

Directorate: Children and Young People
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Isle of Wight Council

Community and Family Learning Service

ADULT AND COMMUNITY LEARNING PLAN 2010 - 2011

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The Community & Family Learning Service aims to provide and broker responsive adult learning opportunities for the Isle of Wight; encouraging social, economic, educational and personal progression for individuals and families. This Adult and Community Learning Plan (formerly called the Adult Learning Plan) identifies the priorities for community and family learning for 2010-2011. The plan covers Informal Adult Learning, Skills for Life, Personal & Community Development Learning, Family Programmes, Neighbourhood Learning in Deprived Communities and First Step. These activities are primarily planned to support the Island community, corporate objectives of the IW Council, the Island Strategic Partnership and the Skills Funding Agency (formerly Learning & Skills Council.) The Isle of Wight Council is the Lead Accountable Body for Informal Adult Learning.

2 WHO?

2.1 Scope of Provision

The Community and Family Learning Service (The Service) aims to become the Lead Accountable Body for commissioning and providing community & family learning programmes, primarily for adults over 19 on the Isle of Wight. We aim to support adults to access a full range of learning opportunities from enjoyable leisure time activities through to learning which supports community development and social cohesion; building the capacity of individuals, families and communities. The Service actively seeks to build the skills base of individuals and the community to ensure they can support the regeneration necessary for an all year round sustainable, vibrant and viable local economy. Learning supports social and economic regeneration through linking programmes to participation in local events.

Much of the provision is targeted to meet the learning needs of deprived communities and disadvantaged groups. Work to identify gaps and develop programme proposals continues through learner surveys and consultations with the Isle of Wight Learning Network, Children's Trust, Family Learning & Support Hub, local community groups and headteachers, Isle of Wight Council Extended Services Team, Museums, Libraries & Leisure Services, and other Island Strategic Networks. The Community and Family Learning programme contribute to a wide range of outcomes e.g. health, community safety, economic and social regeneration and other local authority corporate objectives.

Through Department for Children, Schools and Families (DCSF) funding from 2008-2011, for additional family learning programmes, vulnerable families have been supported to access a range of opportunities from financial capability courses to engagement activities for specific groups of families. Priority groups are those who are in the most deprived communities, specifically those parents who do not have any formal qualifications or who have not reached level 2, male family members, families where no parent is working or who live in poor quality or overcrowded housing or on a low income which means they cannot afford a number of food and clothing items or where the mother has mental health problems or at least one parent has a longstanding limiting illness, disability or infirmity.

We aim to widen adult participation in learning through a targeted approach promoting equality and diversity and improving access to learning for particular under-represented groups e.g. men and boys, adults and families with disabilities, learners with poor mental health. A referral system with the Mental Health team supports individuals to access courses. We offer programmes for adults, below level 2, with low levels of literacy and numeracy. We set targets annually to engage learners from the nine key deprived wards in the Local Area Agreement and to increase accreditation for those learners. We also monitor the number of 'new' learners who have not been engaged in learning for three years.

In the current economic climate it is vital for the Service to support skills and retraining as well as offering positive activities for those at threat of redundancy and worklessness. The Island has a large and active voluntary and community sector, with people taking pride in the Island and wanting to contribute to community life.

We aim to support the development and associated learning demands of information learning technology to enhance the skills of the workforce, engage learners and enhance the learning experience; including accessibility to learning support via the virtual learning platform called MOODLE.

2.2 Trend Data and Service Targets:

	Achieved 07/08	Planned 08/09	Achieved 08/09	Planned 09/10	Planned 10/11	Planned 11/12
Total learner number	1646	2100	1827	2200	2200	2200
% Male	19.7%	4.0%	20.3%	20%	20%	20.5%
% Learning Difficulty or Disability	7.1%	18.0%	7%	4%	5%	5%
% Ethnic Group	2.5%	1.9%	2.8%	1.9%	2%	2%
% aged 60+	21.6%	3.5%	18.9%	20%	21%	21%
% Basic Skills	15.2%	25.0%	25.7%	14%	15%	15%
Total informal adult learning opportunities offered by IW Learning Network members	-	-	-	-	3000	5000

(Learner demographics including age, gender, ethnicity and learning difficulty and/or disability are meeting the targets we have agreed and reflect the local population.)

It should be noted that these planned learner numbers are only achievable due to substantial levels of financial support from the Isle of Wight Council, Department of Children, Schools and Families, other agencies financial support and fee income. This accounts for 65 % of the Service budget. The planned numbers for 2010-11 are subject to continued partner and project funded support and Skills Funding Agency funding at least at current levels. However the Service has recorded for the first time this year projected numbers for other providers of informal adult learning on the Island which shows the full picture of opportunities available in one plan. As the Lead Accountable Body role expands, it is anticipated a greater number of Informal Adult Learning opportunities will be identified.

2.3 Progression and Achievement

The Service has developed clear accredited progression pathways for its learning opportunities. This includes accredited courses through its centre status for NCFE, Open College Network and City and Guilds and has achieved Investors in Quality status with NCFE to accredit in-house programmes. Increasingly we find accredited progression opportunities are a significant motivational force for some learners.

Direct and clear progression opportunities are offered as part of the Personal & Community Development Learning (PCDL) offer. These allow learners to engage with many taster and short course opportunities in a neighbourhood near them and to progress to more advanced and accredited programmes at a central location. In 2009 – 10 courses in using the iMac for creative activities, music and carnival have been particularly successful.

Learners on Family Learning programmes can progress into employment through our work experience programme and we have several learners who have gained employment in schools after working on intensive programmes. Learners are encouraged to find out about voluntary positions in their local communities including being parent governors in their children's schools. For those learners who wish to progress their learning further there is the opportunity to participate in taster days at the Isle of Wight College. During all short and intensive programmes there is the opportunity for learners to have one to one sessions with Next Step and Learning Links advisers. A qualified IAG officer is available before, during and after programmes to give information and advice to learners.

Over the past 4 years retention, achievement and success have maintained high levels. Average attendance has improved considerably and is currently 95%. There has been a marked increase in the number of accredited learning outcomes which now include Skills for Life. Programmes are primarily focused on four curriculum areas which have always proven to be popular: Arts, Family Learning, Information Communication Technology and Creative Media. Learners within these areas have comparable success in achieving their learning aims. The majority of classes are delivered during day-time sessions at present, which fits in with our partnership work with schools. However, through revised delivery models we plan to increase the percentage of evening programmes beyond the current 15%.

Through the council's commissioning pilot we were able to grant funding to three providers that will provide a range of courses that are innovative and inspiring to new learners on the Island for the current year. It is our intention to learn lessons from this pilot in order to further commission or develop voluntary and community sector partners.

The Service commissions case studies of learners' stories showing how progression has been achieved sometimes over a number of years. The case studies can be accessed on the website for potential learners and are used as posters to advertise learning opportunities. Case studies showing Social, Economic, Educational & Personal progressions were chosen in order to show the breadth of progression opportunities available to adults. We also work in support of the libraries, museums and archives generic learning and social outcomes in order to record and encourage progression. Family Learning Impact Funded programmes require long-term tracking of learners which will ensure that more detailed information on the impact of family learning is recorded.

2.4 Information, Advice and Guidance

The provision of information advice and guidance is crucial to the development of learning that meets community needs. The Service achieved the Matrix Quality Standard for the provision of Information, Advice and Guidance in February 2008.

It is the policy of the Service that all actual and potential learners on courses are offered comprehensive high quality information and advice, where learner needs are at the centre of process. This will allow the learners to make the appropriate choices and the service to target resources appropriately. Where a learner requires in depth guidance they will be referred to local adult information advice and guidance through either Next Steps or Learning Links.

The Community and Family Learning team has a designated lead officer for Information Advice and Guidance. This role includes attending training, reviewing policy documents and providing advice to the other members of the team and the Isle of Wight Learning Network.

Information Advice and Guidance (IAG) for tutors is supported via the MOODLE online learning platform to enable tutors to identify progression routes and provide specific information and advice. Progress will continue to be made mapping learning to progression routes with a range of providers in particular to subjects that can be linked to employment opportunities. Isle of Wight College Open days now include Isle of Wight Learning Network members.

Level 2 NCFE in Advice and Guidance Support is available and supported through the MOODLE online learning platform allowing learners to access course materials, take part in online forums and submit work online. Tutor packs are distributed to all tutors containing reference guide to IAG and the referral systems that have been developed with Parenting & Family Support, mental health and through the Common Assessment Framework Panels.

3 WHY?

3.1 National and Local Drivers

Currently we are coming to the end of a three year national safeguard for Learning and Skills. This covers core funding learning for Personal and Community Development, Family Learning programmes, Neighbourhood Learning in Deprived Communities and First Step programmes. We have received assurances from the outgoing local LSC that funding for these programmes will remain the same for 2010/11.

Section 23 of the Learning and Skills Act 2000 states 'If an LEA does not secure the provision of education and training (and connected leisure time occupation) in accordance with a provision included in a plan under clause 22(3) the Secretary of State may direct the Authority to do so.

Many respondents to the national 2008 informal adult learning consultation said they would like to see increased local ownership of informal adult learning and more join-up between all the differently funded activities that happen in the same local authority.

In March 2009 the Government produced a White Paper entitled 'The Learning Revolution'. In this paper the Government sets out its plans that Local Authorities provide the local leadership to create and support vibrant local networks of informal learning. The new model is taking shape and will be phased-in over the coming 18 months. English local authorities will soon be receiving a joint letter from BIS and the Learning and Skills Council (LSC) with further information about the Lead Accountable Bodies (LABs) that will take on the leadership of informal adult learning in August 2011. Later this year, local authorities will receive the formal invitation to take up the LAB role

"We expect local authorities to invest public funds smartly to complement private and third sector activity effectively, and make the most of more flexible funding. We will look to local authorities to co-ordinate related streams of funding, particularly those for areas of activity such as libraries, galleries and neighbourhood renewal. We will also empower people and communities to use their voice to influence how this money is spent."

During 2010, the Skills Funding Agency (SFA) will work with local authorities to develop the LAB model. LSC/SFA has already commissioned guidance on the proposed remit and expectations of the LABs. It will include examples of good practice from 17 organisations involved in planning and delivering informal adult learning. From 2011 onwards, the Skills Funding Agency will channel funding for informal learning (the Adult Safeguarded Learning budget) to the Lead Accountable Bodies and they will take responsibility for informal adult learning in their areas, providing the vision and leadership to innovate, join up, widen access and find creative local solutions. Each LAB will draw up a jointly-agreed delivery plan with other organisations in their areas.

While we have many good schools, our attainment levels at GCSE and Key Stage 2 are unacceptably low. Currently the Isle of Wight is undergoing a schools reorganisation and the Service is well-placed within the Children's Services Directorate identifying possible future

opportunities opened up by the reorganisation. 58% of the Island population do not have level 2 qualifications (*Source 2001 census*).

The structure of the Island economy is changing. Retailing, manufacturing, construction, health and business services are now the five largest employment sectors, whereas traditionally the economy was based on tourism, manufacturing and agriculture. Wages continue to be 22% below the national average and we need to generate more, better paid employment opportunities through inward investment and by increasing the competitiveness of existing Island businesses. Average house prices are more than seven times the average wage on the Island. This has helped to create a shortage of smaller, affordable homes. The impact of the current economic climate has far reaching effects; not only on employment levels and wages but on well-being and social interaction. The Government's aim of eradicating child poverty by 2020 'can only be achieved with a transformation in the employment and earnings prospects of their parents' (*Source – Joseph Rowntree Foundation 2008*) . The Skills Funding Agency will continue to contract with providers to support learners without a level 2 qualification and those with essential skills needs.

From a health and well-being point of view, obesity in adults and children is both a national and local concern and an increasingly ageing population means that we have a growing demand on our care, support and health services. 6,100 residents are claiming incapacity benefit from a working age population of 79,000 (*Source Job Centre Plus.*)

The chart overleaf shows the relationship between the Island's Strategic Partnership aims, local area agreement indicators, Corporate Priorities and the Adult and Community Learning Plan's Contribution

Island Strategic Partnership Sustainable Communities Strategy & Local Area Agreement

NI 9 Use of Public Libraries
NI 8 Adult Participation in Sport & Active Recreation

Department of Health – Mental Health Act, Health & Social Care Act

Healthy & Supportive Island

Transforming Social Care

Health & Well-being Board

Health & Well-Being Strategy

Informal Adult Learning Personal & Community Development Learning

NI 151 Overall employment rate (working age)
NI 163 Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 2 or higher

Department of Business, Innovation and Skills – Skills for Jobs

Thriving Island

Regeneration & the Economy

Employment & Skills Board

Employment & Skills Strategy

Neighbourhood Learning in Deprived Communities
First Steps, Skills for Life, English for Speakers of Other Languages

NI 116 Proportion of children in poverty from 20% - 16.5%

Department of Children, Schools and Families – Think Family
NI 8 Adult Participation in Sport & Active Recreation

Inspiring Island

School Reorganisation

Children’s Trust

Children, Young People and Families Plan

Wider Family Learning, Family Literacy, Language and Numeracy.
Universal Parenting offer

Adult and Community Learning Plan

Cross Cutting Themes

Safeguarding

NI 111 First time entrants to the Youth Justice System aged 10-17
NI 4 % of people who feel they can influence decisions in their locality

Transformation & Value for Money

Delivering Better Services

Workforce Development

Organisational Development

Key to Chart:



Eco-Island themes



Key Delivery Boards



Isle of Wight Council priorities/major projects



Key Strategies

4 WHAT?

4.1 Curriculum content and delivery

The Community and Family Learning curriculum is delivered through a broad range of opportunities from introductory taster activities to short courses with progression opportunities, where appropriate, from introductory level to more advanced levels. The curriculum offer primarily focuses on: Visual and Performing Arts, English, Languages and Communications, Foundation Programmes and Family Learning.

Personal and Community Development Programmes are mainly non-accredited, although increasingly a number of NCFE and Open College Network (OCN) accredited programmes are being developed and delivered. The Community and Family Learning team will actively encourage the increase of accredited programmes, where appropriate, with our recently acquired Investors in Quality licence holder status which enables the Service to accredit its own programmes through an internal panel.

Aims for the coming academic year include the development of progression pathway opportunities with the local college and other providers; contributing to the development of a coherent curriculum for adults and families to support the achievement of the objectives of key national and local strategies e.g. Every Child Matters, Skills for Life, Island Sustainable Communities Strategy; supporting Workforce Development, the training of staff in Information, Advice and Guidance and signposting and championing roles as appropriate. A significant part of future planning will be to maximise the opportunities afforded by colleagues in the Isle of Wight Learning Network.

Many opportunities to support local events are being developed at the Carnival Learning Centre, for learners to develop skills to support community and national events, for example, The Island Games 2011 and the Cultural Olympiad 2012. Many learning opportunities are geared to support and enhance the quality of the IOW events calendar. In the coming year many of these will focus on providing the necessary hospitality, stewarding, health and safety and creative skills to ensure the Island can deliver a successful International Games programme in June

The Carnival Learning Centre is adopting an innovative thematic approach to learning activity for the next three years throughout the duration of the Cultural Olympiad. Programmes will revolve around the concepts of Incredible Journeys (2010), a celebration of British folklore and culture (2011 to coincide with the International Island Games) and Modern Britain. Festival 2012 will provide a unique opportunity for learning programmes to link to the largest community event held in the UK for a generation and leave a tangible legacy: Global communities will engage in culture and sport enabling the development of stronger communities and in particular a strengthened carnival and street theatre sector on the Island. These activities engender local confidence and pride allowing communities to take an active part in the future success of their community.

Family Programmes are directly delivered by the Family Learning Team. The Family Learning Strategy focuses on schools, children's centres and community venues in deprived areas and in

supporting delivery across localities. Family Learning programmes will seek to support families through the time of change for the local authority in the schools' reorganisation. Family Learning Impact funded courses support those vulnerable families in need, in partnership with a range of providers and services.

Wider Family Learning programmes (WFL) and Family Literacy, Language and Numeracy (FLLN) programmes are delivered in Island Primary and Middle Schools – as part of the Extended Schools core offer - and Children's Centres, libraries and community venues. Open College Network accredited Share programmes are also delivered by trained staff in schools and community venues, supported by a Share Co-ordinator who provides advice and guidance around adult learning accreditation opportunities. Programmes offer a broad range of opportunities from taster workshops to long courses both accredited and non-accredited. Parents, grandparents and carers are supported to sit the national literacy and numeracy tests, at entry level through to level 2, where appropriate.

Family Learning Impact Funding (FLIF) from the Department for Children, Schools and Families has successfully increased targets and access to 'at risk' groups. Working with partners allowed development of courses with experts who could offer engaging activities that drew interest from a variety of groups that had not been engaged before including foster carers, fathers, families where neither parent is working, low income families and those where the mother has mental health problems. Currently in year two, this funding has allowed the service to communicate understanding of its objectives and processes. The development of a Family Learning ambassador to recruit from their peers proved to be one of the most effective methods of engaging learners from the target groups. This was highlighted in a national case study. The Community Matters Course has been developed and accredited through the NCFE quality framework. Support packs have been created for other providers, such as Surrey Adult Learning Service, Liverpool City Council and Nottingham, to use with their families.

Excellent working relationships exist between the Service and Parenting & Family Support Service. A Family Learning and Support Hub (FLASH) exists to support the continuous professional development of parenting and family support staff with training delivered mapped to the national occupational standards for family learning and working with parents. 'Working With Parents' training is now co-delivered by a Senior Parenting Practitioner and the Service Development Officer. This has led to the ability to embed the Preparing to Teach in the Lifelong Learning Sector (PTLLS) within the current course to meet national expected standards and further develop the partnership work between family learning and family support.

The Family Learning curriculum, mapped to the Every Child Matters Five Outcomes Framework, focuses on a learner/school negotiated curriculum mapped to the National Curriculum and the Adult Core Curriculum within the context of local adult needs and local and national priorities including:- Skills for Life, E-learning and raising children's achievement. Innovative approaches to Family Programmes e.g. employability programmes and work experience opportunities, have been developed to encourage progression economically, socially, educationally and personally. Through the FLLN programme we have developed employability and financial capability and an adult work experience programme. Strong working partnerships exist with the Learning Links 'Future You' and 'Reach Out' projects, Job Centre Plus and the Shaw Trust, to promote family learning opportunities with lone parents.

The Share Programme delivered by the Service additionally supports Extended Schools by building capacity within their workforce to deliver family programmes. The Share strategy outlines training and resourcing of the programme of support available to schools and their families, including Open College Network accreditation. The Service developed a comprehensive resource which is currently available through the national Continyou Share website. The development of an accredited 'Family Carnival' course in Summer 2010 will also support the Cultural Olympiad programme.

Family Learning programmes are mainly accredited through OCN, NCFE and City and Guilds national literacy and numeracy qualifications.

NLDC Programmes are delivered in targeted areas identified for activity through the Local Area Agreement to meet the needs of deprived communities and disadvantaged groups in order to impact on economic regeneration, improve employability, support social inclusion and neighbourhood renewal.

First Steps Programmes are offered as an initial entry point into learning and from which learners are actively encouraged and supported to progress to other forms of learning. Since 2008 the Service has exceeded target learner numbers of 70 on an LSC Train to Gain type 'C' contract to deliver Skills for Life, Literacy and Numeracy to IW Council staff and volunteers. The programme is promoted to all staff, Unison members and staff are signposted to the offer on the Council intranet.

A pilot with leisure staff has led to the development of the learning offer across all departments of the council with staff directly referred via the Personal Development Review cycle.

The Service has recently undertaken an improvement project with the Learning Skills Improvement Service, focusing on a whole organisational approach to Skills for Life including refreshing the Isle of Wight Council Skills Pledge and staff training for embedding literacy, language and numeracy across the Service.

4.2 Workforce development

The service has established good working links to the Workforce Development and Organisational Development strategies and working groups that meet to discuss future requirements of the internal and contracted workforce of the Isle of Wight; including the provision of assessor awards.

The Service has become the City & Guilds accrediting centre for the Primary Care Trust's eleven Health Trainers working in partnership with their assessors and verifiers. Information Technology Qualifications at levels 2 and 3 have been delivered in the community and to staff as part of their continuous professional development. Initial discussions have taken place with the Youth Service who have identified a need to develop staff that are recruited into youth work job roles to support the Service restructure.

5 WHERE?

5.1 Local learning in communities

The Island is mainly a rural community, covering an area of 147 square miles and with a coastline of 57 miles. The largest towns are Newport, Ryde, Cowes, East Cowes, Sandown and Shanklin. Most of the Island's 140,200 residents (104,000 19+ Adults with 79,000 of working age) (*Source: NOS 2008*) live in these towns in the centre, north and east of the Island. Totland, Yarmouth and Freshwater are the main settlements in the west of the Island with Ventnor being the largest town in the south. Separated from the mainland by the Solent, the Island is connected to the south coast by passenger and vehicle ferries to the ports of Southampton, Portsmouth and Lymington.

The aim of the Service is to deliver learning opportunities in communities or localities, rather than centred on the capital town. Co-ordinators work with local people, community stakeholders, schools and extended schools co-ordinators to provide courses to meet local need.

The Carnival Learning Centre is the Service's dedicated learning facility for adults, families, schools, staff training and artists. This multi-faceted facility enables the Service to broker its offer to many different groups/services both within the Council and the wider Island and mainland communities. The centre is the staff base for core Community & Family Learning staff and is a City and Guilds Test Centre for Basic Skills

The Carnival Learning Centre, opened in April 2008 aims to:

- Provide an all year round programme of workshops, training courses, events and exhibitions that engage the learner at all levels.
- Deliver an outreach programme in rural areas by means of its mobile unit - the Carnival Truck.
- Provide space and facilities for carnival artists to experiment and create new work.
- Stage at least two carnival events annually which create a showcase for learning programmes as well as the work of local and visiting artists.
- Create opportunities for international touring and visiting artists/exchanges.
- Support regional and national carnival development by working in partnership with other arts organisations and creative partners.
- Embrace latest technologies and innovation to pursue excellence in the field
- Promote business development opportunities within the sector.

The community development model of delivery focuses on six geographical areas: Ryde, Newport, Cowes/East Cowes, Sandown/Shanklin Bay Area, Ventnor and West Wight. As the locality model of working becomes embedded we will seek to plan and report on activity to support this model.

The Learning and Skills Council has also supported the delivery of learning through capital funding i.e. The Carnival Learning Centre in partnership with the Arts Council, the Carnival

Truck, Ventnor Community Projects, Park Centre, Ryde, Nine Acres Primary, Osborne Middle School/Children's Centre and West Wight Youth & Community Centre.

The Learning Revolution promotes the local identification of 'Open Spaces' for learning and the Service will seek to consolidate, co-ordinate and promote the use of venues around the Island.

6 HOW?

6.1 Consultation, planning, evaluation of learning

The Service aims to meet various community and stakeholder needs through active networking and consultation and use of learner feedback and evaluation.

We aim to offer support to Children's Trust locality planning and multi agency working by using local knowledge and Extended Services and Children's Centres requirement to undertake community research to evaluate the needs of their communities.

The Service also proactively engages with the Parenting & Family Support Service to cross refer families with learning and support needs to the relevant services. This work compliments the 0-7 Partnership pilot project being undertaken within Children's Services and partners to develop a family CAF (Common Assessment Framework) for improved multi-agency working.

The Service has continued to diversify with closer working partnerships through the Isle of Wight Learning Network with Primary Care Trust, Rural Community Council, Riverside Centre, and other voluntary groups in the Voluntary & Community sector, Isle of Wight College, Learning Links, housing associations, Leisure Services, Heritage and Central services to incorporate a whole council approach to the work we do in the community and for our staff and volunteers. A pilot commissioning prospectus was developed by the Isle of Wight Council Partnerships team which led to identification of new partners and areas of delivery. The Service is small however to warrant this approach in the future but a slimmed down, transparent approach will be developed to maintain the breadth of provision next year with IW Learning network partners.

6.2 e-Learning

The Service has a strong vision for e-learning which fits neatly with our overall aims and objectives: -

"To enthuse, enrich and inspire learners who participate in Community and Family Learning opportunities by using e-learning resources to improve the skills, knowledge and enjoyment of adults, families, employees and the wider community".

e-Learning is implemented through an annual action plan based on the findings of the 'Generator' technology improvement leadership tool. This year the focus continues to be the ongoing development of our virtual learning environment (VLE) both to support staff training and to enhance community learning opportunity. It is the Services ambition that we have web-based VLE support across all our curriculum areas to encourage learners to participate in online discussions, share materials or to catch up with homework to refresh and reinforce learning.

Staff nominated as e-guides and subject leads are an integral part of ongoing Staff development training programmes; focusing on providing tutors with the tools, equipment and resources to embrace e-Learning. The four local authorities in the Hampshire and Isle of Wight region have

collaborated on a shared resource portal (www.support4tutors.net) to develop shared training opportunities and learning materials. It is a priority to continue to support this partnership through a quarterly regional steering group.

Through support bodies including NIACE and JISC Regional Support Centres we have been very successful in accessing funding to support the e-Learning strategy over the past 3 years. The Service will seek to apply for future funding opportunities to support the establishment of a new computer learning suite within West Wight Youth and Community Centre that can be used for both youth and adult opportunities.

One area of particular need is internet access in outreach venues. Although we are working with internal partnerships to establish a dedicated learning room in each cluster, we are unable to provide learners access to internet resources, research and networking in rural venues such as church halls. During 2010 we will be investigating options to use 3G broadband subject to value for money.

6.3 Promotion of Learning

The key areas of the curriculum are marketed to meet the needs of targeted groups through town based brochures primarily and in addition through specifically targeted schools/venues, local publications e.g. Ventnor Chronicle, Beacons in addition to the Isle of Wight County Press entertainment section. Next year there will be one Community Learning brochure which will contain the whole Island learning offer plus details of partners' provision on the IW Learning Network following curriculum reviews with the Isle of Wight College to determine possible duplication and potential progression and referral routes.

Family breakfasts, coffee mornings, taster workshops, open days during Adult Learners' Week and attendance at the Big Day Out during the Family Learning Festival all help to raise the profile of the Service and enable consultation with potential learners. In addition, close working links with partner services enable informed delivery and responsiveness to need. Ryde Arts Parade and the Island's carnival season are showcase events advertising the costume, dance and music skills which can be learned at the Carnival Learning Centre. Very positive links are developing with Job Centre Plus, the mental health outreach teams, Shaw Trust, OSEL and other Voluntary and Community Sector providers to enable us to target this learning at the most deprived groups.

6.4 Finance and Funding

This plan is based on the indicative funding allocation advised by the Learning and Skills Council in February 2010, prior to responsibility for Informal Adult Learning transferring to the Skills Funding Agency. Additionally the plan is supported by IW Council revenue and project funding from a number of partner agencies, including Extended Services, The Arts Council, West Wight Landscapes Partnership, Youth Music and the Department for Children, Schools and Families, the Accentuate programme, PUSH for Culture, Youth Offending team and Medina Housing Association.

In a recent value for money exercise undertaken by the National Institute for Adult Continuing Education (NIACE) we were graded as a Type 3 targeted service, benchmarking of costs will be

undertaken by NIACE and reported to the Skills Funding Agency to help inform future funding allocations.

Type 3 Targeted services

These are generally smaller services, often in small unitary authorities. Their services will usually be concentrated both in the geographic areas they cover and the curriculum they offer.

- Total budget of around £1m or less and certainly no more than £2m.
- Fully targeted provision involves both geographical targeting of areas of need and specific programmes designed to engage learners.
- Participation rates are normally low.
- Will usually bear considerable on-costs for outreach activities, may have more learner support requirements than other services, and may need to teach in smaller groups or one to one.

6.5 Income

The table below shows the LSC indicative funding allocations for the Isle of Wight Council Community and Family Learning Programme 2010/11.

Skills Funding Agency – Informal Adult Learning (TBC)	298,000
Skills Funding Agency – Train to Gain (TBC)	19,000
Dept. of Children Schools & Families - Family Learning Impact Fund (TBC)	100,000
IW Council	177,000
Target course fees	49,000
Income from commissioned services	116,000
Target Partner Agency Project Income (TBC)	98,000
TOTAL	857,000

6.6 Expenditure

Core Infrastructure	179,000
Quality Assurance and Data Collection	21,000
Carnival Learning Centre and Programmes	155,000
Personal and Community Development Learning Programmes	123,000
Neighbourhood Learning In Disadvantaged Communities Programmes	17,000
Informal Adult Learning Commissioning	20,000
Skills for Life	21,000
Train to Gain Programmes	35,000
Family Learning Programmes	286,000
TOTAL	857,000

6.7 Fees

The Fees and Remissions Policy aims to provide a clear framework for the provision and delivery of Community and Family Learning on the Isle of Wight. There is an expectation that, where appropriate, learners will make a contribution to the costs of delivering their programme through the payment of course fees. We expect learners who are studying principally for their own pleasure (Leisure Learning), to be contributing approximately 50 percent of the cost to the provider of delivering the course.

The Isle of Wight Council contribution, LSC and other agency financial funding enables the fees to be maintained at a minimum level in order to meet the priorities of the Local Area Agreement and the IWC Corporate Plan; to widen participation, support social inclusion, social and economic regeneration. However, we are increasingly under pressure to raise fee levels in line with national averages and may have to consider increasing fees above £3 per hour by September 2011.

The Fees and Remissions Policy will enable the IW Council both to safeguard learning for Personal and Community Development, and to increase the number of adults participating in learning through income generated by fees. The Fees and Remissions Policy recognises that some residents may need additional support to access learning and defines the criteria and remission rates where appropriate which will be supported by the IW Council. The following summary of charges is subject to review in June 2010 when funding allocations from the Skills Funding Agency have been finalised.

6.8 Proposed Summary of Charges

SFA Funding Stream	Hourly Charge to Learner	Remission	Learner Support
Personal & Community Development Learning	£3	33%	Information, Advice and Guidance Buddy Scheme
PCDL for Families	£3	33%	
Neighbourhood Learning in Deprived Communities	£3	33%	
Skills for Life	Free	100%	
Family Language, Literacy and Numeracy	Free	100%	Support with Childcare / Care for Dependents
Wider Family Learning	Free	100%	

6.9 Equality & Diversity

6.9.1 Accessibility of Learning Opportunities

The Isle of Wight Council and the Service are working to achieve all five levels of the Equality Standards for Local Government :

- Work in partnership with other community organisations to provide services which meet the requirements of residents of the Isle of Wight and are accessible to everyone who needs them.
- Consult and involve local people and service users when taking decisions that affect them.
- Promote equality of opportunity for everyone and strive to eliminate unfair discrimination and disadvantage.
- Recruit people based only on the basis of merit, ability and justifiable job requirements; ensuring that employment terms, conditions and benefits are offered fairly and consistently.
- Support the development of strong, secure, self-reliant, self confident communities free from unlawful discrimination.

The Service is committed to improving access to learning opportunities on the Isle of Wight and welcomes all learners. Within the Island context there are very real barriers preventing access to learning, transport, financial circumstances, childcare, personal confidence and self esteem. We are working with learners and community partners to develop strategies that seek to remove these barriers for the individual.

The whole ethos of the Service is about involving more learners from disadvantaged communities. This can be clearly evidenced by the Family Learning and Neighbourhood Learning in Deprived Communities (NLDC) programmes and the use of innovative projects to attract learners from priority groups.

The Service has in the past supported learning opportunities in more than 100 locations across the Island. We intend to consolidate provision and focus on key venues in localities making best use of familiar, accessible, risk assessed, local venues to encourage and widen participation. These venues will include extended schools and Children's Centres, youth and community centres, leisure centres, libraries, museums and village halls in addition to the provision offered at the local college and the Carnival Learning Centre.

The Service has limited financial resources but aims to provide appropriate learner and learning support where it is required, identified on an individual basis and agreed with the Service. LSC funding for PCDL and NLDC programmes is insufficient to fund child care or travel support. Most courses are relatively low cost, part-time, offered at a variety of times both weekdays and weekends, at a range of local community venues locations and at times fitting with school hours to ensure transport and childcare barriers are reduced. All learners on Family Learning and First Steps programmes (as defined within Funding Agreement) are entitled to support for child care, care for a dependent, travel or materials but is dependent on funding available within specific programmes. On Family Learning Programmes learning support assistants facilitate joint activity with parents/carers and children and are trained E guides to support with IT skills. Fee levels for targeted programmes are also maintained at minimum levels to support social inclusion with the programmes aiming to support social and economic regeneration.

Learner, non learner and partner surveys and community consultation events such as The Big Day Out and Open Days at the Carnival Learning Centre continue to be used to identify the most appropriate timings. For example, if programmes are targeted at parents/carers daytime school hours is best. For families and especially men, weekends might be best. However it is recognised that many factors influence what times are most convenient for people to learn, including seasonal work patterns and low incomes. Family Learning Impact Funding has encouraged the Service to seek out new partnerships which enable those most disadvantaged, to access learning.

All adult learning opportunities are open to learners with disabilities. Support measures include use of interpreters, signers, specialised equipment or provision of a learning assistant. The Quality Improvement Programme includes tutor training to support working with learners with specific disabilities and/or learning difficulties as prioritised by tutors and providers. Statements of learner entitlement are given to providers to distribute to all learners. Two formats are available, one uses pictures and is used within some family learning and foundation programmes. The issue and understanding of the learner entitlement is monitored through the learner satisfaction survey.

The Blue Touch Paper Carnival project funded by Arts Council England and the Accentuate programme aims to ensure that disabled and non disabled individuals alike can access the large number of events on the Island either as an active participant or as a spectator. In the coming year the Carnival Learning Centre will offer a number of high profile training opportunities to event organisers, artists and local authority officers from around the region.

The Centre also manages the Diverse Leadership in Outdoor Arts programme on behalf of Arts Council England. This scheme provides individual learning plans for tutors and artists from Black and Minority Ethnic backgrounds to enable them to make a step change in their career paths. Indy Hussain who has been on the programme since December 2009, was awarded the 'Woman to Watch' award by Arts & Business in March.

Recently the Service has forged links with Primary Care Trust mental health team to develop a 'learning prescription' for those suffering from mental ill-health. Individuals who are interested are offered the opportunity to meet with the Community and Family Learning Development Officer if they would like more information and support. Learners are also able to attend sessions with a "buddy" if they feel unable to attend alone.

The Service works closely with the Authority's diversity programme to deliver and support a number of key events and activities including Holocaust Day, Lesbian Gay Bisexual Trans History Month, Cultural Diversity Day, Black History Month and International Day of Disabled People.

Targets for the number of learners with basic skills needs and with disabilities/learning difficulties continue to be met, or exceeded, both through the delivery of discreet programmes and the core offer. The Service has developed an equipment resource bank which includes resources to support the needs of learners with disabilities.

6.10 Leadership, Management Information and Quality Improvement

The CFL Service is committed to a culture of continuous improvement, based on the standards of the Excellence Framework and the Ofsted Common Inspection Framework, which covers all aspects of the provision and places the experience and the needs of the learner at the heart of a robust Quality Assurance Framework.

6.10.1 Best Practice 2008/9

A key focus of the Service is the recognition of best practice at both strategic and operational levels. The annual Best Practice Sharing event informs tutors of new initiatives and offers the opportunity to exchange information and advice.

Some specific examples of best practice:

- National Neighbourhood Management Award – October 2008,
- Family Learning Ofsted Best Practice Visit - January 2009
- Carnival Learning Centre hosts the annual regional carnival conference - January 2009
- Ofsted Inspection of Service, Grade 2 – May 2009
- Carnival curriculum included in the SESEL Best Practice Toolkit, included on the National Arts Council Best Practice Website. Most 'clicked' training DVD on Ofsted website as reported in the Talisman May 2009
- Ofsted National Family Learning Evaluation presentation by Service – July 2009
- Paralympic Launch Event for learning disabled adults and children – August 2009

- Increased use of Institute for learning to record continuous professional development
- Increased use of MOODLE to advertise training opportunities

6.11 Teaching and Learning

The Service's tutor handbook contains examples of systems for Recognising and Recording Progress and Achievement of adults including initial, formative and summative assessment, sample individual learning plans, course review process, learner diaries, records of work, learner evaluations, tutor course reviews and group achievement records. We will develop the use of our online learning platform (MOODLE) to encourage tutors to share ideas and systems and to discuss their experiences in different learning contexts thus building on and sharing best practice. Mentoring support is offered for new tutors and qualifications, including Skills for Life, where appropriate, are offered via our accredited centre.

During 08/09 the Service recruited and employed 35 tutors on zero hours contracts which enables the Service to be responsive with delivery of provision. Six members of staff have been trained to observe teaching and learning to ensure quality of delivery. All staff are observed on a two year cycle if they retain a grade 2 or above at observation. If they fall below this into 'Satisfactory' they are observed more frequently and given support to improve. If any tutors are deemed 'Unsatisfactory' at observation, they will be observed at the next opportunity and be appointed a peer mentor.

6.12 Safeguarding

The Service is committed to safeguarding vulnerable adults and children by ensuring that all tutors and partners are subject to an enhanced CRB check with a commitment to renew every three years. We seek to help ensure learning environments are safe for vulnerable people; looking at ways to monitor effectiveness, impact and outcomes to drive improvement. This will take place through robust self assessment, outcomes from health and safety data gathering, feedback survey forms and observation report analyses.

Vulnerable people need to be supported to help them understand the risks they may face, the support structures that are in place to protect them and what they should do if they feel worried. The Service utilises its working links with safeguarding teams within the IW Council who offer advice and protocols for the awareness and identification of abuse of vulnerable adults and children. Tutors also attend an introductory training in working with vulnerable adults, child protection and advice and support on staff safety including introduction to the Lone Worker Scheme.

6.13 Risk Management

The Council has a comprehensive risk management strategy included within the annual service planning programme. Service risks are identified in the team plan which follows and are monitored through the JCAD system.

The Service has, in accordance with the strategy, completed the risk assessment template for each of the key risks. Control measures have been identified and are being implemented.

with a high residual risk score are managed corporately and reported within the quarterly performance management reviews. The risks are reviewed at the monthly senior management team meetings. They are also monitored during the monthly mini-service board and Learning and Achievement management team meetings.

6.14 Self Assessment Review

The Self Assessment Review process uses management information, learner feedback and evaluations, partnership surveys, staff workshops and regional and national benchmarking to inform a robust self assessment report submitted to the local Learning and Skills Council in December 2009. This year it was also informed by an Ofsted inspection in May 2009 and a subsequent post inspection action plan , now incorporated into the Quality Improvement Plan.

The following key strengths and areas for improvement were identified:

6.14.1 Key Strengths

- Outstanding learner achievement and standards of work
- Good teaching and learning
- Innovative and particularly responsive programmes
- Good leadership in developing the Service for local communities
- Good operational management
- Outstanding partnership working resulting in excellent relationships with a wide range of local partners
- Excellent activities to promote community understanding of cultural needs

6.14.2 Key Areas for Improvements

- Insufficient planning for individual learning in some areas
- Insufficient quality assurance in some areas
- Insufficient integration of Skills for Life in all programmes
- Extend use of virtual learning environment to involve more learners

6.14.3 Quality Improvement Plan

The Service Senior Management Team review and update the Quality Improvement Plan on a termly basis to indicate progress made, identify emerging strengths and weaknesses and to identify changes in priorities.

The Plan submitted to the LSC in January 2010 is an integral part of a culture of continuous improvement and is firmly embedded within the Service.

The following key achievements in 2008/9:

- Teaching and Learning observations programme showing significant improvements.
- Training programme including workshops on the Development and use of Moodle Virtual Learning Environment, Sharing Best Practice, production of e learning resources, support for the continuous professional development of tutors
- The Service achieved 'Direct Claim status' – a measure of quality provision in Skills for Life, Creative Crafts and IT.
- Learning Skills Improvement Service project supporting a whole organisational approach to Skills for Life
- Programmes planned in partnership with Extended Services co-ordinators
- Increase in accredited programmes offered and developed
- E Learning Strategy & action plan updated.

6.14.4 Key Service Developments and Improvements planned for 2009/10

- Continued development of the Isle of Wight Learning Network supporting the Lifelong Learning offer and the development of locality commissioning models
- Innovative and exciting learning programmes which enhance the Island Games and Cultural Olympiad
- Working on the 'Think Family' agenda including supporting Extended Services and Children's Centres core offer, reduction of child poverty, support for vulnerable families through the successful delivery of Year 3 Family Learning Impact Funded programmes and the development and launch of a Family Reading Strategy
- Successful Matrix Quality Mark reassessment for Information, Advice and Guidance - January 2011
- Increased development of the Skills for Life curriculum including support for Isle of Wight Council workforce development and the co-ordination role for English as a Second or Other Language.

These developments and improvements and the detailed actions associated with them are contained in the Service Team Plan and the Quality Improvement Plans.

6.15 Isle of Wight Learning Network Membership

Invited:	Joint delivery	Pooled funding	On-line presence MOODLE	Contract/ SLA
Advocacy Trust	✓			
Park Centre, Ryde	✓			✓
Care Learning Centre				
IWC Union Learning				
Next Step				
IWC Library Service	✓			
IWC Heritage Service	✓	✓	✓	
West Wight Landscape Partnership	✓	✓		✓
IW College				
Healing Arts				
Rural Community Council	✓			✓
Homestart IW				
IW Society for the Blind	✓		✓	✓
Age Concern				
Families First	✓			
Growing Ideas	✓		✓	✓
Medina Housing	✓			
IWC Extended Schools	✓	✓		✓
IWC Sports Unit	✓	✓		✓
Mental Health Development	✓		✓	
Learning Links	✓		✓	
IWC Leisure Services	✓	✓		✓
Dimbola Lodge				

Invited:	Joint delivery	Pooled funding	On-line presence MOODLE	Contract/ SLA
IWC Parenting Strategy Unit	✓		✓	✓
Quay Arts				
HTP				
Riverside Centre				
Pan Neighbourhood Partnership	✓			
IWC Sports Development	✓			✓
IWC Learning & Development	✓			
Pure Training	✓			✓
Fusion	✓			✓
Brading Roman Villa	✓			

7 Appendix

7.1 FUNDING AGENCY PERFORMANCE MANAGEMENT TARGETS 2010/11

Performance Indicator	Planned	Actual to date	Planned	Planned
	09/10	09/10	10/11	11/12
Total learner numbers for all AL provision	2100	1397	2200	2200
% Male	20%	17.3%	20%	20%
% With learning difficulties and/or disabilities	4%	79.3%	7%	7%
% Ethnic group	1.9%	2.9%	2%	2%
% Aged 60+	20%	21.4%	21%	21%
New Learners	16%	29.3%	20%	20%
Prior Attainment below level 2	15.8%	20.8%	23%	23%
% Retention	95%	74%	95%	95%
% Achievement	95%	99.5%	95%	95%
% Success	90%	73.5%	90%	90%
% Average Attendance	90%	89%	90%	90%
Number of Courses at Time of Day - Day	75%	85%	65%	65%
Number of Courses at Time of Day - Evening	15%	4%	25%	25%
Number of Courses at Time of Day - Weekend	10%	11%	10%	10%
Informal adult learning opportunities offered by Learning Network	-	-	3000	5000

Learner satisfaction with the Community and Family Learning Service?	90 % Very Satisfied or Satisfied
Learner satisfaction with the quality of the teaching.	90 % Very Satisfied or Satisfied

7.2 Total Population Characteristics Source: 2004 Census Update

Total Adult Population	% with Learning Difficulties	% from ethnic Minority Groups	% 60+
105322	7%	1.7%	28.4%

7.3 Provision distribution by guided learning hours (GLH) for 2010-11

Course GLH	Total Number of courses offered	PCDL	NLDC	Family Learning WFL	Family Learning FLLN	First Step Skills for Life
<8	20	20	15	12	15	0
9 - 59	233	168	45	12	19	20
60 -119		0	0	0	6	0
120+	0	0	0	0	0	0

7.4 Summary of Provision by Provider/Geographical Area and Provision Type

Geographic area of delivery	Provider total	% of Total numbers	PCDL	NLDC	WFL	FLLN	First Step Skills for Life
Carnival Learning	530	23.3%	360	120	50	0	-
Ryde	345	15.2%	200	50	40	25	30
Newport	410	18%	200	50	60	70	30
Cowes/East Cowes	195	8.6%	100	30	25	20	20
Sandown Bay Area	315	13.8%	150	45	50	45	25
Ventnor	255	11.2%	150	45	25	15	20
West Wight	225	9.9%	100	30	50	25	20

7.5 Summary of Provision by Subject Sector Area

	Planned Learners	Actual Learners
Arts, Media and Publishing	1200	
Family Learning	500	
Information and Communication Technology	250	
Health, Public Services and Care	100	
Skills for Life	150	

7.6 Targets by Area of Activity

	Target Learners	Actual Learners
PCDL	1300	
% Male	25%	
% Ethnic	2%	
% LLDD	7%	
% 60+	25%	
% Retention	95%	
% Achievement	95%	
NLDC	250	
% Male	22%	
% Ethnic	2%	
% LLDD	7%	
% 60+	25%	
%retention	95%	
% Achievement	95%	
First Step Learning	150	
% Male	22%	
% Ethnic	2%	
% LLDD	7%	
% 60+	18%	
% Retention	90%	
% Achievement	90%	
Family Learning (WFL)	300	
% Male	22%	
% Ethnic	2%	
% LLDD	4%	
% 60+	6%	
%Retention	95%	
% Achievement	95%	
No Children Primary	80	
No Children Secondary	20	

Family Learning (FLLN)	Taster Workshops		Short		Long	
	100		60		40	
% Male	18%		18%		18%	
% Ethnic	5%		5%		5%	
% LLDD	4%		4%		4%	
% 60+	5%		5%		5%	
% Retention	95.0%		95.0%		95.0%	
% Achievement	95.0%		95.0%		95.0%	
No Children Primary	80		45		30	
No Children Secondary	20		15		10	

7.7 Family Learning Impact Fund 2008-10

	Early Years Foundation Stage	Family Numeracy	Family Financial Capability	Schools Information for Parents	Wider Family Learning
Total number of courses	12	6	3	2	25
Total number of adults	83	68	29	20	229
Total number of children	85	68	48	0	70

7.8 Family Learning Impact Fund 2010-11

	Early Years Foundation Stage	Family Numeracy	Family Financial Capability	Schools Information for Parents	Wider Family Learning
Total number of courses	7	4	2	4	10
Total number of adults	63	36	18	36	90
Total number of children	63	36	18	0	50

7.9 Progression 2008-09 tracking of 74 individual learners

Progression within Family Learning	54%
Increased progression to a higher level e.g. level 1, 2 or 3	23%
increased involvement in voluntary and community activities	41%
Progression into new or improved employment	16%
Increased personal progression e.g. confidence	95%
Progression to other learning or training	18%
Increased ability to support children's learning and development	100%

7.10 Percentage of above learners within target group

No parent in the family is working	23%
Family lives in poor quality or overcrowded housing	15%
Mother has mental health problems	26%
Families where at least one parent has a longstanding limiting illness, disability or infirmity	11%
Family has a low income	38%
Family cannot afford a number of food and clothing items	16%
Percentage of families who have all of the above indicators	5%
Percentage of families who have more than one of the above indicators	81%