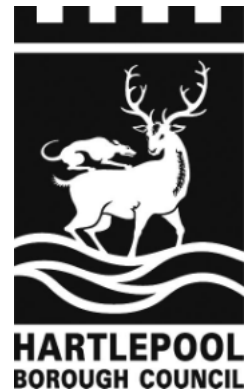


ADULTS AND PUBLIC HEALTH SERVICES PORTFOLIO DECISION SCHEDULE



Tuesday 4th May 2010

at 10.00 am

**in Committee Room A
Civic Centre, Hartlepool**

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

1. KEY DECISIONS

- 1.1 Adult Education Fees - Academic Year 2010-2011 – *Director of Child and Adult Services*

2. OTHER ITEMS REQUIRING DECISION

No items

3. ITEMS FOR INFORMATION

- 3.1 Response To The Department Of Health Statutory Guidance For Social Care For Deafblind Children And Adults – *Director of Child and Adult Services*

ADULT AND PUBLIC HEALTH SERVICES PORTFOLIO

Report To Portfolio Holder
4 May 2010



Report of: Director of Child and Adult Services

Subject: ADULT EDUCATION FEES - ACADEMIC YEAR 2010-2011

SUMMARY

1. PURPOSE OF REPORT

To consider the level of adult education fees for the academic year 1st August 2010 to 31st July 2011.

2. SUMMARY OF CONTENTS

The report sets out the current fee levels for Adult Education courses funded through the Skills Funding Agency and other sources, 2010/2011 and looks at options for fee levels.

Recommendations are made regarding the level of adult education fees for the academic year August 2010 to July 2011.

3. RELEVANCE TO PORTFOLIO MEMBER

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

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

5. DECISION MAKING ROUTE

The decision will be made by the Portfolio Holder – 4th May 2010.

6. DECISION(S) REQUIRED

A decision is required about the level of adult education fees from 1st August 2010 to 31st July 2011.

Report of: Director of Child and Adult Services

Subject: ADULT EDUCATION FEES: ACADEMIC YEAR
2010/2011

1. PURPOSE OF REPORT

- 1.1 To consider the level of Adult Education fees for the academic year 1st August 2010 to 31st July 2011.

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. The LSC ceased to exist on 1st April 2010 and was replaced by the Skills Funding Agency (SFA). The Adult Education service continues to be funded through the SFA. This report relates to the main SFA funding streams i.e. Learner Responsive, (LR) Employer responsive (ER) Adult Safeguarded Learning (ASL) and First Steps (FS). However it should be noted that some Adult Education courses operate under funding received from other funding streams and these courses may be subject to different fee levels prescribed by the funding requirements.
- 2.2 In the level of funding which the SFA provides for Learner Responsive learning, assumptions are made about the level of income which providers will receive from fees. Courses are funded at differing levels. However the SFA continues to make the following assumption in the grants which it makes to local authorities for the provision of SFA funded vocational-type courses (LR and ER)
- at least 42.5% of the funding associated with the course is recovered in income from fees from students.
- 2.3 At present no specific income assumptions are made in relation to the ASL or First Steps budgets, although it is assumed that those learners who are able to pay are charged at least the same proportion as the other funding streams. The fee assumptions for ER are complex and depend on the qualification and the learners previous qualifications.
- 2.4 The ASL funding stream is further divided into 4 income budgets, namely Personal and Community Development Learning, (PCDL) Family Learning (FL), Family Literacy, Language and Numeracy (FLLN) and Neighbourhood Learning in Deprived Communities (NLDC)

3. CURRENT ADULT EDUCATION FEES

- 3.1 The current fee schedule for Adult Education courses (2010/2011) is attached as at **Appendix 1**. The level of fees at present are different according to the SFA funding stream
- 3.2 At present adult education courses fall into four main categories:
- Vocational courses (leading to a formal or work-related qualification);
 - First steps courses which introduce adults to learning and help them to progress to further vocational courses
 - Non-vocational courses (such as Family Learning, Foreign Languages, Arts and Crafts, and other courses which are studied for leisure.)
 - Vocational courses delivered in partnership with employers e.g. NVQs
- 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 Literacy and Numeracy. This is in line with government guidelines.
- 3.7 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.
- 3.8 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 2010/20011 income from student fees is expected to be approximately 7% of the expenditure/budget. This has been supplemented by the provision of bespoke and private courses 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 that the gap between fee income and course costs would widen as costs are continuously rising. However the service will work to increase the income shortfall from full cost courses. By maintaining the low fee

levels this will allow learners the best possible chance to re enter learning and to gain a suitable qualification.

- 4.1.2 The second option would be to make increases only in line with inflation for these types of course. However as inflation is at present low the amounts are small and could cause excess administration time to collect the fees. A 1% increase would give an average fee for a 60 hour class of £ 93.93.
- 4.1.3 The third option would be to continue to raise the level of fees with effect from August 2010 to move towards the higher level of fees which is assumed in the SFA guidelines. These levels are not yet clear but this would mean a significant increase in fees which will 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 £3 to £96 per year for a 60 hour course. This equates to a rise of **5%** or 5p per hour. It is believed that this level of fee increase would generate additional income to cover increased costs and would move towards the required LSC fee increase levels in a gradual way. However it may result in a loss of students onto the courses. *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. Also it would not assist in moving towards fee income targets required by the SFA.
- 4.2.2 The second option would be to make increases only in line with inflation for these types of courses. A 1% increase would give an average fee for a 60 hour class of £121.20. However, this would generate an increased income but would not cover increased costs or satisfy SFA fee expectations.
- 4.2.3 The third option would be to increase the differential fee structure for PCDL classes. Courses categorized as PCDL courses would be subject to a larger increase of **10%**. This equates to £12 per year i.e. £132 a year for a 30 week course. This equates to £2.20 per hour which is a rise of 20p 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 disadvantaged 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 Administration charge

- 4.4.1 This is the only fee charged to students eligible for fee remission. It is referred to as the 'remitted fee'.
- 4.4.2 At present the administration charge for students eligible for fee remission is set as £10 per vocational course and £15 per PCDL course.
- 4.4.3 The first option would be to keep this at the same level for the next academic year. *This is the preferred option.*
- 4.4.4 The second option would be to raise the administration charge by the inflation rate. This would raise a very small amount of additional income, but this would be offset by the additional administrative costs of the charge.
- 4.4.5 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 SFA 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 SFA funded courses within the budget allocated by the SFA.
- 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 SFA budget would have to be met by the Local Authority 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 SFA 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 2010-2011 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 £96 for a 60 hour course and £32 for a 20 hour course;
- ii. PCDL courses £ 132 for a 60 hour course and £ 44 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. The administration charge should remain at current levels i.e. £10 for vocational and First Steps courses and £ 15 for PCDL courses.
- vi. Courses which are not supported through SFA funding or other income streams will be delivered at the Full Cost rate

ADULT EDUCATION: FEE STRUCTURE 2009/2010 and Proposed 2010-2011

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

		2009-2010		2010-2011	
		Full	Remitted *	Full	Remitted *
Vocational and Non-Voc First Steps	30 weeks	£93	£10	£96	£10
PCDL	30 weeks	£120	£15	£132	£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) is 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.

ADULT AND PUBLIC HEALTH SERVICES PORTFOLIO

Report to Portfolio Holder

4 May 2010



Report of: Director of Child and Adult Services

Subject: RESPONSE TO THE DEPARTMENT OF HEALTH
STATUTORY GUIDANCE FOR SOCIAL CARE FOR
DEAFBLIND CHILDREN AND ADULTS

SUMMARY

1. PURPOSE OF REPORT

To inform the Portfolio Holder for Adult and Public Health Services' in Response to the Department of Health Statutory Guidance for Social Care for Deafblind Children and Adults

2. SUMMARY OF CONTENTS

The report provides information on the self assessment undertaken against the re-issued department of health statutory guidance for deafblind children and adults.

3. RELEVANCE TO PORTFOLIO MEMBER

For information only.

4. TYPE OF DECISION

Non key.

5. DECISION MAKING ROUTE

No decision required - for information only.

6. DECISION REQUIRED

For information only.

Report of: Director of Child and Adult Services

Subject: RESPONSE TO THE DEPARTMENT OF
HEALTH STATUTORY GUIDANCE FOR
SOCIAL CARE FOR DEAFBLIND CHILDREN
AND ADULTS

1. PURPOSE OF REPORT

- 1.1 To inform the Portfolio Holder for Adult and Public Health Services of the Council's response to the Department of Health Statutory Guidance for Social Care for Deaf-Blind Children and Adults.

2. BACKGROUND

- 2.1 The Department of Health has reissued the statutory guidance "Social Care for Deafblind Children and Adults", originally issued in 2001.
- 2.2 The reissued guidance gives new rights to deafblind people and places new duties on local authorities. It applies to anyone who has a hearing loss and a sight loss which causes them difficulty in everyday life and affects their communication, access to information and mobility, including progressive sight and hearing loss.
- 2.3 The guidance requires local authorities to take a number of steps to ensure that deafblind people get the support and services they need.

3. REQUIREMENTS

- 3.1 The guidance requires local authorities to:
- Identify, make contact with and keep a record of deafblind people locally (including those who have multiple disabilities including dual sensory impairment).
 - Ensure that when assessment is required or requested, it is carried out by a specially trained person or team, equipped to assess the needs of a deafblind person – in particular to assess need for one-to-one human contact, assistive technology and rehabilitation.
 - Ensure services provided to deafblind people are appropriate, recognising that they may not necessarily be able to benefit from mainstream services or those services aimed primarily at blind people or deaf people who are able to rely on their other senses.

- Ensure that deafblind people are able to access specifically trained one to one support workers if they are assessed as requiring one
- Provide information about services in formats and methods that are accessible to deafblind people: and
- Ensure that one member of senior management includes, within his/her responsibilities, overall responsibility for deafblind services.

4. COMPLIANCE

- 4.1 In order to comply with this guidance Hartlepool Borough Council has undertaken a self assessment against the DOH expectations, with a view to agreeing actions that need to occur to ensure compliance
- 4.2 A report was presented to the Child and Adult Services Department Commissioning Team meeting detailing the self assessment and listing a number of recommendations, a copy of this report is attached as **appendix A**.

5. SELF ASSESSMENT – NEXT STEPS

- 5.1 Update management information so that an accurate register of both children and adults who are deafblind can be attained.
- 5.2 Provide evidence on how people are spending their personal budgets to meet deafblind needs.
- 5.3 Review quality of life questions in the self directed assessment questionnaire, to establish whether people's lives have changed following the use of their personal budget.
- 5.4 Review the current practice based commissioning arrangements to identify the level and type of support available to deafblind people against Deafblind UK good practice guidance.
- 5.5 Continue to identify staff training needs to ensure they are skilled to work with deafblind people.

6. RECOMMENDATION

6. This is for information only

7.1 BACKGROUND PAPERS

Report to Child and Adult Commissioners Meeting attached (**Appendix A**).

8. CONTACT OFFICERS

Strategic Commissioner – Working Age Adults
Neil Harrison
01429 284371
neil.harrison_1@hartlepool.gov.uk

Report to Commissioning Team Meeting

1. Purpose of the Report

Response to the Department of Health Statutory Guidance for Social Care for DeafBlind Children and Adults.

2. Background

- 2.1 The Department of Health has re issued the statutory guidance Social Care for Deafblind Children and Adults, originally issued in 2001.
- 2.2 The re issued guidance gives new rights to Deafblind people and places new duties on local authorities.
- 2.3 The statutory guidance requires local authorities to take a number of steps to ensure that Deafblind people get the support and services they need.
- 2.4 It applies to anyone who has a hearing loss and a sight loss which causes them difficulty in everyday life and affects their communication, access to information and mobility, including progressive sight and hearing loss.

3. Requirements

- 3.1 The guidance requires local authorities to:
- 3.2 Identify, make contact with and keep a record of Deafblind people locally (including those who have multiple disabilities including dual sensory impairment)
- 3.3 Ensure that when assessment is required or requested, it is carried out by a specially trained person or team, equipped to assess the needs of a deafblind person – in particular to assess need for one-to-one human contact, assistive technology and rehabilitation
- 3.4 Ensure services provided to deafblind people are appropriate recognising that they may not necessarily be able to benefit from mainstream services or those services aimed primarily at blind people or deaf people who are able to rely on their other senses
- 3.5 Ensure that deafblind people are able to access specifically trained one to one support workers if they are assessed as requiring one
- 3.6 Provide information about services in formats and methods that are accessible to Deafblind people: and

- 3.7 Ensure that one member of senior management includes, within his/her responsibilities, overall responsibility for deafblind services.

4. Compliance

- 4.1 In order to comply with this guidance Hartlepool has undertaken a self assessment against the DOH expectations, with a view to agreeing actions that need to occur to ensure compliance.

- 4.2 The findings will be shared with the Portfolio Holder for Adults and Public Health with the actions being considered as part of the business planning process.

5. **Self Assessment – Needs** *Identify, make contact with and keep a record of deafblind people locally (including those who have multiple disabilities including dual sensory impairment).*

- 5.1 A review of current child and adult data was co-ordinated, and checked for accuracy with the finding reported to the Strategic Commissioner, Working Age Adults and Management Information Team so people could be recorded as deafblind in accordance with the guidance.

- 5.3 It is acknowledged that while some people do have both a hearing and sight loss they have only chosen to register within one category.

6. **Self Assessment–Workforce** *Ensure that when assessment is required or requested, it is carried out by a specially trained person/team, equipped to assess the needs of a deafblind person in particular to assess need for one-to-one human contact, assistive technology and rehabilitation.*

- 6.1 The department has three experienced workers who work and have worked directly with deafblind people for a number of years, Anne Windram, Frank Blair and Elizabeth Cannon-Walker.

- 6.2 When it is identified that a person may have dual sensory loss and require a specialist assessment the care manager will refer to one of the above workers.

- 6.3 In addition to this, in line with the Hartlepool Workforce Training and Development Plan, it has been identified that staff need skills to be able to work with deafblind people therefore a number of staff across health and social care, including the private and voluntary sector have been trained in the following:

- Visual awareness – 10 people
- IDeA Low Vision – 134 people
- British Sign Language -13 people
- Communication Tactics – 53 people

- Developing Communication Tactics– 1 person
- 6.4 A number of voluntary organisations also offer advice and guidance to deafblind people including Deaf Autistic Disabled Advocacy (D.A.D.A) and the North Regional Association for Sensory Support (NRASS).
7. **Self Assessment - Personalisation'** *Ensure services provided to deafblind people are appropriate, recognising that they may not necessarily be able to benefit from mainstream services or those services aimed primarily at blind people or deaf people who are able to rely on their other senses'.*
- 7.1 In Hartlepool all people eligible to receive council funded support go through the personal budget system which leads to maximum choice and control being in the hands of people who use services through the uptake of a personal budget which can be taken as a Direct Payment.
- 7.2 In brief, this means that confidence building; task development, skill building, aids to communication or a combination which will support the person to become as independent as is possible could be addressed through use of their personal budget.
8. **Self Assessment – Support** –*'Ensure that deafblind people are able to access specifically trained one to one support workers if they are assessed as requiring one'*
- 8.1 As previously mentioned being eligible for a personal budget means that people agree what they wish to use their budget for, and if people are identified as needing one to one support then this would be incorporated into their support plan. Support from a specialist worker is on hand to work with the individual.
9. **Self Assessment - Information** *'Provide information about services in formats and methods that are accessible to deafblind people'.*
- 9.1 The department has a range of public information which is available in a variety of formats, including large print, Braille, other languages and easyread to meet the needs of an individual.
- 9.2 Qualified communicators/ interpreters are also provided upon request and are regularly present at functions and meetings such as Partnership Board meetings.
- 9.3 Care managers work closely with the staff who undertake specialist assessments with deafblind people ensuring that communication needs are acknowledged and addressed to encourage full involvement in their own support planning.

10. Self Assessment - Governance *‘Ensure that one member of senior management includes, within his/her responsibilities, overall responsibility for Deafblind services’*

10.1 Ultimately the Director of Child and Adult Services is responsible for deafblind services and this authority has been delegated to the Strategic Commissioner – Working Age Adults and the Assistant Director – Operations.

11. Recommended Actions & Next steps

11.1 Update management information so that an accurate register of both children and adults who are deafblind can be attained.

11.2 Provide evidence on how people are spending their personal budgets to meet deafblind needs.

11.3 Review Quality of Life questions to establish if people's lives have changed following the use of their personal budget.

11.4 Review the current practice based commissioning arrangements to identify the level and type of support available to deafblind people and if it is in line with Deafblind UK good practice guidance.

11.5 Continue to identify staff training needs to ensure they are skilled to work with deafblind people.