



# ADULT EDUCATION SERVICE THREE YEAR DEVELOPMENT PLAN August 2005 – July 2008



May 2005

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## 1. Targets 2005/2008

### 1 FE Learner Numbers

	<b>16-18 FT</b>	<b>16-18 PT</b>	<b>19+ FT</b>	<b>19+ PT</b>
<b>05/06</b>	0	157	189	6614
<b>06/07</b>	0	157	189	6746
<b>07/08</b>	0	157	189	6881

### 2 ACL Learners

	<b>16-18</b>	<b>19+</b>
<b>05/06</b>	120	5300
<b>06/07</b>	120	5300
<b>07/08</b>	120	5300

### 3 Level 2

	<b>Full Level 2</b>		
	<b>16-18</b>	<b>19+</b>	<b>Total</b>
<b>03/04</b>	7	231	238
<b>04/05</b>	7	250	257
<b>05/06</b>	7	270	277
<b>06/07</b>	7	290	297
<b>07/08</b>	7	310	317

### 4 Skills for Life

	<b>Total</b>
<b>03/04</b>	370
<b>04/05</b>	750
<b>05/06</b>	760
<b>06/07</b>	770
<b>07/08</b>	780

### 5 Other Provision Funded Value

	<b>Other Provision Funded Value</b>
<b>04/05</b>	2,076,807
<b>05/06</b>	1,939,509
<b>06/07</b>	1,860,346
<b>07/08</b>	1,781,181

### 6 Level 3

	<b>Level 3 19+</b>
<b>03/04</b>	110
<b>04/05</b>	120
<b>05/06</b>	130
<b>06/07</b>	140
<b>07/08</b>	150

### 7 FE Fee income

	<b>Fee income target value £ per annum</b>
<b>05/06</b>	£220,000
<b>06/07</b>	£231,000
<b>07/08</b>	£251,000

### 8 ACL Fee income

	<b>Fee income target value £ per annum</b>
<b>05/06</b>	£192,980
<b>06/07</b>	£198,770
<b>07/08</b>	£204,733

### 9 Employer engagement targets

<b>05/08</b>	200 Basic Skills
	50 Level 1/2

## 10 Success rates FE

	Long	Short	All
03/04	69.8	825	74.6
04/05	70.2	83	75.6
05/06	71	84	76.6
06/07	72	85	77.6
07/08	73	86	78.6

## Retention ACL

	Retention Rates ACL
03/04	87.41%
04/05	89%

Success rates for ACL to be introduced in 05/06 when the RARPA process will be introduced and a baseline set.

## 11 Skills for life

	All learners achieving in Literacy, Numeracy and ESOL
03/04	80.75%
04/05	82%
05/06	83%
06/07	84%
07/08	85%

## 12 Widening participation

	Increase penetration rates in high priority and priority neighbourhoods
03/04	10.7%
04/05	12%
05/06	13%
06/07	14%
07/08	15%

## 13 Tutors' teaching qualification targets

	Tutors' teaching qualification targets
03/04	60%
04/05	65%
05/06	72%
06/07	80%
07/08	90%

## 14 Increase the number of learners achieving qualifications to work in the Early Years Sector and as Teaching Assistants

	Increase the number of learners achieving qualifications to work in the Early Years Sector
03/04	341
04/05	371
05/06	401
06/07	431
07/08	461

- 15 Resolve any remaining serious accommodation issues.
- 16 Further develop 'Social Enterprise programmes' for Adults with Learning Difficulties.
- 17 Develop clear progression routes for learners on all programmes contributing to the development of a Coventry Curriculum.
- 18 To develop and implement strategies to increase the number of male learners onto Footsteps programmes.
- 19 Implement the RARPA process for non-accredited learning in both adult and family education programmes.

## 2. Contributing to Corporate and LSC priorities

The work of the Service will contribute to the achievement of:

### Corporate Objectives

- Modernise the Council to meet the changing needs of customers
- To improve the quality and efficiency of services and make it easier to access them
- To ensure the best possible education and that all children and young people can achieve their maximum potential
- To regenerate the city and ensure people have a good choice of jobs and housing
- To promote health, independence and choice for all citizens
- To create a city where people feel safe and confident and no-one is disadvantaged by the neighbourhood they live in
- To make the city Clean and Green
- the City Council's Corporate Objective and Modernisation and Improvement Plan,
- the City Council's Best Value Performance Plan,
- the Coventry Community Plan,
- the emerging Community Strategy and Neighbourhood Renewal Strategy for the City.

### LSC priorities

#### National

- Make learning truly demand-led so that it better meets the needs of employers, young people and adults.
- Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs.

- Improve the skills of workers who are delivering public services.
- Improve the basic skills of 2.25 million adults between 2001 and 2010.
- Reduce by at least 40% the number of adults in the workforce who lack an NVQ level 2 or equivalent qualification by 2010.
- Increase the proportion of young people and adults achieving a Level 3 qualification.

#### Regional

- Improve the skills of individuals to increase employability, progression and inclusion through implementing an individual entitlement to priority learners to access essential skills for employability.

#### Local

- Ensure that learning provision meets the needs of both employers and individuals and move funding away from what is eligible to what is needed.
- Support the implementation of recommendations from Strategic Area Reviews.
- Increase the numbers of adults participating on first full Level 2 (and 3) provision.
- Deliver the 'Skills for Life' strategy for tackling numeracy and literacy skills, including prioritising basic skills training that leads to a qualification and improving completion rates.
- Increase skills development activities within the public services workforce.
- Work with Union learning representatives to boost the demand

for learning, especially literacy and numeracy.

- Improve the quality, equality and success rates of provision.

### **3. The Adult Education Service**

In the last three years, Coventry's Adult Education Service (AES) has experienced growth and development, with learner numbers increasing from 9354 in 01/02 to 10735 in 03/04; a growth of 14.7%. This has been the result of a number of factors, including the FE convergence strategy and increased funding, the expanding Basic Skills and ESOL agendas, and a growing commitment to the Service from local learners.

The programme managers and service managers meet as district teams monthly and there are whole Service meetings for programme managers each term. Briefing meetings for tutors are held at the beginning of each academic year. Written briefings communicate key messages to all staff during the year. Resources are allocated to, and managed by, each of the three districts. Population size and widening participation factors help determine financial allocations. The Service is required by the Coventry City Council to provide best value for money in using funding.

The Service has responded to Adult Learning Inspectorate's new quality regime, and was one of 10 services which volunteered for inspection in 2001 under the Inspectorate's pilot programme. The Service was fully inspected in March 2004 and achieved some of the very best results for a Local Authority Service, 9 Grade 2's and 1 Grade 3. The system of curriculum groups is improving curriculum leadership and co-ordination across the Service, whilst community responsiveness is maintained through the district and centre-based structure. The Adult Education Service:

- caters for an adult, often educationally disadvantaged, clientele,
- offers an adult-appropriate environment, sensitive to a range of learning needs,
- runs flexible and informal provision, and is looking to increase flexibility with more short-term, holiday and weekend programmes,
- is flexible and responsive, due to its community-based structure,
- operates dispersed provision through over 70 outlets,
- is linked into community-focused strategies and networks and thus generates synergies with other services and organisations,
- is characterised by a mix of group-based, mixed ability teaching and learning, and individual learning,
- offers expertise in a 'return-to-learn' curriculum with informal opportunities, basic skills, lower level qualifications and non-accredited programmes,
- encourages a range of learning outcomes, from national accreditation, through local certification to confidence building, and thereby contributes to the widening participation and Neighbourhood Renewal agendas,
- can prime demand into higher-level study.

### **Adult Education Service Curriculum**

#### **First Steps**

Learning which is offered as an initial entry point into learning and from which learners are actively encouraged and supported to progress to other forms of learning.

### **Skills for Life, and Embedded Basic Skills**

Learning for which, whatever the title of the course, the primary intention is to improve the basic skills of literacy, numeracy and/or English for speakers of other languages.

### **Learning for Personal Development and Well Being**

Learning for personal development, cultural enrichment, intellectual or creative stimulation and for enjoyment, and for which there is no requirement that learners must necessarily progress to other learning.

### **Skills for Independent Living**

Learning which develops the knowledge, skills and understanding of adults with learning difficulties and disabilities for independent living in the community or which supports adults recovering from mental illness to re-engage in learning.

### **Skills for Work**

Learning which enables people to develop the skills they need for paid or voluntary work, and which will enhance their employability.

### **Learning for Active Citizenship and/or Community Development**

Community-based learning developed with local residents and others to build the skills, knowledge and understanding for community participation and involvement, including those required for social and community action.

All AES provision takes place in community settings (which include schools, community centres, church halls, health centres, voluntary organisations). Although open to all adults in Coventry, the Service prioritises disadvantaged groups:

- people with learning difficulties and/or disabilities
- homeless people

- asylum seekers and refugees
- people with mental health issues
- people with Basic Skills and ESOL needs
- people on probation
- unemployed people
- single parent families
- people living in disadvantaged neighbourhoods

The Adult Education Service provided 2229 courses in a wide range of subjects in over 80 locations with 18590 enrolments in 2003/04. It delivers programmes in 9 of the Adult Learning Inspectorate areas of learning.

The strategic need for adult education provision is determined at three key levels:

- **Nationally**, by Government policy and funding streams such as the Basic Skills agenda, Neighbourhood Renewal Strategy, National Skills Strategy, Success for All Strategy, National Languages Strategy, Agenda for change, Valuing People and Post 16 Learning.
- **Locally**, by the Local Learning and Skills Council's Strategic Plan, the City Council's corporate objectives, the community plan and local needs analysis.
- At **community** level, through learner feedback, area-based working and specific initiatives to assess community need.

Consultation is embedded into the practice and partnership work of the Service, as well as being based on formal paper-based processes.

Coherence with other provision is achieved through partnership working at strategic and operational levels, for example:

- Social Services (in relation to people with learning difficulties)

- Coventry and Warwickshire Learning Partnership
- Coventry and Warwickshire Adult Guidance Network
- New Deal for Communities Task Groups
- Coventry and Warwickshire Basic Skills and ESOL Development Partnership
- the NE Coventry Regeneration Zone 'Bridges to Success' partnership
- Coventry and Warwickshire Family Learning Partnership
- Early Years Development and Childcare Partnership
- Area Co-ordination Task Groups.
- Coventry Direct.

Coherence will be strengthened through actions from the Strategic Area Reviews.

#### **4. Background and Context**

##### **Coventry City Council**

##### **Management Board**

The Management Board of the City Council is composed of the Chief Executive, six Service Directors, the Head of Human Resources and Head of Corporate Policy.

##### **The Education and Library Service**

The Education and Library Service is the Local Education Authority and the Public Library Authority for the City of Coventry. Its purpose is to work in partnership with schools and other providers to meet the educational needs of children and the wider community.

The Director is a member of Management Board, is Chief Education Officer for the City and has responsibility for supporting the North East Area Forum. The Education and Library Service Management Team is composed of the Director, and four Divisional Heads together with the Departmental Human Resources Manager.

The Service is organised into two operational divisions, Services for Schools and Services for Communities, supported by two functional branches, Management Services and Policy and Performance.

The Adult Education Service reports to the Cabinet Member with the portfolio for Adult Education, Libraries and Culture and Leisure.

##### **Organisational Context**

##### **Educational Excellence**

Coventry City Council has placed *Educational Excellence* at the heart of its corporate agenda and recognises the essential role that education plays in contributing to raising educational standards, improving skills, enhancing employment prospects, increasing economic prosperity and improving citizenship.

The focus of the Education and Library Service is on continuous improvement targeted on priorities drawn from the City Council's corporate plan, central government targets and policies, the evidence of internal self-evaluation, and the findings from Ofsted/ALI inspections. The service seeks to address a range of corporate priorities, not only focused on Education but supporting Health Improvement, Children's Services, Crime & Disorder and Regeneration.

##### **Mission Statement of the Service**

***"We will work in partnership with schools and other service providers committed to meeting the educational needs of our children and our wider community."***

##### **Vision for 2007**



By 2007 the City Council's Vision for Educational Excellence in Coventry will have been:

### **Achieved by Learners:**

- *Who are continuing to learn throughout life by:*
  - improving their basic skills by being part of the national strategy for improving adult literacy and numeracy
  - using ICT to access Lifelong Learning opportunities
  - participating in learning for leisure and work
  - taking advantage of the increased flexibility of learning packages.

### **And achieved by:**

- *Putting education at the heart of regeneration so that:*
  - education contributes to sustainable and holistic regeneration
  - external funding contributes to educational attainment and social inclusion.
- *Exercising leadership of a powerful and forward-looking LEA that:*
  - sustains and develops its strategic leadership capacity
  - contributes to the work of the Coventry Partnership to effect strong community governance
  - works in partnership with high quality national and regional providers to secure excellent services to support the standards agenda
  - reflects the diversity of the City's communities in the leadership and management of the Service.
- *Works in active partnership to:*

- extend and develop national, regional and local partnerships that improve the effectiveness and efficiency of provision for learners in the City
- explore partnerships that will enable new ways of working to deliver the highest quality services
- seek the views of pupils, parents and the community to improve provision
- secure commitment to the strategic direction for education in the City with key stakeholders

### **Core Values**

We will develop and deliver a quality service which maximises human and financial resources and ensures equality of opportunity for all the people of Coventry. This will be achieved by:

- working together in an open and honest way,
- building lasting relationships based on mutual trust and understanding,
- delivering an "Entitlement and Achievement Curriculum",
- providing a comprehensive education for and through life,
- planning, monitoring and evaluating effectively all our services,
- developing staff to provide a quality service,
- implementing the Council's Equalities strategy and taking positive action,
- meeting individual needs,
- involving the learner and client in the development of services,

- achieving the Council's strategies on anti-poverty and economic,
- regeneration,
- adapting national education policies to meet the needs of Coventry,
- ensuring equity and value for money.

### **Equalities Value Statement**

Coventry is a diverse city. Its people come from many backgrounds, cultures and faiths. The Education and Library Service serves the education needs of everyone living, working and learning in Coventry. We believe that we should celebrate this diversity; in our workforce, in the services we provide and in the partnerships we make with our customers and others.

We believe access to opportunities for learning is a fundamental right for all of us. Learning opportunities are a way for people to develop their full potential at work and at play and they should be available to everyone equally.

There are many people who are unable to develop their potential through learning and are therefore excluded from the broader society in Coventry. We understand this is because there are many barriers facing them and that sometimes we ourselves do not recognise, accept and celebrate differences in:

- Language
- Lifestyle and sexuality
- Age
- Gender
- Ability
- Culture and Faith

We believe that the Education and Library Service should set an example in equalities practice, in the way we:

- Recruit, support and train our employees,
- Project community aspirations through the workforce,
- Serve the diversity of cultures, communities and individuals in Coventry,
- Market and develop our services,
- Find out how communities and individuals are best supported,
- Explore barriers that prevent many people and communities making use of our services,
- Listen to people,
- Raise awareness of cultural and community diversity.

We know that we can make a difference to our communities and accept our responsibility as individuals to develop a service that is just and fair to everyone.

### **5. Quality Improvement**

#### **Procedure for Self Assessment**

Self Assessment is an integral part of the Service's quality system and planning process. Individual self assessment reviews are carried out by curriculum teams based on information such as observations, tutor end of course evaluations, participation, achievement and retention rates (including black and minority ethnic and adults with learning difficulties and/or disabilities) learner satisfaction surveys, staff development review and external reports and surveys. These self-assessment reports are then input into the Service's Self Assessment Report (SAR) and Quality Development Plan (QDP). The SAR and QDP contribute significantly to the implementation of the objectives in the three-year Strategic Development Plan

submitted to the Learning and Skills Council. The normal cycle for self-assessment is to complete the SAR and QDP at the end of March.

These documents then go through the political process for approval and validation by the Cabinet Member with the portfolio for Education and Libraries. The SAR and QDP contribute to the Services for Communities Service Plan and targets in that plan form part of the Performance Management process. The Service SAR and QDP are moderated by representatives from each curriculum group and the Strategic Management Team.

### **Recognising and Recording Progress and Achievement in non-accredited learning (RARPA)**

In September 2005 the Service will be fully introducing the RARPA approach which is a learner-focused system of recognising both anticipated and unanticipated learning outcomes arising from non-accredited programmes. Quality systems in relation to RARPA will be robust, fit for purpose and meet each learner's needs. The Service will use the approach as a tool for quality improvement and to increase recognition of learner achievement. The Adult Education Service's approach to RARPA has grown out of the good practice of our tutors.

The vision for learners is that there will be a system for recognising progress and achievement which:

- is learner-focussed, flexible and fit for purpose
- enables learners to celebrate their own achievements
- provides a means of demonstrating achievement which facilitates progression
- drives up the quality of provision by linking planning and learning

processes or experiences to achievement

- spreads good practice in all contexts learner/tutor negotiation and dialogue about learning
- is applicable to non-formal learning, where goals can be revisited and adjusted according to the needs and experience of the learner(s).

This will be achieved through working with tutors, recognising and disseminating good practice and developing it to fully meet RARPA requirements; and through working with line managers to support tutors, addressing quality issues through line management and staff development.

### **Adult Education Learner Satisfaction Survey**

Until 2003, the Service undertook its own annual learner satisfaction surveys, collating and analysing responses and using them along with other sources of evidence to make improvements within venues and within curriculum areas.

In 2004 the Service adopted a new process for gathering learners' views, by commissioning QDP Services (an agency specialising in feedback services for colleges and adult learning providers) to produce questionnaires using questions that the Service had selected and adapted from an extensive menu, and to collate and analyse responses. This enabled the Service to achieve a more in-depth analysis of levels of satisfaction of all aspects of the learning experience, including pre-course publicity and information, teaching and learning, accommodation and equipment, achievement and progression and overall satisfaction with the Service. It also provided separate analyses by curriculum area, venue, individual programmes, gender, age, ethnicity and disability, as well as benchmarking against other adult learning providers.

The survey achieved a very high response rate – 5,207 learners. The benchmarking against other providers showed that levels of satisfaction for all aspects of learning fell within the upper quartile of all providers surveyed, and provided stronger evidence than in previous years of the Service's strengths and areas for improvement.

The satisfaction survey was undertaken in all areas of learning and used in the self assessment process.

Analysis by ethnicity and disability compared favourably with all other analysis.

The Service will be further investigating the quality of the classes which scored lower than a flat rate of 80% for teaching and learning and taking appropriate actions.

### **Headline Results**

97% of learners agreed that they are achieving what they set out to achieve.

97% of learners are happy with the quality of teaching.

94% of learners are happy with the quality of accommodation and resources.

98% of learners are happy about the quality of assessment and monitoring of work.

92% of learners are happy about the quality of guidance and support.

98% of learners are happy about the management of the course.

98% of learners would recommend the Adult Education Service and its childcare facilities.

The Adult Education Service will be analysing the results of the survey and taking actions to bring improvements

where necessary and build upon good practice.

### **Inspection Outcomes March 2004**

During the inspection March 2004, 21 inspectors inspected 199 sessions and visited 121 locations where Adult Education programmes are available.

The inspection focused on a number of key areas in the service and the grades and strengths of the service are summarised below.

#### **Leadership & Management (Grade 2) Strengths**

- Effective arrangements for quality assurance
- Good use of an extensive range of data to improve quality
- Thorough and accurate self assessment process
- Effective strategies to widen participation and tackle social inclusion
- Good use of data and target setting to attract under represented groups in learning
- Strong strategic direction
- Good staff development
- Very effective partnership arrangements

#### **Business administration, management and professional (Grade 2) Strengths**

- Good standard of work by learners
- Good teaching and learning
- Good tutorial support
- Good development of new programmes

#### **Information and Communication Technology (Grade 2) Strengths**

- Good and improving retention and achievement
- Good flexible teaching and coaching to meet individual needs

- Very effective development of learners' skills
- Good use of ICT to widen participation

### **Hospitality, sport, leisure and travel (Grade 3)**

#### Strengths

- Good retention on most courses
- Good attainment on most courses
- Broad range of provision that caters for diverse learner interests
- Good teaching and learning
- Good initial advice and guidance

### **Health, social care and public services (Grade 2)**

#### Strengths

- Good retention
- Good achievement on Open College Network courses
- Very effective support for learners
- Successful management of development
- Good teaching and learning

### **Visual and performing arts and media (Grade 2)**

#### Strengths

- Good retention
- Good attainment
- Good teaching and learning
- Good individual support in classes
- Good range of courses in visual arts

### **English, languages and communications (Grade 2)**

#### Strengths

- Very good development of language skills
- Good teaching and learning
- Good languages teaching resources
- Good range of language programmes to meet community needs
- Well led and managed area of learning

### **Foundation programmes (Grade 2)**

#### Strengths

- Good teaching and learning
- Good retention and achievement

- Well designed courses for adults with learning disabilities
- Good support for learners
- Effective strategies to widen participation
- Good range of programmes in English for Speakers of Other Languages

### **Family Learning (Grade 2)**

#### Strengths

- Good development of skills for helping children
- Good progression on to other course
- Good teaching and learning
- Well qualified and experienced staff

These outcomes position the Coventry Adult Education Service in the top 5% of Local Authority Services in the country. The Service was also graded as Excellent in LSC Provider Review one of only three in the country.

The Service has continued to improve its quality assurance framework in the last year. It is assessed and updated annually, in response to local and national developments. The production of the Quality Manual which, together with the Tutor Handbook, Recruitment & Staff Development Manual and Health and Safety Manual, provides the quality documentation, has ensured greater consistency and improvement of standards across the Service.

Our quality assurance arrangements have contributed to the further improvement in retention and achievement.

Observation of teaching continues to be a fundamental aspect of our quality assurance arrangements and is undertaken by the line manager. New managers are trained in observation techniques and the relevant documentation, whilst other managers have the opportunity for further staff development to improve their skills in this process. The observation policy now provides scope for tutors who have been

observed as good or above to mentor or be shadowed by a tutor receiving a satisfactory grade. Tutors who receive a less than satisfactory observation, receive detailed feedback and appropriate staff development and support, followed by a further observation. It is a strength of the Service that the internal observation grades were comparable with the grades of the recent ALI inspection.

Outcomes of the observation feed into the annual staff development review, to which every tutor is entitled, and which then feeds into the annual staff development and training plan. Staff development needs identified through curriculum groups and the Strategic Management Team, also contribute to the plan. Every member of staff is entitled to staff development within work time, and the number of tutors undertaking staff development activities has increased each year. All staff development activity is evaluated to ensure both the quality of training offered and to ensure it results in improvements to the Service.

Observations are also used as the primary tool for seeking feedback from learners. The documentation identifies the number of learners spoken to, and gives space for learners comments. For a Service of this breadth this seems the most comprehensive and systematic way of obtaining learners' views. It is however, supplemented by the learner satisfaction survey. The Service is currently looking at how to capture learners' views at the end of programmes.

In September 2005, the Service also improved its information to learners by producing a new learner pack with better presented information in a more accessible format which was approved by the Plain English campaign.

The observation process is supported by tutor evaluations, which staff are required to complete at the end of each course

and which informs the self assessment process. The documentation has been redesigned this year to encourage reflective practice.

Recently the composition of the curriculum groups has been expanded so that all managers are now involved in some aspect of curriculum development. The development of curriculum groups has ensured greater consistency of curriculum entitlement and delivery across the Service whilst still maintaining the advantages of the existing management structure through three districts.

### **Staff Development Plan including Continuing Professional Development (CPD)**

The Service has a comprehensive staff development programme, both internal and external, that is available to all staff, with emphasis on the improvement of teaching and learning. In addition to the annual staff development review process managers identify curriculum and organisational training needs. Together, these form the basis of the annual staff development plan, which is produced each July. There is an entitlement to paid time for staff development within tutors' contracts and take up is high. The ALI inspection recognised staff development as good.

Currently 60% of our tutors and 80% of our managers have an appropriate teaching qualification. Our aim is that in working towards a fully qualified Service, by 2008 70% of our tutors should be qualified to teach or enrolled on an appropriate course. The Service is delivering training to enable staff to achieve the C & G 7407 FENTO endorsed awards. Priority is given to Skills for Life tutors who need to progress through all three stages.

In addition, the Service aims to ensure that all tutors are vocationally qualified (in

some curriculum areas this may equate to specialist experience), have a recognised Level 2 qualification in English, and have functional competence in ICT.

Strategic staff development priorities for the next three years are:

- Training to improve teaching and learning, in order to achieve our goal of all observations being good or above by 2008.
- All tutors to have an appropriate teaching qualification.
- All Skills for Life tutors to have a subject specialist qualification.
- All tutors to have a level 2 qualification in English.
- Basic ICT (to CLAIT level) training for all tutors not already competent at that level.
- Curriculum qualifications and updating of skills in subject area.
- E-learning training for all teaching staff in priority curriculum areas.
- Basic skills awareness for all teaching staff in subject areas where there is a written component.
- All staff to have attended Equality & Diversity training – approximately 80% have already received training.
- Disability awareness for all teaching staff, to enable more adults with learning difficulties, physical and sensory disabilities, to successfully access their curriculum choice.
- Appropriate training for managers to support the more effective management of ACL services.

## **6. Strategic Priorities**

### **Basic Skills**

The Adult Education Service remains the largest provider of Adult Basic Skills and ESOL within the city boundaries, and one of the largest providers within the sub-region. The size of the provision has increased in excess of our predictions, from 2753 enrolments in 2002/3 to 3703 in 2003/4. We have been able to increase the quality of provision despite such growth, with our retention rates improving from 69.78% in 2002/3 to 82.88% in 2003/4. Similarly achievement increased from 64.58% to 79.21% in the same period. The ALI inspection highlighted good standards in basic skills provision, including teaching and learning, support to learners and widening participation strategies.

In the next three years the Service will seek to:

Identify and support learners in other curriculum areas who have basic skills needs by:

- Ensuring all ICT tutors have basic skills awareness training in order that they can identify the basic skills needs of their students, and respond accordingly.
- Promoting basic skills through screen savers on all programme pcs.
- Establishing simple diagnostic tools which are widely available to tutors and managers throughout the service, in order to identify basic skills needs.

Increase the number of learners achieving the national tests by:

- Increasing the community venues where on-line testing is available from six to fifteen.
- Supporting all volunteers who do not have an equivalent qualification, to successfully undertake the tests.

- Supporting potential NVQ and City & Guilds 7302 learners to take the tests to ensure adequate levels of literacy/numeracy to achieve their qualification.
- Supporting workers in the health and social services sectors where level 2 may become a requirement.
- Working in partnership with the Children & Family Education Service to increase access for parents by providing opportunities to take the tests at local primary schools, as part of family literacy/numeracy programmes.
- Supporting adults seeking naturalisation to successfully take the tests if they do not have a nationally recognised literacy/numeracy qualification.
- Through using the Move On promotion, identifying those adults who need short intensive courses to brush up learning before achieving the tests.

Increase the effective access to and use of ICT in Basic Skills by:

- ensuring all basic skills tutors undertake training in e-learning.
- ensuring that good quality ICT equipment is available in 80% of venues by 2006.
- Providing suitable software and e-learning packages to effectively support and stimulate learners.

To further increase the quality of basic skills provision by:

- Increasing the number of observations deemed 'good' or above by 10% each year.
- Establishing a mentoring scheme to support new/inexperienced tutors.
- Providing termly opportunities for basic skills staff across the Service to share good practice.
- Ensuring all learners receive advice and guidance on progression opportunities.

- Ensuring that all learners' individual needs are met within mixed ability groups.

### **Improving Employer Engagement & National Vocational qualifications**

The two main aspects of the Service's work relating to improving employer engagement/ workforce development are:

- Basic skills (Literacy, Numeracy and ESOL) programmes in the workplace,
- NVQ and pre NVQ programmes in Childcare Learning and Development, Playwork and Teaching Assistants.

The Service's successes in delivering **basic skills programmes in the workplace** has been the diversity of the portfolio of employers supported ie. private, public and voluntary workplaces with programmes which have addressed needs in the manufacturing transport, retail and care sectors. Examples include:

- A pilot ESOL programme for West Midlands Travel (ref 3 year Strategic Development Plan 2003-2006) delivered in 2004.
- A programme in a care home designed to improve care workers' oral communication with service users and develop report writing skills, which was very positively evaluated and subsequently extended
- A programme for staff in a voluntary sector nursery through which they have gained national Literacy and Numeracy qualifications.

The quality of delivery is recognised (eg by Business Link) and within the Learning Company in which AES is an active partner, the Service is the only provider which has promoted its basic skills provision as a strength.



The emphasis is on partnership, flexibility and responsiveness. For example:

- In a large retail outlet as well as delivering a programme to the day shift, a programme was run from 11pm to midnight to meet the needs of the night shift.
- A recently developed partnership with Unison has accessed teaching assistants to taking national tests and gaining qualifications within a week of their needs being identified.
- Although most work with employers takes place on site, where individuals have been identified in work places they have been supported in accessing basic skills in the Service's community based provision.

Proposed developments in the provision of basic skills to the workforce are:

- Work with larger employers and in particular with Coventry City Council.
- The promotion of Move On in workplaces.
- Further initiatives developed in partnership with the Unison learning reps.
- The service will have 200 enrolments for basic skills in the workplace 2005-8 and 50 learners will achieve level 1/2 qualifications.

The risk factors identified in working with employers to address workforce basic skills needs are:

- the long lead in time and the investment of resources in initiatives which may not reach fruition,
- employers making learning secondary to business priorities,

- union partnerships being hampered by other union priorities (eg single status),
- a programme's dependence on committed individuals at all levels within the workplace.

The service's success in delivering **NVQ programmes** has been achieved through a positive response to workforce needs in childcare, playwork and teaching assistants.

- Positive partnership work with employers who either send their employees on the Services' NVQ programmes or who provide work placement for Level 2 learners in their settings. A workplace agreement (between AES, the learner and the employer) supports these partnerships.
- The quality of the experience which learners have in work preparation on their NVQ programmes.
- A good record in relation to learners' progression into employment.
- Basic skills pre-course assessment and on-programme support, enabling learners to meet the requirements of the sector when they gain employment.

The successful management of development has led to a city-wide spread of NVQ programmes and to a planned approach to pre NVQ activities such as the ESOL bridging course (identified in the 2003-2006 plan) and programmes to deliver pre NVQ knowledge (OCNs and NOCNs).

Proposed developments are:

- The further expansion of Childcare Learning and Development, Teaching Assistants and NVQ Admin

programmes city-wide to meet sector needs.

- The setting up of Care NVQ Level 2 programmes to respond to the demands of this sector.
- The embedding of ICT into the curriculum of programmes where it is not embedded.
- Support to the Early Years Development Childcare team's programme to train minority ethnic women as childcare trainers (to help address the shortage of childcare trainers).
- The expansion of NVQ Administration programme, including the introduction of Level 3.

The risk factors identified in relation to the NVQ programmes are that:

- The service will not be able to recruit sufficient additional tutors/assessors.
- Employers will not send their staff onto the care programmes.
- Insufficient demand for the Playwork qualification may jeopardise these programmes.

### **Equality and Diversity**

The Service has achieved well against its 2003/04 Equality & Diversity Action Plan and has produced new priorities and targets as part of the Education & Libraries Directorate's Action Plan for 2004-2007 and the Equalities Impact Assessment proves (the plan embeds action to support the achievement of Level 3 of the Equality Standards for Local Government by 2005 and Level 4 by 2007). The actions have been mapped to the LSC's Equality and Diversity Strategy.

We have identified actions to achieve:

- Analysis of learner satisfaction by gender, disability, ethnicity and age in 2004/05 (ref LSC's EDS Strand 3).
- Analysis of the impact of DDA improvements on learner participation by venue, by March 2005 (Strand 3).
- An increase in participation by adults with learning difficulties and disabilities to 18% by July 2006 (Strand 2).
- An increase in participation by over 60's to 25% by July 2006 (Strand 2).
- An increase in penetration rate in priority neighbourhoods to 12% by July 2007 (Strand 2).
- Improved and extended response to the needs of asylum seekers and refugees beyond ESOL.
- Improved embedding of Equality and Diversity in the curriculum, resources and learning materials by July 2006.
- Improved physical access in a further three building by July 2005 (Strand 3).
- A variety of new ESOL and Basic Skills programmes by July 2005 (Strand 2).
- 8 over 60's mentors trained to OCN Level 3 by July 2005 (Strand 2).
- Extended use of Individual Learning Plans (beyond Literacy, Numeracy, ESOL and programmes for Adults with Learning Difficulties) by July 2006.
- Increased numbers of disabled and minority ethnic managers and tutors (Strand 5). Led by Human Resources, not Adult Education Service.

- Since 2002 AWLD/D have produced the Service Disability Statement. A new one is currently being prepared.

In 2003/04 24% of learners did not disclose whether they do or do not have a disability and/or learning difficulty. We have provided improved learner information on support available as well as more opportunities for disclosure. We will aim to reduce the gap for March 2006 in line with the LSC Target.

The Service offers a range of strategies to support the participation and achievement of learners with disabilities.

The Service recognises the importance of offering an environment with good physical access for all users and has made good progress in meeting the full requirements of the DDA 1995. An access survey of all buildings has been carried out and proposals put forward to comply with current legislation. Access for people with disabilities is satisfactory in most centres, and some centres have been equipped to provide enhanced access to people with disabilities. The AES makes arrangements where necessary to ensure that learners with disabilities can attend programmes to meet their needs.

In 2004 the Service established a forum of FE providers in Coventry and Warwickshire to share good practice in response to the challenges of providing effective assessments and support for learners with dyslexia. The Service facilitates and administers the forum, which includes a representative from the local LSC and from the Dyslexia Institute. The Service delivers a substantial range of discrete programmes for adults with learning difficulties. The provision includes independent living skills, confidence building, self-advocacy and running enterprises. In July 2004 people with learning difficulties celebrated their achievement in the visual arts with their third annual exhibition. Recently the

Service has further expanded its discrete provision, including opportunities for progression into enterprises such as catering, disability awareness and equality training, and gardening. Programmes for adults with learning difficulties are particularly successful in helping them to develop their self-confidence and engage in the wider community.

Partnership working continues to enable the Service to access people with disabilities and mental health concerns and offer programmes to meet their needs. Successful partnerships are established with Social Services and the Coventry and Warwickshire Association for the Deaf, to deliver programmes for deaf and hearing-impaired people at the Henry Fry Centre, and with Coventry Mind, to provide learning programmes for discrete groups of people with mental health concerns at a number of venues.

A group of adults with learning difficulties have undergone training as disability awareness trainers, and delivered an excellent disability awareness session to a range of Council employees as part of the Council's corporate training scheme. The Service works in partnership with MIND and Social Services to provide a rolling programme of in-depth awareness training to tutors before they start to deliver programmes to discrete groups of adults with mental health concerns. In addition BSL and deaf awareness training are provided to appropriate staff.

As well as conducting a detailed annual learner satisfaction survey for all learners, the Service organises an annual conference for adults with learning disabilities to help assess their learning needs and interests over the coming year.

The Service aims to increase the rate of retention and achievement amongst learners with learning difficulties and/or disabilities by 1% by July 2006.

The Service plans to improve access for adults with learning difficulties to non-discrete programmes. Through promoting inclusive learning and offering support through an increase in the number of volunteers.

The Service will further improve its support for people disclosing disabilities by reinforcing the disclosure and additional support processes with programme managers and tutors.

The Service will continue to support the Coventry and Warwickshire forum on dyslexia assessment and support, and will investigate ways of developing or improving its capacity to provide support for people with other specific disabilities such as autism.

### **Languages**

The AES offers languages programmes in French, German, Spanish, Italian, Greek, Arabic, Gujarati, Japanese, Mandarin, Punjabi and Urdu.

The Service has its own well-developed languages strategy, linked to the national languages strategy.

BSL programmes are offered by the Service. Deaf awareness forms part of the induction of learners on beginners' BSL programmes. The Adult Learning Inspectorate highlighted the quality of teaching and learning, and of learners' achievements on BSL programmes.

The Service will offer specific training to BSL tutors to share good practice.

During 2005-2008, the Service plans to examine the capacity for diversifying the languages programme by investigating the level of need amongst particular target groups, including workplace learning, family learning and programmes for discrete groups of adults with learning difficulties.

### **Non Accredited Learning**

AES delivers a broad range of non accredited programmes that cater for the diverse interests of learners and which enable them to use the skills and knowledge they have gained to enhance their quality of life. Examples of non accredited programmes currently offered include fitness, yoga, pilates, music, art and craft, cookery, dance, languages, photography, self-confidence building, and family history. Non-accredited programmes are also offered to introduce learners to ICT, and as an introduction to vocational training in childcare and as teaching assistants.

Since January 2004 the Service has offered non accredited programmes free to learners eligible for Coventry's Passport to Leisure and Learning in order to increase numbers of people from priority neighbourhoods attending adult learning programmes.

The Service has established partnerships with other services to develop programmes relating to specific health needs. This has included work with PCT, Social Services, Intermediate care and voluntary organisations workers to develop 'Extend', a pilot project of fitness courses to meet the needs of less fit adults.

The Service will improve access to fitness programmes for less fit adults through the Extend partnership, with the aim of creating two Extend groups.

### **Family Learning**

Coventry City Council has a long tradition and a national reputation for its family learning programmes. The programmes are delivered in over 80 different settings and these include the full range of Family Language Literacy and Numeracy Programmes such as Family Literacy,

Keeping up with Children. Though ACL and Wider Family Learning Funding the service has created a range of innovative family education programmes including work being delivered with a wide range of partners such as museums, library service and the voluntary sector. It has a framework of 30 courses that have all been accredited the Open College Network. They cover a wide range of curriculum areas such as 'Together into Computers', 'Together into School.' These programmes are recognised as raising the achievement of both parents/carers and children. The numbers of parents/carers being involved in the programmes is increasing each year.

In the next three years the Service will:

- Maximise the opportunities being created by the development of the new Children's Service and Every Child Matters Outcomes:
- Ensure all staff are aware of these developments and the opportunities that they present.
- Ensure that programmes are part of the new service directory to ensure that parents/carers are matched to programmes affected by the service.
- Review existing programmes and develop new programmes that are appropriate to the needs of parents/carers.
- Contribute to the development of quality standards for parent/carer programmes.
- Work in partnership with family support staff to meet the needs of parents/carers.

Increase the number of learners within family education programmes:

- Review the current recruitment strategy and implement changes.

- Work with partners in children's services to ensure progression routes for parents/carers onto service programmes.
- Raise the profile of family learning and the benefits to both adults and children.

Increase the number of male learners on programmes:

- Review current programmes to identify opportunities to recruit more male learners.
- Develop links to services and agencies that have regular contact with potential male learners.
- Raise the profile of male learners in family education programmes.

Maximise the opportunities for parents/carers to develop their basic skills:

- Embed the initial assessment framework into all family learning programmes.
- Ensure clear progression routes from family learning programmes onto specialist basic skills programmes.
- Review family learning programmes in light of the findings of the national 'Skills for Families' project outcomes.

### **E-Learning**

The Adult Education Service is implementing its e-learning strategy and action plan. One of the key aspects of this is staff development. To date 14 managers have attended e-guides' training, and are currently disseminating it within the Service. In addition, the

Service has established a scheme that uses tutors in a variety of curriculum areas as ICT champions. They support other tutors in strategies to embed e-learning in the curriculum. The Service has applied for and received grants to assist the development of e-learning, including researching e-learning resources. Tutors without computers at home are able to borrow laptops from the Service in order to enhance their ICT skills.

Curriculum areas that are a priority for developing e-learning in the next year are:

- Teacher training
- Basic skills
- NVQs (Early Years, Playwork, Teaching Assistants and Administration)
- Languages

From 2005 we plan to:

- Develop and pilot interactive e-learning resources in the above curriculum areas, including the purchase of content creation software.
- Develop remote and distance learning opportunities, by establishing the facility for learners to access course materials on line, and establishing an online reference library by course/curriculum area.
- Look at the feasibility of adopting a virtual learning environment by researching those currently available.
- Further increase staff access to ICT resources by ensuring all tutors have access to such resources in main offices and have access to email communication.
- Ensure all tutors in the above curriculum areas have an adequate base level of ICT skills by conducting a detailed audit of tutors' current skills

and providing training in basic competence (CLAIT level) where necessary.

- Promote awareness of teaching and learning resources available online through compiling and disseminating an index of web-based resources and staff development in the use of those resources.

## **7. Health and Safety**

The Service is committed to providing a safe environment for staff and the public. To this end there is a robust Health & Safety Policy and Development Plan. The Development Plan includes annual review of Risk Assessments, provision of training, programme of inspection of venues.

To provide additional support to the Council's departmental Health & Safety officers, 3 District Office Managers have obtained IOSH certificates and the Admin Officer has gained a NEBOSH certificate and is currently undertaking an NVQ Level 4 in Occupational Safety and Health.

## **8. Management Information Systems**

The Service uses the AQUA MIS which is provided and supported by Birmingham LEA. A new version of AQUA is being launched this summer. The Service will be exploring the feasibility of on-line enrolment for some subjects from September 05 and with the introduction of the City Council's wider area network, district offices will have direct access to the AQUA system. The Service is able to provide timely and accurate returns due to there being:

- Centralised MIS
- Direct data entry
- Regular support form
- Software suppliers
- A skilled and hard working team

- Tutors who understand the requirements

## **9. Accommodation**

The Service locates its provision in a variety of community venues including primary and secondary schools, community centres, voluntary organisations, health and social services establishments and youth centres. There is a tension between operating out of appropriate accommodation and being locally based, and therefore accessible.

There has been considerable investment and improvement in accommodation in the last two years, with emphasis on increasing access for disabled learners. We have also developed one site for the exclusive use of adult and family education, worked in partnership with the Library Service on the development of Bell Green Library and Lifelong Learning Centre, and with a housing association to develop the Longford Neighbourhood Learning Centre. These sites have proved very popular with learners who appreciate the enhanced facilities. Health & Safety checks and risk assessments are now carried out at all venues. We have withdrawn from three venues where accommodation issues could not be resolved. However, the ALI inspection identified that accommodation is still an area for further improvement.

Our priorities in the coming years are to:

- Identify outstanding accommodation issues through observation reports, learner satisfaction survey, tutor evaluations and venue visits.
- Negotiate with appropriate organisations where there is scope for improvement, eg, cleaning, lighting, noise levels.
- Relocate programmes of learning where accommodation issues cannot be overcome.

- Further improve access for disabled students.
- Work with partner organisations on funding bids to replace or refurbish unsatisfactory accommodation.
- Ensure that the spread of learning venues across the city continues to focus on priority and high priority areas to meet the Neighbourhood Renewal agenda.

By 2008, our aim is to house all our provision in accommodation which is good.

## **10. Changes in range and nature of "other" provision**

Actions that we will take to reduce 'other provision' include:

- Identify QCA approved qualifications for 1<sup>st</sup> Steps in ICT, Arts & Crafts where relevant for the learner.
- Increase the use of Units of Approved Qualifications in ICT.
- Ensure that Teacher Training programmes are correctly coded.
- Address issues identified by KPMG on 'other provision' – identified that BS/ESOL on the wrong code for Entry 1 and above.

## **11. Risk Assessment**

Outcomes of the consultation papers on Funding for post 19 are not yet known, and any adverse effect on Funding to the Service will have consequences for the quality and quantity of the programmes and many Government, Regional and Local agendas not being met.

The Adult Education Service is heavily dependent on schools and other

organisations as locations for programmes.

The profile of many Adult Education Service learners who may face multiple issues of disadvantage, can lead to higher levels of drop out. (This can be a significant issue on some ESOL programmes where asylum seekers and refugees leave to go into employment impacting on retention and achievement statistics).

The Learning Skills Council has not yet indicated the level of support it intends to give to the Adult Education Service. It is not anticipated that there will be any major change for 2005/06.

The withdrawal of Minor Works capital funding (05/06) and DDA capital funding (06/07) will seriously limit the capacity to improve accommodation.

The increase in Basic Skills provision in priority neighbourhoods and the introduction of the level 2 entitlement will impact upon the total amount of fee income collected from learners, as the majority of learners will be entitled to a concessionary fee.

It is too early to identify the opportunities and risks that will arise from the development of the new Children's Service.



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