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Directorate: Chief Executive's Department  
Schools and Learning  
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# **Isle of Wight Council**

## **Learning and Development Service**

### **ADULT AND COMMUNITY LEARNING PLAN 2011 - 2012**

# 1 Contents

1	CONTENTS .....	2
2	WHO? .....	4
2.1	Scope of Provision .....	4
2.2	Trend Data and Service Targets: .....	5
3	WHY? .....	6
3.1	National and Local Drivers .....	6
4	WHAT? .....	9
4.1	Curriculum Content and Delivery .....	9
4.2	Progression and Achievement .....	13
5	HOW? .....	14
5.1	Planning Learning in Local Communities .....	14
5.2	Teaching and Learning .....	15
5.3	e-Learning .....	16
5.4	Promotion of Learning .....	16
5.5	Community Learning Champions .....	16
5.6	Information, Advice and Guidance .....	17
5.7	Finance and Funding .....	17
5.8	Equality & Diversity .....	18
5.9	Leadership and Management .....	19
5.10	Safeguarding .....	20
5.11	Risk Management .....	20
6	APPENDIX	
6.1	Funding Agency Performance Management Targets 2011/12 .....	21
6.2	Targets by Area of Activity .....	22

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Following the IW Council restructure in April 2011, Adult and Community Learning forms part of a new service which has a wider remit for learning and workforce development across the Council and private, voluntary and independent sector partners. Adult and Community Learning commissions and provides responsive adult learning opportunities for the Isle of Wight; encouraging social, economic, educational and personal progression for individuals and families. This Plan identifies the priorities for adult and community learning for 2011-2012. The plan covers funding received from the Skills Funding Agency: Adult Skills, Formal First Step, Adult Safeguarded Learning and funding from the Isle of Wight Council. Activities are primarily planned to support the Island community, corporate objectives of the IW Council and the Skills Funding Agency. The Isle of Wight Council leads the Adult Learning Network for the Island.

## 2 WHO?

### 2.1 Scope of Provision

The Learning and Development Service is the lead body for commissioning and providing community & family learning programmes, primarily for adults aged 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 and outcomes.

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. The service will increasingly strike a balance between direct delivery of targeted programmes and commissioning community partners to deliver Council priorities. We will use the Prospectus grant making model adopted by the Isle of Wight council. The learning programmes contribute to a wide range of outcomes for individuals and the wider community e.g. Personal, Social, Educational and Economic. Building on the success of the Family Learning Impact Fund (2008-2011), the Service will prioritise working with vulnerable families through a range of opportunities including family literacy, language and numeracy; financial capability and engagement activities for specific groups of families; while continuing to support the school standards agenda.

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 and those who have not been engaged in learning for a significant period of time. The Service works with those adults who are in the most deprived communities, who do not have any formal qualifications or who have not reached NVQ level 2, those with disabilities or limiting illnesses, learners with poor mental health, men, older people and families where no parent is working or who live in poor quality or overcrowded housing.

The Service identifies gaps in provision and develops programme proposals through learner surveys and consultations with the Isle of Wight Adult Learning Network, Children and Young People's Strategic Partnership, Family Learning & Support Hub, head teachers and Extended Services managers/Community Development Officers in schools, Team Around the Family meetings, Museums, Libraries & Leisure Services, referral systems with mental health teams, family support workers, job centre plus and organisations working with vulnerable groups. The Service will work with emerging local and regional bodies such as the Health and Well-being Board and the Local Enterprise Partnership Board.

## 2.2 Trend Data and Service Targets:

	<b>Achieved 07/08</b>	<b>Achieved 08/09</b>	<b>Achieved 09/10</b>	<b>Achieved to date 10/11</b>	<b>Planned 11/12</b>
<b>Total learner number</b>	1646	1827	2097	1459	1890
<b>% Male</b>	19.7%	20.3%	21.6%	19.5%	21%
<b>% Learning Difficulty or Disability</b>	7.1%	7%	10.9%	9.3%	8%
<b>% Ethnic Group</b>	2.5%	2.8%	3.6%	4.7%	3.5%
<b>% aged 60+</b>	21.6%	18.9%	21.7%	19.3%	21%
<b>% Skills for Life Courses</b>	15.2%	25.7%	24.7%	24%	15%
<b>Total informal adult learning opportunities offered by IW Learning Network members</b>	-	-	9000	-	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.)*

The planned numbers for 2011-12 are funded by the Skills Funding Agency, financial support from the Isle of Wight Council, Schools and other agencies, and fee income. However the Service has also recorded learner numbers for providers of informal adult learning on the Island which shows the full picture of opportunities available in one plan. As the Learning Network expands, it is anticipated a greater number of Informal Adult Learning opportunities will be identified. The planned number target has been reduced for 2011/12 to reflect reduced levels of funding.

### 3 WHY?

#### 3.1 National and Local Drivers

The Comprehensive Spending Review 2010 protected the Adult Safeguarded Learning (ASL) budget until 2014-15. The Department for Business, Innovation and Skills is currently undertaking consultation to reinvigorate the Adult and Community Learning Sector and will publish its report in the Autumn 2011.

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 occupations) in accordance with a provision included in a plan under clause 22(3) the Secretary of State may direct the Authority to do so.

In 2009 the previous government published a white paper entitled 'The Learning Revolution' which encouraged more local ownership of informal adult learning and more join-up between all the differently funded activities that happen in the same local authority. This includes using public funding to complement private and third sector activity and make flexible use of funding.

In November 2010 the Government published the Skills for Sustainable Growth strategy and the Skills Investment strategy which sets out the vision for reform of the further education and skills system in order to improve the skills of the workforce, the performance of the economy and engagement in learning. The Government aim to focus public funding on people who face barriers to learning, such as those who face the biggest challenges, start with the biggest disadvantages and come from the most deprived communities. We plan to build more effective progression routes for those people who want to continue to formal learning.

The strategy states: -

"The protection of funding for adult and community learning to support personal development, inclusive communities and a route into formal learning for the disengaged, is an important affirmation of the wider social benefits of learning. Similarly, maintaining full funding for courses to improve people's basic reading, writing and mathematics, shows a recognition that these are essential skills for adults."

'Learning and skills development is not only about qualifications. We believe that a Big Society is one where all adults have the means, motivation and opportunity to acquire new knowledge, gain new skills and pursue their passions. That is why we have protected the budget for informal adult and community learning, which embraces a wide spectrum of activities supporting the development of individuals, families and communities'.

Adult and Community Learning supports key concepts of the big society. For example: -

<b>Big Society</b>	<b>Adult Learning</b>
Co-creation of Public Services	Learner Involvement / learner centred
Closer to citizens	Community engagement activities and supporting families
Delivery through networks	Partnerships through the Learning Network & Family Learning and Support Hub
Stimulus to civil society	Take part in community life and promoting volunteering
Community organisers	Community Learning Champions
Social Action	Active Citizenship Digital Inclusion
Social enterprise	Sustainability through self organised learning and clubs
Managing uncertainty	Building self confidence / self esteem
Reduce dependency on public expenditure	Gaining bigger impacts from small sums of money

Currently the Isle of Wight is undergoing a schools reorganisation and the Service is well-placed within the Learning and Achievement Division to identify future opportunities opened up by the reorganisation.

The range and scope of Family Programmes delivered are influenced not only by Skills Funding Agency guidance but also by national policy developments including: The Social Exclusion taskforce (June 2007 Reaching Out: Think Family) stated the positive impact of the level of parental involvement in their child's education in raising attainment. 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 national strategy for improving adult literacy and numeracy skills, Skills for Communities states that 'Family literacy, language and numeracy programmes, involving parents and children, have proved a particularly effective way of helping parents and carers to improve their own skills and give their children a good start.'

Children & Young People's strategic plans highlight the need to involve parents and carers in their children's learning as the child's first educators and to ensure all parents, carers and families have access to information, advice, guidance and support to help them support children and young people in achieving their potential across the five outcomes.

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 Skills Funding Agency will continue to contract with providers to support learners without a level 2 qualification and those with essential skills needs. 58% of the Island population do not have level 2 qualifications (*Source 2001 census*).

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. 6,020 residents are claiming incapacity benefit from a working age population of 79,000 (*Source Job Centre Plus*).

## 4 WHAT?

### 4.1 Curriculum Content and Delivery

Adult Safeguarded Learning funding was previously delivered around funding lines of Personal & Community Development Learning, Family Programmes, Neighbourhood Learning in Deprived Communities and Formal First Step. The independent report '*The Inquiry into the Future of Lifelong Learning*' (Tom Shuller, David Watson 2009) put forward a comprehensive vision for the future of lifelong learning. Following the challenges of the comprehensive spending review the Department of Business, Innovation and Skills (BIS) are consulting the sector about the reinvigoration and reform of adult safeguarded learning. Many of the concepts put forward by Shuller and Watson are influencing policy. In particular, the inquiry proposes a citizen's curriculum based around capabilities of Civic, Health and Well-being, Digital and Economic.

**We will broadly plan our curriculum around the areas of Community Development and Family Learning with themes of:-**

- Civic Engagement
- Health and Well-being
- Digital Inclusion
- Economic Well-being

#### **Community Development Curriculum**

**Civic Engagement** includes building the confidence and skills of adults to contribute to their local community and be involved in community life, to influence decision making and to understand their own culture and those of others.

The Service delivers learning opportunities in all curriculum areas in towns all across the island to ensure that learning is easily accessible and to promote progression to local activities, clubs and societies as well as to formal learning.

The Service values the role of the voluntary sector and encourages learners to consider volunteering as a way of gaining valuable work experience and contributing to society. Through the wider remit of the Learning and Development Service we will promote volunteering opportunities as parent governors for adults who have completed family learning programmes. The Service will also establish a voluntary role of Community Learning Champion. Champions are likely to be past learners who are enthusiastic and who want to share their excitement about learning with friends, neighbours and people right across their communities.

Learning opportunities have used carnival as a subject to enthuse people in british traditions and to experience other world cultures. Learning costume building skills, performing in or watching a local carnival promotes equal opportunities and enjoyment of diverse communities. The Service will continue to support community carnival groups through the Westridge Community Learning Centre.

The Service also provides some English conversation classes for adults whose first language is not English. ESOL (English for Speakers of Other Languages) qualifications are no longer government funded, but there is the opportunity to progress to qualifications courses in Further Education at full cost.

**Health and Well-being** has traditionally been delivered in course subject areas for personal interest, leisure time hobbies or cultural fulfilment. These courses have proven benefits on physical and mental health and well-being for adults of all ages and abilities.

The Service has a pool of sessional tutors who will be delivering taster courses in a range of subjects all across the island. These tasters are intended as engagement activities with the intention for learners to progress to further education, join a club or develop a hobby. To support progression the Service will provide beginners, improvers and advanced level courses or will signpost learners to other providers. Due to economic pressures, spending on this provision has been reduced to £50,000 per annum. These courses charge a fee and it is anticipated that income will meet 50% of delivery costs, the remainder funded by the Skills Funding Agency (SFA).

Additionally the Service will work with small groups, voluntary organisations and charities who wish to commission bespoke learning opportunities for their clients. Using SFA funding we will match fund opportunities using our tutor base and partnership networks to provide targeted courses to support to the most vulnerable in our community.

Over the past 4 years, the Service has worked in partnership with schools to deliver Extended Services. During the last year, each school has had a sum of money to spend on commissioning adult or family learning courses to meet the different demands of different school communities. With changes to school funding methodologies it is anticipated that schools will use pupil premium and extended school funding to continue to commission bespoke adult or family learning courses.

**Digital Inclusion.** According to Race Online, the Government campaign for digital inclusion, there is still a wide digital divide in households across the UK. There are a third of households without internet access or the skills required to use computers and access services. Information and communications technology has become embedded within daily life; from shopping, applying for a job, making a complaint to socialising and listening to music.

The Service has recently become a UK Online Centre and will be offering the 'Online Basics' course through our tutors and partner providers to give people the basic skills needed to use the internet. Progression is provided by 6 week beginner level courses and accredited courses up to Level 2 (ITQ). The ITQ is a valuable qualification that will support job seekers in a world where ICT is increasingly seen as an essential skill.

**Economic Well-being.** The Service continues to support programmes that encourage disadvantaged adults to enjoy learning and to improve their job skills. The government supports the aim for every adult to achieve training and qualifications up to level 3 (A'level equivalent). Community learning programmes in disadvantaged communities such as Pan, Oakfield and Mountjoy focus on skills such as ICT, literacy, numeracy, personal motivation, confidence building, team working and time keeping. Progression pathways are provided

through the Service or through partnerships to enable adults to gain skills for life qualification at entry level, level 1 and level 2.

Additionally, the Service will be providing employability skills courses which support adults to identify their personal strengths, skills and areas of interest to build a CV. Job search skills, applying for a job and how to succeed at interviews are also integrated. A progression route has been established to the IW College, who have funding to provide qualifications to support people into work or to develop a career.

A significant part of the delivery of the community development curriculum will be commissioned through the prospectus commissioning framework.

### **Family Learning**

Family Learning is taken to mean any planned activity in which adults and children come together to work and learn collaboratively. (*Ofsted*)

In its broadest sense it refers to activities undertaken by parents/adults/carers, which are planned, purposeful and progressive. They are designed to enhance both adult and child learning in traditional educational settings and also other community venues. It may involve learning about roles, relationships and responsibilities including parenting education. In this sense Family Learning has a strong association with the concept of citizenship.

Central to Family Learning are the key agendas of raising achievement in the local community, improving attitudes to learning and offering accreditation to parents in their locale. Parental involvement in a child's learning is more powerful than family background, size of family or level of parental education and, in the primary years, has more impact on attainment than the school itself.

The extended schools agenda has ensured that many more opportunities are available for local communities in schools and the Service supports many such centres and community rooms in schools to provide facilities for parents and their children to learn together and/or separately, to be centres for information about family life and education in its broadest sense, to encourage parents to take an active role in their child's education both in pre-school, school, and at home and to enable school/care setting, home and child to be partners in education.

There are two distinct areas of work: Family Literacy, Language and Numeracy (FLLN) Programmes which aim to raise 'Skills for Life' achievement within families and Wider Family Learning which aims to bring families together in a learning experience for a wide range of outcomes both learner and provider driven.

### **Family Literacy, Language and Numeracy Programmes**

Schools, Extended Schools and Children's Centres are invited to host standard Family Literacy, Language & Numeracy programmes taking into account context, assessment results, recommendation of Extended Schools managers, and specific requests from staff and head teachers.

All families are invited to attend introductory taster sessions or workshops but in addition families are targeted by the venue staff based on knowledge of intergenerational lack of basic skills.

All venues involved in the delivery of the Family Learning Programmes are supported to develop Family Learning within their development plans. The Family Learning Teachers may attend staff & governors meetings to inform planning and future development of Family Learning within the venue. It is recommended that venues appoint a Family Learning Governor and /or lead member of staff to oversee Family Learning to ensure the learning needs of families are addressed.

Parents complete initial learning assessments and self assessments regarding involvement in their children's learning. This identifies starting points for learning and informs the setting of the learners own learning outcomes on individual learning plans.

Attendance, retention and course content and methodology are recorded and this data is presented in an annual report to schools and the local authority.

The curriculum is responsive to local and national need based on staff expertise and SFA guidance and is mapped to the Adult Core Curricula for Literacy and Numeracy.

Sessions for adults on supporting their child's learning are embedded with adult essential skills. Joint sessions with children are mapped to both adult curriculum and the National Curriculum key stage level, as appropriate. Sessions involve making resources to support children's learning, evaluating educational resources and developing attitudes and behaviors, which support the learning process.

### **Wider Family Learning**

Many innovative courses and workshops have been developed involving an extensive curriculum for families covering Health, Law and Order and our nationally recognized 'How to be a History Detective' local history e learning course. Whilst the majority of Family Learning work takes place in schools, a considerable variety of learning activities are also provided through libraries, museums, Arts (mural painting at the Isle of Wight Zoo) and other cultural services. All curriculum opportunities are mapped the Every Child Matters outcomes.

Sessions in wider family learning are not necessarily designed to address the basic skills needs of the adult or child learner, but in a mainly targeted service such as ours, they are used to engage people to return to learning. As such this curriculum tends to be more learner led. Opportunities are offered for adults to learn about how their children learn, to engage in learning alongside their children or to develop their own skills to better support their families.

Programmes have been developed for OCN accreditation at level one and level two; namely Law and Order for Families looking at the Youth Justice Service in response to interest from families. Health programmes can link to the Healthy Schools Award Scheme, healthy eating and oral health programmes. Arts based work has been developed which links with regeneration and citizenship agendas and supports community cohesion through events like Carnivals and lantern parades.

Termly evaluations and whole school attitudinal survey results together with teacher assessments and baseline results are recorded with an annual report presented to Governors, community leaders and Schools and Learning Division. Feedback from participants is recorded and used to develop the content of future workshops. Evaluations are completed and photographic/video evidence is collected where appropriate.

## **4.2 Progression and Achievement**

The Adult and Community Learning curriculum is delivered through a broad range of mainly non-accredited learning opportunities, engagement programmes with progression pathways both within the service and to partner organisations to formal accredited learning. We actively encourage development of accredited programmes, where appropriate, with our Investors in Quality licence holder status which enables the Service to accredit its own programmes through an internal panel. We are approved centres for NCFE, Open College Network and City and Guilds. Increasingly we find accredited progression opportunities are a significant motivational force for some learners. There has been a marked increase in the number of accredited learning outcomes which includes Skills for Life.

Adult learners can progress into employment through work experience and employability programmes. Learners are encouraged to find out about voluntary positions in their local communities including parent governor roles and community arts clubs. For those learners who wish to progress further there are the opportunities to participate in open days at the Isle of Wight College and with other providers.

Recognition in Family Learning programmes is given to both accredited and non-accredited gains made by families involved in introductory programmes, short courses, intensive programmes and workshops. Increased confidence in their own ability of both adults and children is a key outcome in these programmes. Involvement in community life, better working relationships with teachers and schools, increased knowledge of how best to support their children and health benefits in terms of advice and guidance on where to access support services can all be benefits of Family Learning Programmes. Additional benefits to children and schools can include increased attendance, improved behaviour and punctuality. The Service seeks views of parents and setting staff on outcomes achieved by families.

Children taking part with their parents/carers are awarded certificates of achievement to encourage their learning. Presentations of work and recognition of achievement take place at school assemblies and annual awards ceremonies where key stakeholders, elected members, Council managers and school staff are invited to acknowledge the effort and achievement of the families undertaking Family Learning programmes.

## 5 HOW?

### 5.1 Planning Learning in Local Communities

The Island is a 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 Learning and Development Service is based in Westridge, Ryde where it has training rooms, an ICT suite, basic skills test centre, space for adult learning and carnival arts learning.

The aim of Adult and Community Learning is to offer learning opportunities in communities or localities, rather than centred on the capital town. The team work with local people, community stakeholders, schools and extended services managers and partner agencies to provide courses to meet local need.

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 Westridge Learning Centre.

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 identify outcomes through locality planning and multi agency working supporting Schools, Children's Centres, housing associations, voluntary and community groups. Once outcomes are identified either the team delivers bespoke learning programmes or commissions a range of appropriate providers through the commissioning prospectus.

Family Learning programmes respond to need and demand in schools and communities by using a range of data including adult skills levels and rurality, free school meal data and school data. Sarah Teather, Minister of State for Children and Families stated '*I am clear that a valuable use of the pupil premium would be schools investing in ways to encourage parents, including of course fathers, to engage in the education of their children*'.

The Adult Learning Network enables partners to exchange knowledge and information to make a broad and coherent learning and progression offer to residents on the Isle of Wight. It seeks to ensure that learners gain knowledge and skills to enhance their own

lives, their families and the communities they live in and to support economic and social regeneration on the island.

The network encourages sharing of best practice, developing capacity within Voluntary and Community Organisations, sharing training opportunities, and ensures a co-ordinated approach to joint funding and delivery opportunities including Adult Learners' Week (including Cultural Diversity Weekend & Learning at Work Day), Family Learning Festival and Get Online Week.

## **5.2 Teaching and Learning**

We employ qualified teachers to deliver family programmes, and full time tutors to deliver key skills of ICT and Skills for Life. We employ a number of zero hour contracted tutors, and commission external learning providers which enables the Service to be responsive with delivery of provision. We currently have a number of staff who are qualified to level 5 in literacy and numeracy, supporting the skills for life programmes.

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. Through lesson observation and course review processes the service identifies priority areas for continuous professional development these include assessment, Information, Advice and Guidance, assessor and verifier awards, IT qualifications, health and safety and equality awareness

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.

## **5.3 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 Adult and Community Learning opportunities by using e-learning resources to improve the skills, knowledge and enjoyment of adults, families, employees and the wider community".

We have a web-based VLE support 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 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](http://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.

#### **5.4 Promotion of Learning**

We aim to promote learning opportunities through a combination of printed material, through the internet and through display stands at community events. Increasingly we aim to make use of web marketing, community websites, the virtual learning environment and social networks to advertise community learning programmes, but are also aware that the digital divide may prevent the message reaching target learner groups and the most vulnerable in our community.

Each term we will publish details of courses in local publications such as IW Beacon, Isle of Wight County Press and through community newsletters. Other printed material will include poster campaigns for bespoke courses in venues and partner organisations.

The service supports a calendar of events throughout the autumn, spring and summer terms including: -

- Sign Up Now Campaign (September)
- Family Learning Festival (October)
- Get Online Week (October)
- Adult Learners' Week (May)
- Learning at Work Day (May)
- Cultural Diversity Day (May)
- Spring Online (May)

Additionally, the service attends community events such as the community action network, hosts learning fairs, coffee mornings and taster workshops and co-ordinates national campaigns through the Adult Learning Network.

#### **5.5 Community Learning Champions**

Community Learning Champions are enthusiasts who want to share their excitement about learning with friends, neighbours and people right across their communities. A national programme funded by BIS (Department for Business, Innovation and Skills) from 2009-2011 has shown how lives are changed when learning champions are given the resources to flex their creative talents, backed by effective support and training. The results speak for themselves - more people getting involved in learning, more parents raising their sights and those of their children, more people shaking off the damaging effects of depression and drug abuse, more people getting into work and more people getting involved in making their community a better place.

We have a history of using learning advocated and aim to establish a Community Learning Champions programme on the Isle of Wight on behalf of the Adult Learning Network using social media and e-learning and supported by the ACL Development Officer.

## 5.6 Information, Advice and Guidance

The provision of information advice and guidance is crucial to the development of learning that meets community needs. The Service holds Matrix Quality Standard for the provision of Information, Advice and Guidance. A qualified IAG officer is available before, during and after programmes to give information and advice to learners and tutors about other providers course offer and progression information or refer learners to Next Step careers advice.

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 adult information advice and guidance through the National Careers Service for England.

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. The service also offers NCFE Level 2 accreditation in the delivery of Information, Advice and Guidance for staff and partners.

## 5.7 Finance and Funding

This plan is based on the funding allocation advised by the Skills Funding Agency in April 2011. Additionally the plan is supported by IW Council revenue funding and projects.

### INCOME

Skills Funding Agency – Adult Safeguarded Learning	263,251
Skills Funding Agency – Formal First Step	35,019
Skills Funding Agency – Adult Skills Budget	21,432
IW Council	130,846
Target course fees	27,000
<b>TOTAL</b>	<b>477,548</b>

### EXPENDITURE

Core Infrastructure and staffing	93,315
Quality Assurance and Data Collection	11,000
Family Learning Programmes	198,019
Commissioning Programmes	50,000
Community Learning Programmes	50,000
ICT Programmes	33,768
Skills for Life Programmes	37,446
Employability Programmes	4,000
<b>TOTAL</b>	<b>477,548</b>

14 local authorities have recently undertaken a benchmarking exercise looking at demographics and value for money. The Isle of Wight is the lowest funded local authority in the group but provides the best value; it is ranked first for cost per learner and second for cost per enrolment.

## **Fees and Charges**

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 to be contributing approximately 50 percent of the cost to the provider of delivering the course.

The Isle of Wight Council contribution, Skills Funding Agency and other financial support enables the fees to be maintained at a minimum level in order to widen participation and to support social inclusion and social and economic regeneration. The team recognises that some residents may need additional support to access learning and defines the criteria and remission rates which will be supported by the IW Council. Community Learning programmes are charged at a rate equivalent to £3 per hour with a remission of 33% available for eligible learners. Skills for Life and Family Learning programmes are free of charge with childcare support available.

## **5.8 Equality & Diversity**

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

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.

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. It is recognised that many factors influence what times are most convenient for people to learn, including seasonal work patterns and low incomes.

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. Statements of learner entitlement are given to providers to distribute to all learners. The issue and understanding of the learner entitlement is monitored through the learner satisfaction survey.

Links with the Primary Care Trust mental health team have lead to developments in referrals. Learners are 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 throughout the year.

Targets for the number of learners with skills for life needs and with disabilities/learning difficulties continue to be met, or exceeded. The Service has developed an equipment resource bank which includes resources to support the needs of learners with disabilities.

## **5.9 Leadership and Management**

The 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. Adult and Community Learning was inspected by Ofsted in May 2009 and gained an overall grade two (Good). Family Learning received a grade one (outstanding) and is the only family learning service in the country to achieve two consecutive grade ones for programmes.

We recognise 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.

The Self Assessment Review process examines the reach, scope and quality of programmes using management information, learner feedback and evaluations, tutor course reports, partnership surveys, staff workshops and regional and national benchmarking to inform a robust self assessment report submitted to the local Skills Funding Agency annually.

### **The following key strengths and areas for improvement were identified:**

#### **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

#### **Key Areas for Improvements**

- More integration of Skills for Life in all programmes
- Extend use of e-learning and virtual learning environment to involve more learners

A Quality Improvement Plan is reviewed and updated on a termly basis to indicate progress made, identifies emerging strengths and weaknesses and to identify changes in priorities.

## **5.10 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 reports.

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 introductory training in working with vulnerable adults, child protection and advice and support on staff safety including introduction to the Lone Worker Scheme.

## **5.11 Risk Management**

The Council has a comprehensive risk management strategy included within the annual business planning programme. Service risks are identified in the team plan which 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. Risks with a high residual risk score are managed corporately and reported within the quarterly performance management reviews. The risks are reviewed at the monthly service board.

## 6 Appendix

### 6.1 FUNDING AGENCY PERFORMANCE MANAGEMENT TARGETS 2011/12

Performance Indicator	Actual	Actual to date	Planned
	09/10	10/11	11/12
Total learner numbers for all AL provision	2097	1459	1890
% Male	21.7%	19.5%	21%
% With learning difficulties and/or disabilities	11.5%	9.3%	8%
% Ethnic group	3.6%	4.7%	3.5%
% Aged 60+	21.7%	19.3%	21%
New Learners (not in education for past 3 years)	28.3%	36.2%	25%
Prior Attainment below NVQ level 2	21.7%	23.3%	23%
% Retention	93.6%	83.9% (to date)	95%
% Achievement	99.3%	99.4%	95%
% Success	92.9%	83.4% (to date)	90%
% Average Attendance	91.2%	93.9%	90%
Number of Courses at Time of Day - Day	60.8%	66.8%	65%
Number of Courses at Time of Day - Evening	25.4%	26.5%	25%
Number of Courses at Time of Day - Weekend	13.8%	6.6%	10%
Informal adult learning opportunities offered by Learning Network	9000	-	5000

## 6.2 Targets by Area of Activity

	Target Learners	Target Enrolments
<b>PCDL</b>	1200	1800
% Male	21%	21%
% Ethnic Group	3.5%	3.5%
% Learning Difficulty or Disability	7%	7%
% Aged 60+	21%	21%
% Retention	95%	95%
% Achievement	95%	95%
<b>NLDC</b>	120	170
% Male	25%	25%
% Ethnic Group	2%	2%
% Learning Difficulty or Disability	7%	7%
% Aged 60+	25%	25%
%retention	95%	95%
% Achievement	95%	95%
<b>First Step Learning</b>	120	120
% Male	21%	21%
% Ethnic Group	2%	2%
% Learning Difficulty or Disability	7%	7%
% Aged 60+	10%	10%
% Retention	90%	90%
% Achievement	90%	90%
<b>Family Learning</b>	450	550
% Male	20%	20%
% Ethnic Group	2%	2%
% Learning Difficulty or Disability	4%	4%
% Aged 60+	6%	6%
%Retention	95%	95%
% Achievement	95%	95%
No Children Primary	80	80
No Children Secondary	20	20