

ADULT AND PUBLIC HEALTH SERVICES PORTFOLIO DECISION SCHEDULE



Monday 23rd July 2007

at 9.00 am

in the Red Room , Avondale Centre,
Dyke House, Hartlepool
(Raby Road entrance)

Councillor G Hall, Cabinet Member responsible for Adult and Public Health Services will consider the following items.

1. **KEY DECISIONS**

- 1.1 Adult Education Fees – Academic Year 2007/2008 – *Director of Adult and Community Services*
- 1.2 Hartlepool Adult Education Three Year Development Plan 2007-2008 – *Director of Adult and Community Services*

2. **OTHER ITEMS REQUIRING DECISION**

- 2.1 Change of name for the Adult Education Service – *Director of Adult and Community Services*
- 2.2 Supporting People Contracts – *Director of Adult and Community Services*

3. **ITEMS FOR INFORMATION**

No items

4. **REPORTS FROM OVERVIEW OF SCRUTINY FORUMS**

No items

ADULT AND PUBLIC HEALTH SERVICES PORTFOLIO

Report To Portfolio Holder
23 July 2007



Report of: Director of Adult and Community Services

Subject: ADULT EDUCATION FEES - ACADEMIC YEAR 2007/2008

SUMMARY

1 PURPOSE OF REPORT

- 1.1 To consider the level of adult education fees for the academic year 1st August 2007 to 31st July 2008.

2 SUMMARY OF CONTENTS

- 2.1 The report sets out the current fee levels for Adult Education courses funded through the Learning and Skills Council and other sources, identifies any factors affecting adult education course fees in Hartlepool for 2007/2008 and looks at options for fee levels.
- 2.2 Recommendations are made regarding the level of adult education fees for the academic year August 2007 to July 2008.

3 RELEVANCE TO PORTFOLIO MEMBER

- 3.1 The report relates directly to adult services as the purpose of the report is to set the fees for adult education courses.

4 TYPE OF DECISION

- 4.1 This decision is a key decision - Key test (ii)

5 DECISION MAKING ROUTE

- 5.1 The decision will be made by the Portfolio Holder.

6 DECISION(S) REQUIRED

- 6.1 A decision is required about the level of adult education fees from 1st August 2007 to 31st July 2008.

Report of: Director of Adult and Community Services

Subject: ADULT EDUCATION FEES: ACADEMIC YEAR 2007/2008

1 PURPOSE OF REPORT

- 1.1 To consider the level of Adult Education fees for the academic year 1st August 2007 to 31st July 2008.

2 BACKGROUND

- 2.1 Since April 2001, the majority of the funding for Hartlepool Adult Education Service has been provided from the Learning and Skills Council (LSC) rather than directly by the local education authority. This report relates to two main LSC funding streams (Further Education [FE] and Adult and Community Learning [ACL]), but it should be noted that some Adult Education courses operate under funding received from other sources and these courses may be subject to different fee levels prescribed by the funding agency.
- 2.2 Since the formation of the Learning and Skills Council funding has been allocated for adult education services in a similar way to previous years, until such time as it could determine how to fund the provision. It is likely that a new funding methodology will be in place in August 2008, but as yet this has not been determined.
- 2.3 In the level of funding which the LSC provides for Further Education (FE) learning, assumptions are made about the level of income which providers will receive from fees. With effect from 1st August 2007, the LSC makes the following assumption in the grants which it makes to local authorities for the provision of LSC funded vocational-type courses (FE):
- at least 37.5% of the cost of the course is recovered in income from fees from students, e.g. that the assumed fee for a 60 hour course (three terms) at national base rate is £153.
- 2.4 At present no specific income assumptions are made in relation to the ACL budget, although it is assumed that it will be no less than that for F.E.
- 2.5 The ACL funding stream is further divided into 5 income budgets, namely First Steps, Personal and Community Development Learning, (PCDL) Family Learning, Family Literacy, Language and Numeracy (FLLN) and Neighborhood Learning in Deprived Communities (NLDC)

3 CURRENT ADULT EDUCATION FEES

- 3.1 The current fee schedule for Adult Education courses (2006/2007) is attached as at **Appendix 1**. The level of fees at present are different according to the LSC funding stream

3.2 At present adult education courses fall into two main categories:

- vocational courses (leading to a formal or work-related qualification);
- non-vocational courses (such as Basic Skills, Family Learning, Foreign Languages and Arts and Crafts, and other courses which do not lead to a qualification.)

3.3 At present the funding for these different types of courses is set at different levels.

3.4 At present no fees are charged for Family Learning, Family Literacy Language and Numeracy and NLDC. These are seen as developmental courses to reach non-traditional learners or those in deprived areas.

3.5 At present courses which lead to a vocational qualification or are the first steps towards a qualification attract a lesser fee than those which are studied purely for leisure (PCDL)

3.6 No fees are charged for those studying English for Speakers of other Language (ESOL) or Literacy and Numeracy. This in line with government guidelines for 2006-2007. For the academic year 2007-2008 the government has proposed changes to the fee remission policy for ESOL.

3.6 The fee structure has also provided for remission of fees for students who were in receipt of means tested benefits. This is again in line with government guidelines.

3.7 Because of the desire to encourage participation in adult learning, a combination of low fees and extensive remission of fees has meant that overall income for adult education courses has been relatively low, e.g. in the academic year 2006/2007, income from student fees is expected to be approximately 4% of the expenditure/budget. This has been supplemented by the provision of bespoke and private course for organisations such as employers which are charged at the full cost rate.

4 OPTIONS AVAILABLE

4.1 Vocational courses and First Steps courses

4.1.1 The first option would be to maintain the current fee rate for these types of courses. This would mean, however, that the gap between fee income and course costs would widen as costs have risen by inflation.

4.1.2 The second option would be to make increases only in line with inflation for these types of course (i.e., to increase fees from £80 per year to £82.40 per year for a 30 week course). It is believed that this level of fees could generate an increased income but would not cover increased costs or satisfy LSC fee expectations.

4.1.3 The third option would be to continue to raise the level of fees with effect from August 2007 to move towards the higher level of fees which is assumed in the LSC guidelines i.e. £153. This would mean a significant increase in fees which may disadvantage many learners. This option could result in a loss of students to adult education courses, which in turn would mean that targets might not be achieved.

4.1.4 The fourth option would be to increase fees by £10 to £90 per year for a 30 week course. It is believed that this level of fee increase would generate sufficient income to cover increased costs and would move towards the required LSC fee increase levels in a gradual way. *This is the preferred option.*

4.2 Personal and Community Development Learning

4.2.1 The first option would be to maintain the current fee rate for all courses. This would mean, however, that the gap between fee income and course costs would widen as costs have risen by inflation.

4.2.2 The second option would be to make increases only in line with inflation for all types of course (i.e., to increase fees from £85 per year to £87.55 per year for a 30 week course). It is believed that this level of fees could generate an increased income but would not cover increased costs or satisfy LSC fee expectations.

4.2.3 The third option would be to increase the differential fee structure for PCDL classes. Courses categorised as PCDL courses would be subject to a larger increase of £15 per year i.e. £100 per year for a 30 week course. It is believed that this level of fee increase would generate sufficient income to cover increased costs and would move towards the required LSC fee increase levels. *This is the preferred option.*

4.3 Courses which attract no fee at present

4.3.1 The first option would be to introduce a fee structure to these classes which is consistent with the other types of courses. This would have a significant impact on those disadvantage learners who are hard to reach.

4.3.2 The second option is to continue to give full fee remission for those classes which fall into developmental areas, i.e., Literacy and Numeracy, Family Learning, Family Literacy, Language and Numeracy and Neighborhood Learning in Deprived Communities. This would continue to support widening participation in line with government priorities. *This is the preferred option.*

4.4 Courses in ESOL

4.4.1 At present, no fees are charged to learners participating in English for Speakers of Other Languages (ESOL) classes. This is as a result of existing government guidelines which have reimbursed the service for full fee remission for these learners.

From August 2007 the government has **removed** the full fee remission for some groups of ESOL learners and providers are now expected to change their fee policy in relation to ESOL.

- 4.4.2 The first option would be to maintain the current full fee remission for all learners on ESOL courses. This would mean a loss in income for the service as it would not receive this reimbursement from the LSC.
- 4.4.3 The second option would be to bring the fees for all ESOL learners in line with other vocational and non-vocational courses. This would disadvantage a number of learners in disadvantaged groups.
- 4.4.4 A third option would be to maintain the full fee remission for learners who are eligible under the national guidance i.e. those on benefits, Asylum seekers and Refugees. All other learners wishing to study ESOL would be charged the same rate as the other types of courses. This option would maintain the support for the most disadvantaged learners whilst also responding to government guidelines. *This is the preferred option.*
- 4.4.5 The LSC has carried out a national Race Equality Impact Assessment (REIA) for the change in fee policy. A summary of this is attached at **Appendix 2**. The full report is available. The service has also carried out a DIA on this change in fee policy. This is attached at **Appendix 3**.

4.5 **Administration charge**

- 4.5.1 This is the only fee charged to students eligible for fee remission. It is referred to as the 'remitted fee'.
- 4.5.2 At present the administration charge for students eligible for fee remission is set as £7 per vocational course and £10 per PCDL course. Student consultation has shown that many students believe that the gap between full fees and remitted fees is too great.
- 4.5.3 The first option would be to keep this at the same level for the next academic year.
- 4.5.4 The second option would be to raise the administration charge by the inflation rate to £7.20 or £10.30. This would raise a very small amount of additional income, but this would be offset by the additional administrative costs of the charge.
- 4.5.5 A third option would be to increase the administration charge for PCDL courses to £15, whilst increasing the level for vocational and First Steps learning courses to £10. *This is the preferred option.*
- 4.5.6 The payment of the existing administration charge does not seem to have presented barriers to access. Any individual cases of hardship would be considered confidentially.

5 FINANCIAL IMPLICATIONS

- 5.1 If adult education fees are set in accordance with LSC guidance, then there are no financial implications for the Council's budget as the level of fee increases will be sufficient to enable the Adult Education Service to operate LSC funded courses within the budget allocated by the LSC.
- 5.2 If no increase in fees is agreed, or insufficient increase, then there could be financial implications for the Council as any overspend on the LSC budget would have to be met by the LEA and no budgetary provision is available to meet this demand.
- 5.3 Any significant increase in fees is likely to result in a loss of student numbers. However if the fee income levels do not match LSC expectations then this may in future result in reduced funding as targets would not be achieved.

6 CONCLUSIONS

- 6.1 The setting of adult education fees is a difficult task, involving a balance between the need to generate sufficient income to meet costs, while encouraging adult learners to participate. Any significant increase in fees is likely to be unpopular and could lead to some fall-off in student numbers.
- 6.2 it is recommended, therefore that the level of Adult Education fees for the academic year 2007-2008 should be as presented in **Appendix 1**.

7 RECOMMENDATIONS

- 7.1 That the Portfolio Holder approve the following recommendations:
 - i. Vocational and First Steps Learning courses £90 for a 60 hour course and £30 for a 20 hour course;
 - ii. PCDL courses £100 for a 60 hours course and £35 for a 20 hour course;
 - iii. no course fees should be charged to students entitled under the LSC guidance on remitted fees (except for a one-off administration charge);
 - iv. the fee remission policy should continue to apply as at present to those categories of courses which are considered as developmental. These categories are noted in **Appendix 1**. In particular it would include groups of students who are recruited to widen participation or in response to specific government initiatives e.g. students with a disability, Asylum seekers and Refugees, Family learning or community regeneration activities.
 - v. Fees for ESOL courses should be set in line with other vocational and PCDL classes.
 - vi. The administration charge should be increased to £10 for vocational and First Steps courses and £15 for PCDL courses.

- vii. Courses which are not supported through LSC funding will be delivered at the Full Cost rate

ADULT EDUCATION: FEE STRUCTURE 2006/2007 and Proposed 2007-2008

Any person over 16 years of age may attend classes. School pupils over the age of 16 must have written permission of their Head teacher.

COURSE FEES

		2006-2007		2007-2008		*
		Full	Remitted *	Full	Remitted *	
Vocational and Non-Voc First Steps .	30 weeks	£80.00	£7.00	£90	£10	
PCDL	30 weeks	£85	£10	£100	£15	
* Administration charge						

Remitted fees will be charged to students in the following categories at the time they enroll, **provided that they show documentary evidence at the time of enrolling or at the first class:-**

(a) Adult or Spouse/Partner receiving:-

- (i) Council Tax Benefit*
- (ii) Housing Benefit
- (iii) Income Support
- (iv) Working Families Tax Credit
- (v) Disability Working Tax Credit
- (vi) Pension Credit

*(Excluding any discount – e.g. 25% Single Person Discount).

(b) Adult registered unemployed:- receiving Job Seekers Allowance**(c) Adult** in receipt of grant who enrolls for an unrelated part-time course of study whilst in full-time attendance at a school or further education establishment**(d) Adult** with no regular earned income whose spouse/partner would qualify for reduction of fees under any of the conditions lettered (b) to (c) above.

No course fees will be charged for Hartlepool Borough resident students who:-

- (a) enrolls for basic skills courses i.e. literacy and numeracy;
- (b) enrolls for certain designated courses as part of Widening participation and regeneration
- (c) are part of a target client group on designated courses.
- (d) is an adult/spouse on one of the above benefits and wishes to study ESOL

Key points of the Race Equality Impact Assessment carried out by the Learning and Skills Council on proposed changes to the funding for English for Speakers of Other Languages.

In October 2006 the Department for Education and Skills announced plans to change funding arrangements in respect of 2 groups of learners namely

- to withdraw the automatic full fee remission from Adult English for Speakers of Other Languages (ESOL) courses.
- To withdraw eligibility of Asylum seekers to access Further Education funding.

As a result of these proposed changes the DfES and the LSC carried out A full Race Equality Impact Assessment.

As part of the National Strategy for improving the Literacy and Numeracy of Adults which was launched in 2001 ESOL was included as a priority. The rationale for this was to help those who were in settled communities to develop literacy and language skills needed for integration and employment.

Since 2001 there has been a great increase in the numbers enrolling for ESOL provision. This stood at 159,000 in 2001 and had risen to 504,000 in 2005-2006.

Three external have influenced this increase

- Ten new countries joined the EU including eight from former Eastern Europe.
- International conflict such as Iraq, Zimbabwe, Sudan and Nigeria
- The continuing attraction of the UK as a destination for economic migrants.

These factors led to a large increase in ESOL learners which in turn led to a higher proportion of the funding being taken to support ESOL at the expense of full Literacy and Numeracy qualifications.

The government therefore proposed changes to the ESOL provision.

The main drivers for this were:

- How to manage the unsustainable growth in demand for ESOL
- How to reprioritise the ESOL funding to those learners who most needed help.

- How to achieve coherence across government departments with regards to Asylum seekers.

The funding for ESOL had tripled since 2001 and if allowed to continue to grow it would have a significant impact on all other adult learning priorities.

The demand for ESOL from Migrant workers had also increased and was putting further pressure on the support available for those more disadvantaged in settled communities.

These three factors led to an announcement by the LSC in October 2006 which proposes two main changes.:

- The withdrawal of eligibility for funding from asylum seekers
- The withdrawal of automatic full fee remission for ESOL learners.

This proposed change in policy led to the carrying out of a full Racial Equality Impact Assessment (REIA) between December 2006 and February 2007.

The REIA also looked at any impact that the new policy would have of gender or disability issues.

The REIA process found that there would be no impact on those with a disability. However there were concerns raised that the new policy may have an impact on women in some ethnic groups.

The DfES then carried out a full REIA process involving considerable consultation with a wide range of groups.

There were a number of concerns expressed from the focus groups on the impact the new policy could have on women , spouses and the low paid.

In the light of these concerns the Secretary of State announced revised proposals.

- All Asylum seekers who are legally in the UK and who have had a claim period for at least 6 months would now be eligible for funding.
- Spouses who are unable to have support from their families would now be eligible for support for ESOL classes from the Learner Support Hardship Fund.
- Extra support would be available to low paid workers to enable them to claim the benefits of which they were entitled thus enabling them to receive fee remission
- Additional support for ESOL would also be available from the Learner Support Hardship fund.

These additional measures it is now felt would mean that the new policy on ESOL would not have a negative impact on any group of learners.

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Appendix 3

Proce ss	Details	Further Action												
Available data & research considered Relevant reliable and up to date information (E.g. Census data, Labour Force Surveys, BVPI Survey 2000, WEA research, Best Value thematic findings etc.)	At present all classes for ESOL and Literacy and Nu meracy are provided free of charge. This is as directed by Government policy. From August 2007Government Policy will be changing and the 100% full fee remission for ESOL is being removed . At present there are 188 students who participate in ESOL classes . It is difficult to determine how many of these are receiving any benefits as this data is not required at present.													
Assessment of impact (e.g. Is there a differential impact on any group? Is the differential impact an adverse one? Is the policy directly or indirectly discriminatory? Is the policy intended to increase equality of opportunity by permitting positive action? Is it lawful?)	<div>If the Government Policy on full fee remission is follow ed then there will be a differential between ESOL and other Literacy classes This would disadvantage all those for w hom English w as not their first language.</div> <table><tr><td>Religious belief</td><td>No</td></tr><tr><td>Racial group</td><td>No</td></tr><tr><td>Age</td><td>No</td></tr><tr><td>Disability</td><td>No</td></tr><tr><td>Gender</td><td>No</td></tr><tr><td>Sexual orientation</td><td>No</td></tr></table>	Religious belief	No	Racial group	No	Age	No	Disability	No	Gender	No	Sexual orientation	No	
Religious belief	No													
Racial group	No													
Age	No													
Disability	No													
Gender	No													
Sexual orientation	No													

Appendix 3

<p>Consideration of Measures</p> <p>Measures which might mitigate any adverse impact or alternative policies that might better promote equal opportunities (e.g. How does each option further or hinder equality of opportunity? How does each option reinforce or challenge stereotypes? What are the consequences of not adopting an option more favourable to equality of opportunity?)</p>	<p>There are a number of options</p> <ol style="list-style-type: none"> 1. Remove the full fee remission for all ESOL learners to bring it into line with other Adult Education classes. This could disadvantage a number of learners who would then have to pay a full fee. 2. Continue to offer full fee remission for all ESOL learners. This would be against Government guidelines and could lead to inconsistencies across the local area. 3. Continue to offer full fee remission for those learners who are receiving benefits or are part of a priority group as identified in government guidelines. This would ensure that the most disadvantaged would still be able to access free learning whilst those who are employed would need to pay.. 	
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Appendix 3

<p>Consultation process (e.g. What methods of consultation will be used? Who is directly affected by the policy & how do we ensure they will be consulted? What information will be available to those consulted? What barriers exist to effective consultation and what can be done to overcome these barriers? What previous consultation exercises have been conducted and what did they reveal? What resources are needed?)</p>	<ul style="list-style-type: none"> • The service is funded by the LSC and therefore they would need to be consulted on any diversions from Government policy. • Other providers of ESOL would also need to be consulted to ensure local policies do not deviate greatly. If there is a difference the service could be subject to numerous enrolments from other area. • Organisations involved with potential learners will also be consulted. 	
<p>Decision making process & outcome</p> <p>How will the decisions prior to producing final policy document be recorded? E.g. report to DSG, rationale for final police content</p> <p>(e.g. how will make the decision, what information was considered, how was the decision making process structured, how will the decision making process be recorded?)</p>		<p>The final decision on fee remission policy will be taken by the portfolio holder for Adult Service and Public Health</p>

Appendix 3

<p>Publishing arrangements</p> <p>What are the arrangements for publishing the results of the DIA</p> <p>e.g. will draft policy include summary of results of DIA will DIA results be sent to any particular groups/consultees. How will people be advised of new or changed policies? (e.g. what format will be used to ensure results are published in an accessible and comprehensive form? Will a draft report be made available first?)</p>		<p>The result will be advertised in the new Adult Education Prospectus.</p>
<p>Where further actions have been identified, please state below how these actions will be monitored and reported on. For instance will actions be included in service plans, further reports to DSG etc.</p>		

ADULT AND PUBLIC HEALTH SERVICES PORTFOLIO

Report To Portfolio Holder
23rd July 2007



Report of: Director of Adult and Community Services

Subject: HARTLEPOOL ADULT EDUCATION 3 YEAR
DEVELOPMENT PLAN 2007-2008

SUMMARY

1.0 PURPOSE OF REPORT

- 1.1 To endorse the submission of the draft of the Hartlepool Adult Education three Year Development Plan 2007-2008 to the Learning Skills Council in order to release funding for the service for the 2007-2008 academic year.

2.0 SUMMARY OF CONTENTS

- 2.1 The Hartlepool Adult Education Three Year Development Plan 2007-2008 forms the basis of an agreement between the Hartlepool Borough Council Adult Education Service and the Learning and Skills Council in relation to the delivery of vocational and non vocational training. There is a covering report which summarises the Three Year plan and the full plan is attached at Appendix 1.

3.0 RELEVANCE TO PORTFOLIO MEMBER

- 3.1 The report relates directly to the provision for adult education courses.

4.0 TYPE OF DECISION

- 4.1 This is a key decision – test (ii)

5.0 DECISION MAKING ROUTE

- 5.1 The decision will be made by the Portfolio Holder.

6.0 DECISION(S) REQUIRED

- 6.1 To endorse the submission of the Three Year Development Plan update to the Learning and Skills Council.

Report of: Director of Adult Community Services

Subject: HARTLEPOOL ADULT EDUCATION 3 YEAR
DEVELOPMENT PLAN 2007-2008

1 PURPOSE OF REPORT

- 1.1 The purpose of the report is to endorse the submission of the Hartlepool Adult Education: Three year Development Plan 2007-2008 to the Learning and Skills Council in order to release funding for the academic year 2007-2008.

2 BACKGROUND

- 2.1 Since the introduction of the Learning and Skills Council in April 2001, Hartlepool Adult Education Service has received funding from the Learning and Skills Council to deliver a range of vocational and non vocational training.
- 2.2 With effect from 2004, the LSC required Local Authorities to produce a Three Year Development plan each year in order to secure funding. This brings together all of the aspects of LSC funded training and is the basis of the agreement between the LSC and the Local Authority.
- 2.3 Hartlepool Adult Education Three Year Development Plan relates to the provision of all activities delivered by the Adult Education Service
- 2.4 For the next year the 3 year development plan has been combined with the Service plan. This gives a more coherent approach to the planning and management of the service. The plan is divided into 4 sections. It includes those sections prescribed by the LSC and those relating to council priorities.
- 2.5 Section 1 details the strategic priorities of the service and how it intends to widen participation and to be responsive to local and national needs.
- Section 1 also incorporates the service policies in relation to Health and Safety, Workforce Development and the management of risk and resources.
- 2.6 Section 2 of the plan details the agreed performance indicators of the service monitor performance targets.
- 2.7 Section 3 of the plan consists of the summary statement of activity which forms the basis of the agreed funding from the LSC.

- 2.8 Section 4 of the plan includes the detailed action plan for the service for the 2007-2008 academic year.

3. FINANCIAL IMPLICATIONS

- 3.1 The activities contained within the Hartlepool Education Three Year Development Plan are activities which will be wholly funded by the Learning and Skills Council and other external funding sources. The LSC has identified a provisional allocation of approx £900,000 to fund this provision for 2007-2008 although the grant finally levered into the authority will depend on meeting appropriate recruitment, retention and achievement targets agreed with the LSC
- 3.2 It is crucial to plan and monitor the provision accurately in order that targets are reached and funding is not lost to the service.
- 3.3 The LSC grant is subject to the submission of an agreed Three Year Development plan

4. CONCLUSIONS

- 4.1 The Hartlepool Adult Education Three Year Development Plan 2007-2008 is attached at Appendix 1
- 4.2 If the plan is endorsed by the Portfolio Holder it will form the basis of the agreed funding level for 2007-2008.
- 4.3 Any future amendments requested by the LSC will be referred back to the Portfolio Holder.

5. RECOMMENDATIONS

- 5.1 That the submission of the Hartlepool Adult Education Three Year Plan to the LSC is endorsed.

HARTLEPOOL ADULT EDUCATION



THREE YEAR DEVELOPMENT PLAN UPDATE 2007 – 2008



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SECTION 1: STRATEGIC SUMMARY

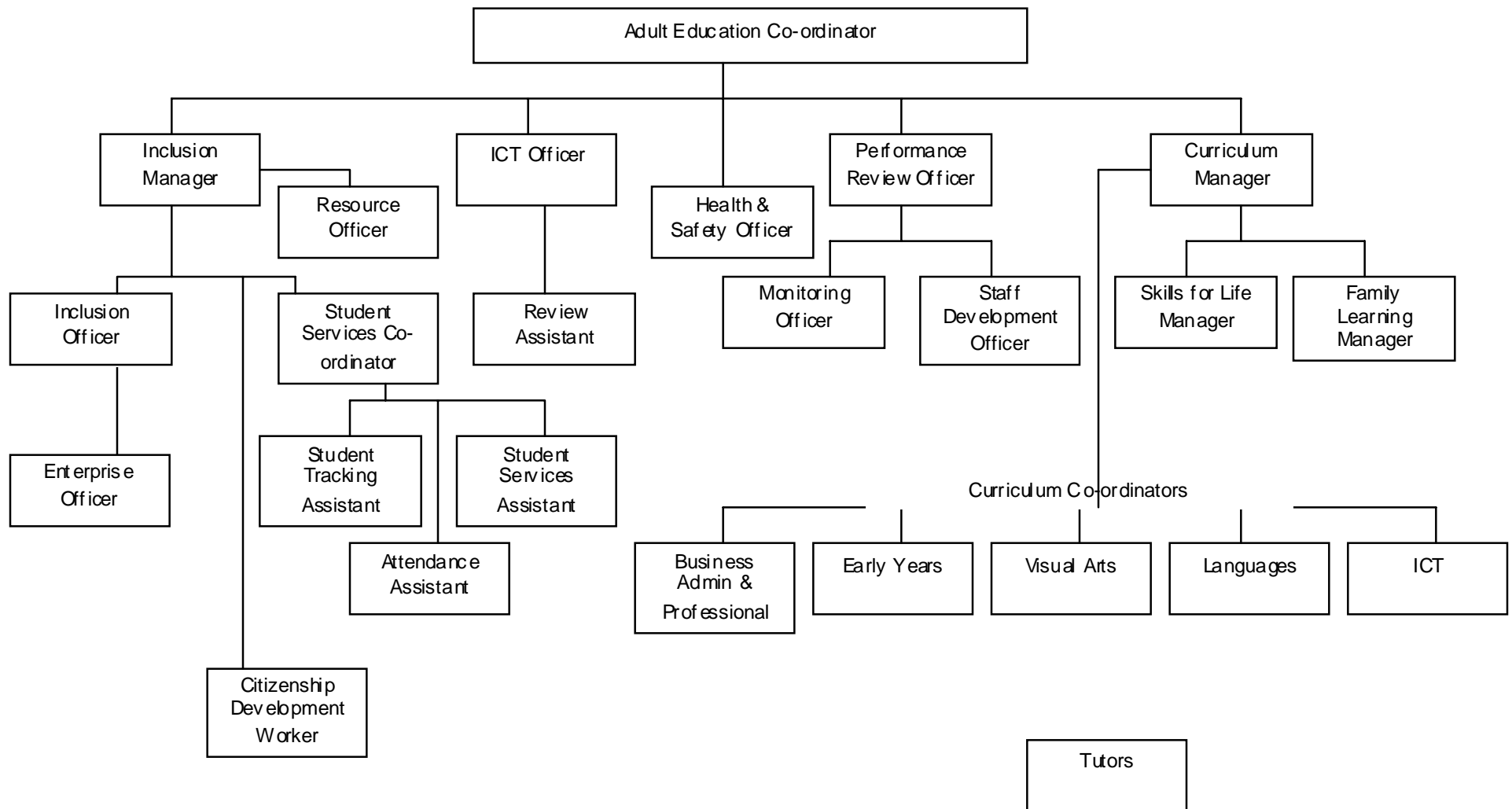
a) Introduction

This document is the Adult Education Service Plan for 2007/08. It forms part of Hartlepool Council's overall Service Planning arrangements and contains details of all service activities. The plan details the key priorities and issues facing the Adult Education service over the next year, and includes a detailed action plan showing how these priorities will be delivered. It also fulfils the requirements for the Three Year Development Plan required as part of the LSC planning process.

The plan details how the Service will meet Hartlepool Council's key priorities as well as those of the Learning and Skills Council.

This approach ensures that all plans are linked in a coherent framework.

b) Adult Education Service Structure



C) Service Activities

The Hartlepool Adult Education service provides a flexible range of Adult Learning opportunities to residents within Hartlepool. The service is part of Hartlepool Borough Council and through its work contributes to the Community Strategy for the town.

The service provides a varied programme of activities, which contribute to the fulfilment of the aims and strategies of the LSC and is delivered in response to local need. It is delivered in outreach venues to enhance participation from marginalised groups. It is committed to ensure that there is equality of opportunity.

The programme of activities also contributes to the skills agenda as well as responding to the PCDL needs. The service also receives funding through other sources. Whilst the outputs of this funding are not included in the summary statement of activity, the provision is included in the overall aim and strategies of the service.

This plan is seen as a key document in which to draw together all the activities of the service to ensure there is a comprehensive and high quality programme of learning opportunities available to Hartlepool residents.

The activities of the service fall into six main areas:

1. Further Education, which delivers a range of vocational and skill based provision;
2. Adult Community Learning, which delivers both Personal and Community Development Learning and First Steps training;
3. Family Learning, which delivers a range of Family Literacy, Learning and Numeracy courses as well as wider family learning and parenting provision;
4. Targeted provision, which includes a range of activities designed to widen participation in specific areas or groups.
5. Fully costed provision which identifies the needs of employers and provides bespoke training packages.
6. A range of activities to provide IAG and support for adults to improve their job search and employability skills.

By working closely with our community and other partners the service ensures that those who are most socially and economically disadvantaged are actively encouraged to participate.

Also, by working closely with other providers and employers the service can identify needs and ensure that there are opportunities to increase skills to enhance employability.

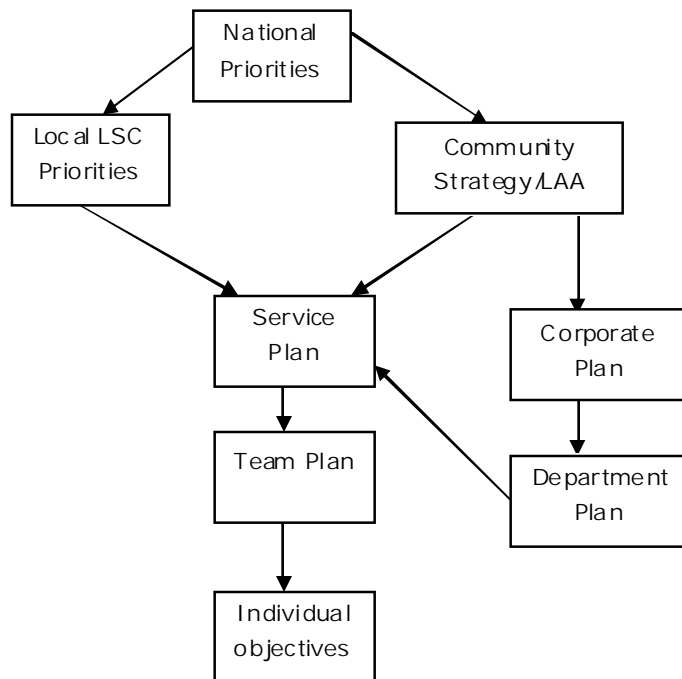
The service has three main aims namely:

- To promote individual growth, achievement and aspirations
- To promote social inclusion
- To contribute to the social and economic regeneration of the town

d) Performance Management

In line with council procedures, the service has adopted a performance management framework to ensure that national and local targets are translated into service, team and individual objectives and targets.

The following diagram illustrates how this framework cascades the national and local targets throughout the organisation.



Our challenge is to be more explicit about what we intend to do and ensure everyone within the service understands their roles and responsibilities and have identified how what they do contributes to the overall strategic objectives.

The service has developed a comprehensive Quality Improvement process which ensures that its performance is continually monitored and matches learners requirements.

The service is subject to rigorous external performance management from the Council, the Learning and Skills Council, as well as Ofsted.

- **Monitoring and Reporting**

The service has prepared an annual action plan detailing how the service will meet its main objectives and targets for the forthcoming year. This will be monitored on a quarterly basis by the senior management team. This will include actions for quality improvement arising from the self assessment report.

- **Communication**

- A copy of the service plan is provided to each member of staff in hard copy. An electronic copy is also available.
- All staff members are involved in developing the plan and managing its progress
- Progress is discussed by the whole service as part of the self assessment process.

The plan will be available to all service partners and will be discussed through partner forums.

e) Needs and Priorities

The strategic direction of the activities in this plan has been determined after consultation with the local Learning and Skills Council (LSC) and Hartlepool Borough Council. The local LSC has had useful dialogue in the past with elected members as to the nature and type of provision which should be provided. This dialogue was the starting point for a common understanding of LSC priorities and how these could be integrated with local council priorities.

The following activities have been identified as key priorities for the service for the coming year.

- Improving the basic skills of local residents and providing opportunities for adults to achieve qualifications in Literacy and Numeracy at Entry Level, Level 1 and Level 2;
- Increasing opportunities for adults to achieve full Level 2 and full Level 3 qualifications in identified key areas including Care, Business Administration, Early Years and ICT
- Improving the skills of unemployed adults and those in low skilled employment by providing access to first step training in vocational areas such as Care, Retail and Administration as identified by local regeneration strategies;
- Increasing the range of activities provided for intergenerational learning;
- Ensuring access to a range of Personal and Community Development Learning;
- Increasing opportunities for residents to become an active Citizen;
- Increasing the engagement of employers in workforce development;
- Increasing the support and IAG provided to unemployed adults to enable them to gain job search skills to enhance employment opportunities;
- Increasing the engagement and achievement of employees in the public sector;
- Maintaining a range of partnerships to enhance provision.

f) Key Challenges

The service was last inspected in March 2005 by the Adult Learning Inspectorate. At this inspection all areas were found to be satisfactory or better.

The service has through its Self Assessment process identified 6 key challenges to further improve the service namely:

- Improve the consistency and effectiveness of the Quality Assurance system.
- Enhance the use of data to improve planning.
- Improve the monitoring of performance against agreed targets.
- Enhance the management of the learners journey to improve learner achievement.
- Ensure effective and efficient use of service resources.
- Develop the skills and expertise of the service to enable it to respond to present and future changing priorities.

g) Management of Resources

i Property Strategy

The service has always had a priority to site its learning opportunities in venues in the local community. This ensures that potential learners can overcome any barriers caused by having to travel to participate in learning.

The service has developed excellent working relationships with a wide range of agencies to ensure continued use of venues.

Each venue is inspected on a regular basis and a programme of improvement is made to ensure the above principles are met. Funding is allocated to each venue to ensure work is carried out if needed.

A priority for the next 3 years is to ensure that there is sufficient ILT resources in each venue to support learning. This includes the installation of PowerPoint projectors, whiteboard and Internet connections. This will improve the teaching and learning and other self-study for learners.

Further work will be carried out to ensure all venues conform to DDA requirements and that they are of a high quality and fit for purpose.

ii Financial Strategy

The service is small and therefore could be susceptible to a number of financial risks. In setting and managing the budgets it is planned that there is an element set aside annually as a capital replacement reserve. This will enable a rolling programme of replacement of large items such as PCs, laptops and sewing machines. The service continues to seek funding from a range of sources to ensure financial risk is minimised.

iii Fee Income

The service has always targeted those adults who are from disadvantaged areas and therefore fee income from learners is small. The fee policy for the service is renewed annually and set by the council.

The service also works with employers and other agencies to deliver training on a full cost basis. This is seen as an increasing part of the service

The fees will be reviewed for the academic year 07/08 in the light of future plans for Adult and Community Learning provision.

iv Workforce Development

The service considers staff development as a key driver to improve quality and therefore improve success rates. The service has a Staff Development Strategy which details its actions for the coming year.

The upgrading of staff skills is a key method of improving the success rates and achievement of learners.

The service has had in place minimum qualification requirements for its teaching staff. These were set at NVQ Level 3 for all staff but have now been raised to NVQ Level 4 Certificate in Education as a minimum requirement. Any existing staff who do not hold a Certificate in Education are actively encouraged and supported to enrol on the next available course. The service has the same minimum standard for all staff irrespective of whether they teach a vocational or non-vocational programme

h) Management of Risk

i Risk Management

The service has carried out a comprehensive Risk Analysis as part of the Council Risk Management strategy. The following risks were identified:-

RISK	ACTIONS
1. Changing local, regional and national priorities leading to significant changes in service provision	<ul style="list-style-type: none"> • Review current services in the light of government guidelines • Review the capacity of the service to change provision to match changing demand. • Review ways to maintain current programme opportunities
2. Changes to funding methodology from the LSC could lead to shortfall in income.	<ul style="list-style-type: none"> • Investigate additional income sources • Investigate changes to services to maximise income.
3. Inability to secure sufficient high quality venues and equipment which conform to DDA and Health and Safety requirements.	<ul style="list-style-type: none"> • Review all venues on an annual basis and carry out improvements to meet DDA requirements. • Regular renewal of capital equipment. • Maintain and develop good partnership working arrangements.
4. Inadequacy of networks to provide continuing access to learning and the provision of statistical returns.	<ul style="list-style-type: none"> • Regular review of maintenance contract for ICT. • Continued partnership with community consortium to provide venues • Regular review and update of systems to deal with increased requirements
5. Reconfiguration of staff to fulfil new qualification guidelines and to deliver Government priorities.	<ul style="list-style-type: none"> • Ensure staffing is flexibility built into structure • Ensure staff development opportunities are in place.
6. Failure of local partnerships could lead to inability to deliver planned activities.	<ul style="list-style-type: none"> • Ensure regular meetings with other local providers. • Ensure regular meetings with local partners • Ensure regular discussions with local LSC.

ii Health and Safety

Hartlepool's Adult Education Service conforms to the Hartlepool Borough Council's Health and Safety Policy which relates to staff and members of the public. In addition the service has a newly revised Health and Safety Policy relating to learners. Within this Policy there is a Strategy and Action Plan to ensure that the Policy is fully implemented.

The service ensures that learning takes place in a safe healthy and supportive environment. This is achieved through our health and safety management system, and risk assessment processes. The service has a health and safety culture of empowerment and participation. In particular we have in place:-

- A Health and Safety Working Group which produces an annual health and safety action plan detailing the main priorities for Health and Safety;
- A strong commitment from the senior staff with a designated member taking the lead. This provides for policies and procedures which are based on best practice and the principle of risk reduction;
- Systems to implement policies and processes to turn plans and policies into action.
- Regular and rigorous monitoring of standards;
- Procedures to assess sub-contractors approach to health and safety, and the systems they have in place, to ensure a safe and healthy and supportive learning environment for the learner.
- Procedures to investigate learner accidents, incidents, ill-health and near misses with reports to the service management team;
- A Health and Safety Officer who is qualified to IOSH.
- A system to ensure that health and safety issues are communicated to all relevant parties through various means including reviews, meetings and notice boards.

We ensure learners themselves are responsible for health and safety in what they do and where they do it through:-

- Raising Health and Safety awareness of learners through induction;
- Participation of learners in risk assessment;
- Monitoring and evaluation of learners understanding of Health and Safety.

SECTION 2: PERFORMANCE INDICATORS

The service has agreed a number of Performance Indicators for its provision. They include targets for participation as well as those for learner success.

The provision of high quality learning opportunities is seen as a key aspect to increasing success. These targets are necessary in order to monitor and improve on performance. In order to maintain high quality provision the service will implement improved quality assurance procedures and ensure that they are applied consistently throughout the service.

The following table details all the Performance Indicators in relation to the service. It does not include those agreed in the summary statement of activity where appropriate targets are given for the next three years.

Ref No	Performance Indicator	Target		
		07/08	08/09	09/10
LPI ACS 1	Number of adults in all forms of learning	3100	3250	3200
LPI ACS 2	Number of families participating in learning	190	200	250
LPI ACS 3	Number of adults participating in basic skills classes	450	450	475
LPI ACS 4	Number of adults achieving level 1 and level 2 qualifications	945	970	800
LPI ACS 5	Number of adults achieving a Basic Skills qualification	200	200	210
LPI ED 5	% of adult learners who are male	27	28	29
AEPI1	% of Staff qualified to Level 4	87	89	90
AEPI2	% of learner Achievement (Long Qualifications)	72	75	80
AEPI3	% of Learner Achievement (Short Qualifications)	85	88	90
AEPI4	% of learner Retention	90	92	94
AEPI5	% of learners from BME background.	5	6	7
AEPI6	% of learners who are unemployed.	5	8	10
AEPI7	% of learners who have a disability.	8	9	10
AEPI8	% of learners from a disadvantage postcode	56	58	60

SECTION 3: SUMMARY STATEMENT OF ACTIVITY

HARTLEPOOL BOROUGH COUNCIL - Summary Statement Of Activity



Leading learning and skills

LSC Funded Participation	16-18 (Leamer Volumes)	Adult (Leamer Volumes)
Number of FE learners (total)	20	850
Number of FE learners undertaking Level 4 and above		
Number of FE learners undertaking Level 3	5	50
of which: Full Level 3 Learners		40
of which: First Full Level 3 Learners		35
Number of Train to Gain learners undertaking Level 3		
Number of learners undertaking an Advanced Apprenticeship (Average in Learning)		
Number of FE learners undertaking Level 2	10	450
of which: Full Level 2 Learners		85
of which: First Full Level 2 Learners		40
Number of Train to Gain learners undertaking Level 2		
Number of learners undertaking an Apprenticeship at Level 2 (Average in Learning)		
Number of FE learners undertaking Skills for Life qualifications that directly contribute to PSA target	5	250
Number of Advanced Apprenticeships and Apprenticeship learners undertaking Skills for Life qualifications that directly contribute to PSA target		
Number of Train to Gain learners undertaking Skills for Life qualifications that directly contribute to PSA target		
Number of FE learners undertaking Level 1 and Entry	10	350
Number of learners undertaking Entry to Employment (starts)		
Number of learners undertaking Safeguarded Adult Learning (Total)		1,150
of which: Number of learners undertaking Family learning, literacy and numeracy		60
of which: Number of learners undertaking Neighbourhood learning in deprived communities		70
of which: Number of learners undertaking Wider Family Learning		170
of which: Number of learners undertaking Personal / Leisure Learning		850
ESF Funded Participation		
Number of ESF Learners undertaking any ESF Activity		
Number of ESF Learners not included in LSC Funded Participation table above		
Of which:		
Level 4 and above		
Full Level 3		
Full Level 2		
Skills for Life that directly contributes towards the PSA target		
Level 1 and Entry		
Other ESF activity		

LSC Funded Outcome	16-18 (Learner achievements)	Adult (Learner Achievements)	16-18 Success Rate (%)	Adult Success Rate (%)
Number of FE Learners achieving a Full Level 3 qualification	4	30		
Number of FE Learners achieving a First Full Level 3 qualification		27		
Number of Train to Gain learners achieving a Full Level 3				
Number of Learners achieving an Advanced Apprenticeship Framework				
Number of FE Learners achieving a Full Level 2 qualification		75		88.0
Number of FE Learners achieving a First Full Level 2 qualification		30		75.0
Number of Train to Gain Learners achieving a Full Level 2 qualification				
Number of Learners achieving an Apprenticeship Framework (at Level 2)				
Number of FE learners achieving a Skills for Life qualification (s) that directly contribute to PSA target	4	200	80.0	80.0
Number of Advanced Apprenticeship and Apprenticeship learners achieving a Skills for Life qualification(s) that directly contribute to PSA target				
Number of Train to Gain learners achieving a Skills for Life qualification(s) that directly contribute to PSA target				
Number of learners progressing to a positive destination from Entry to Employment				
ESF Funded Section				
Number of ESF Learners not included in LSC Funded Outcomes table above achieving a qualification at:				
Full Level 3				
Full Level 2				
Skills for Life qualification that directly contributes to the PSA target				

Funding Summary	Funding (£)
FE 16 - 18	10,370
FE Adult	279,176
FE Additional Learning Support	
Train to Gain	
Advanced Apprenticeships and Apprenticeships 16-18	
Advanced Apprenticeships and Apprenticeships (Adult)	
Entry to Employment	
WBL additional learner / learning support	
Safeguarded Adult Learning	613,219
ESF	
Total	902,765

Fee Income and Other Activity Summary	Fee Income (£)	% of LSC Funded Activity Fee Income	Number Of Learners
LSC Funded provision	55,000	6.0	
Not publicly subsidised / full cost	55,000		500

Adult Education Service

Action Plan 2007/2008

SECTION 2 – Objectives that are linked directly to the adult and Community Service Departmental Plan

Corporate Plan Objective:

Links to Corporate Plan – Increase provision of high quality learning and skills opportunities that drive economic competitiveness, widen participation, and build social justice

Departmental Plan Objective:

To increase universal access to high quality learning and skills opportunities

Service Plan Objective:

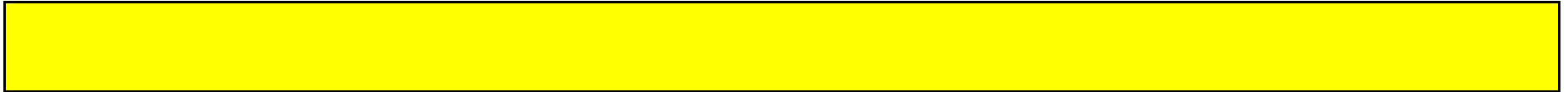
Increase the percentage of adults holding nationally recognised learning and skills qualifications

Ref	Action	Milestone	Responsible Officer	Associated Pls
ACSA E1	Increase the number of opportunities to gain NVQ qualifications	Sept 07	Janet Murphy	LPI ACS 4
ACSA E2	Increase links with employers to provide training for employees	Sept 07	Diane Goodwin	LPI ACS 5
ACSA E3	Increase the range of vocational qualifications on offer.	Sept 07	Janet Murphy	LPIACS4 LPIACS5

Departmental Plan Objective:				
To increase universal access to high quality learning and skills opportunities learning from disadvantaged/socially excluded groups				
Service Plan Objective:				
Increase participation in learning from priority groups				
Ref	Action	Milestone	Responsible Officer	Associated Pls
ACSA E4	Ensure all venues and services are accessible to all	Dec 07	Tina Preen	
ACSA E5	Ensure a regular review/audit of service activities with relation to Equality and Diversity	July 08	Tina Preen	
ACSA E6	Provide a range of support activities to assist learners to participate in learning	Sept 07	Tina Preen	
ACSA E7	Devise additional learning programmes to widen participation	Dec 07	Tina Preen/ Jackie Foster	LPI, ACS 1 LPI, ACS 2
ACSA E8	Increase the opportunities available to learners for blended learning	Dec 07	Tina Preen	

Service Plan Objective:				
Provide a range of support services to enhance employability				
Ref	Action	Milestone	Responsible Officer	Associated Pls
ACSA E9	Increase the opportunities for access to job search skills.	Sept 07	Diane Goodwin	
ACSA E10	Enhance the provision of IAG	Sept 07	Diane Goodwin	

SECTION 3 – Objectives that are specific to the Adult Education Service



Service Plan Objective: Enhance provision through partnership working				
Ref	Action	Milestone	Responsible Officer	Associated PIs
ACSAE11	Maintain and improve links with the voluntary sector	Dec 07	Maggie Heaps	
ACSAE12	Participate in local/regional strategic partnerships	July 08	Maggie Heaps	
ACSAE13	Increase the number of partnership opportunities	Dec 07	Maggie Heaps	

Service Plan Objective:				
Improve the consistency and effectiveness of the Quality Improvement process				
Ref	Action	Milestone	Responsible Officer	Associated PIs
ACSAE14	Ensure all Areas of Learning are regularly reviewed	Sept 08	Maggie Heaps	
ACSAE15	Enhance the Self Assessment process (SAR)	July 08	Maggie Heaps	
ACSAE16	Improve the monitoring of performance against agreed targets	Sept 07	Maggie Heaps	
ACSAE17	Implement the Quality Improvement strategy	July 08	Maggie Heaps	
ACSAE18	Enhance the OTL procedures	Sept 07	Maggie Heaps	

Service Plan Objective:				
Enhance the use of data to improve planning				
ACSAE19	Ensure regular and consistent production of required data	July 08	Craig Taylor	
ACSAE20	Ensure all staff have access to appropriate data	Dec 07	Craig Taylor	
ACSAE21	Increase the capabilities of the MIS system to produce additional data	Dec 07	Craig Taylor	

Service Plan Objective: Improve the quality of Teaching and Learning				
Ref	Action	Milestone	Responsible Officer	Associated Ps
ACSA E22	Improve learner retention	July 08	Maggie Heaps	A EPI3
ACSA E23	Improve learner achievement	July 08	Maggie Heaps	A EPI1 A EPI2
ACSA E24	Improve the profile of teaching grades	July 08	Maggie Heaps	
ACSA E25	Enhance use of ILT in teaching and learning	July 08	Maggie Heaps	
ACSA E26	Enhance use and effectiveness of Individual Learning plans	July 08	Maggie Heaps	

Service Plan Objective : Ensure effective and efficient management of service resources				
Ref	Action	Milestone	Responsible Officer	Associated PIs
ACSAE27	Ensure all staff have access to appropriate staff development	July 08	Julie MacSw een	A EPI1
ACSAE28	Improve the business planning process	Sept 07	Maggie Heaps	
ACSAE29	Ensure all venues and equipment are of a high standard and fit for purpose	Dec 07	Craig Taylor	
ACSAE30	Improve the monitoring of staff performance	July 08	Julie MacSw een	
ACSAE31	Increase the range of income generation opportunities	Sept 07	Maggie Heaps	

ADULT AND PUBLIC HEALTH SERVICES PORTFOLIO

Report To Portfolio Holder

23rd July 2007



Report of: Director of Adult and Community Services

Subject: CHANGE OF NAME FOR THE ADULT
EDUCATION SERVICE

SUMMARY

1.0 PURPOSE OF REPORT

- 1.1 To consider the renaming of the Adult Education service in order to reflect current trends and priorities.

2.0 SUMMARY OF CONTENTS

- 2.1 The report describes the proposals to change the name of the service.

3.0 RELEVANCE TO PORTFOLIO MEMBER

- 3.1 The report relates directly to the Adult Education Service.

4.0 TYPE OF DECISION

- 4.1 This decision is a non-key decision.

5.0 DECISION MAKING ROUTE

- 5.1 This decision will be taken by the Portfolio Holder.

5.0 DECISION REQUIRED

- 6.1 To approve the change of name for the Adult Education Service.

Report of: Director of Adult and Community Services

Subject: CHANGE OF NAME FOR THE ADULT
EDUCATION SERVICE

1. PURPOSE OF REPORT

- 1.1 To consider the renaming of the Adult Education service in order to reflect current trends and priorities.

2. BACKGROUND

- 2.1 The Adult Education service was formed at local Government reorganisation in 1996. At the time it was formed it was part of the Education Department of the Council and was mainly funded by the Local Education Authority.
- 2.2 At the time it was formed the range of provision was limited. The main opportunities consisted of leisure type activities such as yoga, swimming and woodwork.
- 2.3 In April 2001 the funding for the Adult Education service transferred to the Learning and Skills Council (LSC). Since that time the service has continued to be 100% funded by the LSC grant.
- 2.4 The funding which the service receives from the LSC is based on agreed targets against the LSC priorities. In the last 6 years there have been a number of changes in the type of provision which is eligible for LSC funding. There has been a move away from learning purely for leisure towards skills based provision. The emphasis on LSC priorities is now very closely linked to skills and economic regeneration. There is also an increasing emphasis on working with employers to upskill their workforce.
- 2.5 This has meant that the Adult Education service has also had to change its focus in order to continue to attract the same level of grant funding.
- 2.6 It is now clear the service needs to focus more on skills whilst still ensuring that leisure type learning is provided.
- 2.7 During the restructure of the council the service transferred from the Education department into Adult and Community Services department. At the same time the Education Department was renamed.

- 2.8 It is now believed that the service needs to update its name to better reflect the environment in which it is operating. It is suggested that a more suitable name would be **Hartlepool Adult Learning and Skills Service**

3. FINANCIAL IMPLICATIONS

- 3.1 The service is fully funded from the Learning and Skills Council so there are no financial implications.

4. CONCLUSIONS

- 4.1 If the service should change its name at the present time then it would enable the service to change the student documentation and brochure in time for the start of the new academic year. This is usually carried out at this time so there would be no additional cost to the service.
- 4.2 The change of name would give the service the identification needed with employers and residents to make a contribution to both the skills and learning agendas.

5 RECOMMENDATIONS

- 5.1 It is recommended that the Portfolio Holder endorse the change of name of the Adult Education Service to the Hartlepool Adult Learning and Skills Service from 1st August 2007.

ADULT AND PUBLIC HEALTH SERVICES PORTFOLIO

Report To Portfolio Holder
23rd July 2007



Report of: Director of Adult and Community Services

Subject: SUPPORTING PEOPLE CONTRACTS

SUMMARY

1.0 PURPOSE OF REPORT

- 1.1 To request approval to the waiving of Standing Orders in relation to urgent contracting requirements for Supporting People.

2.0 SUMMARY OF CONTENTS

- 2.1 This report outlines the report to waive standing orders on the grounds of urgency, and the specialist nature of the work required.

3.0 RELEVANCE TO PORTFOLIO MEMBER

- 3.1 The Supporting People programme falls within the Adult and Public Health services Portfolio responsibility.

4.0 TYPE OF DECISION

- 4.1 None Key.

5.0 DECISION MAKING ROUTE

- 5.1 The decision will be made by the Portfolio Holder.

6.0 DECISION(S) REQUIRED

- 6.1 To waive Standing Orders in relation to tendering requirements for short term Supporting People contracts in the current year.

Report of: Director of Adult Community Services

Subject: SUPPORTING PEOPLE CONTRACTS

1 PURPOSE OF REPORT

- 1.1 To request approval to the waiving of Standing Orders in relation to urgent contracting requirements for Supporting People.

2 BACKGROUND

- 2.1 The Supporting People Commissioning Body has identified a sum of up to £500,000 (in grant) over and above committed programmes in the current year. They would like to issue a number of contracts for short-term pieces of work which would improve housing related support to vulnerable people.
- 2.2 In order to give a reasonable time to prepare, select, award and deliver on these projects it is proposed to waive the normal tendering arrangements for contracts.
- 2.3 An exemption already exists for Care Services under Standing Orders, giving delegated authority to the Chief Officer, but this does not currently extend to housing related support services.
- 2.4 Proposals would be invited from existing providers in Hartlepool and the surrounding area, in order to ensure a level of confidence in quality and competence.
- 2.5 The maximum value of any contract would be £50,000, to be delivered by 31 March 2008. The Commissioning Body would approve the final selections.

3. FINANCIAL IMPLICATIONS

- 3.1 The proposal is to make full use of the Supporting People grant in the short term, as recommended by the recent Supporting People inspection. The total sum would be up to £500,000 in individual contracts of up to £50,000.

4. RECOMMENDATIONS

- 4.1 That the Portfolio Holder agree to waive Standing Orders in relation to tendering requirements for short term Supporting People contracts in the current year.