

DERBYSHIRE COUNTY COUNCIL

CABINET

21 October 2014

Report of the Strategic Director for Children & Younger Adults

**DERBYSHIRE ADULT COMMUNITY EDUCATION SERVICE
FEES POLICY FOR PERIOD 2014/17
(Children and Young People)**

1. Purpose of Report

- 1.1 To seek Cabinet approval, in principle and subject to consultation, for the following proposed changes to the Derbyshire Adult Education Fees Policy for the period cover Financial Year 2015/16 to Financial Year 2017/18, which could result in above inflation increases on course fees;
- 1.2 To seek Cabinet agreement, in principle and subject to consultation, to setting proposed maximum values for fees to enable differentiated charging:
 - (a) to encourage new learners into provision; and
 - (b) to reflect local variations in the community profiles and the ability to pay.

2. Information and Analysis

2.1 Background and Context

- 2.1.1 Local Authorities across the country are facing unprecedented financial challenges, which for Derbyshire represent a cut to its budget of £157 million between 2013-14 and 2017-18. In order to meet this target, Cabinet will be invited to review all contracts and review every service when the opportunity arises to make sure that service is now affordable.
- 2.1.2 Derbyshire County Council's Adult Community Education Service (DACES) is funded by the Skills Funding Agency and Education Funding Agency. It also meets its operating costs through income generation through project grants, fee income and sale of services. The Further Education sector has faced, and will continue to face, significant financial reductions in its core funding. This has meant that DACES has seen its core income reduce between Academic Years (AY) 2011/12 and 2013/14 by 7%. The service was informed at the end of March 2014 that its funding for Academic Year 2014/15 will be reduced by 8%.

2.1.3 In addition, the funding bodies have moved their support away from the traditional classroom approach to learning prevalent across the sector towards work-place and online provision. This is reflected by the reduction of classroom based qualification based learning income for AY 2014/15 by 21%. Matthew Hancock, Minister for Skills, also announced in the Skills Funding Statement for 2014/17 in February 2014 increased protection for apprenticeships, traineeships and mandated ESOL.

2.1.4 The core fee structure is currently used for the standard Adult Skills Budget and Community Learning programmes and is based on an hourly rate which includes tuition costs and a contribution of costs associated with running of the course such as buildings and marketing. Fees are offered in three bands:

- **Band A:** Standard fee;
- **Band B:** 10% remission for holders of the Derbyshire Gold Card;
- **Band C:** 80% remission for those in receipt of a listed benefit.

2.1.5 The breakdown of the current learner cohort accessing learning through DACES is as follows:

Table 1:

Theme:	Category	% of Learners	% Fee Raising Learners
Learning for Qualifications	Band A	5%	8%
Learning for Qualifications	Band C	3%	4%
Learning for Qualifications	Free	21%	n/a
Community Learning	Band A	14%	21%
Community Learning	Band B	26%	41%
Community Learning	Band C	12%	18%
Community Learning	Free	14%	n/a
Non-subsidised	Enhanced	5%	8%

This illustrates that the service provides free to access for 35% of its learner cohort. In addition, it provides provision at substantially discounted rates for 15% learners. These learners will be reflected by the addresses from those parts of the county with the highest levels of deprivation, disadvantage and lowest levels of educational attainment.

2.1.6 The CABCo Report of the 7th June 2012: **Adult Community Education Fees for Academic Year 2012/13** updated the Council on the SFA's ambition to see a "rebalancing" of fee income that reflects a greater proportion of course costs being met by the learner or employer. As such, it was acknowledged that DACES fees for SFA funded courses should move towards a position

whereby a minimum of 50% of total course costs¹ are met by the learner or employer over a period of time as yet to be determined and agreed.

- 2.1.7 In the *Skills Funding Statement* (published in December 2012) and the subsequent publication of the *SFA Funding Rules 2013/14* in January 2013, the Agency has clarified its position over the use of a provider's Community Learning funding and how this should be used to generate additional income and revenue to support activities.
- 2.1.8 In March 2013, Department of Business, Innovation and Skills (BIS) published a further policy document, entitled *Rigour and Responsiveness*, in which the Government clarified that a number of qualifications will no longer be fundable by the public purse, either because they were no longer priority qualification or low volumes of take up. As a consequence, if providers wished to continue to support such qualifications then they will need to amend their financial strategy accordingly.
- 2.1.9 The service undertook a benchmark analysis against other Adult and Community Education FE Providers, including Derby City and Leicestershire County Council, during 2013/14 and identified the following variations:

Table 2:

Theme:	Category	DACES	Highest	Lowest	Ave
Learning for Qualifications	Band A	£2.41	£5.59	£3.00	£3.79
Learning for Qualifications	Band C	£0.48	£1.75	£0.90	£0.92
Community Learning	Band A	£3.20	£6.46	£3.80	£5.91
Community Learning	Band C	£0.64	£2.25	£1.23	£1.69
Non-subsidised	Enhanced	£4.40	£10.00	£6.00	£7.47

This table illustrates the percentage variance between the full, or Band A, charged by DACES and the next lowest provider of 20% and 36% when compared with the sample average for learning for qualifications. When a comparison is made against the respective full, or Band A, Community Learning charges, this equates to 16% and 46% variance. In addition, all providers within the sample, had remission on the full fee for the discounted, or Band C, category of 70% or less. This means that the current remission operated by DACES is at least 10% greater than any of the providers sampled.

2.2 Proposed Changes

- 2.2.1 Cabinet is asked to consider an incremental increase over the next three financial years towards achieving parity with the average charge (see *Table 2*) across the provider bench-mark group. This average will be updated annually and reported to the Strategic Director and the

¹ Course costs are determined as cost related to tuition, accommodation and administration. This currently equates to £5.31 for each guided learning hour provided by DACES in 2012/13.

appropriate Cabinet Member. The following table outlines the approach the Council may wish to consider implementing:

Table 3:

Theme:	Category ²	14/15	15/16	16/17	17/18
Learning for Qualifications	Band A	£2.41	£2.80	£3.20	£3.50
Learning for Qualifications	Band C	£0.48	£0.84	£0.96	£1.05
Community Learning	Band A	£3.20	£3.80	£4.20	£4.50
Community Learning	Band B	£2.88	£3.42	£3.76	£4.05
Community Learning	Band C	£0.64	£1.14	£1.26	£1.35
Non-subsidised	Enhanced	£4.40	£5.50	£6.00	£6.50

The impact of the proposed increases for 2015/14 on typical DACES programmes are found in Appendix 1.

- 2.2.3 Table 3 makes the assumption that the Council may wish to lower the remission threshold for the discounted, or Band C, price from its current position of 80% of the full to 70%. This is commensurate with the bench-mark provider group's custom and practice. It is proposed that those learners in receipt of a Derbyshire Goldcard, Band B, retain a 10% remission on the full, or Band A, rate. Should the Council wish to maintain the existing level of remission, this would impact on the Band C prices as follows:

Table 4:

Theme:	Category	14/15	15/16	16/17	17/18
Learning for Qualifications	Band C	£0.48	£0.56	£0.64	£0.70
Community Learning	Band C	£0.64	£0.76	£0.84	£0.90

- 2.2.4 It is proposed that Council grant the Service discretion in the application of these *maximum* prices. It is recommended that Council agree that these figures proposed for each academic year is seen as a charging ceiling and that DACES officers are able to use their professional judgement adapt charges to respond to local circumstances and need accordingly.
- 2.2.5 It also proposed that the Council confirms that learning programmes deemed to be outside of the priorities as determined in the [Council Plan 2014/17](#), or that it is a repeat programme that is predominantly targeting existing learners, and then these should be charged at least at the

² Proposed maximum chargeable values

enhanced rate as outlined in Table 3. The proposed priorities for the application of subsidised or free provision are:

- where there is the greatest need as highlighted by the [Derbyshire Community Profiles](#) and [Derbyshire Local Economic Assessment](#);
- to help young people and adult to improve their English and maths skills;
- supporting young people and adults to progress on and into work;
- to promote healthy lifestyles and health literacy;
- to promote independent living for those with learning difficulties, suffering from mental health problems or have a limiting health condition;
- to improve financial capability of those most vulnerable parts of Derbyshire's community to help them maximise their household incomes;
- to maximise access to and improve the skills of local people in using information and communication technology; and
- to promote sustainable and green activities and communities;

2.2.6 It also proposed that the Council confirms the continuation of the programmes that are seen as income generation and not fundable under the SFA Funding Rules, a full-course recovery tariff should be levied as a maximum on such activity if the market will sustain this. This will also apply to any Level 3 course offered to those 24 and over, as these are no longer fundable but qualifying learners will be able to apply for a student loan.

2.2.7 Cabinet is also invited to consider that each value contained within Table 3 be subject to an automatic, annual inflationary increase in line with Retail Price Index (RPI).

2.2.8 The service last increased fees for learners in Academic Year 2012/13.

2.3 Other consideration

2.3.1 It remains the intention of the service to maintain the existing level of free to access provision for those most vulnerable in our community as a minimum. It is intended that any increase in fees will mitigate any increases in the costs associated with delivering this provision as well serving as a foundation to increase the amount of free provision available.

2.3.2 It is the intention that the proportion of learners who will be paying any enhanced fee for non-priority provision as outlined in 2.2.5 will also increase incrementally over the period.

2.3.3 It is the intention to maintain the categories in receipt of fee remission at Band C and these are outlined in Appendix 2.

3. Financial Considerations

- 3.1 Derbyshire Adult Community Education Service (DACES) generated approximately £600,000 in fee income in Financial Year 2013/14. This was generated by the learner profile outlined in Table 1.
- 3.2 Based on the proposed increase in fee charges as outlined in Table 3, and based on the assumption of the same learner profile in 2013/14, these changes have the potential to increase fee income as follows:

Table 5:

Theme:	Category	15/16	16/17	17/18
Learning for Qualifications	Band A	£7,664	£15,806	£21,554
Learning for Qualifications	Band C	£17,961	£23,948	£28,498
Community Learning	Band A	£23,889	£38,976	£51,549
Community Learning	Band B	£46,639	£76,096	£100,643
Community Learning	Band C	£88,059	£104,535	£119,622
Non-subsidised	Enhanced	£11,974	£17,243	£22,991
Total:		£192,186	£276,604	£344,857

The cumulative increase in fee income between FY 2015/16 and 2017/18, based on the maintaining the learner profile achieved in 2013/14, would be £813,647.

- 3.3 Should the Council wish to maintain the remission level for those who qualify for Band C rates at 80% (as identified in Table 4), this would reduce the increase in fee income by £77,473 in 2015/16, £87,172 in 2016/17 and £92,920 in 2017/18. This would mean that the cumulative total would reduce to £556,082.

4. Legal and Human Rights Considerations

- 4.1 Skills Funding Agency [Funding Rules 2014/15](#) explains the levels of government contribution that are made towards the cost of learning and the rules that you must follow under the Apprenticeships, Skills, Children and Learning Act 2009.
- 4.2 Depending on the circumstances, SFA recognises that, from its Adult Skills Budget allocation, the Council is able to:
- Fully fund the cost of learning;
 - Share responsibility for investing in skills by part-funding the cost of learning and expecting an employer or learner to contribute towards the cost of learning (known as co-funding). For a learner, this could possibly be through a Loan;
 - Expect the employer or learner (or both) to cover the full cost of learning.

Apprentices cannot be made to contribute financially to the direct cost of learning. If a charge is made to the apprentice's employer, this is at the discretion of the Council.

If the Council offer a qualification that the SFA would fund through grant funding or would be eligible to be funded through a Loan, but has decided to offer the qualification only as a commercial 'full-cost' opportunity, the Council must tell the learner this and that other providers may offer alternative funding routes.

- 4.3 Community Learning is designed to help people of different ages and backgrounds gain a new skill, re-connect with learning, pursue an interest, prepare for progression to formal courses or learn how to support their children better. There is no requirement for learners to progress to other learning or achieve regulated qualifications.

The SFA will offer a contribution to the overall cost of delivering Community Learning and providers will be expected to add value to this public contribution by attracting extra income from learners and other sources.

- 4.4 The SFA requires the Council to ensure that each learner is eligible for funding and this is set out in Annex 1 of the Funding Rules 2014/15.
- 4.5 The Council must make all learners, including learners funded through a loan, aware of its policy on fees and charging. This is published each AY on the website and forms part of the ebooking facility being implemented by the Council for AY2014/15.
- 4.6 DACES will comply with statutory requirement set out in respect of public consultation through a combination of online and hard-copy surveys as well as face to face meetings with learners. To ensure efficiencies, this consultation process will be aligned with that planned for the DACES Property Review, which is the subject of a further cabinet paper.

5. Human Resources Considerations

There are no specific considerations in this matter. The ability to vary tutor contracts was agreed by Cabinet in 26th October 2010.

6. Equality of Opportunity Considerations

- 6.1 Local Authorities are currently under a legal duty to pay "due regard" to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to the need to promote good race relations.
- 6.2 To this end, the Council is in the process of conducting an equality impact assessment (EIA) in respect of the proposals contained in this report in accordance with the duties set out in the Equality Act 2010. .

A preliminary analysis is attached in Appendix 4. A final analysis will be included in the subsequent report to Cabinet.

7. Other Considerations

In preparing this report the relevance of the following factors has been considered: Property, Prevention of Crime & Disorder, Environmental, Health, and Transport issues.

8. Key Decision

No

9. Call-In

A waiver of the call-in procedure will not be required for this report.

10. Background Papers

[Funding Rules 2014 to 2015 \(Skills Funding Agency, 2014\);](#)

[Rigour and Responsiveness in Skills \(BIS, 2013\);](#)

[New Challenges, New Chances: Investing in a World Class System \(BIS, 2011\);](#)

11. Strategic Director's Recommendation

It is recommended that Cabinet approve in principle the following proposals, subject to consultation with key stakeholders, that:

- 11.1 Derbyshire Adult Education Fees Policy for the period covering Financial Year 2015/16 to Financial Year 2017/18 as outlined above, which will result in above inflation increases on course fees;
- 11.2 maximum values for fees be set to enable differentiated charging:
 - (a) to encourage new learners into provision; and
 - (b) to reflect local variations in the community profiles and the ability to pay.
- 11.3 an automatic, inflationary increase is applied on all maximum fee values in line with Retail Price Index (RPI) each year;
- 11.4 receive a further report to Cabinet detailing any amendments to the proposals contained within this report as a result of the consultation with key stakeholders and the completion of the equality analysis.

IAN THOMAS

Strategic Director for Children & Younger Adults

Appendix 1

Impact of Changes to Course Fees

Course Type	Theme	Category	Price 2013/14	Price 2015/16	Difference
20 Hour	Adult Skills Budget	Band A	£48.20	£56.00	£7.80
20 Hour	Adult Skills Budget	Band C	£9.60	£16.80	£7.20
20 Hour	Community Learning	Band A	£64.00	£76.00	£12.00
20 Hour	Community Learning	Band B	£57.60	£68.40	£10.80
20 Hour	Community Learning	Band C	£12.80	£22.80	£10.00

Course Type	Theme	Category	Price 2013/14	Price 2015/16	Difference
10 Hour	Adult Skills Budget	Band A	£24.10	£28.00	£3.90
10 Hour	Adult Skills Budget	Band C	£4.80	£8.40	£3.60
10 Hour	Community Learning	Band A	£32.00	£38.00	£6.00
10 Hour	Community Learning	Band B	£28.80	£34.20	£5.40
10 Hour	Community Learning	Band C	£6.40	£11.40	£5.00

Course Type	Theme	Category	Price 2013/14	Price 2015/16	Difference
6 Hour	Adult Skills Budget	Band A	£14.46	£16.80	£2.34
6 Hour	Adult Skills Budget	Band C	£2.88	£5.04	£2.16
6 Hour	Community Learning	Band A	£19.20	£22.80	£3.60
6 Hour	Community Learning	Band B	£17.28	£20.52	£3.24
6 Hour	Community Learning	Band C	£3.84	£6.84	£3.00

Course Type	Theme	Category	Price 2013/14	Price 2015/16	Difference
3 Hour	Adult Skills Budget	Band A	£7.23	£8.40	£1.17
3 Hour	Adult Skills Budget	Band C	£1.44	£2.52	£1.08
3 Hour	Community Learning	Band A	£9.60	£11.40	£1.80
3 Hour	Community Learning	Band B	£8.64	£10.26	£1.62
3 Hour	Community Learning	Band C	£1.92	£3.42	£1.50

Appendix 2:

Core Income-based Benefits for Academic Year 2013/14³

Category	Mandated by:
Council Tax Benefit	DCC
Housing Benefit	DCC
Working Tax Credit	DCC
Income Support	DCC
Pension Credit	DCC
Unwaged dependants of those above	DCC
Incapacity Benefit	DCC
Disability Living Allowance	DCC
Jobseekers Allowance	SFA
Employment Support Allowance	SFA
Learners aged 19 – 23 taking their first full level 2 qualification	SFA
Learners aged 19 - 23 taking their first full level 3 qualification	SFA
Level 4 “Jumpers” aged 19-23 (first level 4 without achieving a full level 3)	SFA
Learners of all ages who have not reached GCSE Level C or above in English and Maths taking a GCSE English and Maths Qualification.	SFA
Learners aged 19-23 who are enrolling onto an entry or level 1 qualification and need a step up to achieve a FL2	SFA
Learners in receipt of Universal Credit who are unemployed and required to undertake skills training	SFA

³ In light of any changes that emerge from Department of Work and Pensions (DWP) after the completion of this report, this table will be updated for the final report to cabinet on the 2nd December 2014.

Appendix 3

Indicative timetable for Implementation of a revised DACES Fee Policy

Action	Date by:
Cabinet approve commencement of review	21 October 2014
Consultation notifications published	28 October 2014
Performance and comparator data for Academic Year refreshed by	11 November 2014
Consultative meetings and surveys concluded no later than	28 November 2014
Consultation responses collated no later than	12 December 2014
Draft proposals prepared no later than	19 December 2014
Further report to Cabinet be completed ⁴	5 January 2015
Implementation of new fee policy for Academic Year 2015/16	1 April 2015

⁴ For consideration at the Cabinet Meeting scheduled for the 3 February 2015

Appendix 4:

Equality Impact Analysis Record Form (2011)

Department	Children and Younger Adults
Service Area	Derbyshire Adult Community Education Service (DACES)
Chair of Assessment Group	Mark Homer
Title of Policy/ Service/ Function	DERBYSHIRE ADULT COMMUNITY EDUCATION SERVICE: FEES POLICY FOR PERIOD 2014/17

Stage 1. Prioritising what to impact assess

1.1 Why has this policy, service or function been chosen?

Due to central government cuts, the County Council is currently having to reduce its budget by £157 million by 2018. DACES is also having to respond to changing funding allocations and curriculum priorities as identified by its key funder the Skills Funding Agency which has resulted in the service budget being reduced by 8% in the Academic Year 2014/15, or approximately £500,000. This will lead to a change to the way that services are managed and delivered and as such an EIA is required.

1.2 What, if any, proposals have been made to alter the policy, service of function?

It is proposed that consultation with learners to consider a revision of the DACES Fees Policy.

These proposals will ensure that the service maximises its ability to generate income from those members of our community that can afford to pay to enable reinvestment in targeted provision that is free at source or substantially discounted. This responds to the key policy documents: Rigour and Responsiveness in Skills (BIS, 2013) and New Challenges, New Chances: *Investing in a World Class System* (BIS, 2011) as well as the Skills Funding Agency's aspiration that a greater proportion of learning costs are met through fee income. It will also align the service more effectively to the priorities identified within the Council Plan.

1.3 What is the purpose of the policy, practice, service or function?

The service provides a county-wide programme of adult, 16-18 and family learning across Derbyshire. The service also delivers apprenticeship and traineeship programmes for both 16-18 and post 19 year old learners. This includes key linkages with other CAYA, Council-wide services and partners

(e.g. Job Centre Plus, FAAD, Arts Derbyshire, etc.) leading to a better integration of DACES with services for economic development, health, education and social care.

Stage 2. The team carrying out the analysis

Name	Area of expertise/role
Mark Homer	Head of DACES
Vikki Trace	Adult Education Officer
Tim Baker	Adult Education Officer
Louissa Adams	East Area Manager, DACES

Stage 3. The scope of the analysis

It was anticipated that the formation of new structures and services may raise the following issues from an equalities perspective:

3.1 Accessibility

The current proposals will aim to maintain the current volumes of frontline delivery; although some provision may be rescheduled to ensure efficient use of premises. It is anticipated that some venues maybe reviewed and an assessment about their viability will be made, with due regard for the impact on communities and accessibility of alternative provisions. There were no anticipated issues regarding disadvantage to any other groups on the basis of gender, race, age or other potential discriminating factors.

3.2 Targeting Service provision

By aligning service staffing and course planning to the key priority areas identified, it is likely that a higher proportion of provision will be focussed towards targeted learners or communities. This is likely to lead to an increase in volumes of provision or activities aimed at those learners seeking to improve their employability, personal development or enhance existing skills. This may also lead to some areas having to meet higher charges if the need for targeted provision is assessed lower than other areas.

3.3 Customer Service and Responsiveness to Local Need

Due to the size and diversity of Derbyshire as a County it is possible that there may be differentiated practice, resource allocation and service approaches in different areas. Also, different communities have different needs and a single model or approach across the County may not be inappropriate and not fairly meet the requirements of diverse localities. The current work is already heavily influenced by the Community Area Profiles and it anticipated that this approach will be further embedded.

Stage 4. Data and Consultation Feedback

Name of source	Reason for using
Budget Information	To assess and establish the financial viability of proposals.
Management Information relating to performance against key indicators	To enable the analysis of provision in different areas to be identified e.g. deprivation indicators / rurality against staffing information.
Enrolment data	Comparative analysis area by area and by curriculum theme to enable a clear understanding of need and activity volumes.
Qualitative data from customer feedback, and consultation with staff and partners from across the County	To ensure services are responsive and customer focused and planned according to local knowledge from partners.
Benchmarked, comparator data on the application of fees	To ensure that the service understands how it compares with other, similar providers. To ensure that we have a fair and competitive fees policy when aligned to other, local providers.

Stage 5. Analysing the impact or effects

5.1 What does customer feedback, complaints, and discussions with stakeholder groups tell you about your service, policy and function, including which aspects are seen as negative, inaccessible, unhelpful, difficult to use etc.?

Learner evaluation demonstrates high levels of satisfaction from users; covering accommodations and the learning experience. All centres are subject to suitability checks, and are DDA compliant. Course fees are an area that generates some complaints, although there are a significant range of measures to support learners on low income or in receipt of benefits. Current practice illustrates that the service provides free to access for 35% of its learner cohort. With a further 15% learners benefiting from provision at substantially discounted rates for. These learners will be reflected by the addresses from those parts of the county with the highest levels of deprivation, disadvantage and lowest levels of educational attainment.

5.2 What does your information tell you about the effects of the policy, service or function on the lives of different groups or communities? Is any of this negative or unwanted?

Groups	Effects identified from data/ information
--------	---

Disadvantaged communities	Levels of need, deprivation and population vary substantially across the County, and the service needs to be planned appropriately according to needs as well as population
People with a negative experience of services	Some groups are harder to reach without particular targeting.
Rural communities	Areas of rurality experience particular challenge in accessing services. Currently good use of community venues puts provision within reach. However service efficiencies may lead to a reduction in the number of out reach venues.

5.3 Are there any other groups of people who may experience an adverse impact because of the proposals to change a policy or service who are not listed above?

No

5.4 Where are the main gaps in information and understanding of the impact of the policy and services? Please indicate whether you have identified ways of filling these gaps.

Gaps in Data	Action to deal with this
Formal consultation with existing and previous learners directly affected by these proposals will take place once Cabinet approval has been gained.	Meeting and surveys are planned to discuss with learners if Cabinet approval is gained. Any additional issues that are raised will be managed through this process and addressed accordingly.

Stage 6. Ways of mitigating unlawful prohibited conduct or unwanted adverse impact, or to promote improved equality of opportunity or good relations.

The service operates a fee policy that reflects the expectations of the funding body through its published Funding Rules. There is an expectation that a funded provider will generate a significant proportion of its income through fee raising activities.

50% of the existing cohort of learners access learning either free at source or substantially discounted. This will continue to be a monitored service target through its service/business plan but also likely to grow through reinvestment of income generated in area with less, significant needs.

Stage 7. Do stakeholders agree with the findings and proposed response?

Learners will be consulted on these proposals subject to Cabinet approval. Informal discussions have taken place with Senior Managers with CAYA and Elected Members about the draft proposals and their feedback has contributed to the findings.

Stages 8 & 9 Action planning, target setting and monitoring

Objective	Planned Action	Who	When	Monitoring
Ensure learners are consulted on the proposals	Develop a consultation document. Group and individual staff meetings with those directly affected. ACE e-alert	Head of Service Area Managers	During formal consultation process	Senior Management Overview
Ensure all stakeholders are fully informed about the impact of the proposals	Stakeholder meetings to be arranged Newsletter	Head of Service Area Managers Business Services Staff	Prior to the implementation of the new structure and ways of working	Senior Management Overview

Step 10. Monitoring and review/mainstreaming into business plans.

Please indicate whether any of the objectives have been added to service or business plans and your arrangements for monitoring and reviewing progress/future impact?

The objectives will be included in the DACES Quality Improvement plan (QIP) and will be monitored through the services' Self-Assessment Process, by the Senior Leadership Team and through the Governance Board to be established

Step 11 Publishing your analysis

Where and when published?

The completed analysis will be published in accordance with the usual council procedures.

Decision-making Processes

Where linked to decision on proposal to change, reduce or withdraw service/financial decisions/large-scale staffing restructures.

Attached to report (title): **DERBYSHIRE ADULT COMMUNITY EDUCATION SERVICE: FEES POLICY FOR PERIOD 2014/17**

Date of report: 15th July 2014

Author of report: Mark Homer

Audience for Report (e.g. Cabinet): Cabinet.

Outcome of the report being considered:

To approve the following proposals, subject to consultation with key stakeholders, that:

- Derbyshire Adult Education Fees Policy for the period covering Financial Year 2015/16 to Financial Year 2017/18 as outlined above, which will result in above inflation increases on course fees;
- maximum values for fees be set to enable differentiated charging:
 - (a) to encourage new learners into provision; and
 - (b) to reflect local variations in the community profiles and the ability to pay.
- an automatic, inflationary increase is applied on all maximum fee values in line with Retail Price Index (RPI) each year.

Details of follow-up action or monitoring of actions/decisions undertaken

The follow up actions will be monitored through the services' Self-Assessment Process, by the Senior Leadership Team and through the Governance Board to be established

Updated by:

Date: