

Richmond Community Learning Partnership meeting

Thursday 23 October 2014

The Salon, York House, Twickenham

Present: Ivana Price, Barri Ghai, Tina Cruise, Manoj Nanda, Charis Penfold, Heather Matthew, Janita Cunniffe, Kathryn Barton

Apologies: Gary Nuttall

Minutes		Action
<p>1</p> <p>Introductions and apologies</p>	<p>Introductions from the group and welcome to Janita. Gary is confirmed as Robert Innes's replacement.</p>	
<p>2</p> <p>Minutes of the last meeting and matters arising</p>	<p>Aligning with SFT worklessness agenda – SFT are about to enter their second phase and Clive Seall is keen to align. IP is on the forum so will pick up then.</p> <p>BG has confirmed with SFA we are allowed to run our own survey rather than duplicating work.</p> <p>Communication back to providers should be done as a separate 'you said, we did' page on the website. Feedback also at the next providers meeting.</p> <p>Page numbers and changes have been made to 'key priorities for CL provision' document.</p> <p>Fee collection process for Children's Centres can be done by admin hub once agreed with board.</p>	<p>IP to discuss alignment with SFT agenda at forum mtgs.</p> <p>BG to action webpage addition 'you said, we did' and feedback to providers.</p>

BG has looked through pilot projects of finance policies. Commissioning Board need a policy set around bids. Implementation from next September so now is a good time to start planning.

BG has drafted a new feedback form which is fit for purpose:



Short Feedback Form
V1 Aug14.doc

Matter arising

Progression from children's centre to RACC discussed including raw data:



Adult Progression
from Children's Centre

195 individuals – individual centres can be seen in raw data. This was without any facilitation so should increase now JC is in place.

Next year to look at adding additional columns to show which centre, qualification/ leisure, whether learners accessed bursaries.

Bursary information on website and sent in children's centres on leaflet. Discussion re flexibility around bursary offer – some may not necessarily meet criteria but could benefit from funding.


CL Funded Course and Information 2013/14 discussed as part of progression:





CC Activities
2013_14.ppt


MN to look into adding additional data next year re progression.

JC to take bursary leaflets round - part of IAG system.

	<p>Paediatric First Aid very popular, minimum of 5 learners.</p> <p>Would hope it was some of the harder to reach families that accessed the courses and not just universal. CP can get families checked on the system to confirm.</p>	<p>BG to send list of families to Sarah Reid, JC and CP to check against system.</p>
<p>3</p> <p>Performance update</p> <p>2014/2014 – year end</p>	<p><i>Performance monitoring presentation discussed:</i></p> <p> RCLP Oct 2014 KPI Report.ppt</p> <p>Agreed next year targets:</p> <p>M1</p> <p>RACC – 4000 (more provision at RACC becoming unfunded)</p> <p>AFC - 1000</p> <p>M2 (board would like to see breakdown of BME groups)</p> <p>RACC – 35% (learners come from outside boroughs aswel)</p> <p>AFC – 20% (in line with borough %)</p> <p>M3 (1st commissioning round very high priority)</p> <p>RACC – 20%</p> <p>AFC – 20%</p> <p>M4</p> <p>RACC – 95%</p> <p>AFC – 95%</p>	<p>BG/MN to look into reporting on different BME groups separately.</p> <p>BG/MN to breakdown learning difficulties/disabilities.</p>

	<p>M5 RACC - Hard 90% Soft 10% AFC - Hard 40% Soft 65%</p> <p>M6 RACC – 87% AFC – 87% (26 of 39 programmes observed, new teachers prioritised)</p> <p>M7 RACC – 98% AFC – 98% (Dissatisfactions were; didn't get enough information - too much 'personal experience', too long and too advanced.)</p>	<p>BG/MN to report hard and soft outcomes separately as 'progression destination' and 'achieving positive outcomes'.</p> <p>Next year to start doing baseline data i.e. distance travelled to better evidence soft outcomes.</p> <p>BG to bring observations to this board to view, especially obs. that scored below a good.</p>
<p>4 Vision Statement</p>	<p>Completed exercise re agreeing a vision statement for CL. BG put onto presentation.</p>	<p>BG/TC to discuss and do the same exercise with the provider's forum.</p>
<p>5 ESOL Provision</p>	<p>Questionnaire has been developed by a company to assess available ESOL provision in</p>	<p>BG to draft script to send to</p>

<p>and Mapping</p>	<p>the borough and where and how it is being delivered. This will be reviewed and summarised to aid board in commissioning with set criteria for bids.</p> <p><i>Questionnaire:</i></p>  <p>ESOL courses Mapping Exercise.doc</p> <p>Need to be clear with providers why we are doing this exercise.</p> <p>Clarify question 7 – other course such as cooking may contain ESOL element.</p> <p>Possible providers list is out of date. HM can assist with updating information and filling in some blank spaces.</p> <p>Data analysis should be back before Christmas.</p>	<p>company to introduce questionnaire to providers and send round for sign off.</p> <p>HM to re-write Q7 and send to BG.</p> <p>BG/TC to send providers list to HM for updating.</p>
<p>6 Commissioning 2014/2015</p>	<p><i>Successful application for funding in round 1:</i></p>  <p>Successful applications for fundir</p> <p>£89,000 spent so far.</p> <p>Need to be clearer where courses are recorded as lots have a few different target groups.</p> <p><i>Presentation 2014/15 round 1 commissioned activities:</i></p>	<p>BG – OHG, Transitions project to be recorded against KP4.</p>

	 <p>Round 1 Funded Activities 2014.ppt</p> <p>Proportion of round 1 commissioned activity types – would be good to show RACC breakdown against this showing alignment and integration.</p> <p>Next commissioning round can try and focus on lower level areas.</p> <p>Community Learning Activities booklet shows all available courses.</p>	<p>MN/BG to add RACC provision of commissioned activity types to show integration.</p> <p>MN to look through activities and identify links to what RACC offers.</p>
<p>7</p> <p>Quality Assurance</p>	<ul style="list-style-type: none"> • More peer observations. • Risks assess new tutors. • Complete earlier observations to identify problems. • Observation training running at RACC - TC and JC to attend. • Standardisations. • Monitoring of action plans, CPD. • TC has started following RACC's rating of 2.1 and 2.2 etc. • All courses will have one observation if over four weeks. • Gabe Flint suggested moderation of observations. • Report back to this board and commissioning board on observations done. 	<p>TC and JC to attend observation training.</p> <p>BG to draw up schedule of observations and bring to board.</p>
<p>8</p> <p>SAR 2013/14</p>	<p>BG taken over responsibility of completing the SAR from Rod Haveland-Smith.</p> <p>Lots more data available this year.</p>	<p>BG to have draft SAR, second week of December.</p>

	<p>Separate meeting to discuss SAR to be set up 2nd week of December.</p>	<p>KB to set up SAR meeting – December.</p>
<p>9 2015 Festival of Learning</p>	<p>When: June – between 13th and 19th Avoid other fetes. Look at Sunday as more of RACC is available and free parking.</p> <p>Contents: Stalls, exhibit what is offered, providers attending, sign up to upcoming courses, workshops running i.e. music, IT, art. Providers to advertise and hopefully accompany learners to event. Provide children/family activities.</p> <p>Costing: Budget to be considered – need to offer for free. Look for sponsors.</p>	<p>BG/MN to set up sub-group to plan. HM, providers and Rachel Tranter to be included.</p> <p>BG to contact Carol McBean to identify an officer from Richmond for planning assistance.</p> <p>Group to feedback plan at January meeting.</p>
<p>10 AOB</p>	<p>ESOL classes in schools – confidential document shared re benefit status of learners. RACC requested to utilise some of the funding allocation from AfC to assist these learners to access courses. Board agreed with this decision in principal – proportion will need to be agreed.</p>	<p>MN/BG to agree proportion of funding that can be used to fund additional families. BG to focus next agenda on commissioning model – ESOL analysis and finance policy.</p>

