

WANDSWORTH BOROUGH COUNCIL

EDUCATION OVERVIEW AND SCRUTINY COMMITTEE – 15TH NOVEMBER 2005

EXECUTIVE – 28TH NOVEMBER 2005

Report of the Director of Education on the progress made in agreeing provision for the delivery of the Council's adult education provision in the academic year 2005/06.

SUMMARY

The work of the Adult and Community Learning Team has continued to develop during the academic year 2004/05, largely in response to Government priorities for this sector. The main work and achievements of the section, progress against key objectives and priorities for the next year are identified. The number of learners participating in programmes in the Borough has risen, from 10,686 in 2003/04 to 12,567 in 2004/05, representing an increase of 15%. There has been a significant rise in the number of parents participating in Family Learning programmes. The number of learners has almost doubled, increasing from 904 in 2003/04 to 1819 in 2004/05. Adult education provision in the Borough in the academic year 2005/06 will be delivered by South Thames College, SW18 (Fairfield), the Council's Leisure and Amenity Services Department at the Putney School of Art and Design, SW15 (Thamesfield), local Libraries, Southfields Community College, SW18 (Southfields) and a range of smaller adult and community learning providers. Proposed targets and funding arrangements for 2005/06 will seek to consolidate further the significant capacity building that has taken place during 2004/05.

GLOSSARY

|          |   |  |
|----------|---|--|
| ACL      | - | Adult and Community Learning                         |
| ALI      | - | Adult Learning Inspectorate                          |
| CLC      | - | City Learning Centre                                 |
| DfES     | - | Department for Education and Skills                  |
| ESF      | - | European Social Fund                                 |
| FTE      | - | Full-time equivalent                                 |
| ICT      | - | Information and Communications Technology            |
| ILR      | - | Individual Learning Record                           |
| LCLSC    | - | London Central Learning and Skills Council           |
| LEAs     | - | Local Education Authorities                          |
| LLDG     | - | Lifelong Learning Development Group                  |
| OCN (LR) | - | Open College Network (London Region)                 |
| NIACE    | - | National Institute of Adult and Continuing Education |
| SCC      | - | Southfields Community College                        |
| STC      |   | South Thames College                                 |
| WPF      |   | Widening Participation Fund                          |

## **RECOMMENDATIONS**

1. The Education Overview and Scrutiny Committee is asked to support the recommendations set out in paragraph 3 below.
2. If the Overview and Scrutiny Committee approve any views, comments or additional recommendations on this report, these will be submitted to the Executive for consideration.
3. The Executive are recommended to:-
  - (a) endorse the targets agreed with the London Central Learning and Skills Council (LCLSC) - paragraphs 6 and 9/Appendix 1 to this report;
  - (b) agree to continue the methods of allocating funds for 2004/05, as set out in paragraphs 8,9,12,16 and 19 to this report;
  - (c) approve variations to existing contracts in order to deliver agreed volumes as described in paragraphs 40 and 41 to this report; and
  - (d) challenge the government to justify the increase in fees which will adversely affect Wandsworth residents and support active lobbying through the Wandsworth Lifelong Learning Development Group (LLDG) to LCLSC and policy makers about future funding proposals

## **INTRODUCTION**

4. On 10th November 2004 (Paper No.04 - 836) the Education Overview and Scrutiny Committee noted the participation rates and the performance achieved on the delivery of the Council's adult education provision in the academic year 2003/04. The recommendations in the report were approved the Executive on 15th November 2004. This report outlines progress achieved in 2004/05, agreed provision for Adult and Community Learning (ACL) for the current academic year 2005/06 and proposed developments initiated by the Lifelong Learning Development Group (LLDG).
5. The Council's grant from the London Central Learning and Skills Council (LSC) for the period August 2004 to July 2005 was £1,907,390. This level of funding was secured against the LCLSC approval of a three-year Development Plan, covering the period 2004/07.
6. The Council has received confirmation of an allocation of £1,907,390 for the new academic year and this was secured against the LCLSC approval of an up-dated three-year Development Plan covering the period 2005-08 (see Appendix 4 to this report for an Executive Summary of the Plan). This Plan encapsulates the main strategic objectives for the period with clear and transparent targets and impact measures; covers the activities to be funded; identified education and training opportunities including an extensive widening participation programme; sets out arrangements for Quality Assurance and Management Information Systems (MIS) which meet LCLSC requirements and standard arrangements for reporting on performance. The essential performance information is summarised as Appendix 1

in this report. Without the inflationary increase received for the last two academic years the 2005/06 allocation represents a cut in real terms.

## **THE LEARNING AND SKILLS COUNCIL**

7. The LCLSC assumed responsibility for the planning, funding and quality assurance of all Government funded Post-16 learning from April 2001. The LCLSC and the National Institute of Adult and Continuing Education (NIACE) are continuing the work that represents the conversion of the block funding currently received from the LCLSC for ACL, to a method of funding that is more consistent with that used for funding further education. All such providers are funded through a national funding formula and it was intended that such a formula would be used in the funding of ACL from 1st August 2003. This target was not realised due to the complexities associated with the delivery of ACL and further consultation and research has taken place. Nationally, there has already been some restructuring of ACL but London has not yet experienced any significant reduction in funding.

A recent ministerial announcement outlined:

- (a) the Government's current intention that the national fee assumption should rise further over time to around 50%. It is expected that the level of the assumed fee contribution to the base national funding rate for learners not in the national fee remission categories will increase by five percentage points in each of the 2006/07 and 2007/08 academic years. This will take the assumed contribution of private investment to the cost of learning for those not in entitlement groups to 37.5% in 2007/08.
- (b) that learners involved in recreational or personal development courses will be expected to pay the higher fees. The concept is that people with qualifications should pay more towards their learning.
- (c) plans to continue to protect priority groups of learners through fee remission, and to invest public funds in the priority areas of learning.

Issues for Wandsworth:

- (d) This will have a negative impact on the adult and community learning infrastructure in Wandsworth. The shift in subsidy in Adult Education will affect many residents through higher charges for a wide range of adult education classes. It is unlikely that current participation levels (at present the highest in London central) could be sustained under new proposals. The Association of Colleges have already commented on predicted fee increases over the next three years and the potential disappearance of many courses.
- (e) There is significant work in the Lifelong Learning network to convince policy makers that the economic case for reform is flawed and that the increases will weaken the sector and drive away learners who provide valuable income for education providers. In Wandsworth the average contribution from individuals is 45% (representing approximately £858,000 per annum for providers in the borough) and this is already the case in a

number of other London boroughs. Ultimately this will threaten the viability of **both** priority and non-priority provision as funding and capacity is removed from education providers.

- (f) The current flexibility enabling support of a range of related internal and external initiatives and strategies will be at best reduced and at worst lost under current proposals.
8. Under previous contractual arrangements, the main providers in the Borough have been resourced on the basis of actual learner hours delivered (expressed in terms of the notional full-time equivalent (FTE) student figure) with funding clawback arrangements operating where the providers have failed to meet agreed FTE targets. In recent years more attention has been given to developing provision to support Skills for Life (Basic Skills), technical and vocational courses, courses supporting priority groups of learners and people with special educational needs (SEN). Indeed, over the last three years, the Council has agreed a more favourable weighting in respect of priority groups of learners, including SEN students. Whilst a full revision to resource allocation arrangements is dependant on the outcome of the NIACE/LCLSC funding review, it is considered inappropriate to alter current funding arrangements for providers in 2005/06.
9. In 2004/05 Council provision attracted 12,567 learners, representing a 15% increase on the previous academic year, against a revised target number of 11,600. In 2005/06 the Council expects to achieve an agreed target number of 11,300 learners. The reduction in overall numbers reflects the need to increase the number of learners participating in accredited learning. This is in line with agreed LCLSC targets. The emphasis is on increasing learner numbers for the following groups: learners in Skills for Life (Basic Skills provision); learners without a level 2 qualification; learners with disabilities/learning difficulties; learners who are male; learners from ethnic minorities; learners aged 60+. The information required is to be in terms of learner numbers (for 2005/06 targets for learners are as shown in Appendix 1 to this report). For the existing contractual arrangements with South Thames College, Putney School of Art and Design and Southfields Community College (SCC) to continue in 2005/06 pending review, the targets for learner numbers will also be converted to FTE students. There will continue to be changes to contracts with providers to reflect emerging themes from the funding review in order that providers are able to accommodate the main reforms once they are phased in from August 2006.

#### **SOUTH THAMES COLLEGE (STC)**

10. The contract arrangements with STC are negotiated and agreed under the terms of the Federation Agreement, established between the Council and STC Corporation in 1992. The planning provision is now fully integrated within the College's planning processes.
11. The main feature of the contract under the terms of the Federation Agreement was an agreement for STC to provide for a number of FTE students in return for a subsidy from the Council. The final payment each year was adjusted in the light of STCs achievement against target. For the period until July 2006 the arrangements for distributing funding need to be similar across all providers.

12. In 2005/06 STC has agreed to a provisional target of attracting 8,000 learners, equivalent to 510 FTE, which will enable STC to attract a maximum income of £880,047. By continuing existing funding arrangements the Council is providing an incentive to STC to deliver more student numbers, as well as providing additional funding to accommodate the costs of increased community-based learning. STC has been funded for community-based learning developments through a LSC grant since 2000. STC performance will continue to be reviewed on a termly basis to assess performance against target, so that appropriate action can be taken to address any potential shortfall.
13. The Council and STC will continue to work collaboratively on raising the profile of ACL in the Borough, to increase the number of learners and venues from which courses take place, particularly in Battersea where there are plans to develop new provision to enhance the local skills base in response to the employment opportunities that will be available through the development of Battersea Power Station SW8 (Queenstown). In 2005/6 there will be particular emphasis on increasing the numbers of learners enrolled on literacy, numeracy, ESOL, information and communications technology (ICT), retail, hospitality and catering, and work preparation programmes. The College's pro-active approach to the development of outreach work will continue to be a key feature of their ACL provision.

#### **Neighbourhood Learning In Disadvantaged Communities**

14. An allocation of £53,051 from the LCLSC was used to part-fund the setting-up of a new centre on Battersea Park Road, SW8 (Queenstown) and for expanding the number of outreach courses in the Battersea area. This funding was successful in helping to attract an additional 750 learners.
15. An exciting Awards Ceremony took place at the Council's Civic Suite on the 23rd May recognising the achievements of a wide range of learners in diverse group of occupational areas. The event was held at the beginning of national Adult Learners Week with local employers providing the prizes for overall category winners.

#### **PUTNEY SCHOOL OF ART AND DESIGN (PSAD)**

16. The programme and participation at the PSAD, has continued to develop. In 2005/06 the PSAD has agreed to a target of 1,350 learners, equivalent to 86 FTE, which will attract a maximum income of £123,064.
17. In addition to the formal courses, PSAD continues to attract practising professional and amateur artists, as well as other craftspersons through a number of other activities. These include talks by well-known artists, exhibitions of students and local artists' work, portfolio support for A-level students from local schools and organised visitors. Since 2003 the PSAD has also started to deliver Family Learning courses in pottery, printing and painting.

#### **SOUTHFIELDS COMMUNITY COLLEGE (SCC)/CITY LEARNING CENTRE (CLC)**

## ***Adult Education Provision 2004/05***

18. During 2004/05 SCC and the City Learning Centre (CLC) continued to offer a range of adult courses in ICT, arts and crafts, digital photography, music technology, literacy/numeracy, ESOL, various sports and keep fit, Family Learning and attracted a total of 1067 learners.
19. In 2005/06 SCC/CLC have agreed to a provisional target of attracting 1,262 learners, equivalent to 96 FTE, which will enable SCC/CLC to attract a maximum income of £144,200.

### **LIBRARY SERVICE**

20. The Council's Library Service is a significant partner in widening and extending participation in learning to groups and communities currently under-represented in the take-up of learning. The Council's Head of Libraries, Museum and Arts joined the Borough's Lifelong Learning Development Group in 2003/04. Since then, significant progress has been made towards improving the quality of learning activities in libraries and achieving the standards of the Common Inspection Framework, in anticipation of inspection by the Adult Learning Inspectorate (ALI).
21. In 2004/05, activities in libraries, supported by ACL funding, focused on widening participation and building staff capacity to support adult learning and maximise the use of facilities for learners. 461 learners, an increase of 42% over the previous year, enrolled at 8 out of 12 libraries on 8 or 16 hour ICT courses, and 79% achieved their learning aims in full. 50% of learners in libraries were from Black and minority ethnic communities, 32% were male, 42% aged over 60, while 63% lacked a Level 2 qualification and 24% had no qualifications. These figures are above the average achieved by learning providers within the Borough.
22. **LSC/European Social Fund (ESF) support for Wandsworth Libraries.** The Library Service is contributing to the LSC/ESF projects led by ACL for 2005/07. In addition, a successful application led by the Library Service to the Learning and Skills Council/European Social Fund in 2003 awarded development funding of £142,940, for threshold learning activities with older and 'hard-to-reach' learners in the North Battersea area in 2004. The project achieved its target of engaging with 240 individual beneficiaries and most of the outcomes in full. Activities included 16-hour ICT courses, digital photography, family history, newsletters, online shopping and banking and was supported by a positive external evaluation.
23. A second direct application by the Library Service to the LSC/ESF Co-Financing Programme in 2004 resulted in the award of £245,000 to engage with 200 unemployed people at Roehampton Library, SW15 (Roehampton) and Kensal Library in the Royal Borough of Kensington and Chelsea. Wandsworth is the lead borough on this project and responsible for achieving 80% of the outputs, which include encouraging 100 learners to achieve Skills for Life qualifications, pass national tests in literacy, numeracy or ESOL, and progress to college courses or employment. This project, which further develops the pilot set up in 2003 through support from the London Development Agency, is funded from April 2005 to March 2007. Roehampton Library and Learning Centre is now approved as a national test centre by City and Guilds to support learners achieving qualifications.

### **WIDENING PARTICIPATION**

24. The Government priority for lifelong learning is to widen participation in learning and there is continued emphasis on the engagement of adults who have low levels of educational attainment and employment and who do not normally participate in further learning. The purpose of the Council's Widening Participation Fund was to support the research and development of new courses to target and deliver courses to target hard to reach learners, preparation of materials, marketing and promotion activities and other "pump priming" activity. The administration of the Fund is under the control of the Council's Head of Lifelong Learning and 14-19 Developments. All providers, including community providers, are invited to bid for resources under this fund to cover approved expenditure, with decisions on approval of bids being agreed by the Life Long Learning and Development Group (LLDG).
25. A total of 48 applications have been approved by the LLDG since September 2002, attracting over 5631 hard to reach learners. Appendix 2 to this report provides a full summary of the 12 approved projects in 2004/05.
26. The budget for widening participation activities in 2005/6 has been set at £162,000.

### **Family Learning**

27. In the Department for Education and Skills (DfES) five year strategy for children and learners the Government outlines plans to develop provision for all learners starting from early years and progressing through to adult learning and provision for those aged 60+. It is an inclusive strategy and there is significant reference to the role of family learning, not only as a way of reaching individual learners and their families for first steps learning, but as a way of reaching communities to increase participation and achievement.
28. In 2004/05 the Council attracted 1,816 adult learners and 2,124 children and young people through Family Learning provision. Family Learning has taken place in 34 primary, secondary and special schools, as well as libraries, museums, galleries, 2 Sure Start Centres, South Thames College, Putney School of Art and Design and 20 other community venues (see Appendix 3 to this report).
29. Family Learning has continued to offer opportunities to those with low levels of education by delivering literacy, language and numeracy courses from a variety of settings. However, the programme has expanded significantly this year in order to attract a wider audience. Family Learning programmes have been created in sports, music, the creative arts, health and fitness. These programmes have been carefully developed to attract the interests of young people and their parents and still contain a high level of educational content focussing on key skills. Keeping in mind that the LCLSC targets are extremely challenging, wherever possible resources have been targeted at the learners and organisations with the greatest need.
30. During 2004/05 there has been emphasis on aligning the work of Family Learning with a number of Council strategies including Sure Start and the Every Child Matters pilot in Battersea where Family Learning funding has been used to provide programmes for children and their parents. Four of the Education Achievement Zone schools involved in the pilot carried out Family Learning Days last year. The total number of learners enrolling for the days exceeded 420. The Zone is also in its

second year of adult learning programmes in literacy and English for speakers of other languages. Last year the adult learning programme attracted 35 learners with 13 of them returning for a second year. The first stage of this year's programme has already attracted a further 9 new learners. All primary schools have been invited to participate in Family Learning highlighting that Family Language, Literacy and Numeracy programmes contribute directly to the achievement of the Basic Skills Quality Mark. In the new academic year there will be continued emphasis on supporting collaborative work in the Council with a focus on contributing to the development and implementation of an extended schools strategy.

31. During 2004/05 Family Learning in conjunction with the Curriculum and Professional Development Team and Project Music Workshops, one of the country's leading gospel music educators, undertook an extremely ambitious project which included workshops for almost 400 singers over a period of six months. The 'Wandsworth Goes Gospel' project brought together choirs from eight primary and secondary schools, a community choir and a senior citizens choir culminating in a memorable performance at the Queen Elizabeth Hall in July. There are plans to continue to run the project in the new academic year in partnership with another London Central borough.
32. There is a well established Wandsworth Family Learning Forum which meets to share good practice and implement the Family Learning Strategy for Wandsworth. Family Learning opportunities are communicated in a variety of ways; there is a termly Family Learning Newsletter, a prospectus which is produced in September and February, an annual conference held in the borough and good use made of the Wandsworth Diary on the Council website. All information can be downloaded from the Adult Education pages of the Council website.
33. In 2005/06 the Council has received an allocation of £210,745 for Family Learning, with a target of attracting a minimum number of 950 learners (parents/carers). Whilst it will be a priority to maintain the breadth of provision that has been created during the last year there are also plans to continue the accredited courses and develop vocationally focussed provision for young people in Years 9-11 and their families.

#### **A Credit Framework for Central London**

34. In 2002 the Council received notification of a successful European Social Fund co-financing bid. Through a partnership bid with OCN (LR) and the LCLSC borough Councils, the Council received a grant of £100,000. The aim of this project was to develop and implement a credit framework for central London to enable local education authorities (LEAs) contracting of voluntary and community organisations to deliver ACL-funded by the LSC. This was achieved by developing existing 3rd sector providers of adult learning (i.e. not schools, colleges or work based learning providers) to the stage where they were accredited to deliver OCN (LR) programmes and providing a quality assured curriculum in basic skills, ICT and more vocationally specific programmes, including social and personal development aspects.
35. The credit framework has been an enormous success for the Council. It has provided a mechanism for the Council to work with the community and voluntary sector to

produce learning outcomes in the context of the Common Inspection Framework. The Credit Framework Programme attracted a total of 125 learners through four providers in the first year of operation and trained 8 tutors, 7 of whom did not previously have formal teaching qualifications. In the second year the number of providers grew to eight and a total of 290 learners completed the programme. The second year saw 12 tutors attend training, both for the City and Guilds and the Assessors' awards.

36. Funding from ESF came to an end in July 2004 but the project has continued in 2004/05 through an allocation of £71,518 from the LCLSC's Local Intervention and Development Fund (LIDF). 265 learners were supported to achieve accreditation in curriculum areas such as Skills for Life (Literacy and Numeracy), Music Technology and Performance, Social and Life skills, Arts and Crafts and ICT. There remains a strong element of staff development and 7 tutors gained adult teaching qualifications, Assessors training and Internal Moderator's training.
37. A similar level of funding will support 250 learners in the new academic year and participating organisations include: MIND, Mencap, Generate, Urban Voice, Sound Minds, Wandsworth Libraries and Riverhaven.

#### **On-line Test Centres**

38. A further related project has been the development of on-line test centres in London Central. LCLSC has been funded to work with London central boroughs to provide access for learners to flexible accreditation in literacy and numeracy programmes. Learners can achieve accreditation through OCN (LR) at Level 1 or 2 with level 2 equivalent to grade C at GCSE level. Users of this service can attend classes organised by LEA staff, so that they can develop their skill levels, alternatively learners can learn at their own pace and sit the on line exam when they are ready. The first test centre opened at the Professional Centre, SW17 (Graveney) in March and since that time there have been 45 passes at level 2 and 4 passes at level 1. A second Online Test Centre was opened at the City Learning Centre, SW18 (Southfields) in May and there has been a further 8 passes at level 2. The courses have proved extremely popular with Teaching Assistants in the Borough and strongly supported by a number of Headteachers. There are plans to offer this opportunity across the Council for those without a level 1 or 2 in either literacy or numeracy.

#### **Awards Event**

39. An Awards Ceremony hosted by MENCAP took place on the 18th July 2005 to celebrate the achievements of 87 adult learners. The Deputy Mayor, Councillor Hosain led the proceedings and presented the certificates. The music was provided by one of the students from Sound Minds, who performed several original compositions to a packed audience.

#### **European Social Fund**

40. Earlier in the year the ACL service was successful in leading two new partnership bids to the Learning and Skills Council/European Social Fund worth £562,500:

(a) **Widening Labour market participation through Basic Skills**

Enabling unemployed adults in the Borough who face the greatest barriers to employment due to poor basic skills or ESOL needs, to re-engage with learning, achieve certification and progression to further learning levels. The project targets minority ethnic people, those who are economically inactive, ex-offenders, homeless people, travellers, long-term unemployed, refugees and asylum seekers. The project will engage 250 beneficiaries.

(b) **Reach**

This project will further develop and extend the capacity of the main adult training providers in the Borough to promote lifelong learning opportunities to new target groups. The project will build on and further develop outreach work, providing taster and 'bite sized' learning opportunities in innovative and non-traditional learning venues and locations, targeting European Social Fund (ESF) priority groups who have not previously and are least likely to participate in learning. The project will promote and provide tasters in a range of areas including Skills for Life, ESOL, ICT, Customer Service, music technology, creative arts, return to learn, and developing jobfinding/jobkeeping skills. The project aims to promote and engage learners on a path to vocational progression routes. This project will engage 375 beneficiaries.

41. Both projects will involve direct delivery by the ACL team in a close working partnership with South Thames College, the Library Service, Play and Community Services, a partnership between Southfields Community College and the City Learning Centre. The Council has already stipulated the volumes to be delivered by each partner in the original bids and this will be formalised with the inclusion of this work in existing arrangements for contract and service level agreements. Additional central staffing resources were considered and approved in March 2005 by the Committee, the Executive and the General Purposes Committee, as appropriate (Paper No. 05-246), which has enabled the appointment of an ESF Project Manager and Skills for Life Tutor to work as a central resource for all partners for the duration of the project. Main delivery of this project will take place between September 2005 and December 2006.

**Skills Audits**

42. In conjunction with LCLSC, the Council has been involved in developing a project specification for an Education, Training and Skills Audit of the Battersea area. This will focus on the 3 wards surrounding Battersea Power Station, but also include the entire '20 minute travel time' area. The aim of the Audit is to provide public bodies, providers of post-14 education and training, and employers, with a robust and up-to-date assessment of the key skills issues and requirements of the Battersea travel to work area.
43. It is hoped that a final report will be available by the end of November 2005 to enable all partners to incorporate recommendations in the planning for 2006/07 provision. Considerable collaborative work has already taken place between local

providers to ensure that curriculum planning incorporates the skills needs of Battersea Power Station and other London Developments.

44. South Thames College has also engaged a consultancy to help position the development of a post 14 vocational strategy in response to local and national developments, and this will feed into the wider skill audit described above.

### **Marketing**

45. The Adult and Community Learning Team has produced a signposting document detailing the range of adult and family learning opportunities in the Borough for 2005/06 and this has been distributed widely throughout the Borough. All marketing materials and strategic documents can be viewed on the Adult Education pages of the Council's website and there is a link [www.wandsworthlifelonglearning.org.uk](http://www.wandsworthlifelonglearning.org.uk) with an extensive search facility that contains details of all the providers and courses available in the Borough. In the last academic year there were two editions of CLASS (Celebrating Learner Achievement and Student Success) and an extensive campaign to promote Adult Learners Week in May 2005.

### **Quality Assurance**

46. Adult and Community Learning in the Borough has been identified for inspection by the Adult Learning Inspectorate, at some point during the period January to March 2006.
47. The Council has in place a self-assessment report (SAR) encompassing the work of South Thames College, Southfields Community College, Libraries, the Putney School of Art and Design, community providers and Family Learning. The SAR highlights the key strengths and weaknesses of provision and identifies areas for improvement. In addition, the Council has in place a quality assurance policy and written procedures relating to the leadership and management of the adult education service in the Borough. Although the focus of an inspection will be on the quality of teaching, learning and achievement, it is essential that the Council's self assessment process accurately identifies and addresses weaknesses identified in the Council's provision and disseminates good practice across providers where this is appropriate.
48. In order to achieve continuing improvements in its provision, the Council carried out a review during October – December 2004 of the service for a third year running which tested the self-assessment of each organisation reviewed in order to confirm its strengths and highlight areas for improvement. These mock inspections formed the basis of the Council's Development Plan and its Quality Improvement Plan which were implemented during 2004/05.
49. Given the scale of this work the Council has been supported by Prevista Ltd. The company has considerable experience of supporting organisations in their preparation for inspection and is to be contracted to work with provider organisations during the period between October 2005 and the inspection.

### **Adult Learning Plans**

## ***Adult Education Provision 2004/05***

50. As highlighted in Paragraph 6 above, funding for 2005/06 has been secured from the LCLSC against a revised Three Year Plan 2005/08; a summary of the Plan is attached as Appendix 4. The Plan is a high level strategic document reflecting targets in line with local and national priorities. The Council will be expected to commit to delivering minimum levels of performance in key delivery areas. The Plan is an overarching document and there is an intention to revise a series of supporting strategies in the Autumn of 2005 in Family Learning, Information Learning Technology, Skills for Life and Workforce Development. These documents will be available on the Council's website under Adult Education. Key Business Objectives for 2005/06 is attached as Appendix 5 to this report.

## **COMMENTS OF THE DIRECTOR OF FINANCE**

51. The Director of Finance advises that the main funding allocation for academic year 2005/06 from the LCLSC has been frozen in cash terms at the level of £1,907,390 for academic year 2004/05. This funding covers the main contracts with providers such as Learning and Neighbourhood Learning in Disadvantaged Communities. The grants totalling £387,940 from the LSC/ESF for threshold learning activities in Libraries are within the Council's Environment and Public Services Committee's budget. The LSC/ESF £562,500 grant for 'Widening Labour market participation through Basic Skills' and 'Reach' are new grants for 2005/06.

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DIRECTOR OF EDUCATION

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7th November 2005

## **BACKGROUND PAPERS**

There are no background papers to this report.



**APPENDIX 1**

**Wandsworth ACL Performance Indicators - September 2005**

Numbers include learners on all courses except for LOCN courses

| Performance Measure                                    |                                     | Actual Figures    |                    |                   |                   | Targets            |                    |
|--|-------------------------------------|-------------------|--------------------|-------------------|-------------------|--------------------|--------------------|
|  |                                     | 2001/02<br>Actual | 2002/03<br>Actual* | 2003/04<br>Actual | 2004-05<br>Actual | 2004/05<br>Targets | 2005/06<br>Targets |
| Number of Learners                                     |                                     | 8,880             | 11,098             | 10686             | <b>12,567</b>     | **11,600           | 11,300             |
| Enrolments per 1000 adult population <sup>1</sup>      |                                     | 75                | 72                 | 71                | <b>98</b>         | -                  |                    |
| % of learners with disabilities/ learning difficulties |                                     | 5.8%              | 6.1%               | 7.0%              | <b>6.6%</b>       | 11%                | 8%                 |
| % of learners who are male                             |                                     | 21.2%             | 24.3%              | 24.7%             | <b>24.5%</b>      | 27%                | 30%                |
| % of learners from ethnic minorities <sup>2</sup>      |                                     | 26.1%             | 26.3%              | 42.3%             | <b>46.5%</b>      | 29%                | 42%                |
| % of learners aged 60+                                 |                                     | 20.8%             | 21.6%              | 18.1%             | <b>16.0%</b>      | 25%                | 19%                |
| % of learners in Wards of Deprivation <sup>3</sup>     |                                     | -                 | -                  | 53.5%             | <b>53.9%</b>      | 51%                | 53%                |
| Basic Skills   | Basic Skills Learners               | -                 | -                  | 764               | <b>1219</b>       | -                  |                    |
|  | Basic Skills Enrolments             | -                 | -                  | 1000              | <b>1855</b>       | -                  |                    |
| Family Learning  | Adults on Family Learning Courses   | -                 | 441                | 904               | <b>1819</b>       | 950                | 950                |
|  | Children on Family Learning Courses | -                 | -                  | 1257              | <b>2084</b>       | -                  |                    |
| Number of 3rd Sector Organisations                     |                                     | -                 | -                  | 38                | <b>45</b>         | 28                 | 28                 |

| Provider                                       | Learners      | % of total | Enrolments    | % of total |
|--|---------------|------------|---------------|------------|
| South Thames College                           | 7532          | 59.4%      | 13322         | 62.1%      |
| Putney School of Art and Design                | 1412          | 11.1%      | 3340          | 15.6%      |
| Community provision (includes Family Learning) | 2164          | 17.1%      | 2658          | 12.4%      |
| Libraries                                      | 506           | 4.0%       | 544           | 2.6%       |
| Southfields Community College                  | 1067          | 8.4%       | 1577          | 7.4%       |
| <b>Wandsworth</b>                              | <b>12,567</b> |            | <b>21,441</b> |            |

Note that the sum of providers' learners will not add up to the Wandsworth total since some learners enrol at more than one organisation

**Notes**

Some 2002-03 actuals differ to those reported the year before, in order to accommodate new LSC definitions and allow comparison with 2003-04 figures

<sup>1</sup> Based on adult population of 217,000

<sup>2</sup> The definition of a learner from an ethnic minority changed in 2003/04, in accordance with LSC guidelines (any learner other than white British).

<sup>3</sup> Wards of Deprivation Indices based on ODPM definitions

\*\* Figure was renegotiated with LCLSC in November 2004

Data extracted from ACL database as @ 06/10/2005

Data based on learners with enrolment start dates between 01/08/2004 and 31/07/2005

**APPENDIX 2****Widening Participation Fund Overview –  
Projects Funded Since Sept 2003**

A total of 22 different projects were funded through the 2002/03 Widening Participation Fund, targeting over 2,170 learners. In 2003/04, 14 projects were funded targeting 1,297 learners. In 2004/05, 12 projects were funded targeting 2,164 learners.

| <b>Organisation</b>          | <b>Amount Awarded</b> | <b>Activities</b>  | <b>Target Number of Learners</b> |
|------------------------------|-----------------------|--|----------------------------------|
| Wandsworth Libraries (Bid 1) | £19,170               | Introductory ICT courses for adults with no or low level ICT skills, Adults who have not participated in learning since school and Adults over the age of 50   | 330                              |
| Wandsworth Libraries (Bid 2) | £12,770               | Delivery of threshold learning activities to adults aged 50+ with no or low level ICT skills and who may not have participated in learning since leaving school. Activities include: confidence/self-esteem building; ICT; digital photography; family history | 100                              |
| Urban Voice                  | £6,994                | Reality Check personal development training for 19 -25 year olds not in education employment or training.  | 12                               |
| Servol                       | £17,750               | Creative Writing for Men; and ICT (MS Office, Internet and Email) and Basic Skills courses for all users of the centre.  | 50                               |
| Riverhaven                   | £10,020               | ICT courses and drop-in sessions for housing association residents, older people in sheltered accommodation, parents caring for children, offenders, people with mental health issues. Drumming workshops for deaf and deaf mentally ill residents.            | 55                               |
| Housebound Learners          | £16,000               | A number of courses for elderly, disabled, frail people, carers, or people with mental ill health who can't get out to classes. Courses include creative writing, healthy lifestyles, basic skills, ICT, painting, photography and poetry                      | 164                              |
| U Can Do I.T.                | £11,743               | ICT training for blind, deaf, hard of hearing and disabled people in their own homes or a venue of their choice.   | 20                               |
| <u>Young@Now</u>             | £15,000               | Essentials of Youth Work course aimed at young leaders, new youth workers and those without formal training or qualifications.   | 75                               |
| Prospects IAG                | £20,000               | Careers & educational information and advice for people on courses funded by Wandsworth  | 400                              |

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|                      |                 |  |              |
|----------------------|-----------------|--|--------------|
|                      |                 | ACL and Family Learning, Wandsworth residents who have Level 2 qualifications or above and repeat users of the IAG service.  |              |
| Wandsworth Mind      | £12,000         | Funding for a LOCN Coordinator and part time technical assistant to assist with the LOCN programme at Dove Online.           | 43           |
| Age Activity Centre  | £12,000         | Art, IT, Keep Fit and Aromatherapy workshops and courses for the elderly.  | 40           |
| South Thames College | £40,000         | Funding for a team of outreach workers. The team will focus on Skills for Life courses in Roehampton, Battersea and Tooting. | 875          |
|                      | <b>£193,447</b> |  | <b>2,164</b> |

**APPENDIX 3**

**Schools and Community Organisations  
Involved in Family Learning 2003-4**

**Wandsworth Schools:**

**Primary:**

- Albermarle School, SW19 (West Hill)
- Alderbrook School, SW12 (Balham)
- Allfarthing School, SW18 (Fairfield)
- The Alton School, SW15 (Roehampton)
- Chesterton School, SW11 (Latchmere)
- Christchurch CE School, SW11 (Latchmere)
- Eardley Primary School, SW16 (Furzedown)
- Falconbrook School, SW11 (Latchmere)
- Fircroft School, SW17 (Tooting)
- Furzedown School, SW17 (Furzedown)
- Granard School, SW15 (West Putney)
- Greenmead Special School, SW15 (West Putney)
- Hillbrook School, SW17 (Tooting)
- John Burns School, SW11 (Shaftesbury)
- Penwortham School, SW16 (Furzedown)
- Ravenstone School, SW12 (Bedford)
- Ronald Ross School, SW19 (West Hill)
- Sacred Heart RC School, SW11 (Latchmere)
- Sacred Heart RC School, SW15 (West Putney)
- St Anne's School, SW18 (Fairfield)
- St George's School, SW8 (Queenstown)
- St Joseph's School, SW15 (Fairfield)
- St Mary's RC School, SW8 (Queenstown)
- Sir James Barrie School, SW8 (Queenstown)
- Swaffield School, SW18 (Wandsworth Common)
- Trinity St Mary's CE School, SW12 (Nightingale)
- Westbridge Primary School, SW11 (St Mary's Park)

**Secondary:**

- Battersea Technology College, SW17 (Latchmere)
- Chestnut Grove School, SW12 (Nightingale)
- Ernest Bevin School, SW17 (Wandsworth Common)
- St Cecillia's School, SW18 (West Hill)
- Southfields Community. College, SW18 (Southfields)
- Francis Barber Pupil Referral Unit, SW17 (Graveney)

**Other Organisations:**

- Age Activity Centre, SW17 (Tooting)
- City Learning Centre, SW18 (Southfields)
- Katherine Low Settlement, SW11 (St Mary's Park)
- Hindu Society, SW17 (Tooting)
- Horizon Training Centre, SW17 (Tooting)
- Pump House Gallery, SW11 (Queenstown)
- Putney School of Art and Design, SW15 (Thamesfield)
- Southfields Community College, SW18 (Southfields)
- South Thames College, SW15, SW18 (Fairfield, Roehampton)

- South West Youth Theatre, SW18(Wandsworth Common)
- Storm, Yvonne Carr Centre, SW8 (Queenstown)
- Sure Start, Battersea, SW11 (St Mary's Park)
- Sure Start, Roehampton, SW15 (Roehampton)
- Tamil Welfare, SW17 (Tooting)
- Threshold, SW18 (Earlsfield)
- UK Friends, SW11 (Roehampton)
- Voluntary Association Support, (Borough Wide)
- Wandsworth Early Years, (Borough Wide)
- Wandsworth Education Achievement Zone, (Borough Wide)
- Wandsworth Ethnic Minority Achievement , (Borough Wide)
- Wandsworth Gifted and Talented, SW17 (Borough Wide)
- Wandsworth Libraries, (Borough Wide)
- Wandsworth Museum, SW18 (Fairfield)
- Wandsworth One O'clock Centres, SW11, SW18 (Queenstown, Southfields)
- Wandsworth Out of School Hours, (Borough Wide)
- Wandsworth Somali Society, SW12 (Fairfield)
- Wandsworth Teenage Parents, (Borough Wide)

## APPENDIX 4

### Executive summary: Wandsworth LEA Three-Year Development Plan for Adult and Community Learning, 2005-08

This is the Executive Summary of Wandsworth LEA Lifelong Learning Team's second *Three-Year Development Plan for Adult and Community Learning, 2005-08 (ACL Development Plan)* prepared by the LEA's Lifelong Learning Team. The Development Plan sets out Wandsworth Lifelong Learning Team's *broad* strategic aims and is intended to be a 'living' document, designed to adapt in response to changes in local and national priorities and needs. Consultation on the draft Development Plan is being carried out throughout the summer of 2005.

## 1. Strategic planning priorities 2005-8

To meet DfES and LSC national and regional priorities and the Authority's local requirements, the Lifelong Learning Team will increase its foundation and 'first steps' provision; Family Learning and learning which promotes job opportunities and career progression. The LEA's strategic priorities over the next three years will be to:

- ❑ continue to implement the Widening Participation agenda;
- ❑ contribute to the Education Department's seamless provision of learning from pre-school to retirement and beyond;
- ❑ increase the number of accredited Skills for Life learners;
- ❑ increase the numbers of learners from entry level through to level 2;
- ❑ improve progression pathways;
- ❑ promote and develop cross-sectoral, multi agency partnership working;
- ❑ promote employer engagement and workforce development;
- ❑ develop learning programmes to promote the principles of The Children Act 2004: Every Child Matters;
- ❑ provide and support a high quality of service planning, provision and management;
- ❑ ensure safe and healthy environments for learners;
- ❑ promote good equality and diversity practice at all levels of provision.

### 1.1 Widening Participation

The Lifelong Learning Development Group (LLDG) will continue to be central to implementing widening participation policy. Widening participation priority groups in Wandsworth include: learners with skills for life needs; learners without a level 2 qualification; learners with disabilities/learning difficulties; learners who are male; learners from ethnic minority communities; learners aged 60+. The Lifelong Learning Team supports over 50 activities linked to improving and developing provision in schools, colleges, libraries, community groups and the workplace. Voluntary and community sector providers will continue to work in partnership with mainstream providers to offer non-traditional learning venues ranging from community and drop-in centres to museums and cafes.

### ***1.2 Family Learning***

The Family Learning Forum will continue to be central to the planning and implementation of the Family Learning strategy, and in delivering programmes that will deliver the Every Child Matters outcomes for children and young people. Priorities over the next three years include maintaining the breadth of Family Learning provision; the accreditation of courses through the Open College Network (OCN); supporting schools to achieve the Basic Skills Quality Mark through programmes aimed at parents and children and , the development of vocationally focused provision for young people in Years 9-11 and their families.

### ***1.3 Adult Skills including Skills for Life, level 2 entitlement and personal development***

**Skills for Life** enrolments are planned to increase from 200 in 2003/04 to 1500 in 2007/8. Skills for Life will also be embedded in other learning so that literacy, numeracy and ESOL skills are developed in parallel with vocational training and recognised through national qualifications.

**Level 2** qualifications are projected to triple by 2008 and priority will be given to adults without a level 2 qualification in any subject. Key to increasing the number of level 2 qualifications, is the offer of level 1 and Skills for Life qualifications - particularly for young people who are NEET (not in education, employment or training).

Funding for some **personal development** learning will be safeguarded and targeted at widening participation and social inclusion priority groups. The LEA is considering the most appropriate means of levying higher fee contributions from individual learners who can afford to pay.

### ***1.4 Alignment with 14-19 Strategy***

The Adult and Community Learning and Family Learning Strategies link to the work of the 14-19 network in Wandsworth. The 14-19 Task Group will continue to promote the objectives of the 14-19 strategy. Key objectives are to ensure that all students aged 14-19 are in full time education or training though the provision of a broad curriculum; raising of standards and achievement for all pupils; continuing professional development for teaching staff; the development and provision of e-learning; promotion of learning mentors and improved information, advice and guidance (IAG).

### ***1.5 Information Advice and Guidance***

Information, advice and guidance (IAG) for learners is available through the local IAG provider Prospects. Some community providers also provide support to their learners including job search and other services.

Additional funds have been made available from the Widening Participation Fund to ensure that IAG is available to all learners This will mean that IAG support will not be solely focused on learners who do not have a level 2 qualification and that learners can receive support on more than one occasion.

The 14-19 Task Group has commissioned an IAG sub-group to explore how the delivery of IAG can be improved what further support may be required to implement the National Framework for Careers, Education and Guidance (CEG).

### ***1.6 Partnership Working***

Partnership is fundamental to the development of adult and community learning in the Borough. The Lifelong Learning Development Group (LLDG) will continue to form partnerships which link across a range of strategies to ensure the effective use of resources and maximise the impact of services. The LLDG will draw together funding streams to respond to social and economic challenges and initiatives that impact on the Borough. European Social Funding, SRB and Neighbourhood Renewal will be used to create projects that offer literacy and numeracy skills and first steps learning in the most deprived areas of the Borough. For example, the proposed Battersea Powerstation project that will create several thousand new jobs in the area requiring particular skills including construction, retailing and hospitality and catering

### *1.7 Engaging employers and meeting skills needs*

The Employer Engagement and Workforce Development strategies are in the process of being developed. To inform them, the Lifelong Learning Team has identified 4 routes to engaging employers: its work with partners including WBC's Economic Development Office, South Thames College, Business in Education Team (BEST) and, workforce development initiatives targeting employees with low skills in the public and private sectors.

It is planned to use Wandsworth LEA Professional Centre to increase skills delivery aimed at employers. The public sector will be targeted initially, followed by the roll out of a Widening Participation programme aimed at small businesses, with a particular focus on Skills for Life and ICT.

### *1.8 Information Learning Technology (ILT)*

The LEA's ILT strategy will promote the development of e-learning in the Borough. It will also be used to support and manage learning opportunities across all curriculum areas and expand adult and community learning across the Borough.

### *1.9 Equality and Diversity*

The Wandsworth Lifelong Learning Team is bound by the same equality and diversity policies as the London Borough of Wandsworth and is committed to inclusive learning and widening participation. It will continue to take a proactive approach to equality and diversity.

## **2. Quality**

All providers are required, under the terms of their service level agreements, to carry out self assessment of the quality of their provision against the Common Inspection Framework and submit annual self assessment reports to the LEA. As part of its own self assessment review, the LEA has revised and updated its quality assurance processes. The improvements made over the past 12 months to the LEA's MIS have resulted in more developmental approach and more rigorous and responsive monitoring of provision and targets.

The LEA is preparing for its first ALI inspection of its ACL provision and is planning the commission of a comprehensive benchmarking exercise by an external agency such as Ben Johnson-Hill Associates.

## **3. Infrastructure**

### **3.1 Property and accommodation strategy**

The LEA's property and accommodation strategy is integral to its Widening Participation policy which extends Adult and Community Learning's number and range of locations and partners to create greater access for learners. The range, quality and suitability of premises and compliance with LSC, Health and Safety, DDA and SEND requirements will be reviewed as the Lifelong Learning Team extends its role and partnerships.

If necessary, LSC capital funding from the minor works category will enable the necessary works to Authority premises (including schools where appropriate) and support to partner organisations.

Plans to develop a Skills and Development Centre are currently under consideration. If established (planned for 2008) it will develop vocational training for young people and to promote lifelong learning to adults, including the Skills for Life agenda. The project will link closely to the development of Battersea Power Station and the employment opportunities that will be available.

#### **3.1 WLEA's workforce development strategy**

The LEA's workforce development strategy is under review and an initial plan will be prepared in early 2006. The LEA is expanding its own training delivery to include NVQs, Skills for Life qualifications, accredited courses in ICT.

WLEA has reflected on the outcomes of the Strategic Area Review and is responding to its key themes with particular reference to developing learning opportunities in skills for life, creating additional opportunities for NEET and potential NEET and developing vocational opportunities for both young people and adults.

### **3.2 Financial planning**

Financial management is the responsibility of the Head of Lifelong Learning and 14-19 Developments assisted by the Budgetary Support Manager. Finances are subject to rigorous internal and external audit. Contracts with all providers clearly identify the financial responsibilities of both parties and the targets against which payments will be made. Best value principles are used to secure resources and services at competitive rates.

In the past, a proportion of LSC funding has been ring-fenced for Widening Participation. It is planned to continue this practice, subject to agreement by the LSC. For example, it is proposed to allocate £200,000 in 2005/6.

The LEA is in the process of identifying the volume of provision and funding that will be subject to the White Paper safeguard. It will ensure that 'first steps' provision is funded through the FE funding methodology taking into account weightings for disadvantage and area costs. Through the LLDG, the LEA is considering the most appropriate means of levying higher fee contributions from individual learners who can afford to pay.

## **4. Risk management**

The LEA is committed to the effective and timely management of risk. The Head of Lifelong Learning and 14-19 is responsible for ensuring that adequate systems of internal control and risk management are in place for the Adult and Community Learning programme.

The Lifelong Learning Team regularly reviews potential barriers and risks relating to the delivery of its ACL programme. It holds regular monitoring meetings with LCLSC and its ACL providers which include discussion of potential obstacles which may prevent the achievement of its

objectives. Their potential impact is assessed and additional controls and action plans are put in place where necessary.





Links between Wandsworth Lifelong Learning Team's strategic objectives and regional and national LSC priorities, StAR and FRESA

| FRESA PRIORITIES   | National PRIORITIES  | Regional Statement of Priorities  | LCLSC PRIORITIES   | WLEA Lifelong Learning Objectives   |
|--|--|---|--|---|
| <ul style="list-style-type: none"> <li>- Improving the chances for those in work and seeking work</li> <li>- Skills for Inclusion: enabling the Excluded to access learning and sustainable employment</li> <li>- Meeting Employers' Workforce Development Needs - This group focuses on the Sector Skills Agreements</li> <li>- 4) Pan-London Strategic Area Review Stakeholders Group</li> <li>- Enabling providers to tailor provision to current and future needs (employer and individual)</li> <li>- Enabling Regional Partners to work together more effectively</li> </ul> | <ul style="list-style-type: none"> <li>- Moving more adult learners into approved Skills for Life qualifications delivered within community learning settings;</li> <li>- Widening participation through targeting ACL to meet needs of hard to reach and under represented groups and individuals;</li> <li>- Extending Family learning and FLLN provision to take forward the London Central Family Learning strategy and priorities at a local level;</li> <li>- Increasing the impact of the Neighbourhood Learning in Deprived Communities fund and links with wider neighbourhood renewal initiatives;</li> <li>- Developing learning for Active Citizenship and/or Community Development;</li> <li>- Providing greater links with employers for workforce development and contribution to local regeneration programmes;</li> <li>- Plans to engage more adults studying their first full Level 2 (or Level 3) qualification including planned learner numbers).</li> </ul> | <ul style="list-style-type: none"> <li>- Make learning truly demand-led so that it better meets the needs of employers and individuals;</li> <li>- Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities;</li> <li>- Transform Further Education (FE) so that it attracts and stimulates more business investment in training and skills development;</li> <li>- Strengthen the role of LSC in economic development so that we provide the skills needed to help individuals into jobs;</li> <li>- Strengthen the LSC's capacity to work effectively at a regional level;</li> <li>- Improve the skills of workers who are delivering public services</li> </ul> | <ul style="list-style-type: none"> <li>- Raise participation and achievement by young people</li> <li>- Increase demand for learning by adults and provide better access to learning</li> <li>- Raise skills for a competitive economy</li> <li>- Improve the quality of education and training delivery</li> <li>- Raise levels of achievement through the celebration of diversity and promotion of equality of opportunity</li> <li>- Improve internal effectiveness and efficiency to ensure all objectives are met</li> </ul> | <ol style="list-style-type: none"> <li>1. Widen and extend participation in learning to groups and communities under-represented in the take-up of provision.</li> <li>2. Develop a coherent strategy for the delivery and quality assurance of adult and community learning.</li> <li>3. To raise the profile of adult learning opportunities in Wandsworth</li> <li>4. Contribute to social and economic regeneration and neighbourhood renewal.</li> <li>5. Deliver overall improvements in Skills for Life Programmes including the use of ICT</li> <li>6. Develop Family Learning Provision</li> <li>7. Provide opportunities for adults with learning difficulties and/or disabilities</li> <li>8. Provide opportunities for the retired population to develop new interests and skills</li> <li>9. Support community capacity-building to ensure the involvement of local community groups.</li> <li>10. MIS development</li> <li>11. Work collaboratively with ACL partners and others to ensure effective links and coherence with other strategies</li> </ol> |
| <p><b>StAR PRIORITIES</b></p> <ul style="list-style-type: none"> <li>- Pattern and mix of provision</li> <li>- Responsiveness of provision</li> <li>- Choice and confidence in provision</li> <li>- Strengthening links with higher education</li> </ul>   |  |   |  |   |

# **Wandsworth LEA**

## **Key business objectives for 2005-06**

| LEA Objective (and related LSC objective)   | Activity  | Timescales  | Lead Person   | Resourcing      | Key milestones  | Success criteria   | Intended outcomes  |
|---|---|---|---|-----------------|---|--|--|
| <p>1. Widen and extend participation in learning to groups and communities currently under-represented in the take-up of provision.</p> | <ul style="list-style-type: none"> <li>• Ring-fenced Widening Participation Fund of £200,000 that is accessible to all partners for the purpose of developing provision that will engage hard to reach or under-represented learners.</li> <li>• Encourage applications to the WP fund from a range of providers including colleges, schools, training providers and the voluntary sector.</li> <li>• Continuation funding of an ACL Manager to build the capacity of community and voluntary groups to deliver high quality adult and community learning.</li> <li>• Continuation of outreach advice and guidance funding.</li> <li>• Expansion of the range of Family Learning Programmes; targeting fathers and secondary schools who are currently under-represented as learners and providers in the current provision.</li> <li>• Continue to operate Family Learning Forum.</li> <li>• Development of innovative outreach programmes and use of new technologies to reach under-represented groups</li> <li>• Further development of the range and geographical distribution of community based</li> </ul> | <p>Commission projects between September 2005 and July 2006</p> | <p>Head of Lifelong Learning and 14-19 Developments in conjunction with the Lifelong Learning Development Group</p> | <p>£200,000</p> | <ul style="list-style-type: none"> <li>• Applications to the Widening Participation Fund to be assessed at each meeting of the Lifelong Learning Development Group held six weekly.</li> <li>• ACL meetings held every 3 weeks to monitor progress of key objectives and projects.</li> <li>• Quality Officer to monitor and evaluate each project at agreed measurement points.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased number of non-traditional learners</li> <li>• Greater breadth of provision</li> </ul> | <p>Total of 10,640 learners (600 accredited Skills for Life Learners, 950 parents/carers involved in Family Learning, 12% LDD, 28% Male, 40% BME, 25% 60+)</p> |

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|   |  |                                |  |   |   |   |   |
|---|--|--------------------------------|--|---|---|---|---|
|   | <p>ACL providers in response to local need.</p> <ul style="list-style-type: none"> <li>• Deliver a marketing plan to raise awareness of ACL opportunities; including promotion of the Wandsworth ACL brand What, Why, When, How? and <a href="http://www.wandsworthlifelonglearning.org.uk">www.wandsworthlifelonglearning.org.uk</a> website.</li> <li>• Promotion of key events such as Family Learning Week and Adult Learners' Week.</li> <li>• Target adults without a level 2 qualification. <ul style="list-style-type: none"> <li>▪ Develop links with employers</li> <li>▪ Develop 'employability' programmes for the unemployed and those wishing to enter the labour market</li> </ul> </li> </ul>  |                                |  |   |   |   |   |
| <p>2. Develop a coherent strategy for the delivery and quality assurance of adult and community learning.</p> | <ul style="list-style-type: none"> <li>• Lifelong Learning Development Group to implement Business Plan and 3 year Strategy. <ul style="list-style-type: none"> <li>▪ Implement supporting strategies: Skills for Life, ILT and family learning</li> </ul> </li> <li>• Work with the Learning and Skills Council to agree a common funding formula which takes into account the different costs of provision.</li> <li>• Implement self-assessment review system within the context of the Common Inspection Framework (CIF).</li> <li>• Provide additional support to new providers, in particular organisations from the community and voluntary sector, to meet the requirements of the CIF.</li> <li>• Improve retention and achievement: the</li> </ul> | <p>August 2005 – July 2006</p> | <p>Head of Lifelong Learning and 14-19 Developments, Quality Officer in conjunction with the Lifelong Learning Development Group</p> | <p>£150,000 (Includes costs of Quality Officer and Research Officer – Management Information)</p> | <ul style="list-style-type: none"> <li>• Review Development Plan on a monthly basis</li> <li>• Following mock inspections in 2004, carry out follow up health check of each provider by June 2005.</li> </ul> | <p>LEA and providers to be assessed as satisfactory or better</p> | <ul style="list-style-type: none"> <li>• In the event of inspection an average Grade of 3 or better</li> <li>• Improved levels of customer satisfaction <ul style="list-style-type: none"> <li>▪ Plans embedded in delivery strategies</li> </ul> </li> </ul> |

|  |  |   |  |                |  |  |  |
|--|--|---|--|----------------|--|--|--|
|  | <p>more established providers have systems in place for monitoring retention and achievement and the LEA will be working with other providers to ensure their systems are equally robust to allow improvement targets to be set in future.</p> <ul style="list-style-type: none"> <li>• Continue training and development programme for provider staff</li> <li>• Revise quality procedures with particular attention to auditing the quality of provision and MI submitted by providers</li> <li>• Continue to develop systems for measuring customer satisfaction/ learning needs and consider how to develop student forums.</li> <li>• Develop borough wide Staff Development Policy for ACL Staff.</li> </ul> |   |  |                |  |  |  |
| <p>3. To raise the profile of adult learning opportunities in Wandsworth</p> | <ul style="list-style-type: none"> <li>• To continue to distribute What, When, Why, How materials as appropriate</li> <li>• In conjunction with the Lifelong Learning Development Group to plan appropriate marketing for September 05</li> <li>• To keep information on website up-to-date and add features such as success stories</li> <li>• In conjunction with the Lifelong Learning Development Group to plan marketing for Family Learning Week and Adult Learners Week</li> <li>• To publicise the activities of the service in the local press and the Council publication Brightside</li> </ul>  | <p>August 2005 – July 2006</p> <p>See Activities and Key Milestones</p> | <p>Head of Lifelong Learning and 14-19 Developments with the Lifelong Learning Development Group</p> | <p>£30,000</p> | <p>Marketing to support September 2005 recruitment</p> <p>Family Learning Week October 2005</p> <p>Adult Learners Week May 2006</p> <p>Analysis of each campaign</p> <p>Analysis of website visits</p> | <ul style="list-style-type: none"> <li>• Marketing to support September 2005 recruitment</li> <li>• Family Learning Week October 2005. Adult Learners Week May 2006. Analysis of each campaign.</li> </ul> | <ul style="list-style-type: none"> <li>• To provide clear and comprehensive information on ACL opportunities to the residents of Wandsworth</li> <li>• To raise awareness of the opportunities in Wandsworth</li> <li>• To achieve target learner numbers</li> </ul> |

**Adult Education Provision 2003/04**

|  |  |                         |   |   |   |   |  |
|--|--|-------------------------|---|---|---|---|--|
|  | <ul style="list-style-type: none"> <li>To maintain directory of ACL provision for learners with disabilities.</li> </ul>   |                         |   |   |   |   | 10,640   |
| 4. Contribute to social and economic regeneration and neighbourhood renewal.           | <ul style="list-style-type: none"> <li>Continue to develop strategic links with the Neighbourhood Renewal Strategy and Regeneration Partnerships</li> <li>Deliver targeted Learning Programmes in Tooting, Battersea and Roehampton using the European Social Fund grant</li> <li>Ensure effective links with related strategies:<br/>Skills for Life, Schools Standards Agenda, Every Child Matters, 14-19, Early Years, Neighbourhood Renewal, Youth and Connexions, Extended Schools, Children's Centres, Teenage Pregnancy, EIC, Libraries and Communities' Strategy, Social Inclusion.</li> </ul> | August 2005 – July 2006 | Head of Lifelong Learning and 14-19 Developments  | £600,000  | Official launch of ESF programmes in September 2005   | Increased numbers of learners from wards of deprivation identified in ACL MI  | <ul style="list-style-type: none"> <li>Increased take-up of learning in the areas identified</li> <li>Coherence with other national &amp; local strategies, and funding streams</li> </ul> |
| 5. Deliver overall improvements in Skills for Life Programmes including the use of ICT | <ul style="list-style-type: none"> <li>Develop a Skills For Life Strategy for the borough working on cross borough level to share best practice with colleagues</li> <li>Develop and implement ICT strategy for the borough working on cross borough level</li> <li>Develop and implement Family Learning Strategy</li> </ul>  | 2005-06                 | Head of Lifelong Learning and 14-19 Developments /ACL manager in conjunction with Lifelong Learning Development Group | £100,000 + funds from Widening Participation - amount to be determined based on bids from providers | <ul style="list-style-type: none"> <li>Skills for Life Strategy in place by June 2005</li> <li>ILT Strategy in place by April 2005</li> <li>FL Strategy in</li> </ul> | <ul style="list-style-type: none"> <li>Evaluation of provision showing innovative use of ICT and embedded basic skills across all providers</li> <li>Improvements against Self Assessment Report</li> </ul> | <ul style="list-style-type: none"> <li>See Key Milestones.</li> <li>Total of 10,640 learners, including 600 Skills for Life learners.</li> <li>In the</li> </ul>                           |

|   |   |                         |  |  |   |   |  |
|---|---|-------------------------|--|--|---|---|--|
|   | <ul style="list-style-type: none"> <li>• Collaboration with libraries on shared objectives relating to ICT and Skills for Life</li> <li>• Work closely with South Thames College to develop the range of outreach provision in the community</li> <li>▪ Develop 2 test centres for Skills for Life</li> </ul>   |                         |  |  | place by May 2005   |   | event of inspection an average grade 3 or better |
| 6. Develop Family Learning Provision              | <ul style="list-style-type: none"> <li>• Promote Family Learning Week</li> <li>• Increase the number of schools and community groups providing family learning</li> <li>• Develop network meetings for schools and community groups in order to disseminate good practice and improve communication</li> <li>• Produce termly Family Learning newsletter</li> <li>• Require all schools and community groups providing programmes to submit an action plan to access funds.</li> <li>• Develop accreditation systems for family learning programmes</li> <li>• Increase use of mobile classroom facilities at the City Learning Centre to facilitate access to state of the art ICT in community locations</li> <li>• Instigate provision to engage fathers in family learning</li> <li>• Continue to develop family learning in secondary schools</li> <li>• Ensure effective integration of IAG.</li> </ul> | August 2005 – July 2006 | Head of Lifelong Learning and 14-19 Developments/ Family Learning Co-ordinator in conjunction with Lifelong Learning Development Group and providers | £220,000 (additional funds may be available from the Widening Participation Fund). This will depend on applications to the fund. | <ul style="list-style-type: none"> <li>• Family Learning Week October 2004</li> <li>• Family Learning Network Meetings</li> </ul> | <ul style="list-style-type: none"> <li>• Achieve 823 learners in FLLN and 127 in Wider Family Learning</li> <li>• Increase the number of schools and community groups participating in the programme</li> <li>• Increase accredited provision</li> <li>• Increase the number of fathers participating in the programme</li> </ul> | See Success criteria                             |
| 7. Provide opportunities for adults with learning | <ul style="list-style-type: none"> <li>• Work with South Thames College to provide outreach learning opportunities e.g. Housebound Learners.</li> </ul>   | By July 2006            | Head of Lifelong Learning and 14-19  | Widening Participation Fund/Marketing Fund and DDA   | See Activity  | <ul style="list-style-type: none"> <li>• Coherence of provision for learner group</li> </ul>  | See Activity and Success criteria                |

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| difficulties and/or disabilities .  | <ul style="list-style-type: none"> <li>• Work with Social Services to further develop opportunities for people with learning difficulties and disabilities</li> <li>• Undertake an audit of sites for adult and community learning to assess their suitability for learners with disabilities and upgrading facilities, subject to resources being available</li> <li>• Work with community providers to develop the range of provision available e.g. MIND, MENCAP, SHARE Community</li> <li>• Promote the use of accredited learning opportunities e.g. LOCN</li> <li>• Maintain Directory of provision for adults with learning difficulties and or disabilities</li> </ul> |                         | Developments/ ACL Manager  | /Minor works grants through LCLSC  |         | <ul style="list-style-type: none"> <li>• Increase participation of this group to 12%</li> <li>• 200 learners achieving LOCN accreditation</li> </ul>  |  |
| 8. Provide opportunities for the retired population to develop new interests and skills | <ul style="list-style-type: none"> <li>• Continue to develop programmes for the retired population</li> <li>• Encourage providers (STC, CLC, PSAD) to continue to provide opportunities for the retired population</li> </ul>  | By July 2006            | Head of Lifelong Learning and 14-19 Developments/ ACL Manager in conjunction with the Lifelong Learning Development Group. | Mainstream funding to organisations + monies from the Widening Participation Fund as appropriate | Various | <ul style="list-style-type: none"> <li>• Continued participation of older learners</li> <li>• Continue to fund provision for the retired population from the Widening Participation Fund</li> </ul> | See success criteria Achievement of 2,660 (25%) Learners |
| 9. Support community capacity-building to ensure the                                    | <ul style="list-style-type: none"> <li>• Support target groups to submit applications to the Widening Participation Fund.</li> <li>• Support organisations to deliver LOCN or</li> </ul>   | August 2004 – July 2005 | Head of Lifelong Learning and 14-19 Developments/  | Neighbourhood Learning/ Widening Participation LSC LIDF/ ESF                                     | Various | <ul style="list-style-type: none"> <li>• Increase in outreach provision</li> <li>• Increased</li> </ul>   | Total of 11,300 learners (600 Accredited Skills for Life |

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| <p>involvement of local community groups.</p> | <p>similar accredited programmes to ensure that learners access accredited provision.</p> <ul style="list-style-type: none"> <li>• Encourage larger institutions to work with the community sector in order to share expertise and best practice.</li> <li>• Ensure integrated IAG             <ul style="list-style-type: none"> <li>▪ Through ESF programmes support tasters and accredited learning programmes for the unemployed and other disadvantaged groups</li> </ul> </li> <li>• Through providers create Neighbourhood Learning provision that supports target groups and:             <ul style="list-style-type: none"> <li>• Residents in areas of deprivation in the Borough</li> <li>• Ethnic minorities</li> <li>• Refugees and asylum seekers</li> <li>• Adults with low levels of basic skills</li> <li>• Older residents</li> <li>• Adults with learning difficulties or physical disabilities</li> <li>• Adults disadvantaged by long-term unemployment</li> <li>• Groups that are under-represented in adult and community learning, (for example, men)</li> </ul> </li> </ul> |                   | <p>ACL Manager in conjunction with the Lifelong Learning Development Group</p>                |                |   | <p>participation from target groups</p> <ul style="list-style-type: none"> <li>• Increase in the number of accredited outcomes</li> <li>• Improved partnership working</li> </ul> | <p>Learners, 950 parents/carers involved in Family Learning, 12% LDD, 28% Male, 40% BME, 25% 60+) 200 learners accredited through LOCN</p> |
| <p>10. MIS development</p>                    | <ul style="list-style-type: none"> <li>• Maintain Data collection systems in place to allow the evaluation of providers and the monitoring of performance against targets</li> <li>• Further enhance internal systems to collect and evaluate data required by LSC &amp; ALI and to inform planning strategies</li> <li>• Provide regular learner analysis to support</li> </ul>   | <p>April 2005</p> | <p>Head of Lifelong Learning and Extending Opportunities /Research and Evaluation Officer</p> | <p>£40,000</p> | <p>To deliver accurate ILR returns throughout 2005-06</p> | <p>MIS that collects robust data from small community providers as well as established providers such as the colleges; that meets the needs of Wandsworth Council, the LSC</p>    | <p>See Activity and Success criteria</p>   |

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|  | <p>LEA objectives (including breakdown by ethnicity, age, postcode, disability etc.)</p> <ul style="list-style-type: none"> <li>• Perform geographical analysis of learners by postcode vs provision</li> <li>• Extend existing database capabilities to include analysis of course evaluations in order to aid planning</li> <li>• Develop strategy and systems for tracking the progression of learners</li> </ul>  |                                |   |                  |   | and ALI                                  |  |
| <p>11. Work collaboratively with ACL partners and others to ensure effective links and coherence with other strategies</p> | <ul style="list-style-type: none"> <li>• Minimum of quarterly meetings between LEA and provider</li> <li>• Lifelong Learning Development Group Meeting – six weekly</li> <li>• Sub-groups of the Lifelong Learning Development Group – Quality, Family Learning, Skills for Life, ESF, Curriculum, Funding to meet as Required</li> <li>• Ensure that ACL plans and policies demonstrate links to all relevant local and national strategies</li> <li>• Membership of local strategic groups e.g. Sub regional forum for Adult Learning, IAG</li> </ul> | <p>August 2005 – July 2006</p> | <p>Head of Lifelong Learning and 14-19 Developments</p> | <p>ACL staff</p> | <ul style="list-style-type: none"> <li>• Produce ACL Business Plan by March 31st 2005</li> <li>• Revise ACL Three Year Plan by July 31st 2005</li> <li>• Produce Self Assessment Report by 31st March 2005 and up-date by November 2005.</li> </ul> | <p>See Activities and Key Milestones</p> | <ul style="list-style-type: none"> <li>• Coherence with other relevant strategies</li> <li>• Clear strategic documents in place</li> <li>• Achievement of target learner numbers</li> <li>• Robust sub-groups feeding the development of quality and strategy</li> </ul> |