong Learning targets. Curriculum will also be linked to the values of being healthy, staying safe, enjoying and achieving, making a positive contribution and being economically active to which all curriculum areas make a contribution but for which family learning has a unique contribution.

There will therefore be no major change in the offer but opportunities to support other funding streams and sustainability programmes linked to other areas will be a major consideration as the year progresses.

1.2 Key findings of the mapping exercise

The partnership used a variety of data sources to map provision. Firstly a clear picture of LSC funded provision was presented by the NIACE report of April 2007 as shown in appendix 2. Secondly a picture of the balance and mix of the Cambridgeshire LSC provision was drawn from the SAR data for 2006-7 as in appendix 3. Thirdly the CAMLEARN listing of courses was used to identify both courses and providers as shown in appendix 4. It should be noted however, that many of the providers do not have any courses listed although the list may appear at first glance extensive. Other provider listings of sports and Leisure centre provision were taken along with voluntary sector providers and those making provision for adults with learning difficulties and or disabilities. Cambridge City is perhaps different than many other District locations and has a large number of language schools which were also taken into consideration. The Cambridgeshire PCDL Management information system also identified some 215 delivery outlets for the LSC funded provision through the LSC grant. More detailed work is still being undertaken at District level to identify

alternative provision and providers and to use this as a basis for signposting and referral and a basis for funding in 2009-10.

Some of the key findings were :

- Fewer providers in South Cambridgeshire other than Village College provision
- Most Village Colleges had Sports centre provision open to the public. Sometimes this was similar provision and where this was likely managers took steps to withdraw PCDL provision
- Most core PCDL provision was in arts, media and performance or in health sport and fitness and to a lesser extent in modern foreign languages
- There was considerable language provision in Cambridge City but this tended not to duplicate as it was often English language provision aimed at new arrivals in the City whose first language was not English.
- There was some similar provision in community centres run by District Councils in arts or in sport but this tended to be either short term eg one day walks or took place at different times eg day time.
- PCDL fees were generally lower in community and sports centres
- There were fewer learning opportunities through the voluntary sector in South Cambridgeshire
- The University of the Third Age was strong in Cambridge City and ran a variety of courses although often academic in nature. These programmes are not open to the public to enrol and require U3A membership
- There was a lot of informal learning in libraries but no formal courses and fees were not charged. Work within E learning tended to be accredited.
- A network of local community access points are provided in the community and provide access to information and services and as such provide informal learning but no courses were identified
- A number of private providers of sports and arts have been identified and sometimes these have been former courses run through PCDL

- Only one FE college identified PCDL provision but this took place in the college and was often aimed at learners with learning difficulties and or disabilities
- There is some PCDL type learning in the voluntary sector especially with adults with learning difficulties and or disabilities but this is often a stimulus to employability activity linked to Job Centre Plus

Needs Identification

In mapping the provision and in planning adult learning needs within Cambridgeshire have been identified especially around changing demography built upon by those clearly identified in the successive annual business plans of 2004-7. It is not proposed to reiterate these here but outline the key new findings which inform our priorities and the way in which we have identified need. The Partnership has drawn upon the findings of inspection – ALI/OfSTED inspection of Cambridgeshire PCDL provision, Joint Area Review findings and where appropriate that of CPA. In addition, a variety of mechanisms exist for consulting with learners and ex-learners through surveys, informal feedback, local networks, staff surveys and stakeholder groups. The Partnership also draws on local and regional research and LSC policy directives. Of prime importance in 2007 has been the NIACE analysis of PCDL provision. In addition, the County Council has a number of projects which draw on the varied needs of local communities of which learning, skills and leisure time needs may be a part. This includes work that has gone on within Fenland which has identified specific needs of migrant workers in Cambridgeshire. The service is part of the County developed network group for migrant workers taking the lead on language development. In addition to their language learning needs, they also have needs with regard to understanding being part of a community and living in the UK, contact with families abroad and support needs to access a variety of services. This is an ongoing and increasing need and proposals have been approved through lottery funding for the libraries to increase the resource base for language provision at Wisbech.

Needs for work with travellers have been identified for work with travellers using driving test theory as a hook into learning and work has already begun in 2007-8. We shall be looking to enhance and mainstream some of this in 2008-9 as recommended by the strategic partnership at its December meeting and by the City and South Cambridgeshire partnership in trying to secure LPSA reward funding.

The Partnerships have found it difficult to engage with the PCTs but they have brought a wealth of experience from the voluntary sector health to inform provision around physical and mental well being.

This is particularly evidenced in the Neighbourhood Learning in Deprived Communities within the Adult Safeguard. Only the East Cambs District has prepared a report on health inequalities. The partnership has good links with Sport England findings for sport and physical activity for older people.

Changes in arrangements within Adult Social Care and the closure of some day centres will be presenting the partnerships with some challenges for the development of local PCDL provision in 2008-9. The partnerships have strong networks both within the County Council for needs identification through adult social care and with the voluntary sector and employers. As such it provides opportunities in different premises and offers tailor made provision to meet individual and group needs. Particular priorities have been identified within mental health.

The partnerships will also focus on work within the work place as part of work life balance and links with Union Learning activity.

1.3 Issues for Cambridgeshire PCDL and links to Local Area Agreements

Geography and Demography

Cambridgeshire is projected to have one of the fastest growing populations in the country from 1999-2011, with more than 10% growth. Current population of Cambridgeshire is 579,000 and projections are that this will grow to 669,400 by 2021 with the majority of increase seen in Cambridge City and South Cambridgeshire. The older population aged 65 and over is expected to increase by 60% with the largest population increases in South Cambridgeshire and Huntingdonshire. It is one of the Government's designated growth areas forming part of London-Stanstead-Cambridge- Peterborough growth corridor. The county is predominantly rural with 74% of the population living in market towns and villages. The cities of Cambridge in the south and Peterborough, a Unitary Authority in the northwest, exert a strong cultural and economic influence over the surrounding rural areas, providing a range of services. Cambridgeshire includes one of the strongest sub-regional economies in the region accounting for 10.5% of the region's population but 12% of the region's economic output and 11.5% of businesses in the region.

Diversity

It is a diverse county. In 2001 4% of the county's population was recorded as being from a black/mixed minority ethnic community (and 5% from white non-British). Bangladeshi, Pakistani and Black Caribbean groups are disproportionately located in the most deprived areas of the county. Travellers form the single largest ethnic minority group – often experiencing poorer outcomes in terms of health, education and housing than the population as a whole.

The county is also experiencing rapidly growing increases in migrant workers. Their needs vary but research shows rural migrants are often poorer and more vulnerable to exploitative living conditions. National Insurance Numbers allocated by residence to non UK citizens is up from 4,180 in 2002/03 to 8,810 in 2005/06. Additional workers from the EU registered in Fenland and East Cambridge. Cambridgeshire Police Chief Constable (supported by Cllr Walters – Chair of the Police Authority) is leading a campaign for Fair Funding, linked to growth and migration pressures.

Cohesion

Levels of cohesion in the county at 79.1% are consistent to national average of 79% but this masks disparity between districts. Cambridge City has the highest levels of cohesion in the country at 90.5% (with South Cambridgeshire not far behind ranking 6th nationally at 88.9%). However, Fenland District is 7th lowest nationally at 57.1% [based on percentage of people who agree that people from different backgrounds get on well together]

Employment

Cambridgeshire has the highest employment rate in the region – significantly above national averages and one of the lowest employment rates. However, although a relatively prosperous county there are significant pockets of deprivation. According to the Index of Multiple Deprivation 2007, three SOAs in Cambridgeshire are in the most deprived quintile (20%) nationally. All three areas are in the north of the District of Fenland (2 in Waterlees and 1 in Staithe). Other areas of concern are Huntingdon North (1 SOA – Oxmoor – is in 25% most deprived nationally), other parts of rural Fenland (6 further SOAs near Wisbech in 25% most deprived nationally in the wards of: Elm & Christchurch, Clarkson, Medworth, Hill, March East and Parson Drove and Wisbech St. Mary) and north Cambridge (3 SOAs – in 25% most deprived nationally, all in the Kings Hedges ward). Compared to IMD 2004, there are now 13 SOAs in the worst 25% nationally, where previously there were only 8: the position has worsened in the SOAs in the 10% most deprived, and improved in only 4 of the 13: the two areas in Huntingdon North and in the two parishes of Elm & Christchurch and Parson's Drove and Wisbech St. Mary. 2 of the 3 areas in the 10% most deprived SOAs are included in the geographical area covered by Fenland Links, the Neighbourhood Management Pathfinder, which has been funded by CLG for the past four years, and is projected to be funded to 2012.

Life Expectancy and adult social care.

In 2003-2005 life expectancy in Cambridgeshire was generally better than the national average (Men 76.9 yrs, Women 81.1.yrs) and the regional average (78 men 81.8 women) except Fenland, where it was worse (men 76.4, women 80.7). In Fenland all age deaths from circulatory disease are significantly higher than the national average.

The relationship between socio-economic indicators and circulatory disease also applies at small area (electoral ward) level. In terms of adult social care, Cambridgeshire has been a 1* council for 6 years and are concern to both CSCI and DH needing to improve its business processes and in particular partnership arrangements such as with the NHS Mental Health Trust. The wider remit of adult social care needs to ensure rural communities and those at most risk from social exclusion ie gypsies and travellers are addressed. A recent study into obesity levels in children in the East of England showed 42% of primary school children (Yr 6) in East Cambridgeshire and Fenland were overweight. Looked after children Travellers make up nearly 1% of the Cambridgeshire population and have significantly worse health than average.

Skills Levels

There is a countywide underperformance at NVQ2, poorer performance at NVQ4 level in the north of the county especially Fenland. Long term unemployed as well as those claiming incapacity and unemployment benefits are significantly below regional averages.

Learning Issues

These were presented to the partnerships at the learner summit by Prof Stephen Mc Nair for consideration in terms of planning for a broad curriculum

- The initial education model – is learning a ladder?
- Qualifications – does the paper matter?
- Don't neglect the collective purposes of learning
- Learning new roles
- Learning about meaning
- Learning and social cohesion – learning together or apart?
- Preserving and making knowledge
- Remember: needs are not demands

We would need more learning in Cambridgeshire to which PCDL and the work of the planning groups would need to contribute:

- for people not economically active, to support social engagement, and mental and physical health;
- for a more mobile population, both immigrants into the country and those moving within it, to adapt and become part of their new communities;
- to acquire, maintain and develop skills and knowledge for employment across the lifecourse, in response to more rapidly changing economic circumstances;
- for those in declining occupations to acquire the skills needs for the emerging economy.

In planning the partnerships will for 2009-10 consider

- **Rebalancing the curriculum with more attention to**
 - personal development and the exploration of meaning and purpose
 - maintaining health
- **Support social cohesion**
 - language and citizenship skills for new immigrants
 - interaction between groups and communities (including shared learning activity)
- **Deploy talent better:**
 - maintaining social networks
 - reform qualifications systems to recognise prior experience, qualification obsolescence and skills decay
 - a coherent service of careers advice and guidance, covering social and personal development as well as economic needs, reflecting the interaction between learning, work, health and finance, for people at all ages
- **Secure a “public space”:**
 - for debate and interaction as well as formal instruction, which is welcoming, politically and socially neutral.

1.4 Brief Description of Groups no longer supported

The partnerships intend to maintain universal access with targeted provision for 2008-9 focussed on those most in need. It is not planned to withdraw funding from any particular area either geographical or in interest or curriculum area in order to maintain stability. Where performance is an issue funding may change within normal management arrangements but not to more than 10% in line with LSC policy. The partnerships will, however, link activity to other projects for sustainability, for example in Investing in Communities

The local PCDL offer is likely to be a combination of:

- Part time day and evening classes and courses for people who want to learn for interest, pleasure, health and well being – fee paying with fee concessions and or bursaries.
- Engagement provision and taster courses or first rung learning of all kinds for people who are not yet sure that learning is for them – low fee with fee concessions
- Learning programmes developed with and for community groups around issues that concern them as local residents or parents, for example – unlikely to be appropriate to charge fees for this although likely to be developed in partnership with other organisations and the resourcing therefore a shared responsibility between the learning provider and the partner organisation.

- Less formal activity which has at its heart a learning purpose, for example local history walks, fitness days, art history talks, health promotion events, museum workshops etc – fees may or may not be charged depending on the policy

1.4 A brief Summary of fee policy

The detail of the draft charging policy is given in appendix 5 but it should be noted that this is draft and has not been approved by either elected members or the strategic PCDLS Partnership.

Cambridgeshire as a relatively affluent County has charged high fee levels and this will continue in 2008-9 as more of the core PCDL moves to a cost recovery position. However the priority work within PCDL, that is , NLDC work, Family Learning and new work with disadvantaged will not attract fees. Fees are not reduced dependent upon age but managers will need to have special support funds for those at the edge of the benefit system. Reduced fees are applied for those on means tested benefits. A minimum fee level is charged across the County but at this stage not a maximum.

2. Numerical Summary of Activity

2.1 Summary

The PCDL element of funding within Cambridgeshire is expected to generate some 8500 learners. Sitting alongside this are other funded activities within the community. These include FE funded elements in the community identified as progression routes from PCDL. There are elements within this which support the infrastructure associated with PCDL, for example combined use of premises, joint promotional activity, joint management arrangements which are more of a leisure based concern.

There are also activities associated with the specialist status of schools, for example web design or language learning associated with employer needs. In addition there are full cost recovery courses in schools as part of extended services, for example badminton which do not complete paperwork for LSC funded courses. There are also learners associated with arts and sports provision often delivered by other public providers. Gaining an accurate figure on this is proving difficult but we estimate at least the same number as in LSC provision.

Similar and connected to the PCDL work are learners and funding associated with the Area Based grant from which Fenland links is supported, Investing in Communities activity funded through the East of England Development Agency which supports learning communities and a variety of voluntary sector providers in work related activity.

Funding for PCDL activity within libraries tends to be linked with special interest or promotional activity. Much of this is related to children's learning and family learning activity. Within the Safeguard are some 2000 learners in family learning and a variety of projects associated with NLDC.

The partnerships are trying to secure funding linked with LPSA reward funds to develop community based provision linked to Skills for Life.

2.2 Numbers of Learners

Core PCDL	8500
Wider Family Learning	1550
FLNN	550
NLDC	500*
liC	2000*
Area Based Grant	1000*
Cost Recovery	750
Arts and Sports Centre work	7000*
Libraries	1500*
Total	20,650

* Estimates

2.3 Areas of Learning

Area	Title	Projected Numbers 08.09	Projected Numbers 07.08
1	Health, Public Service, Care	761	432
2	Science, Maths	65	72
3	Agriculture, animal	285	239
4	Engineering, Manufacturing	42	30
5	Construction	205	147
6	Info / com technology	683	550
7	Retail, commercial	407	274
8	Literature, travel and tourism	1948	2373
9	Arts, media, publishing	3327	3666
10	History, Philosophy, Theology	66	150
11	Social Science	50	148
12	Literature, Language and Culture	1149	913
13	Education and Training	26	40
14	Preparation for Life and Work	76	64
15	Business Administration and Law	290	8
TOTAL		8560	9100

The number of learners shown is the PCDL element within core funding which attracts fees. Key delivery centres have provided their projected learner numbers. There is a planned reduction in LSC funded

learners in this area equating to a 3% loss of funding based on inflation reduction. It is anticipated that all subject sector areas will be covered. The numbers outlined above exclude work in Family Learning and in Neighbourhood Learning in Deprived Communities.

2.4 Delivery Locations

It is too early to state the full delivery locations. We have a standard that there is a delivery point within 7 miles of every potential adult learner. PCDL LSC funded provision will be delivered on three FE college sites, one Sixth Form College site and 18 Village College sites. Each Village College site will have at least two community venues off the main campus for delivery. NLDC projects are likely to take place in about 10 voluntary sector venues. Delivery locations have traditionally been more than 200 each year across Cambridgeshire. LSC PCDL provision will be delivered in all major towns within Cambridgeshire and most larger villages

Amount of LSC Funding (PCDL only)	As 2007-8
Amount of Other funding (PCDL only)	Not known
Estimated fee collection	£650,000

(Based on an average of all 8,500 learners paying the minimum fee for 10 weeks for a 20 hour programme + 10% taken over the rest of the year. Fees are excluded from other programme areas.

Total Number of Learners see para 2.2 above	
LSC funded learners	11,100

3. Balance and Mix of Provision

3.1 Individual and Personal Development = 100%

Whilst this forms the major purpose of core PCDL learners, other learners within the Adult Safeguard join provision for their individual personal development and it is often difficult to attribute the proportionality for this area of work. In theory it could be 85% of the grant in terms of learner volumes. A variety of courses exist including various creative and media options, digital photography, courses aimed at engaging males who are traditionally under represented in PCDL. Language courses and computer courses are popular entry strategies for personal or indeed work related options

3.2 Health and Well Being = 100% or 18%

Again we could determine that all learners join provision in order to secure better mental health and well being through the process of learning new skills and the confidence built up through interaction with others. However in terms of specific health related programmes 18% of the PCDL learning cohort would be participating in such designated provision via SSA. This excludes however, the family learning programmes where healthy eating and healthy life styles are considered. Dance, Yoga and Badminton options exist alongside a variety of complementary therapies eg Hygiene, First Aid and introductory counselling courses

3.3 Supporting families = 20%

Whilst this area of work is primarily within family learning a variety of activity takes place within targeted PCDL in programmes to support teenage parents, work with Traveller families, work with women and intergenerational work. Whilst not strictly PCDL various vocational options exist within the villages to support early years options for child minders and IT support to families helping children at school.

Increasingly language is seen as a way of engaging young learners and parents and there are examples of inter generational work in Mandarin Chinese.

Increasingly development funding within core PCDL has and will be used to support parental awareness of the national curriculum in order to support their children's learning eg in English and Maths

3.4 Strengthening Communities = 10%

A variety of programmes exist to support Gypsy, Romany, Traveller and Showmen families through the development fund and other projects. Connections are also made through European projects around the use of IT to reduce the digital divide for example Interreg programmes. The area based grant for priority areas also supports this area of work as well as work within NLDC

3.5 Preparation for Life and Work = 10%

Entry to youth work programmes take place with good links to IAG and other agencies. Other areas being developed include access to basic IT workshops as a preparation for life and work.

85% of NLDC programmes are linked to Skills for Jobs

3.6 Learning Difficulties and or Disabilities = 8%

British sign language is offered as part of PCDL as a progression to accreditation. Good links are made with voluntary sector organisations in some Districts who develop programmes for LDD eg red to Green. Most NLDC programmes are linked to activity to support access to employment and employability programmes related to incapacity benefit.

Discrete provision is offered both through statutory and voluntary providers. Overall we anticipate that participation levels will exceed the community profile.

Members of the PCDLSPs

- Elected members at District and County level
- Main PCDL providers in receipt of LSC funding
- Three FE College Principals
- Hills Road Sixth Form College
- Anglia Ruskin University
- Cambridge University post graduate College at Madingley Hall
- Workers Educational association
- Cambridge Library and Archive Service
- Cambridge Libraries E learning services
- Chair of the Cambridgeshire Secondary Heads Association
- Cambridge Arts manager and District equivalents
- Cambridgeshire County Council Sports Manager and District equivalents
- Workers Education Association
- Voluntary Organisations through the Cambridgeshire GET and WAVET group
- District Council Officers responsible for economic and or community development
- Chair of the Board of Cambridgeshire and Peterborough Learning Trust
- Manager of the Investing in Cambridgeshire Communities
- Regional job centre plus manager
- Cambridgeshire PCT
- Community Development workers

WHAT THE DATA TELLS US : Extract fro MIACE Report into PCDL April 2007

7.1 ACL funded PCDL in 2005-06

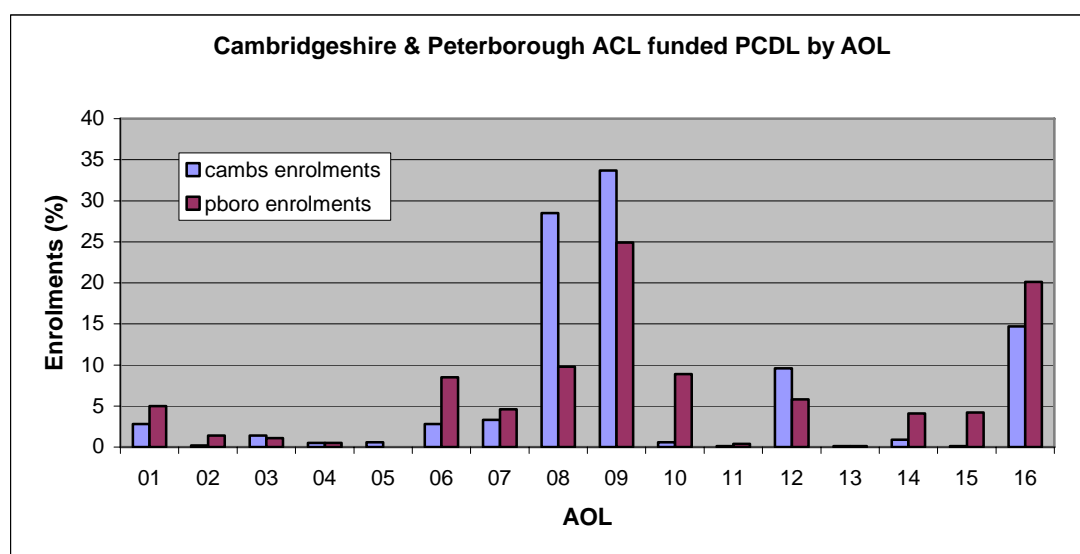
The LSC Cambridgeshire ACL funding stream is split between three organisations: Cambridgeshire County Council for the delivery of Family Learning and PCDL in Cambridgeshire and managed by CACL; Peterborough City Council for the delivery of Family Learning and PCDL in Peterborough and managed by PCAE, and the NLDC fund managed by CPLT. CACL subcontracts PCDL provision in four of the districts of Cambridgeshire to three FE colleges: CRC, HRC and CoWA. CRC and HRC in turn further subcontract almost all (in the case of CRC) and part (in the case of HRC) of this PCDL programme to the village and community colleges in the various districts. All PCDL provision in Peterborough is delivered directly by PCAE. The current arrangements for the management of PCDL provision across the LSC area are:

- Cambridge City CACL
- South Cambridgeshire CRC
- East Cambridgeshire CRC
- Huntingdonshire HRC
- Fenland CoWA
- Peterborough PCAE

2005-06 enrolment numbers for each provider can be seen in the table below.

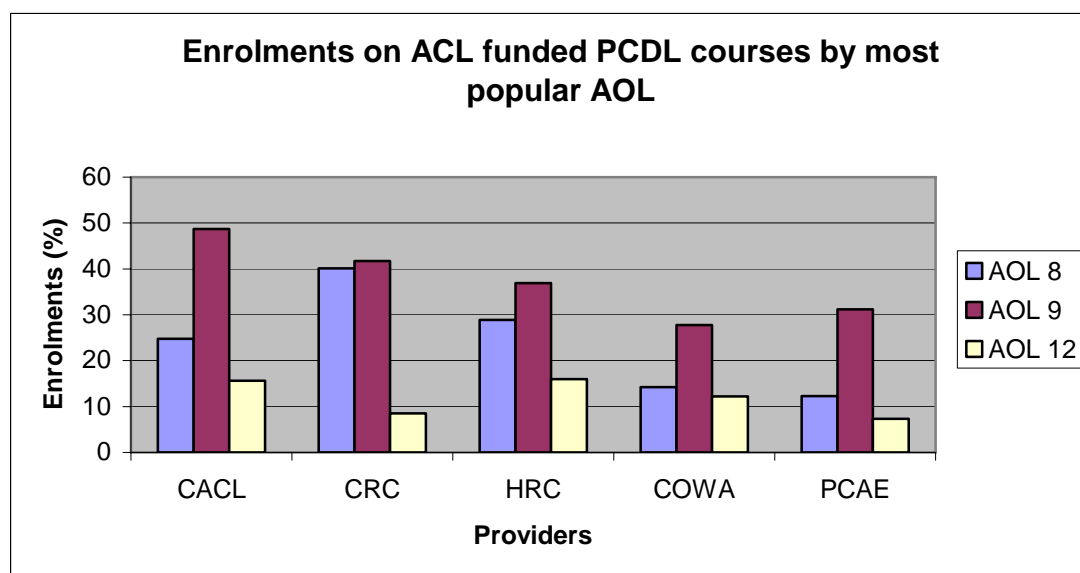
ACL funded PCDL: enrolments and courses in Cambridgeshire & Peterborough		
	Enrolments	Courses
CRC	10471	941
Peterborough	4839	372
HRC	3989	361
CoWA	2113	225
CACL	1504	136

The chart below indicates the distribution of learner enrolments between the sixteen areas of learning (AOL). Details of the AOLs can be found in Appendix C.



AOL 16 (Family learning) will be discussed later. Other than this it can be seen that AOL 8 (Leisure, travel and tourism), and AOL 9 (Arts, media and publishing) are by far the most popular in Cambridgeshire with AOL 12 (Literacy, languages and culture) coming a poor third.

Enrolment numbers in other AOLs are low. This is not an unusual picture nationally with providers finding that programmes in AOLs 8 and 9 can be guaranteed to both attract learners and to generate income. CACL have developed a strategy for reducing the dominance of AOLs 8 and 9 and believe that this is now beginning to have some effect. Peterborough have a much better spread across a greater number of AOLs although numbers in AOL 9 still considerably outweigh those in all other AOLs. Nevertheless, across the whole of the LSC Cambridgeshire area the majority of enrolments fall into one or other of AOLs 8, 9 and 12. However, there are considerable differences between individual providers as can be seen in the chart below which, for the sake of simplicity, only includes AOLs 8, 9 and 12.



Almost half the enrolments on CACL courses in Cambridge City are in AOL 9. The most popular of these are painting and drawing and jewellery making. A further 25% of learners enrol in AOL 8 with high numbers on yoga and keep fit courses. In AOL 12 Spanish is the most popular subject.

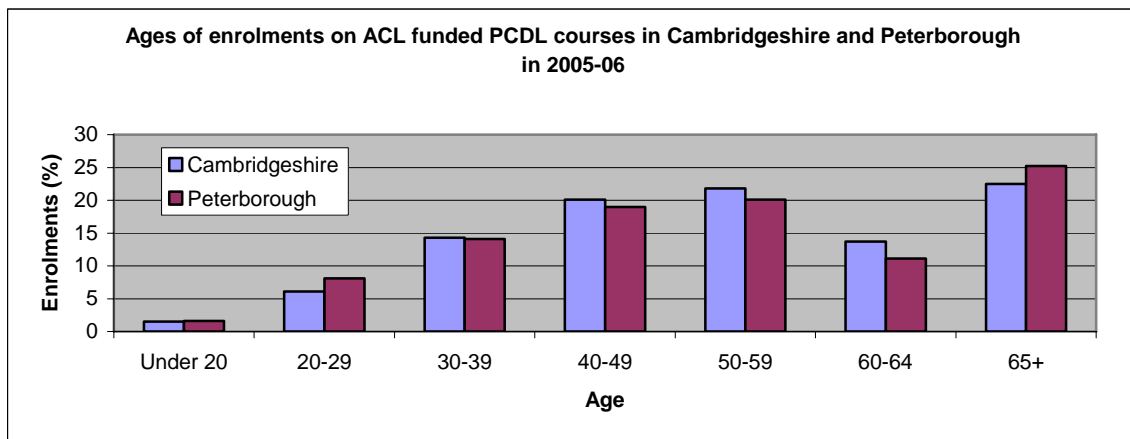
Over 80% of CRC enrolments in South and East Cambridgeshire are in AOLs 8 and 9. In the latter case the most popular courses are art, painting and dancing whereas in the former yoga and keep fit courses again prove most popular and represent 75% of the provision in AOL 8. AOL 12 is the only other AOL with any significant number of enrolments with French being by far the most popular course in this category.

At HRC in Huntingdonshire 66% of enrolments are in AOLs 8 and 9. The most popular courses in AOL 8 are yoga and belly dancing whereas in AOL 9 art, painting and dancing once again take the lead. Spanish courses accounted for over 51% of enrolments in AOL 12.

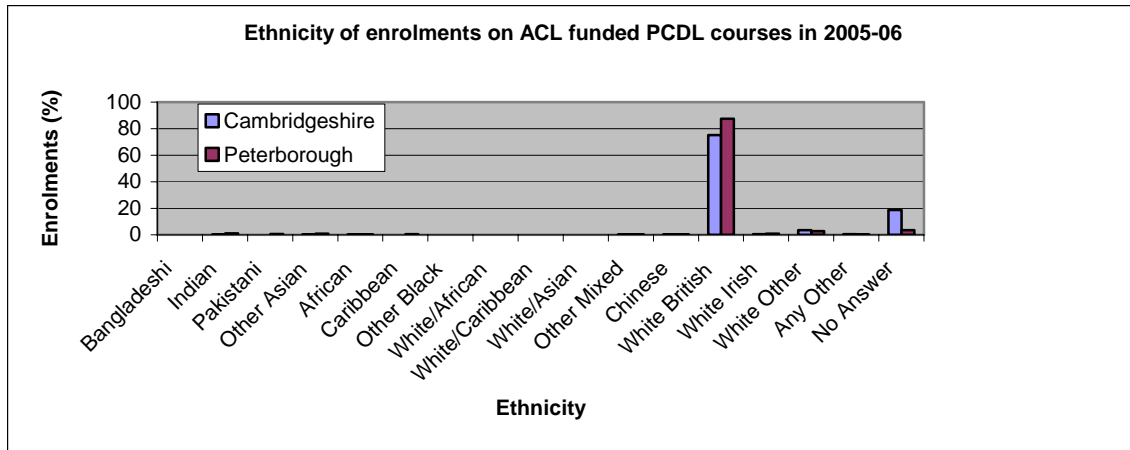
CoWA, in Fenland, has a much broader spread of provision than other Cambridgeshire providers. In the three AOLs demonstrated in the chart above the most popular courses are yoga (almost all enrolments in AOL 8), drawing, painting and dance (AOL 9) and French and Spanish (almost all enrolments in AOL 12). However around 14% of enrolments were in AOL 6 (Information and Communication Technology) and over 16% in AOL 7 (Retail and commercial enterprise), most of whom studied cookery or sugar craft.

Like Fenland, enrolments in Peterborough cover a wider range of AOLs although AOL 9 dominates again with over 30% of enrolments. However, there are also significant proportions of enrolments in AOL 1 (Health, public services and care), AOL 6, AOL 7, AOL 10 (History, philosophy and theology) as well as AOLs 8 and 12. No details are available of individual courses studied in Peterborough.

The distribution of enrolments across the age range is shown in the chart below. The patterns in Cambridgeshire and Peterborough are broadly similar with the highest proportion of enrolments in the 65+, 50-59 and 40-49 age groups and very few learners under the age of 20. The extent to which enrolment numbers dip at age 60 but then increase again at age 65 is an interesting phenomenon and one which is evidenced across all providers. CRC attract a particularly high proportion of older learners with over 41% aged 60 or above. CACL report that in the more affluent rural districts participation by those aged 60 or over has increased over the last three years at a time when enrolments overall have been decreasing. Demographic information for Cambridgeshire shows striking growth in the number of older people and there may therefore be justification for significant representation from this group. Nevertheless, CACL have set targets to increase participation rates for younger people in line with their strategic policy direction to engage new learners and offer them progression into skills, learning and employment.



The ethnicity of learners enrolling across Cambridgeshire and Peterborough is, as can be seen from the chart below, mainly White British, particularly in Peterborough. In Cambridgeshire, on the other hand, significant numbers of learners choose not to declare their ethnic origins. The majority of minority ethnic groups are White Irish and White Other. The only non-white group of any significant size is in Peterborough where Asians account for 3.2% of all enrolments. In spite of the very small numbers involved it is interesting to note that among the CRC enrolments: the majority of Black Africans were studying yoga, keep fit or pilates; most Chinese learners were studying singing, ballroom dancing or tai chi; and all Bangladeshi learners were female and almost all were following ESOL or citizenship courses. In Cambridgeshire targets have been set both to increase participation rates by minority ethnic communities and also to reduce the number of non-disclosures. Increasingly they see better representation from White Other groups who tend to come from European Union accession countries. Participation rates amongst this group have increased as a result of special projects for migrant workers.



Participation by male learners hovers around the 20% mark in Cambridge, being slightly lower than this on CRC courses and somewhat higher on courses offered by other providers. In Peterborough the participation rate is higher at 29%. Although there are slight differences in preferences between the genders at individual provider level, when looked at across the piece there is little evidence to suggest which subjects are more likely to attract male learners.

7.2 Neighbourhood Learning in Deprived Communities 2005-06

All NLDC projects are managed by CPLT. In 2005-06 funding was allocated to 6 projects in Peterborough and 7 projects in Cambridgeshire. In total 239 learners were involved in Cambridgeshire and 331 in Peterborough. All projects were led by VCS organisations.

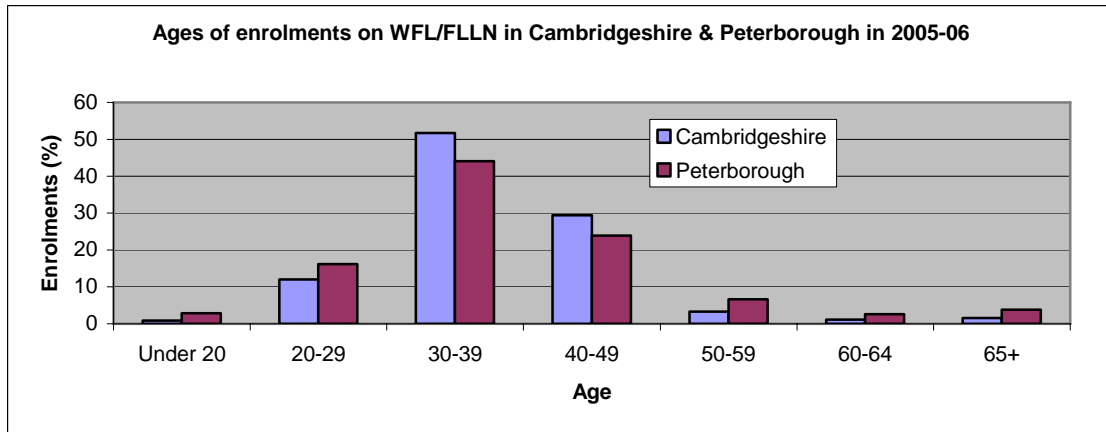
7.3 Family Learning 2005-06

Family learning comprises Family Language, literacy and numeracy (FLLN) and Wider family learning (WFL). These programmes are delivered solely by CACL and PCAE. Enrolment numbers can be seen below.

Family learning: enrolments and courses in Cambridgeshire & Peterborough				
	Enrolments	Courses	WFL	FLLN
Cambridgeshire	3078	231	48%	52%
Peterborough	1216	72	47%	53%

The chart below indicates that enrolments on FLLN and WFL courses in Cambridgeshire and Peterborough are mainly concentrated in the age groups of 30-39 and 40-49. Young adults and much older learners are not well represented, unsurprisingly in the latter case although not the former. 92 % of learners in Cambridgeshire are female and 88% in Peterborough.

Approximately 42% of all learners in Cambridgeshire do not describe their ethnicity. Of those that do, almost all are White British. Non white ethnic groups account for over 11% of family learning enrolments at PCAE. The largest group among these are Asian Pakistani.



7.4 FE Funded PCDL in 2005-06

A limited amount of PCDL provision is supported by the FE funding stream. The sums of money involved are small, except in the case of CRC. Enrolment numbers for 2005-06 can be seen in the table below.

FE funded PCDL: enrolments and courses in Cambridgeshire and Peterborough		
	Enrolments	Courses
CRC	1403	Not known
Hills Road 6 th Form College	1574	122
PRC	88	14
PCAE	128	10

The majority of learners on courses at Hills Road are studying languages with a small number on ICT or photography courses. All courses at PCAE are *Skills for Life*. None of the learners are White British although a significant proportion (66%) are White Other and over half the learners are male. It is understood that part of the programme at CRC is devoted to provision for adults with learning difficulties and disabilities delivered in partnership with a number of social enterprises. Other than this the programme offered is similar to that offered via the ACL funding stream with a predominance of provision in AOLs 8, 9 and 12.

There are some discrepancies between information provided during interviews in relation the FE funded PCDL and the picture presented by the data provided. It is unclear whether this is as a result of changes which have taken place since 2005-06 or to the difficulty of accurately identifying PCDL learners within FE ILR data.

7.5 Other provision secured by local authorities

The level of detail available on provision delivered by library, sports and leisure, and arts and culture services in Cambridgeshire County Council and Peterborough City Council is somewhat variable.

7.5.1 Sports and leisure

The only learning programmes in sports and leisure delivered directly by CCC and PCC are training for staff and volunteers and some programmes for young people in sports coaching and sports leadership. 37 venues have been identified across Cambridgeshire where sports-related learning programmes are offered, the majority through sports centres, leisure centres and swimming pools. It has not proved possible to obtain anything other than a very limited amount of information on this provision. Most sports-related learning programmes are delivered at district level. The best sources of information on this are likely to be Living Sports, the county sports partnership and the emerging community sport networks.

7.5.2 Libraries, heritage and archives

The CCC e-learning service is delivered in conjunction with libraries and is the largest *learnirect* provider in Cambridgeshire. Provision is offered in eight learning centres and a

further, almost 90, Community Access Points. One third of Community Access Points are in libraries with the remainder in village halls, small businesses, public houses and VCS premises. Almost all provision is on a one-to-one basis with learners working at their own pace. Over 3000 learners were engaged in 2005-06, 59% following *Skills for Life* courses and 40% doing ICT. 75% of learners are female and their success rate is considerably better than their male counterparts. The majority (93%) of learners are White. The age band with the highest proportion (26%) of learners is 35 to 44 and 30% of all learners are aged 55 or over, a lower proportion than in LSC-funded PCDL provision. In addition over 2100 learners attended local history lectures and family history events in libraries, and the Children's Library engaged almost 13,000 adults in events designed to show how to support children's information and reading development. Cambridgeshire Archives attracted 6254 visitors in 2005-06 with 391 attending talks and lectures and 635 viewing exhibitions and displays.

Peterborough library service has developed a "Learning Zone" in the Central Library in the heart of the city. It is a centre for *learnirect* and UK online, a test centre for *Skills for Life*, European Computer Driving License and Citizenship, and is *matrix*-accredited for the delivery of information, advice and guidance. The zone has developed as a specialist provider of *Skills for Life* and ICT learning, particularly for those lacking level 2 qualifications. 2153 learners enrolled in 2005-06, including 424 on Skills for Life courses and 809 on other pre-level 2 programmes. Further family learning and adult learning activities take place at Peterborough Museum in collaboration with PCAE. The museum offers a varied series of lectures, workshops and events and works with the local colleges and the University of the Third Age to deliver learning at further and higher education levels. The service works with various partners on variously funded projects to deliver learning opportunities to adults and families. The service uses the Museums, Libraries and Archives Council's Generalised Learning Outcomes model as a basis for all its work.

7.5.3 Arts and culture

The Peterborough arts service offer a series of workshops designed to support communities and individuals to participate in Peterborough Festival activities and events. These cover funding, costume creation, creating music and event organisation. They also offer half marathon training events in collaboration with the Great Eastern Run, targeted at beginners and designed to encourage people to be more active. In addition they run a number of performance-related activities for young people. Various arts organisations in Cambridge City and Peterborough in receipt of funding both from Arts Council East and from local authorities offer education programmes for the general public. Finally the *Vital Communities* project, again funded by Arts Council East as well as CCC and PCC is a 15-year programme designed to encourage greater engagement in the arts on the part of members of deprived communities including those living in rural isolation and also some minority ethnic groups.

SAR SSA Data 2006-07

	No of Courses		% of Courses		No of Learners		% of Learners		No of Learner Hours		% of Learner Hours	
	2006/07	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07	2005/06
SSA1	51	67	3.40%	3.64%	388	514	3.61%	4.08%	7819	5417	3.25%	2.20%
SSA2	3	6	0.20%	0.33%	18	40	0.17%	0.32%	178	311	0.07%	0.13%
SSA3	27	29	1.80%	1.58%	167	207	1.55%	1.64%	3082	4875	1.28%	1.98%
SSA4	5	14	0.33%	0.76%	28	94	0.26%	0.75%	268	1377	0.11%	0.56%
SSA5	9	12	0.60%	0.65%	86	119	0.80%	0.95%	1608	2003	0.67%	0.81%
SSA6	71	78	4.73%	4.24%	437	494	4.06%	3.92%	7432	6548	3.09%	2.66%
SSA7	56	85	3.73%	4.62%	418	504	3.89%	4.00%	6403	4907	2.66%	2.00%
SSA8	350	475	23.30%	25.80%	2364	3045	21.97%	24.19%	51884	63349	21.56%	25.76%
SSA9	525	601	34.95%	32.65%	3438	3819	31.96%	30.34%	91474	102276	38.01%	41.58%
SSA10	8	12	0.53%	0.65%	62	74	0.58%	0.59%	1291	1469	0.54%	0.60%
SSA11	2	3	0.13%	0.16%	8	25	0.07%	0.20%	55	495	0.02%	0.20%
SSA12	172	200	11.45%	10.86%	1153	1389	10.72%	11.03%	33010	31740	13.72%	12.90%
SSA13	4	2	0.27%	0.11%	41	19	0.38%	0.15%	682	176	0.28%	0.07%
SSA14	214	255	14.25%	13.85%	2122	2224	19.72%	17.67%	35004	20742	14.54%	8.43%
SSA15	5	2	0.33%	0.11%	28	21	0.26%	0.17%	480	276	0.20%	0.11%
	1502	1841			10758	12588			240670	245961		

Local Providers

Course Locations in the Cambridge City district

- [2 Care](#) - [\[view map\]](#)
- [Amber Project](#) - [\[view map\]](#)
- [Anglia Ruskin University](#) - [\[view map\]](#)
- [Arbury Court Learning Centre](#) - [\[view map\]](#)
- [Arbury Court Library](#) - [\[view map\]](#)
- [Barnwell Road Community Association](#) - [\[view map\]](#)
- [Barnwell Road Library](#) - [\[view map\]](#)
- [Black Women's Support Group](#) - [\[view map\]](#)
- [Bongo Naree Association](#) - [\[view map\]](#)
- [Brahma Kumaris \(World Spiritual University\)](#) - [\[view map\]](#)
- [Bridgets Trust](#) - [\[view map\]](#)
- [British Red Cross](#) - [\[view map\]](#)
- [Buchan Street Neighbourhood Centre](#) - [\[view map\]](#)
- [Cam Sight](#) - [\[view map\]](#)
- [Camadvocates](#) - [\[view map\]](#)
- [Cambridge & County Folk Museum](#) - [\[view map\]](#)
- [Cambridge Academy of Martial Arts](#) - [\[view map\]](#)
- [Cambridge Action for Dysphasic Adults](#) - [\[view map\]](#)
- [Cambridge Advanced Technology Training](#) - [\[view map\]](#)
- [Cambridge African Associates](#) - [\[view map\]](#)
- [Cambridge Area Gingerbread](#) - [\[view map\]](#)
- [Cambridge Arts & Sciences](#) - [\[view map\]](#)
- [Cambridge Artwork Studios](#) - [\[view map\]](#)
- [Cambridge Buddhist Centre](#) - [\[view map\]](#)
- [Cambridge Caribbean Centre](#) - [\[view map\]](#)
- [Cambridge Central Library](#) - [\[view map\]](#)
- [Cambridge Centre for 6th Form Studies](#) - [\[view map\]](#)
- [Cambridge Chinese Women's Group](#) - [\[view map\]](#)
- [Cambridge Co-operative Development Agency](#) - [\[view map\]](#)
- [Cambridge Co-operative Women's Guild](#) - [\[view map\]](#)
- [Cambridge Community Circus](#) - [\[view map\]](#)
- [Cambridge Dial-a-ride](#) - [\[view map\]](#)
- [Cambridge Education and Training](#) - [\[view map\]](#)
- [Cambridge Employment Agency](#) - [\[view map\]](#)
- [Cambridge Enterprise Agency](#) - [\[view map\]](#)
- [Cambridge Ethnic Community Forum](#) - [\[view map\]](#)

- [Cambridge Federation Of Townswomen's Guild](#) - [\[view map\]](#)
- [Cambridge Group Work](#) - [\[view map\]](#)
- [Cambridge Hard of Hearing Club](#) - [\[view map\]](#)
- [Cambridge Housing Society](#) - [\[view map\]](#)
- [Cambridge ITEC Ltd](#) - [\[view map\]](#)
- [Cambridge Job Search](#) - [\[view map\]](#)
- [Cambridge Learning Centre](#) - [\[view map\]](#)
- [Cambridge Musuem of Technology](#) - [\[view map\]](#)
- [Cambridge Professional Academy](#) - [\[view map\]](#)
- [Cambridge Professional Development Centre](#) - [\[view map\]](#)
- [Cambridge Record Office](#) - [\[view map\]](#)
- [Cambridge Refugee Support Group](#) - [\[view map\]](#)
- [Cambridge Regional College](#) - [\[view map\]](#)
- [Cambridge Social Mentoring Consortium](#) - [\[view map\]](#)
- [Cambridge Social Mentoring Consortium](#) - [\[view map\]](#)
- [Cambridge University Botanic Garden](#) - [\[view map\]](#)
- [Cambridge Vietnamese Refugee Community](#) - [\[view map\]](#)
- [Cambridge Voluntary Centre](#) - [\[view map\]](#)
- [Cambridge Womens Resource Centre](#) - [\[view map\]](#)
- [Cambridge YMCA](#) - [\[view map\]](#)
- [Cambridgeshire County Council Care and Education](#) - [\[view map\]](#)
- [Cambridgeshire Instrumental Music Agency](#) - [\[view map\]](#)
- [Cambridgeshire Race Equality & Diversity Service](#) - [\[view map\]](#)
- [Cambridgeshire Secondary Support Services](#) - [\[view map\]](#)
- [Castle Project \(Housing\)](#) - [\[view map\]](#)
- [Castle Project Print Finishers](#) - [\[view map\]](#)
- [CAVA](#) - [\[view map\]](#)
- [Centre 33](#) - [\[view map\]](#)
- [Centre at St Pauls \(The\)](#) - [\[view map\]](#)
- [Cherry Hinton Library](#) - [\[view map\]](#)
- [Chesterton Community College](#) - [\[view map\]](#)
- [Chinese Community Centre](#) - [\[view map\]](#)
- [Choices](#) - [\[view map\]](#)
- [CINTRA CDPC](#) - [\[view map\]](#)
- [Citizens Advice Bureau](#) - [\[view map\]](#)
- [City Housing Office](#) - [\[view map\]](#)
- [Classworks Theatre](#) - [\[view map\]](#)
- [Coleridge Community College](#) - [\[view map\]](#)
- [Connexions Cambridgeshire and Peterborough](#) - [\[view map\]](#)

- [Daily Bread Co-operative \(Cambridge\) Ltd](#) - [\[view map\]](#)
- [Direction Plus](#) - [\[view map\]](#)
- [East Barnwell Community Centre](#) - [\[view map\]](#)
- [Employment Foundation Scheme](#) - [\[view map\]](#)
- [Escape Artist](#) - [\[view map\]](#)
- [Fawcett Primary School](#) - [\[view map\]](#)
- [Fitzwilliam Museum](#) - [\[view map\]](#)
- [Flexible Learning Centre](#) - [\[view map\]](#)
- [Focus](#) - [\[view map\]](#)
- [Focus Cambridge](#) - [\[view map\]](#)
- [Girton College](#) - [\[view map\]](#)
- [Harambee One World Centre](#) - [\[view map\]](#)
- [Hatha Yoga](#) - [\[view map\]](#)
- [High Flyers](#) - [\[view map\]](#)
- [Hills Road Sixth Form College](#) - [\[view map\]](#)
- [Home-Start Cambridge](#) - [\[view map\]](#)
- [Humberstone Networking Trust](#) - [\[view map\]](#)
- [Huntington's Disease Association \(ADA\)](#) - [\[view map\]](#)
- [Indian Community And Culture Association](#) - [\[view map\]](#)
- [Indian Cultural and Community Association](#) - [\[view map\]](#)
- [Islamic Academy](#) - [\[view map\]](#)
- [Kettles Yard](#) - [\[view map\]](#)
- [Long Road Continuing Education](#) - [\[view map\]](#)
- [Manor Community College](#) - [\[view map\]](#)
- [Marshalls Training Centre](#) - [\[view map\]](#)
- [MAS Environmental](#) - [\[view map\]](#)
- [Meadows Community Centre](#) - [\[view map\]](#)
- [Michaelhouse Centre](#) - [\[view map\]](#)
- [Milton Road Library](#) - [\[view map\]](#)
- [Musuem Of Archaeology & Anthropology](#) - [\[view map\]](#)
- [National Extension College](#) - [\[view map\]](#)
- [Netherhall School](#) - [\[view map\]](#)
- [Newnham Community Centre](#) - [\[view map\]](#)
- [Newton Cucumber Youth Centre](#) - [\[view map\]](#)
- [Opportunity Links](#) - [\[view map\]](#)
- [Ormiston Children and Family Trust](#) - [\[view map\]](#)
- [Parents Community Network](#) - [\[view map\]](#)
- [Parents First!](#) - [\[view map\]](#)
- [Parkside Community College](#) - [\[view map\]](#)
- [Phoenix Employment](#) - [\[view map\]](#)
- [Pitman Training Centre - Cambridge](#) - [\[view map\]](#)

- [Prospects Trust](#) - [\[view map\]](#)
- [Quartet Club of Cambridge](#) - [\[view map\]](#)
- [Rees Thomas School](#) - [\[view map\]](#)
- [Richmond Fellowship Employment and Training](#) - [\[view map\]](#)
- [Rock Road Learning Centre](#) - [\[view map\]](#)
- [Rock Road Library](#) - [\[view map\]](#)
- [Romsey Mill Youth and Community Centre](#) - [\[view map\]](#)
- [Rowan Foundation](#) - [\[view map\]](#)
- [Sancton Wood](#) - [\[view map\]](#)
- [Schools of Education](#) - [\[view map\]](#)
- [Sedgwick Musuem of Geology](#) - [\[view map\]](#)
- [Sencia Cambridge](#) - [\[view map\]](#)
- [Skills Training UK](#) - [\[view map\]](#)
- [Skills Training UK Ltd](#) - [\[view map\]](#)
- [Speaking Up!](#) - [\[view map\]](#)
- [Special Needs Community Education](#) - [\[view map\]](#)
- [St Andrews Junior School Community Wing](#) - [\[view map\]](#)
- [St Bede's Schools](#) - [\[view map\]](#)
- [St John's Ambulance](#) - [\[view map\]](#)
- [St Mark's Community Centre](#) - [\[view map\]](#)
- [Talking Heads](#) - [\[view map\]](#)
- [The Bridge](#) - [\[view map\]](#)
- [The Cambridge Programme for Industry](#) - [\[view map\]](#)
- [The College of West Anglia \(Milton centre\)](#) - [\[view map\]](#)
- [The Learning Resource Centre](#) - [\[view map\]](#)
- [The Leys School](#) - [\[view map\]](#)
- [The Open University in the East of England](#) - [\[view map\]](#)
- [The Samatha Trust](#) - [\[view map\]](#)
- [Timothy Christmas](#) - [\[view map\]](#)
- [Umbrella Autism](#) - [\[view map\]](#)
- [University Museum of Zoology](#) - [\[view map\]](#)
- [University of Cambridge](#) - [\[view map\]](#)
- [University of Cambridge Institute of Continuing Education](#) - [\[view map\]](#)
- [University of Cambridge Training](#) - [\[view map\]](#)
- [University of the Third age in Cambridge](#) - [\[view map\]](#)
- [VIP Craft Club](#) - [\[view map\]](#)
- [Wintercomfort](#) - [\[view map\]](#)
- [Work With You](#) - [\[view map\]](#)
- [Workers' Educational Association](#) - [\[view map\]](#)
- [Youth Action Group](#) - [\[view map\]](#)

Course Locations in the East Cambs district

- . [Aldreth Access Point](#) - [\[view map\]](#)
- . [Ashley Access Point](#) - [\[view map\]](#)
- . [Black Horse Drove Access Point](#) - [\[view map\]](#)
- . [Bottisham Village College](#) - [\[view map\]](#)
- . [Branching Out](#) - [\[view map\]](#)
- . [Burrough Green Access Point](#) - [\[view map\]](#)
- . [Burwell Community Print Centre](#) - [\[view map\]](#)
- . [Burwell House](#) - [\[view map\]](#)
- . [Burwell Library](#) - [\[view map\]](#)
- . [Burwell Musuem](#) - [\[view map\]](#)
- . [Burwell Village College](#) - [\[view map\]](#)
- . [Cambridge Council for Voluntary Youth Services](#) - [\[view map\]](#)
- . [Cambridgeshire ACRE](#) - [\[view map\]](#)
- . [Cheveley Access Point](#) - [\[view map\]](#)
- . [City of Ely Community College](#) - [\[view map\]](#)
- . [Connexions Cambridgeshire and Peterborough](#) - [\[view map\]](#)
- . [Coveney Access Point](#) - [\[view map\]](#)
- . [Dullingham Access Point](#) - [\[view map\]](#)
- . [East Cambridgeshire District Council](#) - [\[view map\]](#)
- . [East Cambs Enterprise Agency](#) - [\[view map\]](#)
- . [Ely Job Centre](#) - [\[view map\]](#)
- . [Ely Library](#) - [\[view map\]](#)
- . [Ely Museum](#) - [\[view map\]](#)
- . [Fenman LTD](#) - [\[view map\]](#)
- . [Fordham Access Point](#) - [\[view map\]](#)
- . [Haddenham Access Point](#) - [\[view map\]](#)
- . [Haddenham Library Access Point](#) - [\[view map\]](#)
- . [High Fields School](#) - [\[view map\]](#)
- . [Home Start East Cambridgeshire](#) - [\[view map\]](#)
- . [Isleham Access Point](#) - [\[view map\]](#)
- . [JCC Learning Centre](#) - [\[view map\]](#)
- . [Kirtling Access Point](#) - [\[view map\]](#)
- . [Larkfield Resource Centre](#) - [\[view map\]](#)
- . [Little Downham Access Point](#) - [\[view map\]](#)
- . [Littleport Community Primary School](#) - [\[view map\]](#)
- . [Littleport Learning Centre](#) - [\[view map\]](#)

- [Littleport Library](#) - [\[view map\]](#)
- [Living Sports](#)
- [Mepal Access Point](#) - [\[view map\]](#)
- [Oliver Cromwell's House](#) - [\[view map\]](#)
- [Papworth Trust](#) - [\[view map\]](#)
- [Professional Training Solutions](#) - [\[view map\]](#)
- [Pymoor Access Point](#) - [\[view map\]](#)
- [Reach Access Point](#)
- [Red2Green](#) - [\[view map\]](#)
- [Saxon Street Access Point](#) - [\[view map\]](#)
- [Soham Access Point](#) - [\[view map\]](#)
- [Soham Business Training Centre](#) - [\[view map\]](#)
- [Soham Library](#) - [\[view map\]](#)
- [Soham Village College](#) - [\[view map\]](#)
- [Stetchworth Access Point](#) - [\[view map\]](#)
- [Stretham Access Point](#) - [\[view map\]](#)
- [Stuntney Access Point](#) - [\[view map\]](#)
- [Sutton Access Point](#) - [\[view map\]](#)
- [Sutton JCC Learning Centre](#) - [\[view map\]](#)
- [Sutton Pavillion/Brooklands Centre](#) - [\[view map\]](#)
- [Swaffham Bulbeck Access Point](#) - [\[view map\]](#)
- [The Croylands Day Centre](#) - [\[view map\]](#)
- [The Ellesmere Centre](#) - [\[view map\]](#)
- [Wicken Access Point](#) - [\[view map\]](#)
- [Wilburton Access Point](#) - [\[view map\]](#)
- [Witcham Access Point](#) - [\[view map\]](#)
- [Witchford Village College](#) - [\[view map\]](#)
- [Woodcraft Training](#) - [\[view map\]](#)
- [Woodditton Access Point](#) - [\[view map\]](#)

Course Locations in the Fenland district

- [Bowmar Services](#) - [\[view map\]](#)
- [Bowthorpe Centre](#) - [\[view map\]](#)
- [Bridgegate Drug Advice Agency](#) - [\[view map\]](#)
- [Cambridgeshire Countryside Watch](#) - [\[view map\]](#)
- [Chatteris Musuem](#) - [\[view map\]](#)
- [Chequered Flag](#) - [\[view map\]](#)
- [Child and Adolescent Mental Health](#) - [\[view map\]](#)
- [College of West Anglia](#) - [\[view map\]](#)

- [Connexions Cambridgeshire And Peterborough](#) - [\[view map\]](#)
- [Connexions Cambridgeshire And Peterborough](#) - [\[view map\]](#)
- [Eastern Region Training Associates](#) - [\[view map\]](#)
- [Families Matter - March](#) - [\[view map\]](#)
- [Family Matters](#) - [\[view map\]](#)
- [Fenland Association for Community Transport \(FACT\)](#) - [\[view map\]](#)
- [Fenland Community Education](#) - [\[view map\]](#)
- [Fenland Primary Care Trust](#) - [\[view map\]](#)
- [Fenland QEST](#) - [\[view map\]](#)
- [Fenland Rural Training and Support Group](#) - [\[view map\]](#)
- [Fenland Volunteer Bureau](#) - [\[view map\]](#)
- [Grove House](#) - [\[view map\]](#)
- [Home Start East Cambridgeshire](#) - [\[view map\]](#)
- [Home Start Wisbech](#) - [\[view map\]](#)
- [Isle College Learning Shop](#) - [\[view map\]](#)
- [March & District Musuem](#) - [\[view map\]](#)
- [March Job Centre](#) - [\[view map\]](#)
- [March Learning Centre](#) - [\[view map\]](#)
- [March Library](#) - [\[view map\]](#)
- [March Youth and Community Centre](#) - [\[view map\]](#)
- [Nacro New Careers Training](#) - [\[view map\]](#)
- [National Childminding Association](#) - [\[view map\]](#)
- [Octavia Hill Birth Place Musuem](#) - [\[view map\]](#)
- [Personal Development Projects](#) - [\[view map\]](#)
- [Queen Mary Centre for Community Education](#) - [\[view map\]](#)
- [Rosmini Centre Wisbech](#) - [\[view map\]](#)
- [Sencia Wisbech](#) - [\[view map\]](#)
- [Somersham Library Access Point](#) - [\[view map\]](#)
- [Talking Shop](#) - [\[view map\]](#)
- [The College of West Anglia \(Wisbech centre\)](#) - [\[view map\]](#)
- [The Oasis Centre for Community Education](#) - [\[view map\]](#)
- [Whittlesey Learning Centre](#) - [\[view map\]](#)
- [Whittlesey Museum](#) - [\[view map\]](#)
- [Whittlesey Youth and Community Centre](#) - [\[view map\]](#)
- [WI Federation for Fenland](#) - [\[view map\]](#)
- [Wisbech and Fenland Musuem](#) - [\[view map\]](#)
- [Wisbech Children and Families Project](#) - [\[view map\]](#)
- [Wisbech Job Centre](#) - [\[view map\]](#)
- [Wisbech Learning Centre](#) - [\[view map\]](#)

- [Wisbech Library](#) - [\[view map\]](#)
- [Young People March](#) - [\[view map\]](#)

Course Locations in the Huntingdonshire district

- [Abbey College](#) - [\[view map\]](#)
- [Abbots Ripton Access Point](#) - [\[view map\]](#)
- [Bridge-Learning Ltd](#) - [\[view map\]](#)
- [Business For People](#) - [\[view map\]](#)
- [Cam Advocates](#) - [\[view map\]](#)
- [Caresco](#) - [\[view map\]](#)
- [CDC Associates](#) - [\[view map\]](#)
- [Cherry Meadow Centre Trust](#) - [\[view map\]](#)
- [College of Animal Welfare](#) - [\[view map\]](#)
- [Community Education](#) - [\[view map\]](#)
- [Connexions Cambridgeshire And Peterborough](#) - [\[view map\]](#)
- [Connexions Cambridgeshire And Peterborough](#) - [\[view map\]](#)
- [Coppice Woodland Project](#) - [\[view map\]](#)
- [Cromwell Musuem](#) - [\[view map\]](#)
- [Dial/Druglink](#) - [\[view map\]](#)
- [Drinksense](#) - [\[view map\]](#)
- [E D Carter And Associates](#) - [\[view map\]](#)
- [East Hunts. Community Education](#) - [\[view map\]](#)
- [Education Information Technology](#) - [\[view map\]](#)
- [Ely Learning Centre](#) - [\[view map\]](#)
- [Fen Drayton Village Hall](#) - [\[view map\]](#)
- [Food Hygiene Training Centre](#) - [\[view map\]](#)
- [Gauntlet Autoproject Ltd.](#) - [\[view map\]](#)
- [Grafham Water Centre](#) - [\[view map\]](#)
- [Great Gidding Access Point](#) - [\[view map\]](#)
- [Hail Weston Access Point](#) - [\[view map\]](#)
- [Hospitality Plus PLC](#) - [\[view map\]](#)
- [Huntingdon Learning Centre](#) - [\[view map\]](#)
- [Huntingdon Library](#) - [\[view map\]](#)
- [Huntingdon Record Office](#) - [\[view map\]](#)
- [Huntingdon Volunteer Bureau](#) - [\[view map\]](#)
- [Huntingdon Workbridge](#) - [\[view map\]](#)
- [Huntingdonshire Enterprise Agency](#) - [\[view map\]](#)

- [Huntingdonshire Music School](#) - [\[view map\]](#)
- [Huntingdonshire Regional College](#) - [\[view map\]](#)
- [Huntingdonshire Society For The Blind](#) - [\[view map\]](#)
- [Hunts Forum of Voluntary Organisations](#) - [\[view map\]](#)
- [John Bell Associates](#) - [\[view map\]](#)
- [Key Stages Ltd](#) - [\[view map\]](#)
- [Lancelot Training](#) - [\[view map\]](#)
- [Longsands Community College](#) - [\[view map\]](#)
- [Medway Centre \(The\)](#) - [\[view map\]](#)
- [Moor Centre Community](#) - [\[view map\]](#)
- [Mymar Computer Services](#) - [\[view map\]](#)
- [Nacro New Careers Training](#) - [\[view map\]](#)
- [Nationwide Training Services](#) - [\[view map\]](#)
- [Natural High](#) - [\[view map\]](#)
- [Norris Museum](#) - [\[view map\]](#)
- [Ormiston Children And Families Trust](#) - [\[view map\]](#)
- [Oxmoor Community Action Group](#) - [\[view map\]](#)
- [Pathfinder House](#) - [\[view map\]](#)
- [Prince's Trust](#) - [\[view map\]](#)
- [Radmere](#) - [\[view map\]](#)
- [Ramsey Business Training](#) - [\[view map\]](#)
- [Ramsey Library](#) - [\[view map\]](#)
- [Ramsey Warboys & District Volunteer Bureau](#) - [\[view map\]](#)
- [Reach](#) - [\[view map\]](#)
- [Richmond Fellowship Work Scheme](#) - [\[view map\]](#)
- [Sawtry Community College](#) - [\[view map\]](#)
- [Sawtry Community College - Adult Education](#) - [\[view map\]](#)
- [Sawtry Community Library](#) - [\[view map\]](#)
- [Sawtry Library](#) - [\[view map\]](#)
- [Saxongate Community Learning Centre](#) - [\[view map\]](#)
- [Somersham Library](#) - [\[view map\]](#)
- [Spaldwick Access Point](#) - [\[view map\]](#)
- [Span](#) - [\[view map\]](#)
- [St Ives & District MENCAP Society](#) - [\[view map\]](#)
- [St Ives Learning Centre](#) - [\[view map\]](#)
- [St Ives Library](#) - [\[view map\]](#)
- [St Ives Volunteer bureau](#) - [\[view map\]](#)
- [St Ivo Recreation Centre](#) - [\[view map\]](#)
- [St Ivo School Adult and Community Learning](#) - [\[view map\]](#)
- [St John's Ambulance](#) - [\[view map\]](#)
- [St Neots College Partnership](#) - [\[view map\]](#)

- [St Neots Community College](#) - [\[view map\]](#)
- [St Neots job Centre](#) - [\[view map\]](#)
- [St Neots Library](#) - [\[view map\]](#)
- [St Neots Musuem](#) - [\[view map\]](#)
- [St Neots Voluntary Welfare Association](#) - [\[view map\]](#)
- [St Neots Volunteer Bureau](#) - [\[view map\]](#)
- [St Peter's School](#) - [\[view map\]](#)
- [Swavesey Library Access Point](#) - [\[view map\]](#)
- [Teresa Gabriel Art Courses](#)
- [The Chrysallis Centre](#) - [\[view map\]](#)
- [The Personal Development Alliance](#) - [\[view map\]](#)
- [Upwood Access Point](#) - [\[view map\]](#)
- [Victim Support](#) - [\[view map\]](#)
- [Warboys Library](#) - [\[view map\]](#)
- [West Anglia Training Association Ltd](#) - [\[view map\]](#)
- [WJP Training Consultancy](#) - [\[view map\]](#)
- [Wood Green Animal Shelter](#) - [\[view map\]](#)
- [Yaxley Access Point](#) - [\[view map\]](#)
- [Yaxley Library](#) - [\[view map\]](#)

Course Locations in the South Cambs district

- [Bar Hill Library](#) - [\[view map\]](#)
- [Bassingbourn Library Access Point](#) - [\[view map\]](#)
- [Bassingbourn Village College](#) - [\[view map\]](#)
- [Bottisham Library Access Point](#) - [\[view map\]](#)
- [Cambridge Business Psychologists](#) - [\[view map\]](#)
- [Cambridge e-Learning Institute](#) - [\[view map\]](#)
- [Cambridge Open Studios](#) - [\[view map\]](#)
- [Comberton Village College](#) - [\[view map\]](#)
- [Cottenham Village College](#) - [\[view map\]](#)
- [Fulbourn Library Access Point](#) - [\[view map\]](#)
- [Gamlingay Library Access Point](#) - [\[view map\]](#)
- [Gamlingay Village College](#) - [\[view map\]](#)
- [Great Shelford Library](#) - [\[view map\]](#)
- [Histon Library](#) - [\[view map\]](#)
- [Impington Village College](#) - [\[view map\]](#)
- [Linton Library](#) - [\[view map\]](#)
- [Linton Village College](#) - [\[view map\]](#)

- [Melbourn Library Access Point](#) - [\[view map\]](#)
- [Melbourn Village College](#) - [\[view map\]](#)
- [Opportunity without limits](#) - [\[view map\]](#)
- [Papworth Everard Village Hall](#) - [\[view map\]](#)
- [Papworth Library](#) - [\[view map\]](#)
- [Pre-School Learning Alliance \(Eastern\)](#) - [\[view map\]](#)
- [Russell Thomas Associates](#) - [\[view map\]](#)
- [Sawston Library](#) - [\[view map\]](#)
- [Sawston Village College](#) - [\[view map\]](#)
- [Social Services Home Care Team](#) - [\[view map\]](#)
- [Swavesey Village College](#) - [\[view map\]](#)
- [Tesco Store](#) - [\[view map\]](#)
- [The Papworth Trust](#) - [\[view map\]](#)
- [Waterbeach Library Access Point](#) - [\[view map\]](#)
- [Witchford Sports and Social Club](#)

Appendix 5 Fee Policy

1.5 A brief Summary of fee policy

Cambridgeshire County Council : Draft for Consultation

Pricing Policy Framework for Adult and Community Learning 2008-9

Policy Context

This fee policy covers the post 19 provision for Adult Learning provided by Cambridgeshire County Council through the Learning and Skills Council grant either provided directly or through its contractees and subcontractees, for example village and community colleges and voluntary organisations.

The framework is informed by past charging policies, by the NIACE annual fees survey and the Learning and Skills Council consultation on fees undertaken by Adrian Perry with further guidance - on Fee Income – a Good Practice Guide from the DfES issued in July 2005. It is recommended that providers secure a copy of this publication – *Good Practice Guide (refFGPF/2005)*. The policy is also enshrined within the Skills Strategy, which advises that all learners with a level 3 qualification and above and that those who can afford to pay should pay. It is also informed by consultation within Cambridgeshire undertaken with the Personal and Community Learning and Skills Partnerships.

Whilst the County Council and FE Colleges have some discretion in setting fees the Learning and Skills Council has a funding and fee remission policy, which directs the fee levels payable in relation to, accredited provision within the FE funding formula. For 2008-9 it is expected that learners contribute 42.5% of their courses costs, a rise from the 37.5% on 2007-8

This pricing policy is derived from the County Council's principles of :

- putting the customer/ learner at the heart of all we do
- providing value for money
- valuing diversity and social inclusion
- and addressing equality of opportunity.

Policy Statement

The County Council through its Learning and Skills Council grant and learner and employer fee income contributions will seek to maximise access to training and learning opportunities for local people and organisations. It will seek to address disadvantage by securing contributions from those who can afford to pay and to ensure that administrative systems are sufficiently robust on the part of directly and indirectly provided services that income is collected fairly and on a transparent basis.

The policy applies to the following services:

- Contracted provision for Adult and Community Learning to the FE Colleges
- Sub-contracted provision to the Village and Community Colleges for non accredited learning
- Franchised provision for accredited courses
- Special projects around widening participation
- Discrete provision for Adults with Learning Difficulties and Disabilities
- Skills for Life provision and Ethnic Minority Achievement provision
- NLDC and
- Family learning including family literacy, language and numeracy and wider family learning

General Principles

1. Maximising fee income from those who can afford to pay, ensuring that all who can afford to pay do so and at the same time, maintaining fees as low as possible so that participation is encouraged
2. Those with a level 3 qualification and above should pay to access learning.
3. Fee levels in franchised provision for LSC funded courses should be set in comparison with other providers but within FE college and LSC guidance i.e. as a minimum in line with the fee remission level implied in the funding methodology (42.5% of National Base Rate 2008-9).
4. Simplicity to enable transparency to the learner, to ensure easy administration and non bureaucratic approaches with consistency across a geographical area
5. Ensuring principles of social justice to address disadvantage and reduce barriers to learning
6. Ensuring that employers make a fair and adequate contribution to the support, training and development of employees accessing provision
7. Autonomy in that institutions and districts should be enabled to provide for their own fee reduction priorities or concession and to make up the income shortfall through their own resources.
8. Local managers should have in place a strategy to support learners in cases of extreme hardship where they do not qualify for reduced fees or waived fees – see concessionary fees guidance as below
9. Supplementary fees relating to courses, for example registration fees, materials, examination fees should be shown separately rather than rolled into an overall amount. And must be made clear to learners
10. Maintaining the financial health of the organisation so that inflationary increases are charged year on year and that reasonable market forces play a part

Policy on Concessionary fees

On LSC funded courses the County Council would expect fees to be charged and collected in full except for those in receipt of:

- Registered wholly unemployed persons in receipt of job seekers allowance benefit
- Those in receipt of income support.
- Dependents recognised by DSS for benefit purposes

- Disability Working Allowance
- Those in receipt of Housing/ Council tax benefits (not single persons allowance for Council Tax)
- Working Family Tax Credits (subject to status - this is usually where a household income is less than £14,200)
- Those in receipt of the Guarantee Credit element of the Pension Credit
- Those enrolled on literacy, numeracy and ESOL courses, including family literacy, language and numeracy
- Asylum seekers in receipt of the equivalent of an income based benefit and their dependents 19+

Fees waived

Fees are waived in respect of the following categories:

1. Patients in hospital (applies to those in residential care hospitals with chronic illnesses, not to those in hospital on a short term basis)
2. Learners participating in any of the following programmes
 - Family Learning
 - NLDC programmes
 - Skills for Life with the exception of ESOL
 - Discrete provision for adults with learning difficulties and or disabilities
 - Some targeted provision – see below:

Without prejudice to the above individual entitlements, managers within Districts may at their discretion authorise certain courses to be free to all learners. These courses will fall into one or more of the following categories:

- Courses targeted at ward or post code area
- Courses aimed at 'hard to reach' learners
- Courses identified as part of a local strategy or partnership plan to support neighbourhood renewal.

Hardship

Local managers should have in place a strategy to support learners in cases of extreme hardship where they do not qualify for reduced fees or fees fully waived

Refunds

Whilst this is a matter for individual providers, the County Council would encourage providers only to refund where a course is cancelled but that this should be made clear to the public on all literature

Learner Support

The County Council will make available an allocated amount to each district to provide for the additional learning support for learners accessing Adult Safeguarded Learning in the same way and using the same criteria as in the FE funding Stream.

Fee Levels

In 2007-08 minimum fee levels were agreed by the Cambridgeshire Adult Learning management group at £3.00 per hour, although in practice Districts charged a minimum of £3.50 per hour. It is suggested therefore that a minimum charge of £3.50 is applied all core Safeguarded provision except where fees are waived for a special circumstance.

Consistency between providers within Districts is a requirement and this amount should be clear to learners.

For core PCDL learning it is suggested that a fee reduction of 25% is applied to all learners entitled to a reduction in a means tested benefit.

Cost recovery courses should be specifically designated as such in promotional material and should have a significant difference in fee levels to differentiate between this and supported provision. As such we would anticipate all cost recovery courses to have a minimum fee of £5.00