

ADULT LEARNING PLAN 2003/04

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GLOSSARY OF ABBREVIATIONS

ACL	Adult & Community Learning
ALI	Adult Learning Inspectorate
AOL	Area of Learning
BSA	Basic Skills Agency
BSQ1	Basic Skills Quality Initiative
CALL	Community Access to Lifelong Learning
CIF	Common Inspection Framework
CILT	Centre for Information on Language Teaching
CMF	Capital Modernisation Fund
CVS	Council for Voluntary Service
DDA	Disability Discrimination Act
DEFRA	Department for Environment, Food and Rural Affairs
DfES	Department for Education and Skills
EMASS	Ethnic Minority Achievement Service
EMDA	East Midlands Development Agency
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
EYDCP	Early Years Development and Childcare Partnership
FE	Further Education
GP	General Practitioner
IAG	Information, Advice and Guidance
ICT	Information and Communication Technology
ILR	Individual Learner Record – to be used for all “ACL” and “FE” courses
LLCLP	Leicestershire and Leicester City Learning Partnership
LSC	Learning and Skills Council
LSDA	Learning and Skills Development Agency
LSEP	LeicesterShire Economic Partnership
LSP	Local Strategic Partnership
MFL	Modern Foreign Language
MIS	Management Information System
NIACE	National Institute for Adult Continuing Education
NOF	New Opportunities Fund
RNIB	Royal National Institute for the Blind
SAR	Self Assessment Report
SCAER	Student Combined Assessment and Evaluation Record
SRB	Single Regeneration Budget
TERMS	Name of the MIS adopted by Youth and Community Education Service

ADULT LEARNING PLAN 2003/04

SECTION ONE - STRATEGIC MANAGEMENT

INTRODUCTION

1. Name of Local Authority: Leicestershire County Council Local Education Authority

Adult and Community Learning contacts: Sue Houlton/Brigid Joyce

STRATEGIC MANAGEMENT

2. Leicestershire County Council secures adult learning opportunities for the people of Leicestershire through its **Youth and Community Education Service**, which currently provides an integrated service composed of adult and community learning, youth work, community development, community use, under 5's care and education and play for children aged 5 - 13. The Service is currently delivered through 23 community colleges, 3 community high schools, 28 community primary schools, three free-standing centres, 5 national voluntary organisations, 18 local voluntary organisations and one FE college, as well as through a team of mobile (peripatetic) adult learning development workers, a mobile ICT project and a new team of community development workers and is co-ordinated by a small central team of LEA officers.
3. At the time of writing the Service is the subject of a **Best Value Review** by the County Council. An earlier consultation as part of the Review process agreed the priorities for the Service as Adult & Community Learning and Youth Work. The Review is aware of the changes affecting planning, funding and delivery of adult and community learning, and has made recommendations about a changed model for service delivery. It has consulted on options for change and the final report is awaiting Members' decision. It is expected that the outcome will be known by the end of March 2003.

MISSION STATEMENT

4. Leicestershire County Council is the largest provider of public services in the County. The new County Council, elected in June 2001, has approved the **Corporate Strategy 2001-2005**, which aims to ensure that County Council services **help Leicestershire people to enjoy life in a safe, prosperous, healthy and attractive County**. To achieve this aim the Council will:
 - provide community leadership for the County
 - deliver services that provide value for money
 - support a highly-motivated, well-trained workforce to deliver clearly defined service targets
 - investigate innovative solutions to increase improvements to services

- support effective partnerships to achieve real improvements in the way that services are delivered

The County Council has adopted a constitution based on the Cabinet and Scrutiny model. The Administration's objectives are:

- *working together to develop quality services*
 - *achieving excellence in education and learning*
 - *meeting health and care needs*
 - *improving the transport system*
 - *promoting economic well-being*
 - *supporting culture and leisure*
 - *making communities safer*
 - *managing waste effectively*
- (Leicestershire County Council Medium Term Strategy 2001-2005)

Adult & community learning plays a vital role in helping to achieve many of these objectives:

“As well as securing our economic future, learning has a wider contribution. It helps to make ours a civilised society, develops the spiritual side of our lives and promotes active citizenship. Learning enables people to play a full part in their community. It strengthens the family, the neighbourhood, and consequently the nation. It helps us to fulfil our potential and opens doors to a love of music, art and literature. That is why we value learning for its own sake as well as for the equality of opportunity that it brings.”
(David Blunkett “The Learning Age”)

The themes of **family, neighbourhood and equality of opportunity** are emphasised in the commitment of the County Council Youth and Community Education Service to raise the levels of Basic Skills in the adult population, to widen participation in learning, to develop and extend family learning and to support strategies for neighbourhood renewal and community capacity building. In relation to “securing our economic future” the service aims to raise standards in learning, to raise the achievement and skills levels of the adult population and to maximise the contribution of education to economic renewal by providing a range of opportunities for acquiring skills, knowledge and understanding. Underpinning all this work is the need to promote an enthusiasm for learning, both for the benefits it brings and “for its own sake”.

Ivan Lewis, Parliamentary Under Secretary of State for Adult Learning and Skills, outlined his understanding of the role of LEA ACL Services, which is “not only about providing education”, but also about making a significant contribution *“through nurturing a vibrant voluntary sector, helping adults with learning difficulties through effective links between Social Services and Education, linking learning with economic regeneration through libraries and museums and through supporting neighbourhood renewal, so lifelong learning should be at the centre of community regeneration, of citizen engagement”*.
(article in “Adults Learning” January 2003)

The Youth and Community Education Service, as part of the County Council, has a rich and diverse set of **corporate partners** to help achieve these aims. Many County Council services, (e.g. Social Services) work with the most disadvantaged and vulnerable members of society. Others (e.g. Museums, Libraries) have a linked responsibility for information, learning and culture, the Community Services Department is charged with economic regeneration, sustainability and neighbourhood renewal, and the Chief Executive's Department with community leadership. Within the Education Department close links with schools, with youth work and with early learning, alongside joint planning with other County Council departments help to provide relevant services for people when and where they are needed.

The LEA **Curriculum Statement on the Education of Adults** (agreed and published in 1993) sets out the principles upon which the service is predicated, describing the needs of adult learners and their entitlement to a broad, balanced, relevant and differentiated curriculum, with appropriate support for their learning. This document is currently being updated to produce a core entitlement curriculum for adults across the County.

The concept of entitlement refers to an individual's right to:

- *a curriculum which is based on Leicestershire LEA's seven curriculum principles (participation, breadth, differentiation, balance, relevance, coherence, continuity and progression)*
- *educational provision suited to adults' needs and their characteristics as learners*
- *a curriculum which offers core skills*
- *a wide range of educational opportunities*
- *an adequate service, both in terms of quantity and quality (supplement to the LEA Curriculum Statement, the Education of Adults)*

Entitlement and equal opportunities are the key principles underpinning the vision for Leicestershire. Access for all adults to relevant and stimulating educational opportunities at appropriate times in appropriate locations across the County *"to encourage and enable adults to learn, improve their skills and enrich their lives"* (Estelle Morris) is the ultimate goal. In the medium term, however, the Service will strive to:

- work with communities across Leicestershire (prioritising those who have had least benefit from education so far) to help them articulate their own learning needs
- provide "first rung" opportunities in local communities (as negotiated with the learners(in a wide range of subject areas, with learner and learning support and appropriate guidance)
- provide clear (and where necessary, supported) progression routes
- provide a broad, balanced, differentiated, relevant and coherent range of learning opportunities in appropriate locations equitably spread across the County (working collaboratively with FE, the voluntary sector and private training providers through the Learning Partnership)

- ensure support for learners (e.g. childcare, transport) and support for their learning (e.g. skills workshops, tutorial support, distance learning)
- encourage an approach which puts learners at the centre of the learning process

The Service will work towards these goals through:

- locally based staff working with communities to research their needs and provide appropriate opportunities
- co-ordinated communication and delivery systems to ensure:
 - that local learning needs are fed into the planning cycle
 - that curriculum, learner and learning support are available to learners in all locations
 - that progression routes are developed and maintained
- a quality assurance system, based on self-assessment, which strives for continuous improvement in the quality of leadership, management, monitoring and evaluation, teaching and support for learners
- funding that supports development work, learning programmes and the development of specialist services (curriculum; Information, Advice and Guidance (IAG), learner and learning support) and “themes”, (e.g. older learners, adults with learning difficulties and disabilities (ALDD), young adult learners)
- joint working with other agencies to develop “joined-up services”

The overall **aim** for adult & community learning in Leicestershire is to seek to ensure that all adults, and particularly those who have had least benefit from education in the past, are able to benefit from coherent, accessible, affordable and high quality educational opportunities throughout their lives.

This Adult Learning Plan sets the objectives, priorities and framework for the whole of the work of the Service (both ACL and FE funded) but with a specific focus on the ACL funded provision.

COHERENCE WITH OTHER PROVISION

6. At local LSC level, collaboration between all providers of ACL and of information and advice about ACL (the LEAs, FE colleges, the IAG Partnership, the Connexions Service, Job Centre Plus, the voluntary sector, private training providers, Higher Education) is conducted through the **Leicestershire and Leicester City Learning Partnership (LLCLP)** and its sub groups (Adult & Community Learning; Promotion and Marketing; Basic Skills; Family Learning; Rural Learning, IAG; Cross Sector Quality) whose long term aim is to work with all local providers to ensure appropriate, adequate and high quality learning opportunities for the people of Leicestershire and Leicester City. Leicestershire Youth and Community Education Service staff are represented on all these LLCLP sub groups and have been heavily involved in shaping the development of collaborative services.

All of the work of the Service, both ACL and FE funded, is set within a stated framework of equal opportunities and widening participation, and adult learning programmes are planned as a whole, with progression routes within and between ACL and FE. The “first rung” provision developed by the peripatetic adult learning development workers, the community development workers and the mobile ICT team is linked to provision within community colleges and FE colleges for progression opportunities. The community development workers, who have been funded - since July 2002 – by the local LSC in order to develop community capacity and learning opportunities for “hard to reach” adults, are locally managed by LEA staff.

7. **External funding** has enabled some ACL provision to develop, particularly in relation to ICT. The mobile ICT project, a “UK online centre” is funded by a mixture of NOF, CMF, SRB6 and LSC funding; and NOF and CMF have also funded UK online centres in Woodhouse Eaves, Countesthorpe and Oakthorpe. **Emda** has funded an Access Centre (for Basic Skills, information and advice, and basic ICT) at Shelthorpe Community Primary School in the most deprived ward of Loughborough, which opened in April 2002.

The **Rural Partnership and the People’s Network** have funded an ICT centre at Sapcote Library. The People’s Network (Library Service) has funded fifty four ICT centres in libraries across the county. The Service is working closely with these, through, for example, adult learning development workers based at Newbold Verdon and Wigston libraries; the adult learning centre set up in Fleckney library; community colleges and ICT tutors working in libraries; Basic Skills resources located in libraries.

The relationship between the Youth and Community Education Service and other departments of the County Council is developing. There are now close links with the Social Services, Libraries, and Community Services Departments and the Early Years and Childcare Service and a range of joint work is being planned. A new initiative for joint work is the “Inspiring Learning” project, led by the Library Service, which aims to develop the learning role of libraries. Within the County Council’s Lifelong Learning Corporate Group, further links are being developed with the Chief Executive’s and Museums and Arts departments.

8. Links with other providers in the local LSC area are variable. Some four years ago the Youth and Community Education Service set up **Area Planning Groups**, based on district council boundaries, as multi-agency planning bodies to ensure that duplication was avoided and gaps were identified and addressed. FE colleges, voluntary sector organisations, other departments of the County Council and district council officers are represented in these groups. In some districts this has resulted in good collaborative planning; in others, however, it does not satisfactorily fulfil this function. The Learning Partnership is now recognised as the most legitimate body to facilitate collaborative planning and it is planning to develop multi-agency ACL planning groups on a local level based on the district council boundaries and linking to the district Local Strategic Partnerships.

9. In Leicestershire, the Youth and Community Education Service has always worked within the philosophy of the “**Extended Schools**” legislation, mostly through the “designated” community schools in which many Youth and Community Education Service staff are based, and also through a system whereby non-designated schools could reclaim costs incurred from opening up the premises for community use. In recent years, however, work with other “non-designated” schools, particularly primary schools in deprived areas, has grown substantially. Family learning has run in 26 primary schools in Leicestershire in 2001/02; in some schools (e.g. Weavers’ Close in Earl Shilton, this has led to other adult learning provision being set up).

It is planned to continue this model of targeting families and parents through primary schools (and in some cases high (11-14) schools) as appropriate, in line with the DfES “Extended Schools” Strategy.

STRATEGIC OBJECTIVES

10. The strategic objectives of the Service were developed from the government priorities for ACL, local needs analysis (e.g. through Leicestershire LSC and Leicestershire Economic Research Partnership) and the LSC priorities, both national and local. The priorities were discussed, the mission agreed and strategic objectives drawn up on an ACL staff planning day in January 2003, attended by most LEA ACL staff; and further refined by the Adult Reference Group (LEA field staff representatives).

The **strategic objectives of the Service**, derived from the mission and the needs analysis are:

- to raise the level of Basic Skills in the adult population
- to widen participation in learning
- to develop and extend family learning
- to develop and extend learning provision for adults with learning difficulties and/or disabilities
- to support strategies for neighbourhood renewal, community capacity building and developing citizenship in a sustainable and environmentally aware fashion
- to promote continuous quality improvement through development and implementation of the self-assessment process
- to seek to develop the ACL curriculum, particularly in relation to languages and skills for employment
- to seek to develop information technology as a tool for enhancing learning and teaching; “e-learning”

Central to all these objectives are the Service commitments:

- to seek to ensure equality of opportunity for all
- to provide effective, efficient and joined-up services by working in partnership

(Plans on how the strategic objectives will be achieved are set out in Appendix 1)

SECTION TWO – REVIEW OF PROVISION
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11. AUGUST 2001 – JULY 2002

During 2001/02, 47,102 enrolments were made by 31,861 individuals on courses run by the Service, of which 32,223 enrolments (20,102 individual learners) were on ACL funded courses.

The Service ran 2,899 courses, 1,054 funded by FE funding and 1,845 supported by ACL funding. The curriculum spanned the full range of the fourteen areas of learning, with the concentration in ICT (31.6%), Sports/Leisure (23.5%) and Visual and Performing Arts (19.5%). Other significant areas were English, Languages and Communication at 6.4%, Foundation Programmes at 5.4% and Health and Social Care at 5.0%.

The Self Assessment Report (SAR) details the curriculum range and the strengths and weaknesses in each area of learning. A summary of issues arising from the SAR is given below:

Area of Learning (AOL) 1 : Science and Mathematics – 25 courses (0.9%) including Maths and Astronomy. The achievement rate compared with recruitment numbers was low —there is evidence of high drop-out rate where large numbers of learners were recruited. There is little evidence of progression from Basic Maths to GCSE level.

AOL 2 : Land-based – 51 courses (1.8%) – a small programme area – 78% non accredited – in a wide range of topics including Flower Arranging, Garden Design and Dog Training - mainly organised as one term courses. Tutors are skilled and experienced. Some classes are small. High levels of learner satisfaction were reported. The widening participation potential of these courses has been little explored.

AOL 3 : Construction – 38 courses (1.3%), 100% non accredited mostly workshop type including Woodwork and Metalwork. There is much individual project work and some excellent examples of skills teaching and supportive practical assessment by tutors. In some cases, there is a lack of teaching input and structure. This is a programme area that would benefit from the development of Individual Learning Plans for all learners. Widening participation potential needs to be exploited.

AOL 4 : Engineering, Technology and Manufacturing – only 2 courses.

AOL 5 : Business Administration, Management and Professional – 26 courses (0.9%) – this includes the Further and Adult Education Teacher's Certificate (730-7), where there was evidence of well structured programmes. The Business Administration courses were not linked properly to progression opportunities.

AOL 6 : Information and Communicating Technology – 929 courses (31.6%)(largest programme area) – 62% of courses are accredited. Generally a high level of learning and achievement. More than half of the provision is free to learners. The range of courses is wide, ranging from basic to web-page design and including CLAIT and ECDL. The naming of courses lacks coherence and clarity, sometimes resulting in mixed-level courses where learners have a wide range of learning needs. Daytime ICT courses are limited in many locations because of the lack of suitable accommodation during the day, though the Mobile ICT project delivered 241 basic ICT courses at mostly rural locations across the county, mostly during the day.

AOL 7 : Retail Customer Service and Transport – only 1 course offered.

AOL 8 : Hospitality, Sports, Leisure and Tourism – 677 courses (23.5%), 93% of which are non-accredited and including Badminton, Yoga, Keep Fit and Swimming. Staff are generally well qualified and there is good use of specialist facilities. Tutors in this learning area have not readily engaged with the learning outcomes methodology. The widening participation and social inclusion potential for these courses is only rarely exploited.

AOL 9 : Hairdressing and Beauty Therapy – 40 courses (1.4%), 95% of which are non-accredited, and mostly in the Complementary Therapy area. Tutors are generally experienced, but there is little evidence of progression. The widening participation aspect has been used in some instances.

AOL 10 : Health, Social Care and Public Services – 144 courses (5%), half of which are accredited (mostly in childcare and first aid). An important area for parents and carers, and can be a good first step. Progression links, through the Early Years Partnership, Health and Social Services, are evident.

AOL 11 : Visual and Performing Arts, Media – 561 courses (19.8%). 96% of courses are non-accredited arts and crafts opportunities including Painting, Dancing, Pottery, many long established. The provision is generally accessible and offers a wide range of interests and opportunities. Tutors have good subject expertise and the quality of learning and teaching is satisfactory or better. Progression opportunities are, however, limited and there is insufficient daytime accommodation available. There is some resistance from tutors in this AOL to using the self-assessment tools.

AOL 12 : Humanities – 58 courses (2%), 64% of courses are accredited (generally at GCSE, AS and A level). The non-accredited family and local history classes were described as enthusiastic with innovative use of ILT. The GCSE, A and AS classes are in very small groups. There is evidence of courses being sustained year on year with declining enrolments and poor retention rates.

AOL 13 : English, Languages and Communication – 185 courses (6.4%) – 70% of which are accredited (mostly OCN and GCSE). European languages dominate this area (Spanish 18%, French 11%), with relatively few English courses. Some local progression routes have been developed collaboratively.

Progression routes from AOL 14 (Foundation Programmes) need to be developed. Initial assessment needs to be developed.

AOL : Foundation Programmes – 156 courses (5.4%) – 62% of courses are accredited. This learning area is characterised by innovative and experimental approaches which support learner-centred learning. These programmes (Basic Skills, Return to Learn, ALDD) are still seen as marginal in some centres and need to be better linked to the mainstream programming, particularly to support inclusion and learner progression.

12. **Retention rates** as such are not yet collected by the Service – although there are two proxies that could be used. The first is completion which is collected through the Self Assessment Report. According to this, completion rates average at about 80%. This average disguises the fact that completion rates of individual courses varies widely. Overall, the completion rates in the following Area of Learning are generally high; Land-Based Provision; Hair and Beauty Therapy; Health, Social Care and Public Services; Visual and Performing Arts; Foundation Programmes; while completion rates in Maths and Science and Business Administration are generally low.

The second proxy for retention rates is the relationship between actual as opposed to potential student hours. For 2001/02 the actual learning hours undertaken was 75.9% of the potential hours available for ACL courses.

13. **AUGUST 2002 – FEBRUARY 2003**

A similar programme offer to that offered in 2001/02 has been operating in 2002/03. Areas where there are significant differences include:

- significant development of Foundation Programmes, in particular Basic Skills and Family Learning programmes
- review of ALDD programmes in order to develop a strategic, planned and progressive approach
- a focus on widening participation at neighbourhood level with the appointment of the community development workers (funded by LSC Local Initiative Fund)
- better co-ordination of ICT courses through the appointment (at larger centres) of ICT co-ordinators who are linked to a support network by the County ICT Co-ordinator. More daytime ICT by the wider use of laptops across the county by community colleges' outreach programmes
- some of the widening participation work started by the adult learning development workers being maintained by community colleges/centres
- a big expansion of pre GCSE and GCSE English and Maths
- training in Basic Skills awareness and curriculum design – which will, hopefully, result in embedded Basic Skills courses across the curriculum
- development of initial assessment and Individual Learning Plans
- significant improvements to the assessment and evaluation tools and processes of the Quality Strategy

The **overall themes** which emerge from the review of provision for 2001/02 and 2002/03 are:

- learning and teaching are generally satisfactory or better
- resources are generally fit for purpose
- good staff training is available, but access to it is inconsistent
- curriculum co-ordination and leadership are weak – there are concerns over progression, quality, access and social inclusion
- equality and diversity are stated as core values of the Service. There is, however, a lack of evidence to indicate that most provision is socially inclusive
- local identification and assessment of community based needs are as yet poorly developed as are the quality assurance approaches to evidence the community relatedness and responsiveness of mainstream provision
- support for learners, including IAG, is sometimes very good. It is, however, inconsistent across the county
- there is some very good widening participation work. It is, however, still seen as marginal to the main ACL programme. The widening participation potential of many ACL programme area (eg sports, arts) is rarely exploited
- there is evidence that the Adult Learning Plan 2002/03 does not sufficiently direct the work of the Service
- quality assurance has improved significantly. There are, however, still significant areas of weakness and inconsistency to address

These issues are being addressed as part of the Best Value Review of the Service.

14. **PLANS FOR 2003/04**

Programme managers at each centre have reviewed their programmes in the light of the findings of the Self Assessment Report and of the national and local priorities for ACL, and have planned programmes for 2003/04. Much ACL provision, particularly in Arts, Sports, Social Care and Foundation Programmes will be maintained as adults continue to benefit from this provision. No major area of provision will be dropped, though there will be minor revisions at each centre in relation to demand in the local area.

Priority areas of work (Basic Skills, Family Learning, Widening Participation, Neighbourhood Renewal, Citizenship, Languages, Skills for Employment, e-learning) are being planned in relation to issues identified by the Needs Analysis (paragraphs 78-81) and the issues identified by the SAR. (*Plans for these areas of work are given in Section 3 and in the Business Plan at Appendix 1*). For the last four of these priorities (Citizenship, Languages, Skills for Employment, e-learning) it is recognised that only a start on these issues will be made in 2003/04 as the Service will not have the capacity to develop them as major themes in the coming year. All areas of work will be

underpinned by staff development and training as part of the on-going quality assurance strategy. *Plans for staff development and training are set out in Section 3 of the Quality Development Plan (Appendix 2).*

SECTION THREE – QUALITY ASSURANCE AND STAFF DEVELOPMENT
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KEY PERFORMANCE INDICATORS

15. The local LSC has indicated that it will be collecting key performance indicators; total number of learners; percentage of males, percentage of adults with learning difficulties and/or disabilities; percentage from minority ethnic groups; percentage aged 60+; percentage Basic Skills learners; percentage new learners (local target) on a termly basis to inform the regular planning discussions between the LSC and the LEA.

Planned performance for 2003/04 in relation to these performance indicators is:

Learners	Planned 2003/04
Total Learners	21,600
% males	25.3%
% with learning difficulties and/or disabilities	6%
% from minority ethnic groups	7.3%
% aged 60+	20.5%
% Basic Skills learners	3%
% new learners	40%

This is in relation to an adult population made up in the following way:

Total adult population	468,538
% with learning difficulties	0.37%
% ethnic minority	5.29%
% 60+	20.7%

16. The data will be collected through the Management Information Systems, TERMS (Active Data Systems). Twenty four community colleges/centres have TERMS installed; work is currently being undertaken to ensure that issues are identified and problems solved so that the Service is able to implement the full Individual Learning Record (ILR) requirements from September 2003.

QUALITY ASSURANCE

17. The quality assurance system developed by the Service is based on a “bottom up” approach, where learners are encouraged to formulate their learning objectives, reflect on their progress and assess their achievement against their own learning goals.

The system has been in development for some three years and its tools and processes are detailed in the Service Self Assessment Report. Programme

managers and tutors have been trained to understand the concepts of “**learning outcomes**” and the “self aware learner” in order to develop and operate a process where learners are based at the heart of the quality assurance system. Where programme managers and tutors have understood and embraced these concepts, they (and their students) have found them a positive aid to learning. A set of processes have been devised to help tutors and learners plan learning outcomes and record their progress and achievement. The evidence which is collected from these processes in terms of learning outcomes, “learning gain” and learner feedback, is used to inform the Self Assessment Report of the standards achieved by learners and the quality of the learner experience, and to drive quality improvement within the curriculum.

Another important source of evidence is the information gained from **observations** of learning sessions. All programme managers and some other staff have been trained as observer/assessors of adult learning, and have an annual target to observe 30% of their learning sessions. As part of these planned observations evidence is collected from schemes of work, lesson plans, course files and learners’ assessed work.

18. The quality assurance strategy has been implemented by all of the larger colleges and centres (24) and by the Adult Learning Development team and the Mobile ICT team across all 14 areas of learning. Information from learning outcomes, learning review and learner feedback cycles and from the observation and assessment of learning sessions have been incorporated alongside recruitment, completion and achievement statistics for each course. A self assessment report on each area of learning has been compiled for each centre, along with sections on equality and diversity, quality assurance, cross cutting themes and leadership and management (using an evidence base derived from other quality tools). The individual centre reports have been collated and an overall judgement made about each area by the central team, working with programme managers, to form the Service Self Assessment Report. The Quality Development Plan was then drawn up to address the issues identified by the SAR.

National or local awards

19. In June 2002 the Mobile ICT project was awarded a certificate and plaque for the Best UK online centre (for large UK online centres) in the East Midlands. In November 2002 an adult cookery tutor at Winstanley Community College was awarded an adult teacher award by NIACE.

QUALITY IMPROVEMENT

20. It is anticipated that the service approach to developing a quality assurance strategy, which builds from the participation of learners through self-assessment and evaluation, in partnership with managers and tutors, will continue.

21. Targets for learner success rates will be set when there is greater clarity about these targets.
22. The 2003/04 Quality Development Plan (attached as Appendix 2) details the work planned for 2003/04 in relation to quality improvement in line with the LSC's Quality Improvement Strategy. This includes work to:
 - develop the curriculum in relation to needs analysis, widening participation and community relatedness
 - develop Individual Learning Plans and Individual Learning Records
 - develop systems to measure and evidence the quality of leadership and management
 - develop systems for evidencing achievement in non-accredited learning
 - review the observation and assessment strategy
 - develop the initial training programme for part time tutors
23. The Service is actively participating in the LSDA/NIACE Quality Improvement strategy at national and regional level, and has contributed some of the thinking (and written materials on learner outcomes) to other Adult Learning Services as part of the collective national attempt to raise quality in Adult and Community Learning.
24. Further targets will be developed in line with the framework of the "Success for All" programme.
25. The NIACE commissioned research on identifying achievement in non-accredited learning has used some of the Leicestershire learning outcomes materials as examples of inclusive practice.
26. The Service will continue to develop this work, using the LSC position paper on Recognising and Recording Achievement in Non-Accredited Learning.

Quality Awards

27. Some community colleges have gained Investors in People status. The Service has gained **Guidance Accreditation Board** accredited status for 13 community colleges. The Matrix standards for IAG will be further considered in 2003/04.

PERFORMANCE REVIEW

28. The Leicestershire and Leicester City LEAs participated in the ACL performance review pilot in Summer 2002. The County will be part of the national performance review framework from Autumn 2003.
29. The ACL lead officer has participated in the national briefing/events led by the LSC about performance review.

30. In relation to the three key performance areas; Participation and Recruitment, Learner Experience and Performance; Management, the LEA will be able to supply the following evidence:

Records of the outcomes of lesson observation
Data relating to retention
Some data relating to achievement (but much of it subjective and learner centred)
Self Assessment reports
Development plans and their assessment
Adult Learning Plan
FE Strategic Plans
Business Plan
Standards Fund progress reports
Award body reports
Minutes of meetings
Staff Development Plans
MIS reports
Reports to the County Council
Course files
Records relating to learners
Satisfaction information from learners
Information on customer complaints and feedback
Health and Safety reports

Some other areas, eg Equality and Diversity reports will need to be developed in line with LSC policy, when it is known.

31. The plans for improving performance are detailed in the Quality Development Strategy (attached as Appendix 2).

HEALTH AND SAFETY

32. All LEA maintained institutions have a **local health and safety policy** which includes risk assessment, and a description of the arrangements in place for health and safety management. As most of the institutions are schools these are largely school focussed with suitable additions/amendments for community. There is a system for incident/accident reporting which includes reporting at a local level (to the manager of the institution) plus reporting at county level; and where appropriate to the **Health and Safety Executive**, and accidents which occur because of breaches in the health and safety regulations are immediately followed up.

Statistical returns are regularly monitored by the Education Safety Committee to consider and respond to trends.

33. For contracted out provision, a copy of the health and safety policy is required as part of the commissioning agreement.

34. Colleges/centres are responsible for:

- accurate **risk assessments** to ensure the safety of learners, taking into account individual capabilities including age and disability. Managers who are unable to do a risk assessment in a specialist area can access the Health and Safety Training Unit to do the risk assessment
- **adequate supervision of learners and safe systems of working**

35. **Communication on health and safety arrangements to learners**

General health and safety arrangements, e.g. fire, first-aid, accidents are part of the **induction process** of all new learners. In more “high risk” curriculum areas (e.g. exercise, sport, design) the specific health and safety arrangements for that curriculum area, and their own responsibilities in ensuring safety, are conveyed to the learners.

36. The health and safety arrangements for **outreach locations** are the responsibility of the management committee/owners/trust, but LEA staff need to be satisfied they meet health and safety criteria before agreeing their use.

37. **Plans to improve health and safety arrangements** include:

- **physical improvements** to buildings where health and safety issues have been identified (through the minor works/DDA compliance capital funding)
- **improving the risk assessment process** – continuing the Health and Safety audits started in 2002
- **raising the awareness** of all Youth and Community Education Service staff about the importance of accurate risk assessment and appropriate health and safety measures

SECTION FOUR – EQUALITY AND DIVERSITY
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38. The Youth and Community Education Service is committed to **promoting equality and to challenging discrimination**. All colleges, centres and voluntary organisations within the Service operate within the framework of the County Council's Equal Opportunities Policy and the Disability Discrimination Act. Each centre is required to have their own Equal Opportunities Policy as part of their funding agreement with the County Council.
39. All staff have a legal and contractual **responsibility** to seek to ensure equality and equal opportunities for all members of the community. Equal Opportunities is central to the induction and initial training programme provided for all adult tutors.
40. The Service makes use of a range of statistical information about the population it serves in order to aid planning. The data collection provides information on participants in terms of gender, ethnicity, disability and age. This enables the Service to make a comparison between statistics and participation which is then used as a planning and development tool.
41. Equal Opportunities underpins the work and the Service strives to ensure best practice in relation to the recruitment of staff, staff development and training, promotion and publicity, programme planning and delivery, including the targeting of provision.
42. Promoting equality and diversity is integral to the work of the Service which has always sought to build equality openly and actively into policy and practice at all levels.
43. There is a stated commitment to develop opportunities for those who have benefited least from education in the past. The Service is taking positive action to widen participation among under-represented groups. This is supported by a range of measures including:
- development work to draw targeted groups into learning
 - adults from black and minority ethnic groups
 - adults in disadvantaged neighbourhoods
 - adults (particularly men) with low or no qualifications
 - adults living in isolated rural areas (there are particular issues about progression from first-stage learning in rural areas with poor public transport)
 - young parents
 - older adults
 - adults with learning difficulties
 - adults with mental health problems
 - fee remission to adults on benefits or their dependants

Specific examples of equality and diversity work include:

- a “nurturing group” set up in Loughborough, to help develop the confidence and skills of Bangladeshi women to enable them to apply for employment in social, educational or community services. This, in turn, will help the development of more culturally appropriate social and community services (a need identified by Health, Social Services and Education)
- a small project working with Travellers, both on site and in community colleges/centres. Education in Basic Skills is provided through practical activities eg cookery, crafts as well as through family learning
- the development of work with asylum-seekers in Loughborough
- the Chrysalis project based in the Shakespeare pub in Braunstone, which provides appropriate and supported learning to people with mental health problems
- the club for lone fathers in Hinckley
- the translation of basic ICT teaching materials into five community languages for use county-wide
- provision for adults with learning difficulties across the county

The Service also encourages widening participation work with targeted groups by the allocation of a specific “widening participation” budget to Area Planning Groups on an annual basis. This budget supports approximately 20 local widening participation projects a year targeted on priority groups. The Service also allocates funding to approximately 20 projects for adults with learning difficulties and/or disabilities through the "Care in the Community" budget, including county-wide voluntary organisations such as Centre for the Deaf, Mosaic (for adults with disabilities), Headway (for adults with head injuries).

Monitoring and evaluation of all activity is undertaken. Projects monitor and evaluate the programme and also collect learners’ personal data (gender, ethnicity, disability, age and, where possible, level of educational attainment) and programme data and progression data is also collected.

Participation data will be used to evaluate performance to close the equality gap and widen participation.

BASIC SKILLS

44. Basic Skills is defined in “The Moser Report” as the “ability to read, write and speak in English and to use mathematics at a level necessary to function at work and in society in general”. In 2001/02 the Service provided little Basic Skills provision.

The 2002/03 Adult Learning Plan identified that the key priorities were to develop capacity within the Service to deliver Basic Skills as part of the National “Skills for Life” Strategy.

In order to develop Basic Skills as an integral part of the Service, ACL funding supported a Basic Skills co-ordinator to work across the County. Actions resulting from that appointment include:

- 20 tutors are now qualified in the Initial Certificate in Teaching Basic Skills. (The numbers are lower than anticipated because of the change in the qualification requirements mid-way through the year.) The Basic Skills support network is now firmly established offering continuing training sessions and an e-mail group. Several staff have been supported in the design and delivery of training
- Basic Skills awareness raising amongst 80 part-time adult tutors across curriculum areas, including an 8 hour course for 15 staff to support “embedded” Basic Skills learning in different curriculum areas (eg ICT, art and craft). Embedded Basic Skills work is still largely under-developed although expertise is growing. Two courses are being piloted and 20 tutors have mapped their courses to the Basic Skills standards
- developing discrete courses with options for accreditation
- links with the Basic Skills Quality Initiative (BSQI) ensuring that various action plans link together
- curriculum development and consideration of varying modes of delivery – intensive, short courses, ICT, supported distance learning etc.
- ensuring appropriate progression routes
- linking with work around family learning opportunities, and community development work, and developing progression routes into Basic Skills learning
- awareness training for youth workers, library staff and the Youth Offending team, as well as 100 ACL staff
- co-ordination of the Basic Skills Strategy group to oversee new developments and develop a county action plan
- partnership work with other providers through the Local Learning Partnership
- awareness-raising training for voluntary organisations, (eg. PLA, the Guides) to develop the delivery of Basic Skills within and through these organisations

45. The Learning Partnership was successful in attracting European Social Fund (ESF) funding to support **Basic Skills capacity building** in 2002/03 by the appointment of Basic Skills tutor development workers. In the county, the two posts were used in two different ways:

- in Harborough, continuing the work of the Harborough Skills Outreach Project, 35 learners were recruited – with work mostly on an individual basis (supported distance learning). This project has reached the most vulnerable and difficult to engage learners, partly through the preparatory and on-going work with other agencies in the area (notably Job Centre Plus and Home Start), and there is now a wide referral base. It is hoped to continue this work funded through the FE funding stream, and a bid to the local LSC has been made to that effect

- in Blaby and Wigston, supporting a tutor development worker to work with the Mobile ICT team and the local community colleges. This model has needed more time to develop but has shown its potential as a tool for building capacity
46. The following areas require further development and will **be priorities for development in 2003/04**:
- Access to level 4 training for existing staff
 - Curriculum development especially as regards embedded Basic Skills and progression routes
 - Quality assurance systems including developing policies and procedures for the internal verification of Individual Learning Plans (ILPs)
 - Continuing professional development including dyslexia training and strategies for supporting dyslexic learners
 - An extra section of the part-time adult tutors pack to support Basic Skills Awareness, sensitive referral and inclusive teaching and learning
 - A Basic Skills policy to underpin the Service's work
 - Learning support and study skills for all learners who need this
 - Continuing expansion of the discrete programme as demand increases
 - The development of the pre-entry Basic Skills curriculum across the county
 - A start to be made on developing English for Speakers of Other Languages (ESOL) – details in paragraphs 68 - 70

The development of Basic Skills work across the Service as an integral part of provision will take time, and growth of direct delivery of Basic Skills courses will vary across the county according to needs, the shape of current provision and availability of staff expertise. The Service is not simply adding Basic Skills to the curriculum offer but is attempting to develop and widen the entire curriculum to attract learners at entry level and level one, thus ensuring Basic Skills as an integral part of the programmes. As the capacity to deliver grows and need is turned into demand, substantial posts in the field – both as tutors and professional support/development workers – will be required.

In line with LSC policy, no learners on discrete Basic Skills courses or embedded Basic Skills courses with at least 50% of learning outcomes mapped to the BS standards will be charged any fees.

The Plan to raise the level of Basic Skills in the adult population is given in Appendix 1.

WIDENING PARTICIPATION

47. The Service has been committed to widening participation for many years and has identified specific funds to support this work. Annual grants are allocated to community colleges and centres through the Area planning process for widening participation projects. In 2001/02, 24 projects supporting 745

learners were funded. Additionally, there is an allocation of funding specifically to support adults with learning difficulties and/or disabilities; in 2001/02 20 projects supporting 684 learners were funded.

In 1999, the Lifelong Learning Development Fund (DfES) granted extra funding to widen participation, and this was used to set up the Adult Learning Development Team (7 x 0.5 adult learning development workers, one based in each district council area and centrally managed) and the ICT co-ordinator post to develop widening participation through ICT. (Funding through other sources has since enabled a mobile ICT team of five ICT tutor/development workers to work across the county.)

During 2002/03, the local LSC has funded, through the Local Initiative Fund (LIF) and ESF funding, a large widening participation project steered by the Learning Partnership. This includes the two LEAs working through a community development approach, all the FE colleges working to bridge the transition for community based learners into mainstream learning, and the voluntary sector working to develop a "toolkit" to enable learning through the community and voluntary sector. For Leicestershire it has funded 7 x 0.4 FTE community development workers ("Learning in the Community") focussed on small geographical areas (wards or estates) which suffer from educational disadvantage, 2 x 0.4 FTE workers working with specific communities (Bangladeshi community in Loughborough, travellers in Harborough), and 2 FTE adult learning development workers to develop work specifically with adults with mental health problems and with adults with learning difficulties.

48. Widening participation activity in all widening participation work has largely mirrored the Learning Partnership four phase model of undertaking face-to-face work in the community (which may include the identification of a 'learning champion'), arranging accessible first rung learning opportunities, ensuring that all provision is backed up with easy access to quality information, advice and guidance (IAG) and fostering progression by bridging the gap between community-based and "mainstream" provision in community colleges and FE colleges.

The **differentiation** of approach is achieved by the level of emphasis and expectation placed on each stage of the model. For example, when working with the very hard to reach - where there may be an ingrained resistance to engaging in learning - the face-to-face step may be protracted and may incorporate a large element of informal learning experience. Enhancing IAG alone will not draw in hard to reach learners, but will be exactly what is required to draw in a potential learner who is already inclined towards study, but may lack confidence and information.

This practical strategy for drawing in 'more and different' learners has been set alongside one for developing **partnership arrangements** with both corporate and external partners so that the learning needs and gaps in provision for under-represented groups can be identified, and potential learners identified by other agencies (eg health visitors, Social Services) can be reached.

49. During 2001/02 the **Adult Learning Development team**, working with the Mobile ICT team and community colleges, initiated and ran 107 courses with 833 learners and 33 one-off events with 633 participants. The **Mobile ICT team** ran a further 241 basic ICT courses, and the Farmers' Learning Outreach project (emda funded) recruited a further 31 learners.

For 2002/03 the Service targeted the “**harder to reach**” and developed a differentiated strategy with action plans for different groups of adults; residents of deprived neighbourhoods; adults from ethnic minority groups; young parents; older adults; ex-offenders; adults with learning difficulties; adults with mental health problems. The adults worked with so far include adults who are homeless or in supported tenancies; continuing work in the “Learning Bus” at a Hinckley homeless hostel; parents – particularly those referred to provision by the health service in Hinckley, Earl Shilton and Enderby (and including young and/or vulnerable parents); parents living in relatively deprived areas such as South Wigston, Sileby, Mountsorrel, Fleckney, Asfordby, and Croft; adults living in rural areas which experience deprivation and poor access to services such as Long Clawson, Buckminster, Sapcote, Tilton on the Hill and Billesdon; unemployed adults (such as those associated with Hinckley Worklink); men with low or no qualifications (Working Men’s Clubs particularly in the west of the county, small farmers and agricultural workers in Harborough, Melton and Hinckley and Bosworth districts; young fathers (some homeless) reached via the setting up of a ‘Dads and Kids’ club in Hinckley, or via Dads’n’Lads provision in Melton Mowbray; older learners who find it difficult to access mainstream provision (older communities sometimes “marooned” in otherwise prosperous areas such as west Leicestershire, Melton and Harborough, and Asian elders located in South Charnwood, Wigston, Oadby and Braunstone); Asian adults with low or no qualifications in Wigston Central Ward and some Oadby and Wigston parents; adults who live in areas of particular educational disadvantage such as Bagworth, Barlestone, Glen Parva and several Oadby and Wigston wards.

50. The **LIF funded project** has enabled community development work in the following areas: Earl Shilton, Barwell, Ashby (Sanctuary Estate), Hinckley (Wykin Estate), Lutterworth (Sherrier Estate), Melton (Fairmead Estate and Egerton Ward), Coalville (Agar Nook Estate), Loughborough (Shelthorpe Estate and with Bangladeshi community), Wigston (Central Ward).

Targeted work with adults from **ethnic minority groups** is taking place with travellers on two Harborough sites, with the Bangladeshi community in Loughborough and with Asian elders in Oadby and Wigston. Most of the workers started in July, and, after an initial training and induction period, have been working intensively in their areas. Informal learning groups have been set up from January 2003.

51. **Adults with learning difficulties and/or disabilities**

A different approach has been taken for adults with learning difficulties and mental health problems.

Funded by the local LSC as part of the LIF widening participation project two development workers (one for learning difficulties, one for mental health) have conducted audits for each area of work, consisting of visits to all LEA provision and linked Voluntary Sector and Social Services/Health organisations in order to identify the quantity and quality of work currently undertaken and the issues and perceptions around it. Reports from these audits are being fed into the local LSC Steering group for ALDD, the Learning Disability Partnership Board, the County Adult Mental Health Strategy group, and the Service ALDD network in order to inform the further development of this work. A strategy is emerging based on close co-operative working across agencies, enabling choice and progression for individuals, ensuring that education is widely available across the county in more flexible and responsive modes (eg self-advocacy skills, preparation for employment/volunteering). The Service is working with the Welfare to Work Employment Initiatives team to prepare adults with learning difficulties and with mental health problems to effect a supported transition to employment.

52. The following tables show the profile of the adult population in Leicestershire and the profile of participants in adult learning (ACL funded only).

ADULT POPULATION PROFILE

Total adult population (mid 2001 estimate) 18+	468,538
% age with learning difficulties of all adults (1995 figure)	0.37%
% age of adult population aged 60+ (mid 2001 population estimates)	20.7%
% age of total population from ethnic minorities (based on 2001 Census)	5.29%

<u>Learners</u>	<u>Expected 2002/03</u>	<u>Planned 2003/04</u>
Total numbers	20,800	21,600
% male	25%	25.3%
% learning difficulties and/or disabilities	5.5%	6%
% from minority ethnic group	7%	7.3%
% aged 60+	20%	20.5%
% Basic Skills learners	2%	3%
		* Many Basic Skills learners funded through FE funding

Notes on these tables:

- *These figures on **gender and participation** in Leicestershire's ACL provision need to take into account the overall picture. FE funded programmes provided by the Service, and provision at the FE colleges, the Universities, and private training providers, as well as learning opportunities provided by the City Council and employers, are also available to learners in Leicestershire. Latest evidence suggests that 77% of males in Leicestershire are participating in education, training or learning (the national average) whilst only 69% of females are participants*
- *Numbers of adults with learning difficulties are likely to be an underestimate, and numbers of adults with disabilities are not known*
- *The Census 2001 identified a significant Chinese community in Leicestershire (included within the ethnic minority percentage)*

53. Specific **widening participation activities** planned for 2003/04 include:

- continuation of the work of the **mobile ICT project** in rural areas, with voluntary organisations and with adults with learning difficulties and/or disabilities (particular foci on visual impairment and mental health) – approximately 2,000 learners are estimated in 2003-04
- continuation of the **widening participation projects** organised by community colleges/centres. It is likely that there will be fewer, but more substantial projects; some colleges are collaborating to invest in a development worker across the area. 15 projects reaching 600 learners are estimated for 2003-04
- continuation of the **adult learning development work** which operates through partnership and consultation to identify adult learning needs and to provide appropriate “first step” local learning opportunities in community venues, thus promoting adult learning, building demand for learning and building community capacity. It is estimated that 600 new learners will be reached in this way
- continuation of sustained and intensive "**neighbourhood renewal**" linked development work
 - a minimum of 10 highly disadvantaged neighbourhoods worked in
 - case studies produced in each documenting capacity build of individual learners/community groups/the community
 - detailed evaluation and future action plan produced for each neighbourhood worked with and used to inform the work of the local learning forum
 - further development and maintenance of ‘good practice’ network of community development workers
 - identification of key referral agents in each community
 - 230 learners from these communities engaged in informal or non-formal learning
 - minimum of 1 community based learning champion identified in each area

- work to sustain current and new “**outreach**” **ACL provision** in community venues
- identification and **dissemination of existing good practice** in first steps curriculum, curriculum design for effective ‘learning pathways’ which sustain new learners in the learning habit and curriculum offers which bridge the gap between ‘first steps’ and mainstream
- development of **key tutors** who are currently ‘best practitioners’ in delivering learning opportunities inside the widening participation agenda
- implementation of the local LSC strategy for provision **for Adults with Learning Difficulties**, in collaboration with the Learning Disabilities Partnership Board; and for provision for **adults with mental health problems** in collaboration with the Adult Mental Health Strategy group
- development from the local LSC strategy for Adults with Learning Difficulties and/or Disabilities the Service strategy for adults with **physical disabilities and sensory impairment**. It is hoped that the Service can support the ICT training element of the “**Leicestershire CareOnLine**” project (an “Invest to Save” project, led by Social Services, which enables adults housebound by physical disability or ill health to access services through the Internet from their own home); a bid to the FE funding stream of the LSC has been made to this effect
- linking of the widening participation strand of work to **basic skills** and **family learning work**, to ensure that learners’ needs are addressed in the most satisfactory way possible
- development of widening participation across the **ACL curriculum** to attract “more and different learners” through high quality IAG, relevant and interesting curriculum options and appropriate learner and learning support
- development of **links to mainstream learning**, both with the FE transitions project and through developing the practice within community education
- linking of widening participation to the **neighbourhood renewal** and **citizenship agenda**

(Plans for widening participation, neighbourhood renewal and citizenship have been merged and are set out in Appendix 1)

FAMILY LEARNING

54. Family Learning has been a strand of the Youth and Community Education Service for many years and staff are familiar with the concept and practice of intergenerational learning. The family is seen as an effective educator for all its members. In the last three years the national focus on Family Learning has led to an expansion of these activities within a framework of widening participation, improving achievement, enabling parents to support their children’s learning and combating social exclusion. LEA staff were central to the formation and maintenance of the Learning Partnership Family Learning group, which includes the two LEAs, FE sector, voluntary sector, Connexions, Libraries Service, local LSC, and are involved in the National Steering Group

for Family Learning. The LEA has set up a Family Learning Network which meets termly to discuss new ideas and plan future projects.

The appointment of a **Family Learning Co-ordinator** (using LSC Local Initiative funding and ACL funding) in September 2002 has enabled the following to happen:

- setting up a **staff development** programme for family Learning practitioners, and a staff support network
- developing a more robust mechanism for **targeting** families, working with the Schools branch of the Education Department, the Early Years and Childcare Service and individual schools/nurseries/playgroups
- working with Social Services, the Early Years and Childcare Service and the voluntary sector to identify appropriate Family Learning programmes for **vulnerable families** and training staff to undertake this work
- ensuring that **Basic Skills support and Information, Advice and Guidance** are “built in” to Family Learning programmes
- providing progression routes/sign-posting to further learning opportunities (both formal (eg courses, training opportunities) and informal (eg through Libraries, Museums, the Internet)
- **supporting a range of Family Learning provision** (at low cost, or no cost to participants) including informal courses such as crafts, cookery and nutrition, story-telling, environmental projects, sports and games, and ICT to provide initial, interesting and non-threatening learning experiences for non-traditional learners. These have varied from one-off “taster” events to eight or nine hour courses spread over three or four weeks. Sixty five projects ran from April 2002 to March 2003. Twenty events took place during Family Learning weekend at schools, colleges and centres across the county involving 260 women, 115 men and 475 children. Two Family Learning weekend events in Loughborough were designed for refugee and asylum seeking families.
- **offering Family Learning in innovative and inclusive** ways to engage children of all ages, male and female members, young parents and others in the extended family, and other carers. Work in Melton Mowbray has included an “Active Dads” programme to increase fathers’ involvement. One Loughborough based project has focussed on working with families whose high school children were at risk of exclusion. A project in Hinckley developed from health workers in the area identified the learning needs of young, isolated parents in hostels. Courses on story-telling and parenting have attracted parents concerned with helping their children. In Loughborough workers have engaged families from ethnic minorities in home language provision
- **developing Family Learning as an important strategy in widening participation** by offering provision in local community locations and targeting areas of social deprivation and disadvantage, non-participating groups, eg fathers and young parents. Family Learning has been delivered at 22 community colleges/centres, 15 community primary schools and 11 other primary schools. Events were held also at libraries, a country park and Charnwood CVS

- **promoting Family Learning** through marketing activities and the dissemination of good practice (a City and County conference on Family Learning is planned for 20th March 2003)
55. Funding through the LSC has enabled a more strategic approach to development across the county. Plans for further development include:
- continuation of support for a **wide range of provision** which is free to participants, in addition to Family Literacy and Numeracy programmes. New areas for development in 2003/04 include modern foreign and community languages, and helping children and parents cope with the transition to secondary school
 - continuation of the **Family Learning Co-ordinator** post to lead on policy, budgetary control, maintain national and regional links, collaborate with County Council departments and external agencies, and to advise on staff development issues and link with tutors in the field
 - delivery of a **staff development and training** programme for Family Learning tutors employed on sessional and fractional contracts
 - purchase of **resources** for use by Family Learning tutors and the provision of dedicated space for storage
 - Family Learning tutors will evaluate provision and report on issues such as recruitment, attendance and progression to inform good practice
 - further **collaboration** with Social Services, the Early Years and Childcare Service and the Voluntary Sector to identify and deliver appropriate Family Learning programmes for vulnerable families and for children and/or parents with learning difficulties and/or disabilities
 - **promotion** of Family Learning and the dissemination of good practice
 - continuation of collaborative, planned development across the City and County through the Learning Partnership **Family Learning sub group**
56. Performance monitoring information will be collected for all Family Learning provision as required by the LSC.

FAMILY LITERACY, LANGUAGE AND NUMERACY

57. *“Parents with poor literacy and numeracy skills are likely to have children with similar difficulties. In order to break this generational cycle of underachievement we must ensure that we are working with parents – as well as with grandparents and other primary carers – to support literacy and numeracy activities with their children.”*

(“Skills for Life” 2001)

The above quotation provides a rationale for this important strand of Family Learning work. Family literacy, language and numeracy programmes enable children and their parents and carers to develop their skills in literacy, language and numeracy – both together and separately. Courses vary in length, from 3 hour workshop sessions through to 72 hour intensive Family Literacy programmes based on the Basic Skills Agency (BSA) model of

delivery. Provision is delivered in schools and in other community venues and centres, predominantly during the day, but also including provision during evenings and weekends.

58. Funding to support family literacy, language and numeracy is used to teach parents and their children. Activities may include grandparents, siblings and other members of a children's extended family, as well as foster parents and carers of looked after children.
59. Courses currently being supported include Family Literacy, Family Numeracy, Keeping up with the Children, and family literacy and numeracy workshops. During the current year 6 Family Literacy programmes, 1 Family Numeracy programme, 50 Keeping up with the Children courses and 4 workshops have been delivered across the LEA's provision. The adult component of these courses is mapped to the Basic Skills standards and is contributing to the "Skills for Life" Strategy.
60. During 2003-2004 the LEA is planning to develop and extend its programme delivery within this strand of funding, in line with national developments from the Adult Basic Strategy Unit and Basic Skills Agency. Additional models for provision being considered include Early Start courses for parents and children aged 0-3; courses for fathers; workplace family programmes and residential courses.
61. The LEA is currently developing its capacity to respond to additional funding for family literacy, language and numeracy from April 2003. New appointments will be made in Summer 2003, and will include a Training and Staff Development role focusing on building capacity of staff within the Skills for Life agenda. 6 x 0.5 tutor development workers will be appointed to teach on family literacy, language and numeracy programmes. Their role will include liaison with families of schools and with other potential partners in delivery, and will target areas of greatest deprivation across the County.

Targeting will take place using a variety of information and networks including:

- indices of multiple deprivation, and of educational deprivation
- SATs results, school base-line assessment indicators and other statistical information available within the Education department relating to levels of literacy, language and numeracy
- numbers of adults with low basic skills
- close liaison with LEA Literacy and Numeracy Consultants, Early Years and Advice and Inspection staff
- development work being undertaken by Adult Learning Development workers and community development workers
- neighbourhood nurseries and SureStart initiatives

Work will be closely linked with the Basic Skills Strategy and with service wide priorities for widening participation as well as with Education Development Plan priorities to, "continue to strengthen community and parental partnerships' as a basis for raising attainment in the Foundation Stage and in

primary schools, particularly in Literacy and Numeracy” (Education Development Plan 2002-2007)

A target will be set of 400 families engaging with family literacy, language and numeracy activity across the range of programmes.

62. Work delivered within family literacy, language and numeracy programmes will be closely linked with the LEA’s Basic Skills provision. The appointment of an additional member of staff with a Training and Staff Development role for Family Learning and Basic Skills will focus on developing the Skills for Life infrastructure within family literacy, language and numeracy programmes. Mechanisms will be put in place to support good practice in screening, initial and diagnostic assessment, learning materials, qualifications and national tests, as well as recording learning and achievement of parents and children and tracking their progression routes. Targets will be set for 2003-2004 at 70% attendance; 75% retention on programmes; 70% of parents making progress against planned learning outcomes; 25% parents gaining qualifications.

(Plans for family learning and family literacy, language and numeracy are given in Appendix 1)

NEIGHBOURHOOD STRATEGIES

63. The LEA is already involved in consultations concerning strategies for neighbourhood renewal, through its relationship with other departments of the County council (particularly Community Services and Chief Executive’s departments), its links to Local Strategic Partnerships through Area Planning Groups on a District Council level and its involvement in the drawing up of the Action Plans for the LeicesterShire Economic Partnership (LSEP). In 2003/04 it is planned to continue to develop most of these relationships, particularly with the Regeneration and Community Development team of the Community Services Department. The Service has also been heavily involved in community consultation events at village/ward level, and can bring this expertise to the neighbourhood renewal work.

It is planned that the Area Planning Groups will be replaced by **Local Learning Fora** in each of the District Council Areas, to act as the learning arm of the Local Strategic Partnership (LSPs). The LEA will assist the Learning Partnership in this development to enable a focus on the needs of learners at local level. It is hoped to link the parallel local developments in Social Services/Health (Locality Groups based on District Council boundaries for learning difficulties; People’s Fora similarly based for mental health) to the Local Learning Fora so that communication and collaborative planning can be maximised.

64. In relation to the **specific** work to be undertaken by the Service, the following actions are planned:

- to define neighbourhood renewal activity and conduct an audit of the Service's current provision, skills and partnerships
- to identify a systematic means of identifying qualifying areas for neighbourhood renewal (a Renewal Framework) which could also identify smaller pockets of deprivation, and to identify stakeholders in specific areas to be targeted
- to promote shared understanding of neighbourhood renewal activity through a Service conference illustrating good practice from within and without the Service
- to undertake both generic and specific curriculum development in selected areas (eg housing/financial literacy/conflict resolution) preferably in partnership with the appropriate agency
- to undertake staff development in 3 respects:
 - awareness raising amongst all staff
 - more in-depth training with staff engaged in targeted/widening participation work
 - in-depth (or continued) training of staff to enable them to become 'neighbourhood renewal specialists'
- to further develop and expand the current network of community development practitioners
- to work on developing appropriate targets, outcomes and evaluation techniques for this work (including developing the work on "Quality of Life" indicators)
- to create examples of improved partnership working across the 3 tiers of local government

CITIZENSHIP

65. It has long been recognised that a key outcome of engagement in informal or non-formal first rung learning is enhanced community capacity; parents may be more confident about supporting their children's learning, neighbours have a reason to talk to one another and individuals often emerge who advocate on behalf of their own community and/or are active in setting up community groups.

The Service aims to develop citizenship across the curriculum by:

- sharing good practice (including that which might be found in a school or youth service setting currently)
- curriculum development which links building skills for active citizenship with local learning pathways and the opportunity to enhance and develop skills for employment
- extending partnership
- staff development
- development work on targets, outcomes and evaluation techniques
- work to develop participation skills for adults with learning difficulties/mental health problems

NATIONAL LANGUAGES STRATEGY

66. Developing from the Government's National Languages Strategy to increase the quality and scope of Modern Foreign Language (MFL) teaching and community language teaching, the Service plans to improve the quantity and quality of MFL and community language provision across the county. The long term vision is to see MFL and community languages as a key contemporary life skill, with the Service offering a curriculum that is accessible, planned, coherent, differentiated and progressive, taught by skilled, competent staff with good multi-media resources and equipment through a variety of modes (as appropriate to the target learners), in response to learner, community and employer needs.
67. It will take time to develop to this level. For 2003/04 the following activities are planned:
- A focus group of staff to develop these ideas and take some forward
 - A partnership group, including the City LEA, FE colleges, voluntary organisations, Comenius, Centre for Information on Language Teaching (CILT), and employers to develop a Leicestershire and Leicester City strategy around modern, foreign and community languages and culture
 - Piloting the development of MFL and community languages through family learning and through e-learning
 - Piloting different intensities of learning (eg weekend courses)
 - Piloting community language and culture courses (eg Bengali literature through Bengali)
 - Researching vocationally-specific courses eg bi-lingual skills in childcare; foreign languages for work

ADULT ETHNIC MINORITY ACHIEVEMENT GRANT

68. This is the first time that the Service has been funded specifically to develop English for Speakers of Other Languages (ESOL). It intends to use the funds to develop capacity to respond to the ESOL needs of adults in community based settings.
69. The specific activities planned include:
- to appoint a 0.5 ESOL trainer and set up a training programme
 - to develop, with the Learning Partnership Basic Skills sub group, an ESOL group to aid planning and avoid duplication
 - to liaise with the LEA Ethnic Minority Achievement Service (EMAS) in order to develop joint work. To develop an ESOL "surgery" at the drop-in for new arrivals in Loughborough, which is supported by EMAS
 - to develop ESOL provision for the Asian elders groups already supported by the Service in Braunstone, Oadby, Wigston, Birstall, Syston, Thurmaston
 - to work with isolated groups of adults with ESOL needs across the county

- to work with adults with ESOL needs identified by the community based work of the community development workers, the Mobile ICT project and the Adult Learning Development workers
70. A report detailing the work and its outcomes will be prepared and sent to the LSC at the end of the year.

DISABILITY DISCRIMINATION ACT

71. The Service has welcomed the extension of the Disability Discrimination Act (DDA) to education and its new legal responsibilities:
- not to treat disabled students less favourably for a reason related to their disability; and
 - to provide reasonable adjustments for disabled learners
72. The Service is aware that these duties apply to any service which is specifically for learners, and that the duties are anticipatory, so that the Service will need to anticipate the likely needs of disabled learners and not merely respond to individual needs as they arise.
73. During 2002-03 the Service has completed the following actions in relation to DDA:
- distributed the NIACE guidelines on the DDA in relation to adult learning to all large and small centres and all voluntary organisations
 - created and distributed a check-list for centres to use in order to identify the procedures for each part of the DDA and the named person responsible for ensuring these procedures are carried out
 - participated in the two day training events organised by the LSC (approximately 15 staff attended)
 - distributed to all centres the information leaflets for specific members of staff produced by the LSC
 - set up a series of training events to ensure that all staff are aware of the implications of the DDA. Approximately 80 staff (programme managers, adult tutors, officers, administrative and reception staff) have attended this training
 - distributed the toolkit produced by the LSC and AoC and the booklet produced by the Disability Rights Commission to all major centres
 - set up some training on specific disability issues (eg on visual and auditory impairment)
 - audited current service provision for two groups of learners; adults with learning difficulties and adults with mental health problems, and anticipated future need by close liaison with Social Services and the Health Authority
74. The Service has used LSC funding for DDA compliance in the following ways:

- commissioned the following **alterations** to the buildings listed in order to facilitate access for adults with disabilities
 - **ramps/improved access** at Brockington Community College (Enderby), Belvoir Community Centre (Bottesford), Forest View Adult Learning Centre at John Cleveland Community College (Hinckley), Fleckney Library Adult Learning Centre, Travellers' Transit van
 - **accessible toilets** at Longslade Adult Learning Centre (Birstall), Forest View Adult Learning Centre, John Cleveland Community College (Hinckley), Fleckney Library Adult Learning Centre
 - **stair lift** in the "House" Learning Centre at Roundhill Community College, Thurmaston
 - **hearing loops** at Welland Park Community College, Market Harborough
- purchased the following **aids** to make services more accessible:
 - 2 Evac-U chairs
 - 3 portable hearing loops
 - a portable desk for wheelchair users
 - adapted ICT equipment

75. The Service has set up a working group to consider the strategic implications of the DDA part 4 and to develop plans to respond to these requirements. This group consists of field staff and officers (including the County Council's Disability Officer).

76. This group is developing plans for 2003-04 to:

- ensure that **all** staff have access to training on the DDA by continuing and extending the training programme
- commission and develop training on "specialist" disability awareness raising (eg sensory impairment, physical disability, learning difficulties, mental health)
- use the completed audit of provision for adults with learning difficulties and with mental health problems to develop good practice in relation to provision for these groups
- audit current provision in relation to sensory impairment and physical disability
- consider a DDA audit on all buildings used for ACL
- advise on adaptations and aids to make buildings and services accessible to adults with physical and sensory impairment
- ensure that any Service Level/Commissioning Agreement includes the new responsibilities under the DDA
- ensure that outreach staff are trained to consider DDA issues when considering new venues/new groups

DISABILITY STATEMENT

77. A copy of the LEA's Disability Statement and Disability Policy is attached along with copies of County Council Guidance Notes on Consulting with

Disabled People, Producing Information and Publicity, and Welcoming Disabled Customers.

SECTION FIVE– RESOURCE MANAGEMENT

NEEDS ANALYSIS

78. In order to provide as complete a picture as possible, this section attempts to analyse need under various categories:

- a) economic and employment related needs
- b) education and skills needs
- c) social and community needs
- d) environmental needs

using information from national and local research, forecasts and trends, supplemented by information gained from consultation with other agencies and with communities.

a) **Economic and Employment Needs**

The national **labour market** has changed significantly over the last decade and the pace of change continues to grow. There has been a significant decline in low skilled jobs in manufacturing accompanied by an increase in higher skilled jobs in service industries. Technological advances means that new skills are necessary in almost every industry.

The East Midlands had traditionally been a low skills-low pay economy. The East Midlands Development Agency (emda) recognises the need *“to raise the aspirations of the people in the region – as individuals and parents as well as employers and members of regional communities”*. This statement, published in the Framework for Regional Employment and Skills Action Forum (FRESA) document, sets out the regional aspirations of the major economic and educational bodies in the East Midlands, planning for a re-invigoration of the area. FRESA aims to help individuals view learning *“as an asset that will increase their employability, earnings potential and quality of life”*, and is prioritising five themes in its action plan; Raising skills in the Workforce; Management and Leadership; Employability for All; Skills for Enterprise and Innovation; Knowledge and ICT. Within this action plan are certain themes that have particular relevance to Adult & community Learning; helping to raise the skill levels of the 40% of the East Midland workforce with a minimum level of education through a skills passport; developing employability for all through enabling the 25% of adults with low levels of literacy and numeracy to raise these skills levels; developing information, advice and guidance (IAG) for adults alongside “learning champions”; promoting innovative strategies for process and people development; supporting ICT based learning where access to learning is limited; developing work with the voluntary and community sector to increase ICT skills; supporting the development of broadband in schools.

The **Leicestershire economy** is diverse with a large number of small and medium sized enterprises. There is still a high proportion of employees in

manufacturing (26%) though the growth is in service industries. In the “Business Survey – Summer 2002” it is reported that business optimism has increased in both the manufacturing and service sectors although overall optimism remains negative for manufacturing (and particularly for the textiles sector). The greatest area of recruitment difficulty remained skilled manual workers in craft occupations and there has been an increase in recruitment difficulties to clerical and secretarial occupations and personal and protective services (particularly for jobs with un-social hours such as care workers and bar staff).

40% of firms reported that **skills shortages** are having a serious impact on their business. 4% of firms said that shortages in Basic Skills among their workforce were very serious and 10% fairly serious.

Overall **unemployment** is low (1.9% November 2002), but this ranges from 0.5% in Queniborough ward (Charnwood) to 4.4% in Greenhill ward (NWL), 3.4% in Central ward (Wigston) and 7.2% in Loughborough Hastings ward. Areas of deprivation tend to be concentrated in the urban areas of Coalville, Loughborough and Wigston with smaller pockets of deprivation in both urban, suburban and rural areas. Access to learning provision is a key issue for some of Leicestershire’s rural communities.

b) Educational and Skills needs

The National Skills Task Force highlights six areas of “skills deficiency”, including the “major adult skills gaps” of the large proportion of the adult workforce with no qualifications or qualifications below Level 2; Basic Skills deficiencies and generic “employability” skills deficiencies.

The Leicestershire Household Survey, 2000, identified 43% of adults qualified to Level 3 and 25% of adults qualified to Level 4 for the Leicestershire LSC area. 32% of respondents in this survey felt there were no skills they needed to develop in the next 12 months and this rises to 42% of those who had not undertaken any training or learning since leaving school. This demonstrates a clear need to increase the demand for learning in Leicestershire. Evidence from employer surveys links low participation and achievement levels to recruitment difficulties.

The table below shows the baseline position of Leicestershire and of the nation in 2001/02 for adult participation in education, learning and training, and for adults with Level 2 and with Level 3 qualifications.

	Leicestershire		England	
	Male	Female	Male	Female
Adult participation	77%	69%	77%	71%
Level 2 qualifications	68%	56%	70%	63%
Level 3 qualifications	47%	36%	50%	41%

The Leicestershire figures show a shortfall compared with national figures, particularly for females (2% below the national level for participation, 7% below for Level 2, 5% below for Level 3).

Basic Skills

The national target for Basic Skills is to involve 750,000 new learners in literacy and numeracy training by 2004, and in Leicestershire, to raise the number of adults qualified in Basic Skills by 12,700. Basic Skills Agency ward based data identifies the areas of greatest need.

Educational Deprivation

The Multiple Deprivation Index now also lists wards in relation to educational disadvantage. The following table shows the number of wards in each District Council area and the number which appear to suffer from some educational disadvantage (ie scoring a plus on the educational disadvantage scale).

<u>District Council</u>	<u>No of wards</u>	<u>No of wards with some educational disadvantage</u>
Blaby	21	7
Charnwood	29	14
Harborough	26	2
Hinckley and Bosworth	18	10
Melton	17	0
North West Leicestershire	22	7
Oadby and Wigston	10	10

The most significantly educationally deprived wards are:

Bassett (Wigston)
 Greenhill (Coalville)
 Barlestone, Nailstone, Osbaston
 Clarendon (Hinckley)
 Central (Wigston)
 Fairfield (Wigston)
 Ibstock and Heather
 Oakthorpe and Donisthorpe
 Bagworth
 Earl Shilton
 All Saints, Wigston
 Woodthorpe, Loughborough
 Glen Parva

These indicators will increasingly be used to help target the work of the Service.

c) **Social and Community Needs**

The population of Leicestershire is estimated to be 468,538 (18+ population: 2001 mid year) a considerable growth since the Census of 1991. Population projections predict that significant growth is predicted for the 45-59 and 65+ categories, illustrating an ageing population. The numbers of people from ethnic minority backgrounds living in the county has also increased significantly and is now estimated at 5.2%. This has significance for the type of services and skills needed (eg culturally appropriate care services in the health and social service sector).

The percentage of the population with learning difficulties is likely to rise by one per cent per year.

There are approximately 35 gypsy/traveller sites across the County, situated mainly in North West Leicestershire, Hinckley and Bosworth and Market Harborough. These sites are home to some 200 families. Additionally, there are two local authority sites in Blaby and North West Leicestershire, where approximately 25 families live. There are 17 showmen winter quarters in the County, home to about 70 families.

Teenage pregnancy - figures included in the Leicestershire Health Authority "Teenage Pregnancy Strategy" indicate that areas of North West Leicestershire, Charnwood and Hinckley and Bosworth have the highest rates of teenage conception.

Debt - an SRB -funded survey, 'Debt and Money Advice in the Rural Priority Area of North West Leicestershire and South Derbyshire' identified the large scale of personal debt in the area and included a recommendation that "a major drive to improve skills and awareness" should include courses in 'Financial literacy and budgeting skills, including dietary advice'.

The Multiple Deprivation Index highlight areas of concentrated disadvantage and indicate that the most deprived Leicestershire wards are located in Loughborough, Coalville and Wigston. The Leicestershire Economic Research Partnership will be conducting an in-depth Household Survey in 6 wards in these areas which will give accurate and up-to-date data.

Community Needs have been identified through community consultation. Youth and Community staff are major contributors to "Planning for Real" consultations, and have a growing role in aspect of Village Appraisals. The Village Appraisal Protocol insists that relevant departments respond actively to needs identified by residents, and there are now questions on education and training needs included in the "menu" of questions from which residents select when constructing survey questionnaires. This has resulted, in some villages, in an identification of learning needs.

District Council surveys are also used to provide insight into areas of need; these include the Blaby District "Quality of Life Survey" and the Oadby and

Wigston “Lifestyle” Survey, as well as the “Planning for Real” consultations undertaken by Charnwood Borough Council.

The LEA works with partners both within and outside the Authority to identify need. **The County Council Corporate Lifelong Learning Group** is a forum for mutual updating and addressing of issues.

Joint work with **Social Services** is used increasingly to prioritise needs amongst client groups. Active development is on-going with the Adult Mental Health Strategy Group, the Learning Disabilities “Partnership Board” and the Asian Elders Steering Group, and with Social Services/Early Years and Childcare Service around family learning for families at risk, linking to the Children and Young People’s Preventative Strategy and the development of Children’s Fund activities.

The Best Value Review of other services may provide information on learning needs (for example the Learning Disabilities Service review where adults with learning difficulties responded to the consultation exercise by asking for education provision that was more local, more flexible and more responsive).

The **Leicestershire Rural Partnership** (whose wide-ranging membership includes district councils, CVSs and the Rural Community Council) operates across 7 programme areas to identify rural issues.

More work is planned in conjunction with the emerging **Primary Care Trusts** to identify any health promotion issues which might be addressed through learning (eg “Prescriptions for Learning”).

The **Local Learning Partnership** is key to planning adult learning provision across the County in response to needs. The LEA makes a full contribution to the Family learning, Basic Skills ,Adult & Community Learning and Cross Sector Quality sub-groups as well as the IAG Steering Group and the Rural Issues Group, and has membership of the Partnership Board at a strategic level, and at Implementation Group level.

As well as being informed by formal data as outlined, LEA staff are active in fieldwork which entails going into areas targeted according to deprivation data and linking with local voluntary and statutory agencies, local groups and individuals to establish what their learning needs might be and how best to respond to these identified needs.

d) **Environmental Needs**

DEFRA (Department for Environment, Food and Rural Affairs) highlights the importance of environmental awareness and sustainable action. Links between sustainability and neighbourhood renewal are increasingly vital:

“Sustainable development is a dynamic process which enables all people to realise their potential and to improve their quality

of life, in ways which simultaneously protect and enhance the Earth's life support systems"
(Forum for the Future, Annual Report 2000)

Education in environmental awareness and the development of sustainable strategies for the future are key tasks for the Service.

79. **Conclusions drawn from needs analysis**

The mass of data unites with the national agendas to highlight a need for more targeted and imaginative work:

- in deprived neighbourhoods
- with current non-learners (especially women) with low or no qualifications and/or Basic Skills needs
- with adults with mental health difficulties
- with adults with learning difficulties
- with young parents
- with parents living in deprived neighbourhoods
- with adults from ethnic minority backgrounds (including travellers)
- with men who have low or no educational qualifications
- in rurally isolated neighbourhoods (particularly with older people)
- with adults suffering from physical disability/or sensory impairments

Plans to address these issues are articulated in Section 3, and in Appendix 1.

80. Alongside these areas of development, it is clearly vital to **maintain local, accessible, high quality provision of "mainstream"** accredited and non-accredited learning opportunities. As well as responding to the economic need for workforce development and reaping the social, cultural, personal and health benefits of lifelong learning, these opportunities must continue to exist to provide the progression opportunities for new 'graduates' of 'first-rung' provision: the extension of the 'adventure playground' of learning.

Current practice in the Service will benefit from the forthcoming increased emphasis on a systematic approach to needs analysis in the planning of learning provision, as part of the Quality Assurance cycle.

81. The emerging strategy for **community-based learning** will provide a "toolkit" of approaches, possible curriculum offers and "learning pathways" to enhance both neighbourhood work and the work with specific target groups. The lead in this work is being taken by the voluntary sector under the umbrella of the Learning Partnership. The Service will help create a progression framework to further develop clear and articulated 'learning pathways', whilst the Service's entitlement curriculum (currently in development) will ensure a spread of key provision in local communities. Extensive and improved Information Advice and Guidance (IAG) provision will underpin all of this work.

82. Consultation with major bodies

Consultation with the major education and training providers within Leicestershire is an ongoing and important part of the work of the LEA. The principal routes for consultation are through the Local Learning Partnership, the County Council Corporate Lifelong Learning Group, the Rural Partnership, the Early Years Childcare and Development Partnership and the Voluntary Sector at County Level; the District Councils and Area Planning Groups at District level; and the Parish and Town Councils at Local level. The Local Learning Partnership contains representatives from the City and County LEAs, Connexions, all FE colleges, HE institutions, Job Centre Plus, the Voluntary Sector, private training providers and Business Link.

83. A draft of the plan has been discussed with the ACL group of the Learning Partnership, with Local LSC staff, with LEA adult learning staff; and with the Lifelong Learning Corporate Group. The completed plan will be available to all these groups.

FEES AND FEE POLICIES

84. Currently all colleges and centres set their own fees. Fees for ACL courses range from £1.50 - £2.80 an hour and for FE courses from £1.00 - £2.50 an hour.

Fee concessions in Leicestershire currently follow the LEA/FEFC model. FE courses offer 100% fee remission to learners on means-tested benefits. For ACL courses the LEA continues to offer a fee concession of 70% to learners in the following categories; job seekers' allowance, working families tax credit, housing benefit, council tax benefit, incapacity benefit, disability living allowance, invalid care allowance, attendance allowance, one-parent benefit, unwaged adult dependants, and is equally available for Leicestershire residents who learn in Leicestershire and in neighbouring authorities (the LEA reimburses the fee remission to the neighbouring authority.)

In 2001-02 the amount of fee reimbursed was £122,520. 3.08% of the budget was claimed by County residents who were studying at City Council run establishments.

Targeted courses (widening participation courses put on by the Travellers' Project, through community colleges, by the ALDWs and the mobile ICT team and the community development workers) are generally free to learners, though at times there may be a small venue cost.

Local fee remission (set by individual colleges/centres) of between 30%-50% is available in some colleges and centres to adults in other circumstances, in particular to unwaged adults over 60.

It is planned to **simplify the fee structure** probably in 03-04 when the outcomes of the Best Value Review and the implications of the LSC funding

formula become clear, in order to ensure **that learners throughout the county are treated in an equitable fashion.**

For 2003/04 academic year, it is planned to recommend a standard fee per hour across the county.

LEARNER SUPPORT

85. The LEA's Curriculum Statement on the Education of Adults emphasises the importance of support for learners, and, in particular, for those learners who have had least benefit from education in the past. Learner support is thus crucial to all widening participation work, and Adult Learning Development Workers and Community Colleges seek to provide support for all first-rung learners.
86. **Childcare**
- Many community colleges and some community centres provide **crèche support** for daytime classes. It is planned to continue the current availability of crèche support to daytime classes in 2002/03. Adult Learning Development Workers support the childcare needs of learners by paying crèche or childminder fees or, occasionally, by providing a crèche.
87. The numbers of ACL learners benefiting from childcare support is estimated at 471 for 2001/02.
88. **Transport**
- Transport for some adults with **learning difficulties and/or disabilities** is arranged on a needs basis by colleges/centres, sometimes by linking with volunteer agencies. Transport costs for some learners in isolated areas have been met by community colleges and by adult learning development workers. The numbers of ACL learners benefiting from transport support in 2001/02 is estimated at 130.
89. Other types of **learner support** include payment for books/equipment and payment of accreditation fees and payment (or part payment) for trips and visits). The number of ACL learners benefiting from this sort of support in 2001/02 is estimated at 791.
90. It is planned to continue these arrangements in 03/04 whilst **seeking better ways of providing learner support equitably** to learners across the County. The ACL Service is working to disaggregate its budgets to help identify the true cost of learner support in order to ensure all eligible learners access learner support funds. As part of this work, the LEA will be working with NIACE to identify an appropriate amount of learner support funds for ACL.

INFORMATION, ADVICE AND GUIDANCE

91. The Service has always considered Information, Advice and Guidance (IAG) to play an important role in widening participation, in recruitment and in on-going support for learners.

Information and advice on learning opportunities is available to potential learners in written and oral form. Support and guidance for learners (pre-course, on-programme and exit) are provided through Community Education staff in Community Colleges (18 of which have a specific member of staff as an “adult support tutor”, whilst others incorporate it into a more generic role). The Adult Learning Development Workers, the Mobile ICT team and the community development workers provide IAG either personally or by referral as an integral part of their role in facilitating progression. All the staff cited above have participated in the IAG Partnership training as have many administrative and front-of-house staff.

Plans for the development of IAG focus on the need to ensure **consistent minimum service standards** across the county and are included as part of the Service Self Assessment Strategy and the process by which the Service attains Guidance Accreditation Board Status.

92. The Service has been heavily involved in developing the IAG Partnership since its inception. The ACL lead officer is on the Steering group and the operational group of the Partnership, and field staff are very involved in the local IAG networks. Some community colleges and centres (Shepshed Hind Leys, Ibstock, Bottesford Belvoir, Ashby Ivanhoe) have been commissioned by the IAG Partnership to deliver some IAG services in addition to their normal role. The Steering group of the IAG Partnership is currently reviewing arrangements with all its partner agencies.

ADDITIONAL LEARNING SUPPORT

93. Staff have always sought to provide for the additional support needs of adults with learning difficulties and/or disabilities. This has most frequently been through:

- running small groups
- appointing additional support workers
- using adapted equipment and technical aids
- ensuring that extra time/extra facilities are available to ensure the most appropriate type of assessment

It is estimated that 279 ACL learners received additional learning support during 2001/02.

94. It is planned to continue these arrangements in 2003/04, whilst attempting to identify the true costs of additional learning support and to disaggregate budgets to create an “earmarked” **additional learning support fund**.

Other improvements planned for 2003/04 include the purchase and installation of **aids** to facilitate learning by adults with sensory impairment and physical disability.

SUB CONTRACTING

95. The authority supports ACL through a range of other organisations as well as through its direct provision. Discussions throughout 2002/03 with the relevant organisations and the LSC have changed some arrangements. For 2003/04 it is the intention that there will be “sub contract” arrangements with:

- Brooksby Melton FE College
- Rathbone CI
- Westfield Community Centre, Hinckley
- REPLAN Centre, Moira
- Shree Ram Krishna Community Centre, Loughborough
- Gorse Covert Community Centre, Loughborough
- Young Women’s Christian Association, Loughborough
- Fearon Hall Community Centre, Loughborough
- St Peter’s Community Centre, Loughborough
- Agar Nook Community Centre, Coalville
- Ashby Estates Community Centre, Loughborough
- Sikh Community Centre, Loughborough
- Syston Community Centre
- Hugglescote, Ellistown and Snibston Community project
- Thringstone Community Centre
- Muslim Women’s Groups

Most of these organisations provide a range of community services, as well as ACL. The Service will be working with these organisations throughout 2003/04 to help identify the ACL services provided.

96. The detail of all “sub contracts”, grants, franchises and outward collaborative provision has been forwarded separately to the local LSC.

97. Throughout 2003/04 it is planned that there will be discussions with the local LSC and those organisations listed above to consider arrangements from August 2004 onwards.

98. The current contracts are managed by Youth and Community Education Service link officers, through a commissioning agreement which specifies the expected outcomes and sets out the monitoring and review arrangements, which include:

- 6 monthly monitoring meetings focusing on curriculum issues
- an annual data collection

Voluntary sector organisations gain considerably from these links with the LEA through curriculum and professional expertise, information and advice,

staff development, links to other County Council departments, and increased opportunities for networking as well as funding.

ACCOMMODATION STRATEGY

99. The majority of the accommodation used for ACL is **school-based**. This is both for **philosophical reasons** (the school at the heart of the community) and **pragmatic ones** (dual-use in a largely rural county being a more cost-effective use of publicly funded facilities than maintaining separate adult centres). 26 of the “**community designated**” **schools** used are secondary schools, which offer access to range of equipment, resources and facilities (ICT suites, drama studios, design workshops, sports facilities). The 28 primary schools/community centres are ideal venues for first rung local provision and family learning. In addition to the community designated schools, a further 5 schools are used as evening centres and a large number are being used for short first rung courses in ICT and a range of other subjects, organised through the Adult Learning Development Team and through Community Colleges. Family Learning, Family Literacy/Numeracy and “Keeping up with the Children” courses have been run in 26 primary schools; it is planned to continue to target primary schools, particularly those in deprived wards.

The service maintains **free standing community centres** which offer ACL along with a range of other community services; a number of youth centres that are also used for adult learning; a small Travellers’ Project, which uses a transit van as a classroom on travellers’ sites; the new Adult Learning Centre which shares a site with the library in Fleckney.

Recently created **ICT centres** (at Woodhouse Eaves, Oakthorpe, Sapcote, Shelthorpe, Countesthorpe) link into ACL local provision for progression routes.

Outreach locations include village halls, pubs, farmhouses, Social Services day centres, residential homes, travellers sites and libraries, as well as voluntary sector organisations which are grant-aided by the Youth and Community Education Service.

Although the use of schools has some advantages as sketched above there are also a number of disadvantages:

- **limited and unpredictable use of daytime accommodation** (some Community Colleges and Community Primary Schools have a small number of designated adult rooms that can be used for daytime ACL work) – much daytime use can only be planned when the school timetable is finalised and if there is an appropriate time slot available
- schools are sometimes off-putting to adult learners – either because of their own school experiences or because they may find large numbers of young people difficult to cope with

- occasionally inappropriate surroundings, furniture and environment for adult learning

In relation to the minor capital funds available Leicestershire is planning to use these funds to tackle health and safety issues, equality issues and access issues in rural areas. In particular, the projects that are being proposed include:

- a new mobile at Belvoir Community Centre, **Bottesford** to extend and enhance the ACL centre there
- finishing the large, new ACL centre at Longslade Community College, **Birstall**
- creating an ACL room at Weavers' Close Primary School, **Earl Shilton**
- developing a new ACL centre in a bungalow at Rawlins Community College, **Quorn**
- **adapting or adding ramps, and/or toilets accessible to adults with mobility problems at:**
 Barlestone Community Primary Centre
 Barrow Community Centre
 Burleigh Community College, Loughborough
 Ivanhoe Community College, Ashby-de-la-Zouch
 Earl Shilton Institute
 Higham on the Hill Community Centre
 King Edward VII Community College, Coalville
 Welland Park Community College, Market Harborough
 Bosworth Community College, Desford
 Castle Donington Community College
 Market Bosworth Community College
 The Meadow Community Centre, Wigston
- **adding internal lifts at:**
 Forest View Adult Learning Centre, John Cleveland Community College, Hinckley
 Thringstone Community Centre
- **creating aids to improve access and services for adults with sensory impairment** (eg by installing hearing loops) at
 Guthlaxton Community College, Wigston
 Hind Leys Community College, Shepshed
 Winstanley Community College, Braunstone
- **contributing towards the cost of emergency lighting** at community colleges/centres around the County
- **redecorating/refurbishing and/or equipping ACL rooms** at
 Countesthorpe Community College
 Welland Park Community College, Market Harborough
- **contributing to a range of minor projects** (ICT cabling, equipment, furniture etc.) at:
 Kegworth Community Centre
 Sherard Community Primary School, Melton
 Market Bosworth Community College

Winstanley Community College, Braunstone
Brockington Community College, Enderby

- **contributing towards the cost of a feasibility study** to develop a multi-agency learning/community centre in Barwell

100. **Issues that may arise in 2003/04 in relation to accommodation**

The Best Value Review should clarify the accommodation issues in schools and the accommodation audit started in January 2002 will be updated annually. There is an on-going issue about daytime accommodation as cited above. In addition, the expansion of school rolls could put some “designated community rooms” within schools at risk. ACL provision in “non-designated” primary schools, particularly in deprived areas, is increasing.

Work with the corporate Lifelong Learning Group around shared use of County Council buildings is continuing – in particular it looks likely that (Social Services) Day Centres and (Chief Executives) Training Centres may, in the future, be used also as adult learning centres, as well as Libraries.

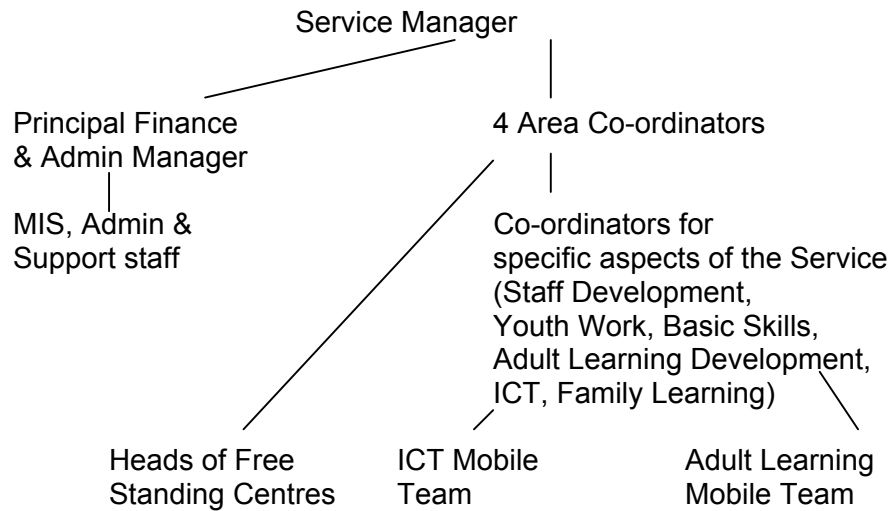
STAFFING AND MANAGEMENT

101. The Youth and Community Education Service (YCES) is situated within the Education Department of Leicestershire County Council, in the newly created division of School/College and Community Support. The Service Manager of YCES is supported by the Assistant Director of this Division (Stuart Lindeman) and a Senior Education Officer for Lifelong Learning (Lesley Hagger).

The current management structure for the YCES goes along 2 lines, a central and a local line, as shown in the structure diagram overleaf.

LEICESTERSHIRE YOUTH AND COMMUNITY EDUCATION SERVICE

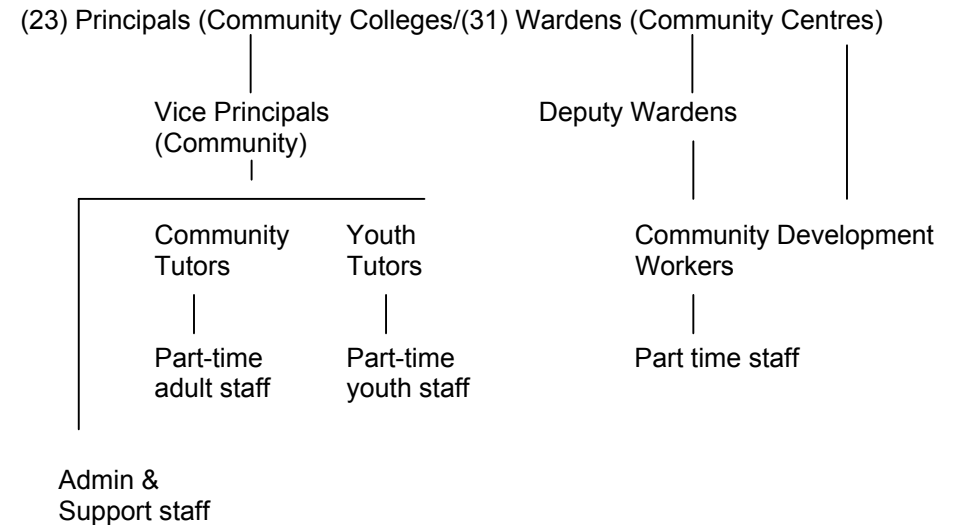
Central Line Management



Currently the Service Manager and Area Co-ordinator posts are generic, though each Area Co-ordinator has a lead role in relation to one area of the Service. For ACL the names and roles of central staff are:

Service Manager	Sue Houlton
Area Co-ordinator (Lead for ACL)	Brigid Joyce
Adult Learning Support Co-ordinator	Wendy Manning
ICT Co-ordinator	Phil Hardcastle
Staff Development Co-ordinator	Paul Pittham (0.5 FTE)
Basic Skills Co-ordinator	Colleen Molloy
Family Learning Co-ordinator	Yvonne Casswell/Sheila Curran
Principal Finance and Administrative Officer	Steve Sewell
MIS Officer	Sarah Kitchen

Local Line Management



Community vice principal, community tutor, youth tutor and community development worker posts are all funded centrally by YCES. Principals, wardens and deputy wardens all receive an allowance from YCES for their extra community responsibilities.

Community Vice Principal posts are currently generic with a responsibility for ACL, Youth Work, community use, play, U5s, arts, sports and community development.

102. The Best Value Review has recognised the tensions inherent in this dual line management arrangement and the lack of specialism which inhibits the proper development of the Service.

It has proposed a new structure which will address these issues and help deliver ACL and Youth Work services (the acknowledged priorities of the Service) **more equitably, efficiently and cost-effectively** across the County. The outcome of the BVR will be known by the end of March 2003.

ACCOUNTABILITY AND GOVERNANCE

103. At County level

The Service Manager of the Youth and Community Education Service is directly accountable to the Assistant Director (School/College and Community Support) who is in turn accountable to the Director of Education.

Strategy and policy for the Education Department is approved at County Council level through the Cabinet and Scrutiny Committee structure and the full County Council. The Adult Learning Plan is approved through this route. The annual Youth and Community Education Service Plan, which includes a report on the previous year's activities and outputs, and priorities for the year to come (and which encompasses the Adult Learning Plan), is approved by the Director of Education.

At Institution Level

Youth and Community Education delivered through schools is covered by a Scheme of Management, which sets out the respective responsibilities of the Governing Body, the Principal and the LEA. Although the format of these schemes are similar, each institution has its own Scheme of Management. Typically this sets up either a Governors' Community Sub Committee to oversee community education within the institution, or a Community Advisory Group or Community Association to advise the Governing Body on the management of community education. A report to the Governing Body and the Community Association on community education activities and the use of funding is an annual requirement, as is approval by the Governing Body/Community Association of the annual budget (including the setting of fees and charges) and the annual development plan.

The Best Value Review of the Service has proposed changes which would impact on these arrangements.