



ADULT EDUCATION SERVICE SELF-ASSESSMENT REPORT

February 2005



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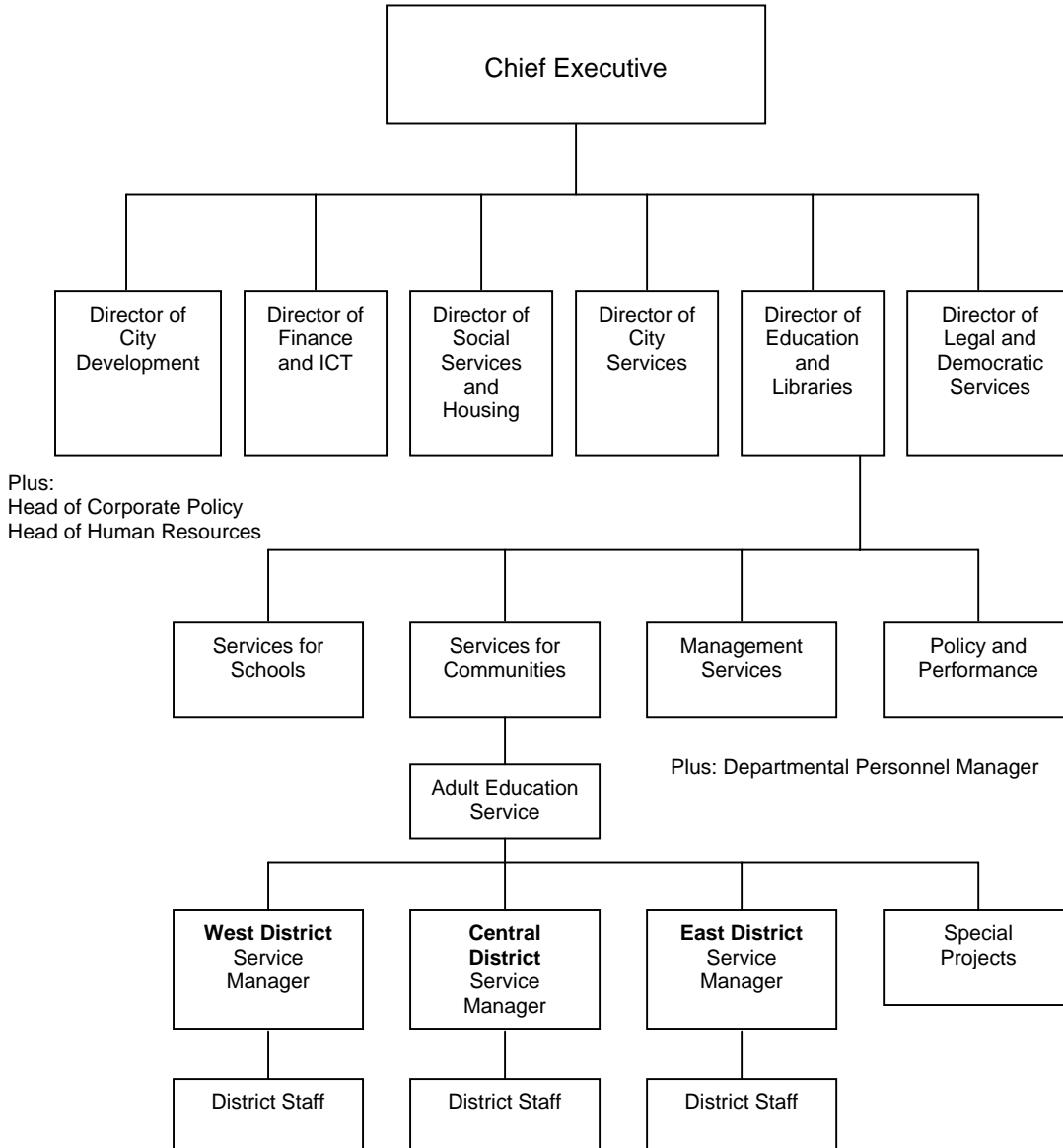
EVIDENCE USED IN THE SELF ASSESSMENT PROCESS

- **ALI INSPECTION REPORT**
- **AQUA STATISTICS**
- **BENCHMARK DATA**
- **COMPLAINTS**
- **EXTERNAL ACCREDITATION BODY & EXAMINATION BOARD REPORTS**
- **LEARNER CONSULTATION`**
- **LEARNER COURSE EVALUATIONS**
- **LEARNER SATISFACTION SURVEY**
- **LEARNER STORIES**
- **LEVEL 3 LEAVER SURVEY**
- **LSC PROVIDER REVIEW**
- **OBSERVATIONS**
- **PARTNERS' VIEWS**
- **STAFF DEVELOPMENT REVIEWS**
- **STAFF KNOWLEDGE**
- **TUTOR COURSE EVALUATIONS**
- **VENUE VISITS – REPORTS AND ACTIONS**

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.

Organisational Structure



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 Branch Heads together with the Departmental Personnel Manager.

The Service is organised into two operational branches, 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 Libraries, Adult Education 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 Equal Opportunities Policy 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.

Links to Corporate Plans

Through the delivery of actions described within Best Value Service Plans for the Service and the Service's Statutory Plans, the work of the Service will contribute to the achievement of:

- Modernise the Council to meet the changing needs of customers
 - Radically improve Social Services, Housing Benefits and Street Services
 - Maintain and develop Excellent Education in our City
 - Narrow the gap between our most deprived communities and the better off
 - Reduce crime and fear of crime
 - Achieve the goals of local neighbourhoods and communities and improve the City Centre
- the City Council's Corporate Objective and Modernisation and Improvement Plan;
 - the City Council's Best Value Performance Plan;
 - the development of Coventry Community Plan II, and
 - the emerging Community Strategy and Neighbourhood Renewal Strategy for the City

THE ADULT EDUCATION SERVICE

In 2000, the Adult Education Service restructured from five areas to three districts, to mirror the City Council's Area Co-ordination boundaries. Each of the three districts is managed by a district service

manager who reports to the Head of Service. The strategic direction of the Service is managed through the Strategic Management Team, comprising the Head of Service, the district managers and the Family Education Service manager.

The programme managers and service managers meet at 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.

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, and was fully inspected in March 2004. 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.

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 language 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.

The Adult Education Service provide 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;
- **Locally**, by the Learning and Skills Council's Strategic Plan (2003 – 2005), the City Council's corporate objectives, and local needs analysis;
- At **community** level, through student 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.

Coherence will be strengthened through the Strategic Area Reviews.

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) student 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.

In reaching judgements all seven key questions of the Common Inspection Framework are considered.

1 How well do learners achieve?

- 2 How effective are teaching, training and learning?
- 3 How are achievement and learning affected by resources?
- 4 How effective are the assessment and monitoring of learners' progress?
- 5 How well do the programmes and courses meet the needs and interests of learners?
- 6 How well are learners guided and supported?
- 7 How effective are leadership and management in raising achievement and supporting all learners?

Recognising and recording progress and achievement in non-accredited learning.

The Service will be fully introducing the RARPA approach in September 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 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).

The system will meet providers' needs by:

- ensuring that they are meeting individual and group learning needs;
- providing a tool for continuous improvement;
- raising the quality of learning processes or experiences to achievement by closely linking objectives and the assessment process;
- promoting parity of esteem between accredited and non-accredited provision;
- providing a system for recording progress and achievement which helps to meet the demands of the Common Inspection Framework (CIF);
- clarifying their mission as providers of learning experiences through enhanced awareness of learners achievements;
- have in place pathways to accredited and/or further non-accredited learning where appropriate for many and varied groups of learners, including groups traditionally under-represented in further education;
- enabling the planning of programme development in the light of learner feedback;
- facilitating the evaluation of the suitability of learning and teaching through qualitative and quantitative methods.

When the approach is in place, policy makers and government will:

- be confident that they are funding non-accredited provision which is of a high standard and has been modelled to fit learners' needs;
- have developed systems which are attractive to non-traditional learners and so contribute to the governments' aim to widen and broaden participation;
- have a tool for use in supporting providers where the quality of provision is not satisfactory;
- contribute to strategic planning and development by local LSC's and providers of high quality provision for learners and potential learners.

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 used by all areas of learning and 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.

TABLE OF GRADES

AREA	GRADE
Leadership and Management	2
Equality and Diversity	2
Quality Assurance	2
AOL 5 – Management and Professional	2
AOL 6 – Information Communication Technology	2
AOL 8 – Hospitality, Sports, Leisure and Travel	2
AOL 9 – Hairdressing and Beauty Therapy	2
AOL 10 – Health, Social Care and Public Services	2
Family Learning	2
AOL 11 – Visual and Performing Arts	2
AOL 13 - Languages	2
AOL 14 – Foundation Programmes	2

LEADERSHIP & MANAGEMENT

GRADE 2

In the last three years, the Adult Education Service has experienced a period of intense growth and development, with enrolments continuing to increase. This has been the result of a number of factors, including the FE convergence strategy, increased funding, the expanding Basic Skills agenda, and a growing commitment to the Service from local learners.

In 2003/04 there were 18,590 enrolments, the retention rate on ACL was 85.6% (81.06 from 02/03) and achievement on FE courses was 87.4% (86.2 from 03/04). This maintains a trend of continuous improvement, including Black and minority ethnic learners and learners with learning difficulties and/or disabilities. The Service will aim to increase both rates by 1%, by July 2006.

Success rates for FE programmes have continued to improve, from 68.7 02/03 to 74.6 03/04.

Coventry City Council's Equal Opportunities Policy covers all aspects of the work of the Service. The policy is implemented through various measures including providing courses for particular groups, providing support to learners and the monitoring of practice. Learners are made aware of the Equal Opportunities Policy and the range of support available to them through the Service's student pack.

Crèche provision for the Adult Education Service programme is managed by the Children and Family Education Service. In 2003/04 1542 children were placed in 294 crèches across the city enabling their parents/carers to benefit from provision.

Managers and staff continue to receive training in tutor observation to help them evaluate teaching and learning. The Service produced its first Self-Assessment Report in 2001/02.

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.

EQUALITY AND DIVERSITY

CONTRIBUTORY GRADE 2

The Service continues to promote equality, diversity and social inclusion. The agenda for addressing inequalities and widening participation is updated annually, with priorities from all relevant plans including the Equality Impact Assessment, brought together in the Service's Equality and Diversity Action Plan.

The Service makes good use of data and target setting to attract learners from underrepresented groups to improve the key participation rates. In 2003/04 participation in priority neighbourhoods increased from 7.1% to 9.1%, while 24% of learners across the city were from minority ethnic groups. 16% had a disability and 20% were over 60. Retention and achievement for targeted groups continues to compare favourably with overall rates.

Partnership working continues to enable the Service to access people with disabilities and mental health concerns, drug users, homeless people, people on probation, refugees and asylum seekers, people from Asian communities and older people. Recent successes have included work at the Henry Fry Centre for deaf and hearing-impaired people.

The Service has further expanded its discrete provision for people with learning difficulties including opportunities for progression into enterprises such as catering, Disability Awareness and Equality Training, gardening and travel.

An ongoing programme (through the use of LSC DDA funding) has enabled the Service to further adapt its accommodation to improve access to people with disabilities.

There is an ongoing programme of Equality and Diversity training for staff, including Mental Health Awareness, Disability Awareness and Equality, Deaf Awareness.

The Service makes its equality and diversity agenda explicit through its publicity and in September 2004 launched a new learner induction pack, which gives a high profile to equality and diversity both in its images and its content. It is recognised that further work is needed to ensure that the induction pack is well used by tutors. There continues to be a need to embed equality and diversity in the curriculum and learning resources in a more systematic and coherent way.

<p>Key strengths</p> <ol style="list-style-type: none"> 1. Strong strategic direction 2. Good staff development 3. Very effective partnership arrangements 4. Effective strategies to widen participation and tackle social inclusion 5. Good use of data and target-setting to attract under-represented groups in learning 6. Effective arrangements for quality assurance 7. Good use of an extensive range of data to improve quality 8. Thorough and accurate self-assessment process 	<p>Sources of evidence</p> <p>ALI Inspection Report Learning Skills Council Provider Review Partnership Survey</p>
<p>Key weaknesses</p> <ol style="list-style-type: none"> 1. Some inadequate accommodation and resources 2. Insufficient promotion and awareness of equal opportunities in the curriculum 	<p>Sources of evidence</p> <p>ALI Inspection Venue visits Learner satisfaction survey Observations</p>
<p>Grade 2</p>	
<p>Priorities for action</p> <ol style="list-style-type: none"> 1. Continue to address accommodation issues 2. Further improve the arrangements for gathering the views of all learners 3. Further improve the promotion of equality and diversity in the delivery of learning 4. Increase opportunities to share good practice within curriculum areas across districts 5. Review the strategic direction of provision for adults with learning disabilities in the context of the DDA, the Strategic Area Review and the National Review 6. Further improve the observation process 7. Implement robust recording of learner progress and achievement in non-accredited learning 	

Quality Assurance

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, as detailed below.

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 had 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 equality 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 a learner satisfaction survey, which this year was managed by external consultants, and produced more detailed findings. The Service is currently looking at how to capture learners' views at the end of programmes.

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

The observation process is supported by the 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.

The Service has improved its accommodation significantly in the past year, with the provision of three new learning centres, and the transferring of courses from unsuitable venues to more satisfactory accommodation. District and programme managers complete venue checklists when visiting sites, which identifies strengths and areas for improvement. Health & Safety checks are regularly carried out, and staff receive a risk assessment which also highlights accommodation issues.

<p>Key strengths</p> <ol style="list-style-type: none"> 1. Good teaching and learning across all curriculum areas 2. Thorough and well documented observation process 3. Improved retention and achievement 4. An extensive staff development programme, based on individual needs, curriculum developments and organisation requirements 5. Quality assurance documentation that enables staff to manage quality assurance processes consistently across the Service 6. Improved learner information 	<p>Sources of evidence</p> <p>Observation reports ALI inspection report</p> <p>Observation reports Tutors observation feedback forms ALI inspection report</p> <p>Aqua data Tutor evaluation forms</p> <p>Staff development database Evaluations of training ALI inspection report</p> <p>Quality Manual Tutor handbook Recruitment & Staff Development Manual Health & Safety Manual</p> <p>Learner pack Learner Satisfaction Survey</p>
<p>Key weaknesses</p> <ol style="list-style-type: none"> 1. Inconsistent standard of accommodation 	<p>Sources of evidence</p> <p>Learner Satisfaction Survey Venue visits ALI Inspection Observations</p> <hr/> <p>Grade 2</p>

SERVICE LEVEL DATA

- Participation
- Achievement FE
- Retention FE/ACL
- Success Rates
- Achievement FE by Demographics
- Learners compared to Coventry Population
- Widening Participation
- Participation/Retention/Achievement:
 - Priority and High Priority Neighbourhoods
 - Priority Learner against Coventry Population
 - Widening Participation
- Participation/Retention/Achievement:
 - Adults with Learning Difficulties/Disabilities
 - Learners with Additional Support
 - Learner with a Passport to Leisure and Learning
 - Learners receiving Learner Support Fund
- Observation Grades

This report is working with all learners who enrolled including those who enrolled and left before the 1st November.

WHOLE SERVICE

PARTICIPATION

	01/02	02/03	03/04
Total Enrolments	12741	15776	18590
• Black & Ethnic	26.58	24.70	24.21
• Male	26.45	27.38	25.94
• Female	74.62	72.62	74.06
• Disabled	14.65	15.82	15.91
FE	8401	9007	10780
• Black & Ethnic	27.41	29.04	30.15
• Male	28.33	31.08	28.27
• Female	71.67	69.92	71.73
• Disabled	17.37	21.17	22.41
ACL	4340	6769	7808
• Black & Ethnic	24.95	18.92	15.98
• Male	19.68	22.46	22.73
• Female	80.32	77.54	77.27
• Disabled	9.40	8.70	6.94

Total Learners

	01/02	02/03	03/04
Total	9354	10722	10735
FE	6415	6594	6524
ACL	3617	5019	4991

The Service has shown considerable growth since 01/02. Future funding priorities will probably mean that there will be little or no growth but a higher prioritising of programmes.

RETENTION & ACHIEVEMENT

WHOLE SERVICE

This report is working with all of the data, including those learners who have withdrawn or transferred before the census date

Achievement FE

	01/02	02/03	03/04
FE	69.8	86.2	87.4

Retention

	01/02	02/03	03/04
FE	76.2	79.9	85.6
ACL	75.85	81.06	86.46

The Service is maintaining a continuous improvement.

The Target for 04/05 is 1% increase in achievement and retention.

SUCCESS RATES

	LONG QUALIFICATIONS						SHORT QUALIFICATIONS						ALL QUALIFICATIONS					
	No. of Starters	Success Rate	Retention Rate (completers only)	Achievement Rate (all completers)	Achievement Rate (known outcome)	Retention Rate (inc. continuing)	No. of Starters	Success Rate	Retention Rate (completers only)	Achievement Rate (all completers)	Achievement Rate (known outcome)	Retention Rate (inc. continuing)	No. of Starters	Success Rate	Retention Rate (completers only)	Achievement Rate (all completers)	Achievement Rate (known outcome)	Retention Rate (inc. continuing)
01-02																		
16-18	138	39.1	66.7	58.7	71.1	66.7	42	59.5	88.1	67.6	80.6	88.1	180	43.9	71.7	61.2	73.8	71.7
19+	5267	50.4	72.9	69.1	80.5	74.5	2066	60.6	85.0	71.2	82.5	86.4	7333	53.3	76.3	69.8	81.1	77.9
All Ages	5405	50.1	72.8	68.9	80.2	74.3	2108	60.5	85.1	71.1	82.5	86.5	7513	53.0	76.2	69.8	80.9	77.7
02-03																		
16-18	188	47.9	60.1	79.6	90.0	62.8	62	82.3	88.7	92.7	92.7	90.3	250	56.4	67.2	83.9	91.0	69.6
19+	5668	65.1	77.2	84.4	88.0	80.3	2361	78.8	87.7	89.9	91.7	91.1	8029	69.1	80.3	86.2	89.2	83.5
All Ages	5856	64.5	76.7	84.3	88.0	79.8	2423	78.9	87.7	90.0	91.7	91.0	8279	68.7	79.9	86.2	89.2	83.1
03-04																		
16-18	134	52.2	67.9	76.9	87.5	74.6	155	81.3	86.5	94.0	96.2	89.0	289	67.8	77.9	87.1	92.9	82.4
19+	5003	68.6	82.5	83.3	90.5	86.3	5054	80.9	89.1	91.1	94.7	93.0	10057	74.7	85.8	87.4	92.7	89.7
All Ages	5137	68.1	82.1	83.1	90.4	86.0	5209	80.9	89.0	91.2	94.7	92.9	10346	74.6	85.6	87.4	92.7	89.5

Continuous improvement in Success Rates. Target 1% increase for 04/05

This report is working with all learners who are enrolled and have completed their course of study and have a known outcome. It does not include any learners who have been withdrawn and transferred.

WHOLE SERVICE
ACHIEVEMENT – FE PROGRAMMES ONLY

	01/02	02/03	03/04
Service Rate %	81.69	90.19	93.69
Black/Ethnic %	81.51	92.61	94.68
Disabled/ Learning Difficulties %	84.87	90.27	81.45
Male %	82.24	91.30	93.36
Female %	81.48	89.74	93.81

There is a fall in the achievement rate for Disabled/Learning Difficulties. Work is currently underway led by the Strategic Management Team to further improve the Quality of this work.

Learners Compared to Coventry Population

Census 2001

Target Groups

Target Group	Census 00/01	Adult Ed 02/03	Adult Education 03/04
Black & Ethnic	16%	24.7%	24.21%
Age 60+	19.87%	18.34%	19.8%
Learning Difficulties and or Disabilities	18.66% (People with a limiting long term illness)	15.82%	15.91%

The Service continues to maintain good levels of participation compared to the Coventry population.

This report is working with all learners who are enrolled at any time during the year. It does not include any learners who have been withdrawn or transferred before 1st November.

WHOLE SERVICE
WIDENING PARTICIPATION

	01/02	02/03	03/04
Enrolments who are concessionary	6788	8422	9888
• Black & Ethnic	37.09	36.61	37.00
• Male	25.75	30.14	27.51
• Female	74.25	69.86	72.49
• Disabled	21.23	23.34	24.17
Students with WP factor FE	4477	5085	6355
• Black & Ethnic	36.48	38.03	33.03
• Male	25.66	33.00	26.94
• Female	74.34	67.00	73.06
• Disabled	13.27	16.42	15.41
NS2 disadvantaged areas	1328	1214	2215
• Black & Ethnic	28.92	23.06	22.48
• Male	22.36	20.68	21.26
• Female	77.64	79.32	78.74
• Disabled	12.04	8.24	6.94

The number of learners with a W.P factor in F.E has increased. The number of learners living in disadvantaged areas on ACL programmes has increased.

Participation in Coventry City Council Adult Education 2001/2002, 2002/2003 and 2003/4

2001-2002

Priority Neighbourhood	2001 Census Pop.*	LEA	LEA %	LSC	LSC %	Total	Total %
Caludon	364	10	2.6	21	5.7	30	8.3
Bell Green	5537	115	2.1	263	4.8	378	6.8
Binley Village & Ernsford Grange	1609	29	1.8	73	4.6	102	6.4
Canal Basin	452	5	1.2	34	7.4	39	8.6
Canley	3059	82	2.7	67	2.2	149	4.9
Charterhouse	2965	67	2.2	137	4.6	204	6.9
Courtaulds	848	14	1.6	38	4.5	52	6.2
East Radford	1172	33	2.8	93	7.9	125	10.7
Edgwick	4448	112	2.5	257	5.8	369	8.3
Hillfields	5953	170	2.9	442	7.4	612	10.3
John Gulson	1720	69	4.0	156	9.0	225	13.1
Lower Earlsdon	3226	37	1.1	37	1.2	74	2.3
North Holbrooks	3725	68	1.8	189	5.1	257	6.9
Old Chapelfields	1252	17	1.3	18	1.4	34	2.8
Paradise	1837	71	3.9	107	5.8	178	9.7
Radford Diamond	1443	21	1.5	58	4.0	80	5.5
Spon End & Lower Coundon	2332	44	1.9	133	5.7	176	7.6
Stoke & Stoke Heath	4046	95	2.3	216	5.3	311	7.7
Stoke Aldermoor	1624	32	2.0	145	8.9	177	10.9
Tanyard Farm	613	6	1.0	8	1.3	14	2.3
The Fenside Estate	291	6	2.1	23	8.0	29	10.1
The Longford Community Forum Area	5035	119	2.4	184	3.7	303	6.0
Walsgrave Gardens	134	3	2.1	4	3.1	7	5.2
The Painters - Whoberley	449	3	0.6	10	2.3	13	2.9
Tile Hill North and Tile Hill South	3473	41	1.2	80	2.3	120	3.5
Upper Coundon	1275	27	2.1	50	3.9	77	6.0
Upper Foleshill	1557	32	2.0	96	6.2	128	8.2
Upper Keresley	379	19	5.0	12	3.3	31	8.3
WEHM	4113	73	1.8	155	3.8	228	5.5
West Radford	2225	64	2.9	154	6.9	218	9.8
Willenhall - Willenhall Wood	4044	75	1.9	228	5.6	303	7.5
Priority Neighbourhood Total	71200	1558	2.2	3488	4.9	5046	7.1
Rest of City	112066	2547	2.3	4445	4.0	6992	6.2
City	183266	4105	2.2	7933	4.3	12038	6.6
Out of the City	-	275	-	459	-	734	-
Unmatched**	-	3	-	4	-	7	-
Total	183266	4383	2.4	8396	4.6	12779	7.0

2002-2003

2001-3

Priority Neighbourhood	2001 Census Pop.*	LEA	LEA %	LSC	LSC %	Total	Total %	% Diff
Caludon	364	7	2.0	33	9.1	40	11.1	2.8
Bell Green	5537	121	2.2	326	5.9	447	8.1	1.2
Binley Village & Ernsford Grange	1609	47	2.9	90	5.6	137	8.5	2.2
Canal Basin	452	9	1.9	46	10.2	54	12.0	3.4
Canley	3059	71	2.3	109	3.6	180	5.9	1.0
Charterhouse	2965	105	3.5	231	7.8	336	11.3	4.5
Courtaulds	848	24	2.9	52	6.1	77	9.0	2.9
East Radford	1172	59	5.1	103	8.8	163	13.9	3.2
Edgwick	4448	157	3.5	376	8.4	532	12.0	3.7
Hillfields	5953	231	3.9	558	9.4	789	13.3	3.0
John Gulson	1720	108	6.3	174	10.1	282	16.4	3.3
Lower Earlsdon	3226	68	2.1	109	3.4	177	5.5	3.2
North Holbrooks	3725	95	2.6	217	5.8	312	8.4	1.5
Old Chapelfields	1252	24	1.9	24	1.9	48	3.9	1.1
Paradise	1837	74	4.0	161	8.7	234	12.8	3.1
Radford Diamond	1443	47	3.2	81	5.6	127	8.8	3.3
Spon End & Lower Coundon	2332	46	2.0	161	6.9	207	8.9	1.3
Stoke & Stoke Heath	4046	154	3.8	227	5.6	381	9.4	1.7
Stoke Aldermoor	1624	37	2.3	144	8.9	181	11.1	0.2
Tanyard Farm	613	10	1.6	12	2.0	22	3.6	1.3
The Fenside Estate	291	6	2.0	36	12.2	41	14.2	4.1
The Longford Community Forum Area	5035	143	2.8	254	5.0	397	7.9	1.9
Walsgrave Gardens	134	3	2.3	6	4.1	9	6.5	1.3
The Painters - Whoberley	449	5	1.1	13	2.9	18	3.9	1.0
Tile Hill North and Tile Hill South	3473	98	2.8	98	2.8	195	5.6	2.2
Upper Coundon	1275	50	3.9	76	6.0	126	9.9	3.9
Upper Foleshill	1557	48	3.1	101	6.5	148	9.5	1.3
Upper Keresley	379	29	7.7	36	9.4	65	17.2	8.9
WEHM	4113	75	1.8	185	4.5	259	6.3	0.8
West Radford	2225	81	3.7	185	8.3	267	12.0	2.2
Willenhall - Willenhall Wood	4044	87	2.2	246	6.1	333	8.2	0.7
Priority Neighbourhood Total	71200	2117	3.0	4467	6.3	6585	9.2	2.2
Rest of City	112066	4045	3.6	5080	4.5	9124	8.1	1.9
City	183266	6162	3.4	9547	5.2	15709	8.6	2.0
Out of the City	-	410	-	466	-	876	-	-
Unmatched**	-	1	-	9	-	10	-	-
Total	183266	6573	3.6	10022	5.5	16595	9.1	2.1

2003-2004 (as at July 2004)

2001-4

Priority Neighbourhood	2001 Census Pop.*	LEA	LEA %	LSC	LSC %	Total	Total %	% Diff
Caludon	364	25	6.9	41	11.3	66	18.1	9.8
Bell Green	5537	146	2.6	301	5.4	447	8.1	1.2
Binley Village & Ernsford Grange	1609	33	2.1	85	5.3	118	7.3	1.0
Canal Basin	452	37	8.2	12	2.7	49	10.9	2.2
Canley	3059	39	1.3	138	4.5	177	5.8	0.9
Charterhouse	2965	149	5.0	124	4.2	273	9.2	2.3
Courtaulds	848	26	3.1	61	7.2	87	10.3	4.1
East Radford	1172	40	3.4	127	10.8	167	14.2	3.5
Edgwick	4448	203	4.6	391	8.8	594	13.4	5.1
Hillfields	5953	196	3.3	660	11.1	856	14.4	4.1
John Gulson	1720	58	3.4	163	9.5	221	12.8	-0.2
Lower Earlsdon	3226	50	1.5	96	3.0	146	4.5	2.2
North Holbrooks	3725	139	3.7	186	5.0	325	8.7	1.8
Old Chapelfields	1252	24	1.9	47	3.8	71	5.7	2.9
Paradise	1837	67	3.6	144	7.8	211	11.5	1.8
Radford Diamond	1443	59	4.1	88	6.1	147	10.2	4.7
Spon End & Lower Coundon	2332	38	1.6	174	7.5	212	9.1	1.5
Stoke & Stoke Heath	4046	183	4.5	153	3.8	336	8.3	0.6
Stoke Aldermoor	1624	77	4.7	122	7.5	199	12.3	1.4
Tanyard Farm	613	17	2.8	13	2.1	30	4.9	2.6
The Fenside Estate	291	6	2.1	19	6.5	25	8.6	-1.5
The Longford Community Forum Area	5035	132	2.6	209	4.2	341	6.8	0.8
Walsgrave Gardens	134	4	3.0	4	3.0	8	6.0	0.7
The Painters - Whoberley	449	11	2.4	10	2.2	21	4.7	1.7
Tile Hill North and Tile Hill South	3473	92	2.6	112	3.2	204	5.9	2.4
Upper Coundon	1275	47	3.7	67	5.3	114	8.9	2.9
Upper Foleshill	1557	43	2.8	90	5.8	133	8.5	0.3
Upper Keresley	379	37	9.8	20	5.3	57	15.1	6.8
WEHM	4113	109	2.7	178	4.3	287	7.0	1.4
West Radford	2225	50	2.2	187	8.4	237	10.7	0.9
Willenhall - Willenhall Wood	4044	110	2.7	207	5.1	317	7.8	0.3
Priority Neighbourhood Total	71200	2247	3.2	4229	5.9	6476	9.1	2.0
Rest of City	112066	4823	4.3	3062	2.7	7885	7.0	0.8
City	183266	7070	3.9	7291	4.0	14361	7.8	1.3
Out of the City	-	566	-	1139	-	1705	-	-
Unmatched**	-	22	-	56	-	78	-	-
Total	183266	7658	4.2	8486	4.6	16144	8.8	1.8

Source: Adult Education Service / Corporate Research and Information, Coventry City Council

*Refers to the 2001 Census Population of ages 18-64

**Refers to those learners with postcodes that could not be matched to the royal mail postcode database

Please Note: LSC funding streams – FE can lead to qualification (formerly funded by FEFC); LEA funding streams = ACL non accredited.

It demonstrates an increase in Participation within high priority and priority neighbourhoods. District managers will be analysing the dates to prioritise future improvements.

Data on Learning Difficulties/Disability Learners 01/02 - 03/04

ACL

	Total Enrolments	Learning Dif/Dis	%	Retention	%
01/02	4298	404	9.4	314	84.9
02/03	6801	589	8.66	478	86.4
03/04	7750	533	6.88	437	82.8

FE

	Total Enrolments	Learning Dif/Dis	%	Retention	%	Achieved	%
01/02	8385	1459	17.4	1064	78.7	N/A	N/A
02/03	8982	1908	21.2	1599	87.4	1459	76.8
03/04	10827	2436	22.5	2191	90.2	1990	82.1

Participation Report: working with all learners who are enrolled, including those who enrolled and left before November 1st.

Retention Report: working with all learners who are enrolled at any time during the year. It does not include any learners who have been withdrawn or transferred before November 1st.

Achievement Report: working with all learners who are enrolled and have completed their course of study. It does not include any learner who has withdrawn or transferred.

Learners receiving financial and other support from the Service continue to maintain good standards of retention and achievement.

LSF/Add Supp/PTLL by Gender/Ethnicity/DisDiff & Retention & Achievement 00/01 - 02/03

Learner Support Fund (FE)

	Total	Male	%	Female	%	Ethnic	%	Dis/Diff	%
01/02	727	143	19.67	584	80.33	221	30.4	116	15.96
02/03	1339	388	28.98	951	71.02	233	17.4	365	27.26
03/04	829	252	30.4	577	69.6	167	20.10	209	25.21

	Retention						Achievement				
	Total	With	Trans	Comp	Cont	Ret %	Comp	Ach	Part	No Ach	Ach %
01/02	1416	265	20	1110	21	81.02	1110	787	90	135	74.9
02/03	2648	360	45	2175	68	86.17	2175	1774	108	135	84.04
03/04	1926	165	31	1666	64	91.29	1666	1497	35	62	90.9

Additional Support (FE)

	Total	Male	%	Female	%	Ethnic	%	Dis/Diff	%
01/02	318	162	50.94	154	49.06	180	56.60	285	89.62
02/03	299	155	51.84	144	48.16	35	11.71	275	91.97
03/04	423	212	50.10	211	49.9	62	14.7	376	88.9

	Retention						Achievement				
	Total	With	Trans	Comp	Cont	Ret %	Comp	Ach	Part	No Ach	Ach %
01/02	625	125	2	489	9	79.94	489	421	17	49	86.09
02/03	867	94	12	759	2	89.01	759	740	0	5	97.5
03/04	1395	105	14	1272	4	92.4	1272	12.4	1	40	95.44

Passport to Leisure & Learning (ACL)

	Total	Male	%	Female	%	Ethnic	%	Dis/Diff	%
01/02	1041	261	25.07	780	74.93	175	16.81	258	24.78
02/03	1236	261	21.12	975	78.88	194	15.7	260	21.04
03/04	1146	235	20.5	911	79.5	312	27.2	202	17.6

			Retention			
	Total	With	Trans	Comp	Cont	Ret %
01/02	1330	381	11	835	103	65.27
02/03	1465	338	28	943	156	76.48
03/04	1761	248	13	1403	97	85.81

Observation Grades 2003

	1	2	3	4	5	6	7	Good	Satisfactory	Unsatisfactory	TOTAL
AOL5			3					1	1		5
AOL6		5	7	8				8	16		44
AOL8		4	15	22				4	8		53
AOL9			1					1	3		5
Family Learning		1						7	1		9
AOL10 Early Years		4	10	2					6		22
AOL 10 Pers Dev			2	5				1	3		11
AOL11	4	4	11	4	0	0	0	14	11	0	48
AOL13		1	1	1	1			8	5		17
AOL14	1	9	23	16	1			14	21		85
TOTAL	5	28	73	58	2	0	0	58	75	0	299

Until Summer 2003 the service used a three point scale (good, satisfactory, unsatisfactory.) Since then the seven point scale has been used.

ALI Grades 2004

	1	2	3	4	5	6	7	TOTAL
Business administration, management & professional	0	3	5	1	0	0	0	9
Information & communications technology	2	4	18	5	1	0	0	30
Hospitality, sport, leisure & travel	1	4	15	7	1	0	0	28
Health, social care & public services	0	12	8	6	0	0	0	26
Visual & performing arts & media	2	4	13	4	0	1	0	24
English, languages & communications	3	3	7	4	0	0	0	17
Foundation programmes	3	10	25	12	4	0	0	54
Family learning	1	5	3	1	1	0	0	11
Total	12	45	94	40	7	1	0	199

Observation Grades 2004

	1	2	3	4	5	6	7	TOTAL
AOL5	All tutors inspected in March							
AOL6	4	8	21	13	0	0	0	46
AOL8	4	10	26	15	1	0	0	56
AOL9	0	2	2	0	0	0	0	4
Family Learning	2	9	4	1	1	0	0	17
AOL10 Early Years	0	13	8	3	0	0	0	24
AOL11	2	12	19	4	0	0	0	37
AOL 10 Personal Development	0	3	6	7	0	0	0	16
AOL13	0	10	11	3	0	0	0	24
AOL14	3	14	21	17	1	0	0	56
TOTAL	15	81	118	63	3	0	0	280

Benchmarking Data

- ALI Grades ordered by Average Grade
- Success rates in former external institutions
- Service Learner Satisfaction Survey compared to other QDP data

ALI Grades Ordered by Average Grade

	AOL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	FL	CL	L&M	EA	QA	AVE
		Science & Maths	Land Based	Construction	Engineering	Business Admin	ICT	Retail	Hospitality, Sports, Leisure	Hairdressing, Beauty Therapy	Health, Social Care	Visual & Performing Arts	Humanities	English Languages, Comms	Foundation	Family Learning	Community Learning				Average Grade
1	Stockton-on-Tees						2		2			2		2	2	1		2	2	2	1.89
2	Coventry					2	2		3		2	2		2	2	2		2	2	2	2.09
3	Middlesbrough						2		3			3		2	1	2		2	2	2	2.11
4	Lancashire					2	2		3		3	2	3	2	3	2	2	2	1	2	2.23
5	NE Lincs					2	2		3		2	3		2	2	2		2	3	2	2.27
6	Derbyshire						2		3		2	2		3	2	3	2	2	2	3	2.36
7	Waltham Forest					3	3		3	2	2	2		3	3	2		2	2	2	2.42
8	Harrow						2		4	2		3		2	3	2	2	2	2	3	2.45
9	Doncaster																2	3	2	3	2.50
10	Gateshead						3					3		2	3	1	3	2	4		2.63
11	Telford/Wrekin								2			2			2	2	3	3	4		2.67
12	Islington						2		2			2			3	3	3	3	2	4	2.67
13	Bournemouth						3		3			2		2	3	3		2	3	3	2.67
14	Cheshire						3		2		2	2		3		2	3	3	3	4	2.70
15	Worcestershire						3								2	3	2	3	3	3	2.71
16	Lewisham						3		2		2	2		3	2	3	4	3	3	3	2.73
17	Dorset						2		4			1		3	3			3	3	3	2.75
18	Swindon						2		4			2		3		2		3	2	4	2.75
19	Stockport						3		2	3	3	2	3	4	2	2		3	3	3	2.75
20	Southend on Sea	2				3	3		3			3	2	3	3		2	3	2	4	2.75
21	Cornwall						3		3			3		4	2	2		3	2	4	2.78
22	Bracknell Forest						3		2			2		3	3	2		3	3	4	2.78
23	Havering		2				3		3			3		2	3			3	3	3	2.78
24	North Tyneside						2		3			2		3	3	3		3	3	3	2.78
25	North Yorkshire						3		3			2		3	3		2	3	3	3	2.78
26	Essex	3	2			4	4		3	2	3	3	3	3	2	2		2	3	3	2.80
27	Tameside						2								3			3	3	3	2.80
28	Windsor						3					2					2	3	3	4	2.83
29	Warrington								3			3		2	2			3	3	4	2.86
30	BANES						3					3			3		2	3	2	4	2.86
31	Slough						3		3			2		3	3			3	2	4	2.86
32	Wokingham						3		2			2		3	3			3	3	4	2.88
33	Suffolk						2		4			3		3	2	2		3	3	4	2.89
34	Durham						3		2			4			2	2	2	4	3	4	2.89
35	Torbay						3		2			2		2		3	3	4	3	4	2.89
36	Warwickshire						3		4			3			3	2	2	3	2	4	2.89
37	Peterborough						3		3			2		3	3	2		3	3	4	2.89
38	Barking						3		3	2		3		3	3			3	2	4	2.89
39	Kingston						2		4		2	2		2	3	4		3	3	4	2.90
40	Bristol					2	3		3		2	3	4	3	2	3	2	4	3	4	2.92
41	Northumberland	3				2	3		4		3	2	3	3	3			3	3	4	3.00
42	Camden						2					2			4			3	3	4	3.00
43	Wiltshire											2				3		3	3	4	3.00
44	Enfield								3			3				2		3	3	4	3.00
45	Solihull		2						5		2	3				2		3	3	4	3.00
46	Tower Hamlets						4		2			2		3	3			3	3	4	3.00
47	Thurrock						3		3			2		3	4	2		3	3	4	3.00
48	Birmingham	4	3			4	2		4	3	2	3	3	3	3	3		3	2	4	3.07
49	Poole					3	2		3	4		3	4	4	2	1		4	2	5	3.08
50	Leicester						3		4		2	3		3	4	2		3	3	4	3.10
51	Dudley						3		3		4	3		2		3		3	3	4	3.11

	AOL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	FL	CL	L&M	EA	QA	AVE
		Science & Maths	Land Based	Construction	Engineering	Business Admin	ICT	Retail	Hospitality, Sports, Leisure	Hairdressing, Beauty	Health, Social Care	Visual & Performing Arts	Humanities	English Languages, Comms	Foundation	Family Learning	Community Learning				Average Grade
52	City of York						3		3			3		3			2	3	4	4	3.13
53	Darlington						4					3		4		1		4	2	4	3.14
54	Shropshire						3		3		2	3		4		3		4	3	4	3.22
55	Haringey					4	3					3			4	2		3	3	4	3.25
56	Hartlepool					2	3		3		2	2		4	5	4		4	3	4	3.27
57	Barnet								3			2		4	2			4	3	5	3.29
58	Hertfordshire						3		3						3	2		4	4	4	3.29
59	Southwark						3		3			3			3			4	3	4	3.29
60	Leicestershire	3	3				4		5			3	2	3	3	2	1	5	4	5	3.31
61	Cumbria						3		3			3		3	3			4	4	4	3.38
62	Devon					3	3		5	2	3	3	2	4	4	3		4	4	4	3.38
63	Lambeth						3		4			3			4	2		4	3	4	3.38
64	North Somerset								2			2						4	5	4	3.40
65	Luton						3		4		4	3		4	3	2		4	3	4	3.40
66	Lincolnshire		3				4		4			3		4	3	2		4	3	4	3.40
67	Plymouth								4			3		3		2		4	4	4	3.43
68	Hillingdon						3		4			3		2	4		3	4	4	4	3.44
69	West Berkshire						4		4			2		4	3			4	3	4	3.50
70	Redcar			3			3		4			4	3	4	4	3		4	3	4	3.55
71	Hertfordshire						3		5			3		3	2	4		4	3	5	3.56
72	Kirklees								3			3		3		3		4	4	5	3.57
73	Rotherham						3								5	2	3	4	4	4	3.57
74	Trafford						3									4		4	3	4	3.60
75	Bedfordshire						3		4			3		3	4			4	4	4	3.63
76	Cambridgeshire						3		3			3		4	4			5	3	4	3.63
77	Reading						4		3			3		3	4			4	4	4	3.63
78	Barnsley						3		4			3		4	4			4	3	4	3.63
79	Calderdale								4			4		4	4	3		4	4	4	3.88
80	Hackney						3		4			3		5	3	5		4	3	5	3.89
81	Merton						4		4			2		4	5			4	4	5	4.00
82	Sandwell						3		4			3		4	5			4	4	5	4.00
83	Bradford																4	4	4	4	4.00
84	Derby						4		5			3		3	4	4		5	4	5	4.11

No. Inspected	5	6	1	0	13	72	0	71	8	20	77	11	61	66	55	22	84	84	84
Average Grade	3.0	2.5	3.0	0.0	2.8	2.9	0.0	3.3	2.5	2.5	2.6	2.9	3.1	3.0	2.5	2.3	3.3	3.0	3.8

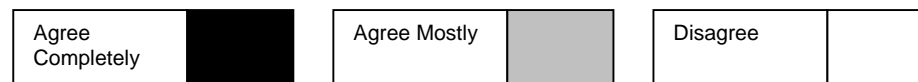
SUCCESS RATES IN LSC FUNDED FE PROVISION

Institution Type	Age*	2000/2001						2001/2002						2002/2003					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
External Institutions	16-18	47%	8	63%	7	55%	15	48%	8	69%	10	59%	18	49%	9	71%	12	62%	21
	19+	53%	199	62%	204	57%	404	54%	219	66%	260	61%	478	55%	212	71%	303	64%	515
	All	52%	207	62%	211	57%	419	54%	227	66%	269	61%	496	55%	220	71%	316	64%	536

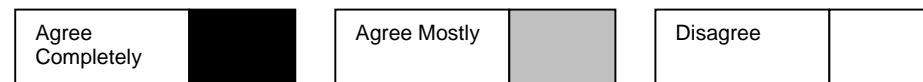
The Service success rate for 02/03 of 68.7% is above the average for former E'l's. I have been unable to obtain success rates for 03/04 to make comparisons.

ADULT EDUCATION SERVICE COVENTRY – LEARNER SATISFACTION SURVEY – NOVEMBER 2004

	Flattened Total	Agree%	0%	20%	40%	60%	80%	100%	Rating	Difference	Upper Quartile - A	Lower Quartile - D		
1. How well do learners achieve														
1 I am achieving what I set out to do	4940	97							88	15	●	▲	▲	▲
2 I can keep up with the course work	4767	97							86	15	●	▲	▲	▲
Summary		97							87	15	●	▲	▲	▲
2. Teaching, training and learning														
1 My tutor treats all learners fairly and equally	5005	99							96	18	●	▲	▲	▲
2 My sessions start at the agreed time	5038	99							95	20	●	▲	▲	▲
3 I have a good relationship with my tutor	5054	99							94	17	●	▲	▲	▲
4 My tutor explains to me what I have to learn	5000	99							94	22	●	▲	▲	▲
5 The teaching on my course is good	5095	99							94	17	●	▲	▲	▲
6 My tutor is treating me as an individual	4924	98							93	16	●	▲	▲	▲
7 My lessons are interesting	5054	99							93	31	●	▲	▲	▲
8 My tutor checks that I understand things	4953	98							92	20	●	▲	▲	▲
9 Handouts help me to learn	4464	97							89	20	●	▲	▲	▲
10 I am making good progress	4977	96							83	15	●	▲	▲	▲
11 The tutor has talked to us about equal Ops	3693	89							82	n/a	▲	▲	▲	▲
12 Information technology is used to help me	2670	84							76	14	●	▲	▲	▲
Summary		97							91	19	●	▲	▲	▲
3. Achievement & learning affected by resources														
1 I am learning in a safe place	4880	97							90	14	●	▲	▲	▲

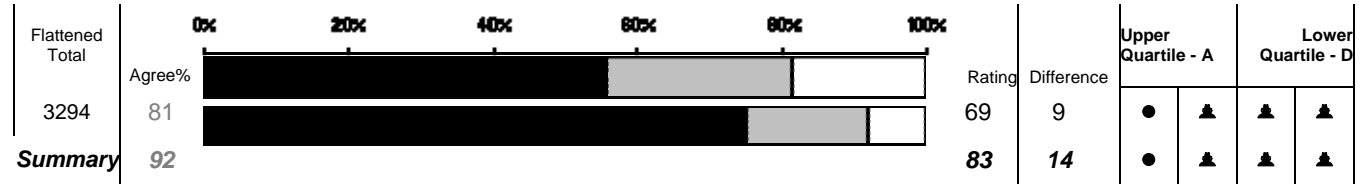


	Flattened Total	Agree%	0%	20%	40%	60%	80%	100%	Rating	Difference	Upper Quartile - A	Lower Quartile - D		
3. Achievement & learning affected by resources														
2 Rooms I use for my course are tidy and clean	4995	94							84	17	●	▲	▲	▲
3 The rooms I use are suitable for my course	4953	92							83	13	●	▲	▲	▲
4 The computers I use are good	2247	88							80	19	●	▲	▲	▲
Summary		94							85	15	●	▲	▲	▲
4. Assessment and monitoring of learning														
1 Assessment of my work is fair	3867	98							92	16	●	▲	▲	▲
2 Assessment tasks are made clear to me	3953	98							90	20	●	▲	▲	▲
3 Know what doing well & what need to improve	4307	97							87	15	●	▲	▲	▲
Summary		98							90	18	●	▲	▲	▲
6. Learners guided and supported														
1 Know when I have to come to class & on time	4979	99							96	12	●	▲	▲	▲
2 Happy with course & Adult Education Service	4925	99							92	23	●	▲	▲	▲
3 I was told hours per week expected in class	4897	97							91	18	●	▲	▲	▲
4 It was easy to enrol	5015	96							90	18	●	▲	▲	▲
5 I was given a copy of the learner pack	4537	90							86	5	▲	●	▲	▲
6 I was given information on the course content	4828	93							84	6	●	▲	▲	▲
7 Know support I can get from Adult Ed Service	3972	87							77	16	●	▲	▲	▲
8 Publicity was helpful	4335	87							72	14	●	▲	▲	▲
9 The learner pack is very useful	4254	84							70	22	●	▲	▲	▲



6. Learners guided and supported

10 I know about jobs/courses I can do after



7(a). Leadership and Management (Course)

1 I am satisfied with my course

2 I would recommend my course to a friend

3 The course is well organised

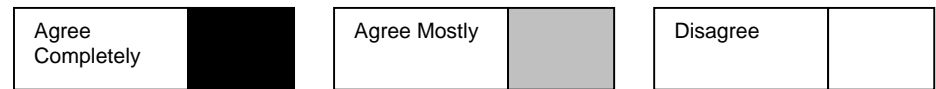


7(b). Leadership and Management (College)

1 Learners on my course behave well

2 Would recommend Adult Education Service

3 Childcare provision is of a high quality



ADULT EDUCATION SERVICE COVENTRY – LEARNER SATISFACTION SURVEY – NOVEMBER 2004

Attendance		
Day	2925	56.2%
Evening	1994	38.3%
Day & Evening	129	2.5%

Gender		
Male	1427	27.4%
Female	3613	69.4%

Age		
16-18	92	1.8%
19-59	3633	69.8%
60+	1295	24.9%

Do you have a Learning Difficulty		
Learning Difficulty - Yes	638	12.3%

Do you have a physical or sensory Disability?		
Disability - Yes	512	9.8%

Ethnicity		
Prefer not to answer	224	4.3%
Asian or Asian British, Bangladeshi	59	1.1%
Asian or Asian British, Indian	344	6.6%
Asian or Asian British, Pakistani	193	3.7%
Asian or Asian British	83	1.6%
Black or black British, African	83	1.6%
Black or black British, Caribbean	65	1.2%
Black or black British	28	0.5%
Chine	27	0.5%
Mixed – white & Asian	20	0.4%
Mixed – white & black African	48	0.9%
Mixed – white & black Caribbean	26	0.5%
Mixed – any other mixed background	17	0.3%
White – British	3184	61.1%
White – Irish	162	3.1%
White – any other white background	233	4.5%
Any other	208	4.0%

LEARNING AREA 5 - MANAGEMENT AND PROFESSIONAL

Provision in this area of learning continues to be a key area for supplying trained tutors for AES and is closely linked to identify staff development needs. It now covers generic initial teacher training courses at Levels 3 and 4 (City & Guilds 7302 and 7407), and Basic Skills/ESOL Support courses at Levels 2 and 3. It also includes assessor and internal verifier training (A1 and V1 awards). NVQ Administration courses have now been moved to AOL 6.

During 03/04 7307 Stages 1 and 2 were delivered for the last time at a number of venues, and 7302 (Certificate in Delivering Learning: An Introduction) and 7407 (Certificate in FE Teaching) were offered for the first time at various venues across the city. The new 9295 (Level 2 Certificate in Adult Learner Support), which has superseded the 9281 series, was also delivered for the first time this year in two venues. All programmes in this area of learning that were running during the period of the ALI Inspection in March 04 were inspected.

A recently appointed Staff Development and Teacher Training Co-ordinator now supports a citywide team of staff, and joint planning and delivery of programmes is being implemented on a citywide basis.

ALI data is defined as:

ALI Starters:- All learners who started a learning aim

ALI Retention Rate:- No of Finishers/No of ALI Starters

ALI Achievement Rate:- No of Learners Fully Achieved /No of ALI Starters

Success Rate:- No.s of Learners Achieved/No. of ALI Starters – No. of Transferrals)

AREA OF LEARNING 5 MANAGEMENT AND PROFESSIONAL

FE

	ALI Starters			ALI Achievement		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	363	311	215	57.02%	63.67%	75.81%
Black & Ethnic	48	61	26	54.17%	57.38%	76.92%
Male	62	73	50	53.23%	58.90%	72%
Female	301	238	165	57.81%	65.13%	76.97%
Disabled/ Learning Difficulties	20	23	12	35%	56.52%	58.30%

	ALI Retention			ALI Success Rates		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	73.83%	78.46%	83.72%	57.5%	63.67%	76.17%
Black & Ethnic	72.92%	77.05%	80.77%	55.32%	57.38%	76.92%
Male	79.03%	67.12%	86%	53.23%	58.9%	72%
Female	72.76%	81.93%	83.03%	58.39%	65.13%	77.44%
Disabled/ Learning Difficulties	55%	82.61%	83.33%	35%	56.52%	58.33%

Coventry Adult Education Service	
ALI area(s) of learning AOL 5 Sub Section Management and Professional	
Key Strengths	Sources of evidence
<ol style="list-style-type: none"> 1. Good teaching and learning as evidenced by good standards of work by learners 2. Tutors have a high level of subject expertise and experience 3. Sharing of good practice across teams 4. On-going programme development to provide a range of qualifications and progression opportunities 5. Improved retention and achievement 	ALI inspection report Student course evaluations Tutor course evaluations C&G External verifier reports Student Satisfaction Survey AQUA performance data
Key Weaknesses	Sources of evidence
<ol style="list-style-type: none"> 1. Internal moderation/verification process not clearly defined 2. Learning technologies insufficiently embedded in teaching and learning 3. Limited access to, and range of, teaching and learning resources 	EV Report Inspection Report Student course evaluations Tutor course evaluations SDRs
Grade 2	
Overall comment and judgement	
<p>For data on participation, retention and achievement, see performance data tables.</p> <p>This curriculum area is responding to the issues raised in the ALI inspection, particularly with regard to a citywide approach to course delivery and the sharing of good practice. It continues to meet the challenges of developing and delivering new courses to meet national requirements for professional qualifications for tutors working in the Learning and Skills sector; of expanding the range of resources available to tutors and learners; and of embedding e-learning into the curriculum.</p>	
Priorities for action	
<ol style="list-style-type: none"> 1. Establish a clearly defined internal moderation/verification process 2. Begin to embed learning technologies into all courses across the area of learning 3. Establish appropriately stocked resource bases accessible to tutors and learners 4. Undertake more co-tutoring on all programmes within the area of learning 5. Continue to provide opportunities to share good practice across the area of learning 6. Continue programme development to meet national and service priorities 	

LEARNING AREA 6 – INFORMATION, COMMUNICATION TECHNOLOGY

The service has continued to offer a range of learning opportunities in ICT at approximately 46 venues across the city. New centres have been opened at Bell Green, Henley Green and Longford, offering high quality ICT provision. For the current academic year, the decision was made to waive enrolment fees for all ICT courses up to and including Level 2; there has been a continued high level of demand for this provision, with enrolments set to exceed those of the previous year. Overall retention, achievement and success rates for 2003/04 have all represented an improvement on the previous year.

Most courses offer accreditation; in addition, the effective partnership with the Library and Information Service has continued to provide informal 'first step' provision at the city's libraries for those with little or no ICT experience. There is effective progression from this provision to accredited courses at other centres.

There has been some expansion in the range of courses on offer. In particular, there has been a considerable increase in the number of venues offering the European Computer Driving Licence (ECDL) and digital imagery courses.

In order to ensure quality and consistency in teaching and assessment, all tutors teaching OCR CLAIT are being required to undertake the qualification themselves where they do not already hold it. This policy will be extended to cover CLAIT Plus in 2005/06.

The structure of CLAIT and CLAIT Plus courses has been changed this year. In order to offer the maximum flexibility for learners, these courses have been unitised. Learners can now enrol for any unit or combination of units of accreditation, and thus negotiate a learning programme that meets their specific individual needs. Efforts are continuing to implement systems for the accurate, comprehensive and timely recording of achievement.

Work to embed ICT in other areas of the curriculum has had a high priority during the year. As part of this initiative, progress has been made in making ICT computer suites and other resources available for use in other areas of the curriculum, including basic skills and ESOL. As e-learning practice develops, it is envisaged that staff in this area of learning will have a considerable role in supporting both learners and colleagues in the use of emerging learning technologies.

AREA OF LEARNING 6 INFORMATION COMMUNICATION TECHNOLOGY

FE

	ALI Starters			ALI Achievement		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	2798	2848	3316	37.9%	51.83%	57.09%
Black & Ethnic	346	443	452	27.17%	42.66%	37.61%
Male	734	884	984	40.05%	50.34%	61.28%
Female	2064	1964	2332	37.26%	52.49%	55.32%
Disabled/ Learning Difficulties	299	427	494	34.11%	55.5%	67.61%

	ALI Retention			ALI Success Rates		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	70.55%	69.87%	76.48%	38.84%	52.9%	57.89%
Black & Ethnic	63.58%	63.66%	70.35%	28.23%	43.75%	38.20%
Male	76.62%	69.91%	77.64%	40.66%	51.5%	61.91%
Female	69.82%	69.86%	75.99%	38.18%	53.53%	56.18%
Disabled/ Learning Difficulties	64.21%	70.26%	81.58%	34.69%	56.29%	68.58%

AREA OF LEARNING 6 INFORMATION COMMUNICATION TECHNOLOGY

ACL

	ALI Starters			ALI Retention Rate		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	38	228	39	100%	90.79%	28.21%
Black & Ethnic	5	27	12	100%	85.19%	41.67%
Male	17	66	7	100%	87.88%	14.29%
Female	21	162	32	100%	91.98%	31.25%
Disabled/ Learning difficulties	7	36	6	100%	94.44%	16.67%

Coventry Adult Education Service	
ALI area(s) of learning AOL 6	
Sub Section ICT	
Key Strengths	Sources of evidence
1. Achievement and Retention rates continue to improve.	Observation reports. Learner satisfaction survey, tutor feed back form and ALI inspection report
2. ICT provision attracts a broad range of learners, eg 13.6% from black and minority ethnic groups, 14.9% disabled, with an uplift weighting factor, reflecting the widening participation agenda.	Aqua data tutor course evaluation and ALI inspection report
3. The quality of teaching is good across the curriculum area.	Observation reports and ALI inspection report
Key Weaknesses	Sources of evidence
1. Inadequate initial assessment for some learners	Observation reports and ALI inspection report
2. Inconsistent quality of ILPs and recording of progress	Observation reports and ALI inspection report
3. Insufficient sharing of good resources across the Service	ALI inspection report
4. Poor accommodation and equipment in some venues	Observation and tutor course evaluation and ALI inspection
Grade 2	
Overall comment and judgement	
<p>For data on participation, retention and achievement, see performance data tables.</p> <p>Overall achievement rates have continued to rise, as have those for disabled learners. However, the achievement rate for black and minority ethnic learners is below the overall figure during 2003/04 (although the retention rate increased). This requires further investigation.</p> <p>Work has been undertaken to deal with issues of unsuitable accommodation or inadequate equipment, and in some cases this has resulted in withdrawal from these venues. We recognise that this work needs to be continued. However, it needs to be balanced with our commitment to provide ICT opportunities to marginalised groups, eg adults with mental health concerns, drug offenders, etc, which often necessitates the use of laptops.</p>	
Priorities for action	
<ol style="list-style-type: none"> 1. Close provision in unsuitable accommodation or where equipment or technical support is inadequate. 2. Ensure consistent approach to initial assessment and ILPs and recording of progress. 3. Begin to establish a virtual learning environment which will: <ol style="list-style-type: none"> a) incorporate learning resources developed by tutors b) assist communication between tutors c) make accessible a wider range of resources to learners 	

LEARNING AREA 8 – HOSPITALITY, SPORTS, LEISURE AND TRAVEL

The Adult Education Service offered 306 courses in 39 venues, enrolling, 3,741 students in the years 2003 – 2004.

Last year the aim was to sustain achievement and retention rates. During 03-04 achievement rates have been maintained and retention rates increased.

The curriculum group's priorities have included formulating a citywide structure of programmes to ensure a co-ordinated approach across the city.

The Curriculum Group's successes include:

- Working with tutors on the RARPA project to progress the creation of a system for recording achievement for non-accredited learning in this area of learning
- Establishing the good practice of learners completing the Initial Health Questionnaire alongside the enrolment form
- Tutors in this area have undertaken a variety of Professional Development including 730, First Aid and subject related training
- Established partnerships with health and planning workers in other services e.g. EXTEND, dieticians and GP's to develop courses relating to specific health needs
- Developing consistency of information on C L forms
- Establishing communication with tutors via a regular newsletter and copies of minutes to Line Managers
- Establishing the interests of people attending ESOL provision, in relation to AOL8 opportunities
- Establishment of three levels of progression in some fitness subjects e.g. Yoga and Pilates

Challenges faced this year:

- Shortage of Yoga tutors
- Maintaining momentum with RARPA Project due to workers leaving the service
- To find sufficient appropriate accommodation that meets the guidelines agreed for fitness classes
- Responding and communicating with venue requests whilst maintaining a citywide approach to delivery of programmes.

AREA OF LEARNING 8 HOSPITALITY, SPORTS, LEISURE & TRAVEL

FE

	ALI Starters			ALI Achievement		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	88	190	296	69.32	85.79	85.14
Black & Ethnic	2.3%	8.4%	11.1%	50.0%	81.25%	81.82%
Male	70.5%	57.9%	54.76%	66.13%	90.91%	86.42%
Female	29.5%	42.1%	45.3%	76.92%	78.75%	83.58
Disabled/ Learning Difficulties	21.6%	70%	78.7%	94.74%	90.91%	85.84%

	ALI Retention			ALI Success Rates		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	96.59%	86.32%	85.47%	69.32%	86.7%	85.42%
Black & Ethnic	50%	81.25%	81.82%	50%	81.25%	81.82%
Male	96.77%	90.91%	86.42%	66.13%	90.91%	86.96%
Female	96.15%	80%	83.58%	76.92%	80.77%	83.58%
Disabled/ Learning Difficulties	94.74%	84.21%	85.84%	94.74%	90.91%	86.21%

AREA OF LEARNING 8 HOSPITALITY, SPORTS, LEISURE & TRAVEL

ACL

	ALI Starters			ALI Retention Rate		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	1707	2659	3442	67.02	78	87.1
Black & Ethnic	5.8%	11.3%	9.3%	56.57%	73.3%	85.05%
Male	17.1%	16.6%	18%	72.95%	80.54%	86.96%
Female	82.9%	83.4%	82%	65.8%	77.5%	87.13%
Disabled/ Learning difficulties	6.7%	6.8%	6%	66.09%	77.2%	82.93%

Coventry Adult Education Service	
ALI area(s) of learning AOL 8 Sub Section Hospitality, Sports, Leisure & Travel	
Key Strengths	Sources of evidence
1. Good retention on most programmes	ALI inspection – March 04 Aqua statistics
2. Good teaching and learning	ALI inspection Tutor evaluation Observations 04 – Grade 3 and above
3. Broad range of provision that caters for diverse interests of learners	ALI inspection Learner satisfaction survey
4. Learners are able to use skills and knowledge they have gained to enhance their quality of life	Tutor evaluations Observations 04
5. Highly effective peer support	Tutor evaluations Observations 04
Key Weaknesses	Sources of evidence
1. Weak monitoring and recording of progress on non-accredited programmes	ALI inspection Observations
2. Some poor accommodation and resources	ALI inspection Observations
3. Insufficient opportunity to share good practice	ALI inspection Observations
	Grade 2
Overall comment and judgement	
<p>For data on participation, retention, achievement, see performance data tables.</p> <p>This AOL has sustained good retention, achievement, observations, and teaching and learning. There has been a continued expansion in the range of provision where minority groups have participated eg adults with learning difficulties, Healthy Lifestyles. The number of men participating in this area of learning has decreased.</p> <p>Tutors have made invaluable contributions in progressing the RARPA Project. This has enabled us to create a set of working examples of recording systems to be disseminated to all tutors in order to establish a quality monitoring process.</p> <p>There has been an increase in tutors participating in professional training.</p>	
Priorities for action	
<p>1. Consolidate provision to under represented groups linking with appropriate agencies.</p> <p>2. Implement RARPA – to improve monitoring and recording of progress in non-accredited programmes</p> <p>3. Improve accommodation and resources</p>	

LEARNING AREA 9: HAIRDRESSING AND BEAUTY THERAPY

This is a relatively small curriculum area within the Adult Education Service, consisting mainly of holistic therapies, Mehndi and hair-care.

Over the course of 03/04 the priorities for action were worked upon and as a result a venue "fit for purpose" list was produced and circulated to all venue managers, a Progression Chart was produced and given to both venue managers and tutors, with the expectation that the charts would be used as a discussion tool towards the end of courses with learners keen to move on to further courses.

During the year a Mehndi tutor was appointed and taught a number of classes in venues in the central district, the other Mehndi tutor is currently considering a phased return and we have recently appointed a new Mehndi tutor so over the year 04/05 the number of Mehndi classes should increase. Also appointed was a beauty specialist who is available to teach leisure programmes to further building "Beauty for You" course already running.

Over 04/05 the curriculum group will continue with pieces of work started 03/04 but which need more time to become established as good working practice. These include: continuing to ensure all venues are equipped and suitable for running holistic therapy and hair & beauty courses, that all learners are given pre-course guidance by the tutor to ensure all health and safety issues are considered and courses are open to all and tutors, plus venue managers, take into consideration gender, cultural and personal needs of each group of learners when planning delivery of programmes.

Other targets for the year 04/05 include finalising and circulating the newsletter which was one of the vehicles for sharing good practice and holding a further training day.

It is the intention of the curriculum group to continue to work in partnership with other agencies to ensure targeted groups are encouraged on to programmes and that a key gain of the learning as a result of attendance on programmes is the development of skills and knowledge that individuals can use with family and friends.

AREA OF LEARNING 9 HAIR DRESSING AND BEAUTY THERAPY

FE

	ALI Starters			ALI Achievement		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	199		316	60.30%		72.47%
Black & Ethnic	58		70	53.45%		72.86%
Male	14		25	28.57%		80.00%
Female	185		291	62.70%		71.82%
Disabled/ Learning Difficulties	43		57	55.81%		85.96%

	ALI Retention			ALI Success Rates		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	63.32%		76.58%	60.30%		72.70%
Black & Ethnic	55.17%		72.86%	53.45%		72.86%
Male	42.86%		84.00%	28.57%		80.00%
Female	64.86%		75.95%	62.70%		72.07%
Disabled/ Learning Difficulties	65.12%		87.72%	55.81%		85.96%

AREA OF LEARNING 9 HAIRDRESSING AND BEAUTY THERAPY

ACL

	ALI Starters			ALI Retention Rate		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	106	290	80	84.91%	79.66%	76.25%
Black & Ethnic	8	42	15	50.00%	73.81%	93.33%
Male	6	11	1	100.00%	81.82%	0.00%
Female	100	279	79	84.00%	79.57%	77.22%
Disabled/ Learning difficulties	21	33	3	90.48%	84.85%	100.00%

Coventry Adult Education Service	
ALI area(s) of learning AOL 9	
Sub Section Hairdressing and Beauty Therapy	
Key strengths	Sources of evidence
1. Effective partnerships established to widen participation for the benefit of learners	Independent Inspection Observations
2. Evidence of independent learning and sharing it with peers	Observations
Key weaknesses	Sources of evidence
1. Progress not sufficiently tracked	Independent Inspection
2. Some poor facilities	Independent Inspection Observations
3. Insufficient opportunity to share good practice	Independent Inspection Observations
	Grade 2
Overall comment and judgement	
<p>For data on participation, retention and achievement – see performance data tables.</p> <p>ALI success rates have increased including those from Black and Ethnic groups.</p> <p>This AOL was excluded from the ALI inspection of March 2004 so the Service employed an independent ALI inspector to complete the whole service inspection. A copy of that report is included in this SAR.</p>	
Priorities for action	
<ol style="list-style-type: none"> 1. To improve access to provision for under represented groups 2. To improve monitoring and recording of progress in non-accredited programmes 3. To continue to improve accommodation and resources 4. To provide opportunities for the sharing of good practice 5. Ensure pre-course guidance is given to all still giving information at enrolment 6. Health and Safety issues are considered 	

Evidence base

Number of sessions seen	4
Number of learners seen	29
Number of staff seen	7
Attendance	66%
Number of sites visited	7
Partners seen	3

Scope of provision

- Coventry AES offers a variety of programmes. These include Holistic Therapies – Aromatherapy, Indian Head Massage, Reflexology, Mehndi and Hair Care
- In 2002/03 there were 306 enrolments. 21.9% were from Black Minority Ethnic groups and 8.82% had disabilities or had learning difficulties. Programmes were held in 17 venues. Many programmes are offered in partnership with other organisations particularly concerned with socially disadvantaged adults
- Courses are generally two hours per week for 10 weeks and are offered every term. Programmes are accredited through OCN. There is some non-accredited taster provision
- 12 Tutors are employed by the service on a part-time basis
- The programme is developed and managed through a Curriculum Group with representation from each of the three districts

Strengths

- Good attainment
- Good teaching and learning
- Effective partnership to widen participation
- Effective curriculum leadership

Weaknesses

- Some poor facilities
- Underdeveloped sharing of good practice and resources
- No systematic tracking of progression

Achievement and standards

- There is good retention and achievement. 93% of learners attain their personal learning goals or achieve accreditation. Learners acquire new knowledge and skills and make significant progress. Learners on a reflexology class were able to carry out massage independently. On an aromatherapy course learners carry out back massage competently and with confidence by the fourth week of the programme. Learners apply techniques outside the classroom with family and friends. In an aromatherapy programme for adults with profound learning difficulties carers noted improvements in hand movement, eye contact and learners were generally more calm. Attendance and punctuality are good. The retention rate of 77.12% is good and an improvement on the previous year.

Good teaching and learning

- All teaching is good or better. Tutors have good technical knowledge, skills and expertise. They provide good support for learners and use a variety of methods to motivate and encourage them. These include presentation, demonstration of massage techniques, group work and discussion. Learners are motivated to develop new skills and knowledge, which will help them to be able to relax and live healthier lives. Tutors are aware of individual needs and address these within the session. Learners are able to articulate what they have learned. There is a high level of learner involvement, good peer support and learners are encouraged to work independently.

- There are some poor facilities. A formal classroom layout was not conducive to group discussion and the chairs were too low for some learners in Indian Head Massage. The use of tables for massage in aromatherapy is not ideal, although the service has provided non-slip mats. Criteria for minimum standards in venues used for holistic therapy programmes have been developed, including the need for privacy, heating and suitable furniture. Mehndi classes had to be cancelled as a suitable replacement tutor was not recruited and insufficient programmes have been offered in the current year to meet demand.
- Assessment is satisfactory. All programmes have some form of initial assessment, usually through a quiz or questionnaire and learners state their personal learning goals. Learners talked about their prior experience of alternative therapies. Progress is assessed through question and answer, one-to-one discussion and tutor observation. In the best sessions, the tutor records in detail each individual learner's progress in terms of confidence as well as knowledge and skill on a weekly basis. Moderation of OCN programmes is satisfactory.
- There are effective partnerships to widen participation. Links with community and voluntary organisations increases the range of accessible venues and reaches new learners. Productive links with Social Services have led to the development of aromatherapy for adults with profound learning difficulties. The Service works in partnership with a voluntary organisation – TAMARIND, which addresses the needs of Black Minority Ethnic learners with mental health issues, to provide an aromatherapy programme. A 'New Ways' programme enables adults with learning difficulties to attend an aromatherapy course with a supporter.
- Learners receive pre-course information, which enables them to make choices. Tutors offer advice on other holistic therapy programmes within the service, but many learners are unaware of progression routes to other provision if they wish to attend vocational programmes. Tutors have undertaken Basic Skills awareness training and are able to identify need and support learners appropriately or refer them to specific programmes. Bilingual support is available when required. All daytime classes have crèche provision.

Leadership and management

- There is effective curriculum leadership. A Curriculum Group with representatives from each of the three Districts plans and develops the curriculum, ensuring coherence of programmes across the service. It links closely with the Inclusive Learning Curriculum Group to identify and meet the needs of specific groups of learners. Data is used to analyse participation and to plan appropriate action to address low representation. Issues raised in the student satisfaction survey or by tutors on resources and materials are actioned. There are clear recruitment and selection procedures.
- Progression of learners is not systematically tracked. New and hard-to-reach learners are joining programmes and anecdotal evidence suggests good progression either within Holistic Therapies or to other programmes. When a learner progresses to a programme delivered by the same tutor this is noted but there is no recording of other progression. A number of learners progress to vocational courses at a local FE College but there is no follow-up nor is data maintained.
- Sharing of good practice is underdeveloped. Each tutor develops their own handouts on the OCN Holistic Therapy programmes and they are of variable quality. Aromatherapy handouts have been translated into Gujarati and Punjabi for a specific programme for Asian women. These have not been made generally available for other tutors. A recent workshop enabled tutors to discuss issues around equality and diversity, which they valued. In addition practical exchanges of materials and ideas should be developed.

LEARNING AREA 10 - HEALTH, SOCIAL CARE AND PUBLIC SERVICES

WORK WITH CHILDREN AND CARE

All three of the AES Districts now have accredited NVQ centres and further provision and accreditation are provided in the Early Excellence Centre (Hillfields Early Years Centre).

Programmes currently on offer are:

- Short taster courses in Early Years and Teaching Assistants
- OCN introductory courses with NVQ awareness
- NOCN intermediate award in Childcare
- NVQ Level 2 – Early Years Care and Education
- NVQ Level 2 – Playwork
- NVQ Level 2 – Teaching Assistants
- NVQ Level 3 – Early Years Care and Education
- NVQ Level 3 – Teaching Assistants
- Moving into Out of School Provision (Level 3 qualification)

The flexibility of programming in the daytime and evening and, importantly, programmes in community venues, encourages participation by a broad range of learners. These programmes often provide a first step back into learning, particularly for women.

In 2004/05 the Central District has extended its provision to include Early Years Care and Education NVQ Level 3 and Teaching Assistants NVQ Level 3. Also, more and varied OCN programmes and NOCN programmes have been offered in 2003/04 in the Central District, including programmes targeted at people who speak English as another language who have been offered ESOL to support the OCN/NOCN programme.

Learners on NVQ programmes receive a high level of support both in the classroom and on work placements, with coherence between the learning in the two settings and basic skills support offered to all learners. From September 2004 the initial assessment for all NVQ programmes was standardised to include an assessment of Basic Skills. Literacy and Communication for Level 2 Early Years and Playwork; Literacy, Numeracy and Communication for Level 2 Teaching Assistants and all programmes at Level 3.

From Spring 2004 a city wide training programme has been established and delivered for Early Years and Playwork tutors. TA tutors have attended where appropriate.

A programme manager was appointed in September 2004 who will re-establish the provision of Care NVQ (for adults) and the development of this programme is a priority for 2005. On the basis of this the Curriculum Group which oversees this area of work will now be called the Work with Children and Care Curriculum Group.

The Service is involved in two NRF funded projects. The first, managed by the Early Years Development Team, aims to access Early Years practitioners to C&G 7307 and A awards with a view to encouraging them to apply for work as Early Years tutors and progress to 7407 and V awards. The second, managed by AES, will provide Job Application and Interview Skills Training to learners on Early Years programmes and others who are job seeking in this field.

AREA OF LEARNING 10 WORK WITH CHILDREN AND CARE

FE

	ALI Starters			ALI Achievement		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	407	545	684	51.35%	58.9%	72.81%
Black & Ethnic	13.3%	16.1%	27.2%	31.48%	56.82%	77.42%
Male	1.5%	3.3%	2.3%	66.67%	50%	73.05%
Female	98.5%	96.7%	97.7%	51.12%	59.2%	62.5%
Disabled/ Learning Difficulties	3.9%	5.5%	5%	25%	63.33%	67.65%

	ALI Retention			ALI Success Rates		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	76.66%	82.02%	80.99%	51.60%	59.67%	73.24%
Black & Ethnic	66.67%	84.09%	86.02%	32.08%	57.14%	77.42%
Male	83.33%	55.56%	75%	66.67%	52.94%	62.5%
Female	76.56%	82.92%	81.14%	51.38%	59.88%	73.49%
Disabled/ Learning Difficulties	56.25%	83.33%	88.24%	26.67%	65.52%	69.05%

AREA OF LEARNING 10 WORK WITH CHILDREN AND CARE

ACL

	ALI Starters			ALI Retention Rate		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	36	71	81	100%	97.18%	97.53%
Black & Ethnic	13.9%	4.2%	7.4%	100%	100%	100%
Male	2.8%	0%	4.9%	100%	NA	100%
Female	97.2%	100%	95.1%	100%	97.18%	97.4%
Disabled/ Learning difficulties	2.8%	0%	2.5%	100%	NA	100%

Coventry Adult Education Service	
ALI area(s) of learning AOL 10	
Sub Section Health, Social Care and Public Services – Early Years	
Key Strengths	Sources of evidence
1. Learners are well supported by their tutors and are highly motivated.	Tutor observation reports Learner Satisfaction Survey, November 2004 ALI Inspection Report 2004 Student course evaluations External verifiers/External moderators reports Progression Survey 2004
2. There is a great deal of effective teaching.	Tutor observation reports (24 observations: Grade 2 – 13; Grade 3 – 8; Grade 4 – 3) ALI Inspection Report
3. Assessment processes are consistently good across all programmes with robust assessment strategies and quality assurance procedures.	External Verifier Reports External Moderator Report
4. Equality and diversity are embedded in the learning and demonstrated in the range of resources used.	Tutor observation reports Learner Satisfaction Survey, November 2004
5. Effective Basic Skills assessment procedures.	Assessment pro-forma Staff training evaluations
Key weaknesses	Sources of evidence
1. ICT has not been embedded into programmes in this area of learning.	Learner Satisfaction Survey, November 2004

Coventry Adult Education Service	
ALI area(s) of learning AOL 10	
Sub Section Health, Social Care and Public Services – Early Years	
Overall comment and judgement	
<p>For data on participation, retention and achievement, see performance data tables.</p> <p>Enrolments in this programme area have increased from 616 in 2002/03 to 765 in 2003/04. Particularly significant and positive is the increase in participation by black and minority ethnic learners. On FE programmes it has increased from 16.1% in 2002/03 to 27.2% in 2004/05, and on ACL programmes from 4.2% to 7.4%.</p>	
	Grade 2
Priorities for action	
<ol style="list-style-type: none"> 1. Identify strategies and priorities for embedding ICT into the curriculum and support this with a staff development programme. 2. Improve the quality of the learning environment at identified venues. 3. Increase the effectiveness of city wide planning in order to provide a range of provision across the city in quality learning environments offering a choice of days and times. 4. Work towards setting up a Care NVQ Level 2 in September 2005 by identifying strategies to recruit tutor/assessors, supporting their training and promoting the programme through short taster courses. 5. Continue to share good practice across all subject areas and districts. 	

LEARNING AREA 10 – HEALTH, SOCIAL CARE AND PUBLIC SERVICES PERSONAL DEVELOPMENT AND ENTERPRISE

The service runs a range of programmes under the heading of 'Personal Development'. The programmes offered under this heading are Counselling, Assertiveness, Confidence Building, Drug Awareness, Healthy Lifestyles, Family History, Local History and Reminiscence.

The discrete provision for adults with learning difficulties in AOL10 relates to independent living skills, confidence building, self-advocacy and running enterprises.

Other targeted groups include people with mental health concerns, women and people over 50. Programmes for the latter often use peer group mentors who are supported by programme managers.

The location of programmes in community based venues is crucial in this area of learning, offering a first step back into learning for many people.

New developments in this area of learning include an interactive CD Rom through which adults with learning difficulties can present their own CV to potential employers or providers of education, and two new programmes entitled Black Britons – a history, and the History of Black and Asian football, which are currently being promoted.

The Curriculum Group which oversees these programmes is the Personal Development and Enterprise Curriculum Group, convened in January 2005. Membership includes programme managers with Personal Development and Counselling expertise and district reps who manage discrete programmes for adults with learning difficulties.

AREA OF LEARNING 10 PERSONAL DEVELOPMENT

FE

	ALI Starters			ALI Achievement		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	370	736	664	45.68%	72.83%	75.9%
Black & Ethnic	14.9%	12.2%	14.2%	20%	75.56%	84.04%
Male	26.5%	33.7%	32.8%	40.82%	81.45%	79.82%
Female	73.5%	66.3%	67.2%	47.43%	68.44%	73.99%
Disabled/ Learning Difficulties	26.8%	50%	50.9%	45.45%	79.89%	77.81%

	ALI Retention			ALI Success Rates		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	71.89%	76.36%	84.64%	45.05%	73.63%	77.06%
Black & Ethnic	70.91%	76.67%	89.36%	20.75%	76.40%	84.95%
Male	71.43%	83.47%	85.32%	40.82%	83.13%	82.46%
Female	72.06%	72.75%	84.3%	47.96%	68.87%	74.49%
Disabled/ Learning Difficulties	71.72%	81.52%	86.09%	45.445%	81.67%	79.7%

AREA OF LEARNING 10 PERSONAL DEVELOPMENT

ACL

	ALI Starters			ALI Retention Rate		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	308	171	162	85.39%	84.21%	95.06%
Black & Ethnic	15.9%	7%	6.8%	97.96%	100%	100%
Male	29.2%	27.5%	25.3%	91.11%	91.40%	95.12%
Female	70.8%	72.5%	74.7%	83.03%	81.45%	95.04%
Disabled/ Learning difficulties	11.7%	24.0%	16.7%	83.33%	80.49%	100%

Please note: statistics for 2003/04 reflect the decision to locate discrete programmes for adults with learning difficulties in the most appropriate AOL.

<p>Key Strengths</p> <ol style="list-style-type: none"> 1. The quality of teaching and learning is good. 2. Personal Development programmes respond to needs in local communities. 3. Learners consistently report that they have a very good relationship with their tutors in this AOL. 	<p>Sources of evidence</p> <p>Observations (16) Tutor end of course evaluations (21) OCN External Moderator report Local Learning ALI Report Learner Satisfaction Survey</p> <p>ALI Report Observations Individual Learning Plans (AWLD) Certificates of achievement (AWLD)</p> <p>Learner Satisfaction Survey</p>
<p>Key weaknesses</p> <ol style="list-style-type: none"> 1. Inconsistent use of Individual Learning Plans. 2. No participation by people from Black and minority ethnic communities or people with disabilities in Family History programmes. 	<p>Sources of evidence</p> <p>Observations</p> <p>AQUA data</p>
<p>Overall comment and judgement</p> <p>For data on participation, retention and achievement, see performance data tables.</p> <p>According to the data available, 54.1% of learners in FE in this area of learning were disabled (50% in 2002/2003). The majority of these were on discrete programmes for adults with learning difficulties. In ACL 16.7% in 2003/04 were disabled compared to 24% in 2002/03.</p> <p>Retention appears to have improved from 84.21% to 90% in ACL programmes and from 76.36% to 86.26% in FE, and has improved for people from Black and minority ethnic groups, women and disabled learners.</p> <p>Achievement has improved from 72.83% to 77.38% in FE programmes and particularly for people from Black and minority ethnic groups and women. For people with disabilities it has fallen from 79.89% to 78.91%.</p>	
<p>Grade 2</p>	
<p>Priorities for action</p> <ol style="list-style-type: none"> 1. Facilitate the sharing of good practice in producing pre-course information, in making learning resources accessible and diverse, and in providing progression guidance. 2. Put in place a definition of enterprise, a strategy for the overall management of enterprises by adults with learning difficulties, a framework to support tutors, and a process for ensuring progression is available. 3. Identify and develop strategies to provide Personal Development opportunities to unpaid carers of adults in the community. 4. Extend the Family History Programme to widen participation by people from Black and minority ethnic communities and people with disabilities and promote Black History and other history programmes. 5. Reconsider the OCN Counselling units and produce guidelines for tutors on collecting evidence of learning. 	

LEARNING AREA - FAMILY LEARNING/FAMILY LITERACY & NUMERACY

Coventry has a long history of delivering family education programmes in over 80 venues and these include the full range of Family Language, Literacy and Numeracy programmes such as Family Literacy, Family Numeracy, Keeping up with Children, Literacy of Numeracy workshops.

Through its ACL and wider family learning funding the Family Education Service has created a range of innovative family education programmes including work delivered in partnership with museums and the Library Service, eg Kids in the Blitz, Together into the Egyptians. It has a well-established Together into Learning framework of programmes. This framework includes over 30 programmes that have been accredited through the Open College Network. These programmes cover a wide range of curriculum areas such as Together into Computers, Together into School, Together into Nursery Rhymes, Storysacks, Sharing Books with Babies and Young Children.

The Service delivers a popular 'Footsteps' programme for parents/carers to learn how they can maximise the use of books with their children. This programme consists of three one-term modules "Footsteps into Books", "Footsteps into Number" and "Footsteps into our World". The Service continues to develop new programmes such as "Fun for Fathers". These programmes are in response to needs identified by parents/carers and agencies such as schools, Social Services and Sure Start. Once established they are either accredited through OCN or the Service's internal process.

In Summer 04 the Service was selected to be one of 18 lead LEA's on Phase 2 of the national LSC/BSA pilot project – Skills for Families. The Coventry focus has been the development of a two year family learning plan, developing the infrastructure through training, piloting the use of national tests, development of an on-line resource centre, developing practice with parents/carers with ESOL needs and fathers. Learners on family learning programmes are supported and encouraged to take national tests.

Family Education programmes in the City are recognised as contributing to the raising of achievement of both children and parent/carers with clear progression support for parents/carers to continue their learning. Widening participation by encouraging new learners as the focus of the programmes appeals to the innate motivation of parents/carers to support their children. Through targeting areas of disadvantage and working in partnership with other agencies, the Service has encouraged parents/carers who were socially excluded to become involved in mainstream learning. To support this strategy, the Service engages significant numbers of learners on non-enrolled sessions of less than 6 hours, in recognition that many parents are not overtly seeking an "adult learning" opportunity, but will attend a short session relating to the achievement of their child and may then progress onto a longer programme.

AREA OF LEARNING FAMILY LEARNING/FAMILY LITERACY & NUMERACY

FE

	ALI Starters			ALI Achievement		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	308	295	380	76.95	84.41	83.16
Black & Ethnic	65	60	111	75.38%	73.33%	81.98%
Male	12	12	11	75.00%	58.33%	90.91%
Female	296	283	369	77.03%	85.51%	82.93%
Disabled/ Learning Difficulties	10	11	20	60%	81.82%	90%

	ALI Retention			ALI Success Rates		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	88.31%	87.12%	84.74%	76.95%	84.41%	83.60%
Black & Ethnic	89.23%	76.67%	84.68%	75.38%	73.33%	82.73%
Male	83.33%	58.33%	100%	75.00%	58.33%	90.91%
Female	88.51%	88.34%	84.28%	77.03%	85.51%	83.38%
Disabled/ Learning Difficulties	90.00%	81.82%	90.00%	60.00%	81.82%	90.00%

AREA OF LEARNING FAMILY LEARNING/FAMILY LITERACY & NUMERACY

ACL

	ALI Starters			ALI Retention Rate		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	837	1015	1165	77.42	78.52	82.23
Black & Ethnic	239	234	251	76.15%	79.49%	83.27%
Male	62	77	40	77.42%	70.13%	80.00%
Female	775	938	1125	77.42%	79.21%	82.31%
Disabled/ Learning difficulties	22	39	46	68.18%	74.36%	82.61%

Coventry Adult Education Service	
ALI area(s) of learning Family Learning, Family Literacy, Language & Numeracy (FLLN)	
Key Strengths	Sources of evidence
1. Good development of skills for helping children	Learner end of course evaluations ALI Inspection Report March 04 Learner Satisfaction Survey Case Studies
2. Very good teaching and learning	Learner Satisfaction Survey (90%) ALI Inspection Report Tutor observations (85%) Retention/Achievement rate
3. Highly effective strategies which meet the needs of ESOL learners	ALI Inspection Report OCN Moderation Report Case Studies Statistics Staff development records
Key Weaknesses	Sources of evidence
1. Inconsistent use of initial assessment framework	Staff development evaluations Observations Inspection Report
2. Low recruitment onto some programmes	Inspection Report Statistics (41% of programmes in 2003/04 with less than 6 learners)
3. Significant decrease of enrolled male learners on Footsteps programmes	Statistics
Grade 2	
Overall comment and judgement	
<p>For data on participation, retention and achievement, see performance data tables.</p> <p>Participation in family learning increased by 14% in 2002/03 and a further 15% in 2003/04.</p> <p>The retention rate of men has increased by 10% in ACL and by 42% in FLLN and the retention rate on Footsteps programmes has increased by 8%.</p> <p>The percentage of Black & minority ethnic learners has remained high.</p> <p>89% of learners achieved what they set out to – this is about the whole Service average.</p> <p>Learner end of course evaluations provided robust evidence of learners' increased confidence in supporting their children's learning (95%), and in finding out about other courses (85%). They did not provide substantial evidence relating to progression destinations.</p>	

Coventry Adult Education Service
ALI area(s) of learning Family Learning, Family Literacy, Language & Numeracy (FLLN)
Priorities for action <ol style="list-style-type: none">1. Reduce the percentage of programmes running with less than 6 learners through the implementation of the Recruitment Plan.2. Develop strategies to increase the recruitment of male learners onto Footsteps programmes.3. Review learner end of course evaluation form to enable collection of learner views and data on progression.4. Embed the initial assessment framework.

LEARNING AREA 11 - VISUAL AND PERFORMING ARTS AND MEDIA

There is extensive day and evening provision offered at a range of venues citywide including schools, community centres, church halls, day centres and specialist locations.

In 2003/04 there were 284 courses offered in 43 venues.

Programmes are supported by a number of partnerships, eg Herbert Media, Coventry MIND, Age Concern, Social Services, Tamarind and Small Harps for Coventry. Partnership work enables the Service to take advantage of facilities to enrich and broaden the learning experiences of many groups. Examples include harp classes at Eburne Neighbourhood Learning Centre and Henley Green Community Centre, which are using instruments loaned by Small Harps for Coventry.

Participation in this area of learning continues to be equally divided between accredited and non-accredited programmes. Programmes include learners at different levels of experience.

Visual Arts provision includes watercolour, painting and drawing, art of craft, textiles, woodcraft, mixed media, clothing crafts, jewellery, lace making, interior design, photography, floristry, pottery, toy making, sugar craft, decoupage, and machine knitting. New programmes include stained glass. A Resources Handbook for visual arts programmes is in place and is regularly updated.

Performing Arts provision includes folk guitar, blues guitar, singing, song writing, reading music, keyboard, making music with computers and harp. New programmes include mandolin, violin and scratch orchestra.

Older people, people with learning difficulties, and people with mental health concerns benefit from these programmes and there are a number of discrete programmes for these target groups. The Service has sustained programmes targeted at older people, eg watercolour, photography, parchment and decoupage, and sugar craft. Some programmes for older people and people with mental health concerns are run in day centres or residential settings. In July 2004 people with learning difficulties celebrated their achievement in the visual arts with their third annual exhibition.

The Music Programme is managed citywide and in 2003/04 has further broadened the range of music activities, in particular for people living in disadvantaged neighbourhoods.

Staff development is provided for visual arts and music tutors, as well as some tutors taking part in training specific to their needs as identified in staff development reviews. A particular emphasis has been placed on sharing good practice and sharing skills.

Enrolments increased to 2675 in 2002/03, a rise of 35%. Retention in this area of learning is very good and achievement is excellent. Innovative and consistent practice in the classroom has considerable impact on the learning in Visual Arts and Music programmes. Many individual learners are using their skills in the wider community building on the success of the annual exhibition of the work of learners with learning difficulties. The Service is planning a series of exhibitions to display work from the visual arts classes across the city. Learner feedback identifies enthusiasm to progress on to more advanced or diverse courses.

A termly newsletter is produced through which visual arts tutors are encouraged to share good practice and celebrate achievement, while with music tutors this is done through termly meetings.

AREA OF LEARNING 11 VISUAL AND PERFORMING ARTS

FE

	ALI Starters			ALI Achievement		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	978	1257	1437	43.46%	76.29%	72.09%
Black & Ethnic	19.3%	17.5%	16.4%	34.3%	70.91%	80.08%
Male	22.8%	28.9%	31.5%	44.84%	82.37%	82.52%
Female	77.2%	71.1%	68.5%	43.05%	73.83%	67.31%
Disabled/ Learning Difficulties	20.3%	43.3%	46.9%	52.26%	85.85%	81.01%

	ALI Retention			ALI Success Rates		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	68.1%	80.3%	83.58%	43.86%	76.72%	73.11%
Black & Ethnic	68.78%	77.27%	87.71%	34.76%	70.91%	80.43%
Male	67.71%	79.08%	90.04%	45.45%	82.83%	83.45%
Female	68.21%	85.12%	80.61%	43.39%	74.24%	68.35%
Disabled/ Learning Difficulties	69.35%	87.87%	88.43%	52.26%	86.8%	81.74%

AREA OF LEARNING 11 VISUAL AND PERFORMING ARTS

ACL

	ALI Starters			ALI Retention Rate		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	937	1474	1416	65.1%	79.92%	82.7%
Black & Ethnic	8%	8.1%	5.3%	69.33%	60%	70.67%
Male	25.8%	30.5%	33.8%	69.42%	84.19%	80.17%
Female	74.2%	69.5%	66.2%	63.6%	78.05%	83.99%
Disabled/ Learning difficulties	16.5%	12.1%	9.2%	62.58%	78.21%	74.62%

Coventry Adult Education Service	
ALI area(s) of learning AOL 11 Sub Section Visual & Performing arts	
Key Strengths	Sources of evidence
1. Teaching & learning are very effective.	<p>Tutor observations reports (33 out of 37 graded at good or above)</p> <p>Learner Satisfaction Survey</p> <ul style="list-style-type: none"> - 92% rating for "The teacher on my course is good" - 94% rating for "My tutor treats me as an individual" - 91% rating for "My tutor checks I understand things" - 95% rating for "my tutor treats all learners fairly and equally" <p>ALI Inspection Report, 2004</p>
2. Learners are challenged and inspired, and their lives are enriched by their learning.	<p>Tutor observation reports.</p> <p>ALI Inspection Report, 2004.</p> <p>Learner Satisfaction Survey</p> <ul style="list-style-type: none"> - 88% rating for "I know what I'm doing well and what I need to improve" <p>Art Exhibition (by adults with learning difficulties).</p> <p>CD (produced by music learners).</p> <p>Learner awarded second prize in a national competition for clothes design.</p>
3. Participation in art, music and drama programmes makes a significant contribution to the learning of people.	<p>Learner Satisfaction Survey</p> <p>Tutor observation reports</p>

Coventry Adult Education Service	
ALI area(s) of learning AOL 11 Sub Section Visual & Performing arts	
Key Weaknesses	Sources of evidence
1. Insufficient embedding of Equality and Diversity strategies.	Tutor observation reports (E&D identified in only 25% of observed sessions) ALI Inspection Report 2004 AQUA data
2. Inconsistency in the recording of progress.	Tutor observations reports (8 out of 37 either made no reference to progress having been recorded or identified that the recording of progress was insufficient.) ALI Inspection Report 2004.
3. Inconsistent quality of accommodation.	Learner Satisfaction Survey ALI Inspection Report 2004 Tutor observation reports
Overall comment and judgement	
<p>For data on participation, retention and achievement, see performance data tables.</p> <p>Participation in this area of learning has continued to rise although less steadily than the previous year. There were 2853 enrolments in 2003/4 compared to 2731 in 2002/03 (4.27% increase).</p> <p>Participation by men and people with disabilities has risen over the past two years. In 2003/4 32.6% of learners were men and 28.18% were disabled. However participation by black and minority ethnic learners has fallen each year, and in 2003/04 was only 10.9% (Compared to 13.78% in 2001/02 and 12.44% in 2002/03).</p> <p>Participation by older people in this area of learning continues to be significant. In 2003/04 39.6% of learners were over 50, 20% were over 60 and 6.6% were over 70.</p> <p>Retention in this area of learning has continued to improve. In FE programmes it was 83.58% in 2003/04, compared to 80.3% in 2002/03 and 68.1% in 2001/02. IN ACL programmes it was 82.7% in 2003/04, compared to 79.92% in 2002/03 and 65.1% in 2001/02. Although retention by men, black & minority ethnic learners and people with disabilities has risen, retention by women fell from 85.12% in 2002/03 to 80.61% in 2003/04.</p> <p>Achievement in FE programmes rose steeply to 76.29% in 2002/3 but it had fallen to 72.09% in 2003/04. Although achievement by black & minority ethnic and disabled learners improved in 2003/04 and that by men remained constant, achievement by women has fallen from 73.83% in 2002/03 to 67.31% in 2003/04. Low achievement by women on OCN Level 2 Clothing Craft and Photography programmes has been significant in this.</p>	
Grade 2	

Coventry Adult Education Service
ALI area(s) of learning AOL 11 Sub Section Visual & Performing arts
Priorities for action <ol style="list-style-type: none">1. Increase progression opportunities by offering more advanced accreditation and by identifying appropriate locations for higher-level courses.2. Address issues of Equality & Diversity relating to the content of courses and lessons and to the level of participation by people from Black and minority ethnic backgrounds.3. Address outstanding accommodation issues both in relation to the quality of current accommodation and the potential for developing specialist facilities.4. Ensure that all tutors use appropriate systems for recording learners' progress.5. Undertake a quality assurance process in relation to Art Craft & Design programmes, in particular Textiles and Photography, and implement the recommendations of the OCN external moderator.6. Identify a strategy for consolidating enrolments in order to ensure maximum participation on programmes.7. Further disseminate examples of good practice on a regular basis.

LEARNING AREA 13 – LANGUAGES

Throughout 2004 the Service continued to offer a wide range of language programmes. At the end of the year, plans for the Spring 2005 term included a new Arabic beginners programme, and discrete taster sessions to assess the level of need for, and interest in, language learning amongst adults with learning difficulties.

A new languages strategy was introduced in 2004, tailoring programmes to meet different learning needs and levels of ability more effectively, through the introduction of seven-week non-accredited programmes for beginners (offering follow-on seven-week programmes throughout the year), ten week non-accredited programmes for improvers (offering follow-on ten-week programmes), and one-year accredited programmes for second year improvers. This contributed to significantly improved retention rates on both FE and ACL programmes.

Observations during 2004 highlighted effective use of the target language and effective teaching methods in the majority of classes, and training was delivered in January 2005 to share good practice in these areas amongst all tutors.

AREA OF LEARNING 13 LANGUAGES

FE

	ALI Starters			ALI Achievement		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	548	462	414	42.88%	34.63%	51.21%
Black & Ethnic	6.2%	5.2%	10.4%	52.94%	41.67%	46.51%
Male	35.8%	39.6%	36.2%	42.86%	34.97%	60%
Female	64.2%	60.4%	63.8%	42.9%	34.41%	46.21%
Disabled/ Learning Difficulties	8.4%	5%	5.6%	32.61%	21.74%	43.48%

	ALI Retention			ALI Success Rates		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	58.76%	39.61%	65.46%	43.28%	35.4%	51.96%
Black & Ethnic	64.71%	45.83%	67.44%	52.94%	41.67%	46.51%
Male	58.67%	38.25%	70.67%	43.08%	35.36%	61.22%
Female	58.81%	40.5%	62.5%	43.39%	35.42%	46.74%
Disabled/ Learning Difficulties	54.35%	21.74%	60.87%	33.33%	22.73%	43.48%

AREA OF LEARNING 13 LANGUAGES

ACL

	ALI Starters			ALI Retention Rate		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	51	410	756	68.63%	70.49%	81.22%
Black & Ethnic	11.8%	9.5%	4.2%	100%	74.36%	78.13%
Male	45.1%	37.8%	40.5%	78.26%	69.03%	80.72%
Female	54.9%	62.2%	59.5%	60.71%	71.37%	81.56%
Disabled/ Learning difficulties	13.7%	12.4%	8.1%	100%	66.67%	75.41%

Coventry Adult Education Service	
ALI area(s) of learning AOL 13 Sub section Languages	
Key Strengths	Sources of evidence
1. Excellent relationships between learners and Tutors enhanced learners' achievements.	Observation reports Learner satisfaction survey Tutor course evaluations
2. Effective use of target language by both tutors and learners.	Observation reports
3. Learners were confident that they were making good progress and achieving well.	Observation reports Learner satisfaction survey
4. Retention on programmes, increased significantly, particularly amongst men.	AQUA
Key Weaknesses	Sources of evidence
1. Insufficient recording of progress in non-accredited programmes.	Observation reports
2. Following the introduction of seven-week ACL programmes, many learners were not satisfied with frequent enrolments, changes in venue and tutor, and more frequent evaluation/ re-enrolment sessions.	Learner satisfaction survey Correspondence from programme managers District team meeting minutes Verbal feedback from learners, tutors and programme managers
Overall comment and judgment	
<p>For data on participation, retention and achievement, see performance data tables.</p> <p>Whilst the introduction of seven-week ACL programmes contributed to improved retention rates, there were lower enrolments on follow-on programmes than on the initial programmes starting in September. The curriculum group plans to further improve its strategy following a CILT conference in February 2005 about accessible pathways to language learners.</p> <p>Retention increased on FE programmes from 39.61% in 02/03 to 65.7% in 03/04; achievement increased on FE programmes from 34.63% to 51.21% in the same period. Retention and achievement rates for male learners almost doubled: retention increased on FE programmes from 38.25% in 02/03 to 70.67% in 03/04; achievement increased on FE programmes from 34.97% to 60% in the same period.</p> <p>Retention increased on ACL programmes from 70.49% in 02/03 to 81.68% in 03/04.</p>	
Grade 2	
Priorities for action	
<ol style="list-style-type: none"> 1. Improve written records of learners' progress in non-accredited programmes. 2. Further improve effective use of target language. 3. Further improve retention on non-accredited programmes throughout the year. 4. Continue to share good practice in teaching methods and resources. 	

LEARNING AREA 14 – FOUNDATION PROGRAMMES

Coventry Adult Education offers Language, Literacy and Numeracy programmes across the city to support the diverse needs of local communities and people at work, in partnership with a range of organisations including employers, schools, voluntary organisations, the National Probation Service, Children and Family Education Service and the Library Service to ensure equality of opportunity.

In 2003/04 programmes were delivered in a range of venues throughout the city, during the day, twilight, evening and Saturday mornings in order to respond flexibly to the variety of learner needs. Learners are able to choose from an extensive range of programmes, from tasters to intensive provision. Recruitment of Learning Support Assistants and volunteers has ensured that learners can access individual support on programmes. Where possible all programmes are supported with an on-site crèche or other childcare provision.

All learners receive an initial assessment to ensure that they are referred to programmes which meet their needs at the appropriate level; on-course paper based or on-line diagnostic assessment is an integral part of programmes. Opportunities exist for learners to progress between Language, Literacy, Numeracy and the wider curriculum, with support being provided on a range of vocational and general programmes to enable learners to achieve their goals. Embedding of Basic Skills into the wider curriculum has remained a priority, including ESOL and literacy for childcare and ESOL for health in the community. All learners are encouraged to accredit their learning through nationally recognised qualifications, such as the National Literacy and Numeracy Tests. Advice and guidance on progression to employment, training and further and or higher education is offered to learners as their progress is reviewed.

A bank of good quality resources exists to support learning, including computers, laptops, interactive white boards, digital cameras, CD players and video equipment. Skills for Life materials are used extensively as well as a variety of ICT software and self-access materials.

Engagement of hard to reach learners remains a priority. Programmes have included: Basic Skills through cookery with a group of men in sheltered accommodation; work related skills for disengaged young adults; literacy for recovering alcoholics; job search skills for ex-offenders and ESOL for vulnerable women in a safe haven.

Programmes developed in response to need during 2003/04 included: Numeracy for ESOL; ESOL for driving (theory and practice); increased evening provision to meet the demand for ESOL for learners arriving from new EU countries; Dyslexia workshops; 'Move On' programmes targeting those who need national qualifications; and Step into Learning with neighbourhood nursery staff. Another area of work involved the participation in the Learning and Skills Development Agency writing project.

There is an intensive ESOL programme in a central venue where learners attend mixed classes. The community-based ESOL programme has classes in over 30 venues across the city with both mixed and women only classes to cater for specific needs. Learners also have the opportunity to attend ESOL ICT classes and Into Work programmes. Currently 65% of learners in ESOL provision are asylum seekers or refugees.

In our provision for adults with learning disabilities, literacy and numeracy are delivered in discrete workshops or integrated into enterprise programmes and this work is being reviewed and expanded through the Adult Education Service's continuing participation in a national Access for All pilot.

Workplace provision continued to be a challenging area due to the long lead-in times between initial contact and implementation of provision. Programmes in Language, Literacy and Numeracy have taken place in care homes, voluntary organisations, distribution and manufacturing companies. Leads continue to be explored in line with Adult Education Service priorities.

The Language, Literacy and Numeracy team deliver the Level 2 Certificate for Assisting Basic Skills Learners. It is pro-active in delivering awareness-raising programmes to staff in-house and from other organisations such as the Early Years Childcare Development Partnership, employers in the private sector and public sector workers including health visitors, midwives, Sure Start workers and Library staff.

The Core Skills Curriculum Group has an important role in co-ordinating Language, Literacy and Numeracy to ensure consistency throughout Adult Education service provision. An extensive staff development and training programme is planned and offered to staff in response to needs identified during Staff Development Reviews. In addition staff have undertaken Level 4 and Level 5 qualifications in Literacy and Numeracy. Partnership with the local Essential Skills Professional Development and Resource Centre has continued to stimulate and motivate staff and has resulted in several initiatives including the Step into Teaching programme for potential new tutors.

AREA OF LEARNING 14 FOUNDATION PROGRAMMES

FE

	ALI Starters			ALI Achievement		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	2446	2753	3703	55.36%	64.58%	79.21%
Black & Ethnic	973	1320	1631	51.80%	6.67%	79.64%
Male	992	1016	1172	51.71%	53.54%	72.87%
Female	1454	1737	2531	57.84%	71.04%	82.14%
Disabled/ Learning Difficulties	729*	420	643	67.49%*	71.67%*	85.54%

	ALI Retention			ALI Success Rates		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	64.80%	69.78%	82.88%	56.68%	66.21%	80.87%
Black & Ethnic	60.74%	71.06%	82.83%	53.73%	69.13%	81.85%
Male	61.59%	59.84%	76.34%	52.67%	56.26%	74.74%
Female	66.99%	75.59%	85.89%	59.43%	72.50%	83.66%
Disabled/ Learning Difficulties	73.80%*	75.71%*	88.34%*	68.43%*	73.24%*	86.07%

*Includes adults with learning disabilities

AREA OF LEARNING 14 FOUNDATION PROGRAMMES

ACL

	ALI Starters			ALI Retention Rate		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	263	684	510	77.57%	86.84%	79.41%
Black & Ethnic	151	395	310	76.16%	94.43%	76.45%
Male	97	318	167	55.67%	80.82%	75.45%
Female	166	366	343	90.36%	92.08%	81.34%
Disabled/ Learning difficulties	35	50	18	85.71%	60%	66.67%

AREA OF LEARNING 14 FOUNDATION PROGRAMMES

FE

SUBJECT TITLE – GCSE ENGLISH SYLLABUS TIER F

	ALI Starters			ALI Achievement		
	01/02 A	02/03 A	03/04 F	01/02	02/03	03/04
Summary	38	84	22F	36.84%	32.14%	36.36%
Black & Ethnic	8	28	4F	0	28.57%	50%
Male	15	23	10	20%	34.78%	50%
Female	23	61	12	47.83%	31.15%	25%
Disabled/ Learning Difficulties	2	4	0	50%	50%	0

	ALI Retention			ALI Success Rates		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	44.74%	42.86%	54.55%	40%	32.14%	36.36%
Black & Ethnic	0	46.43%	75%	0	28.57%	50%
Male	26.67%	39.13%	60%	23.08%	34.78%	50%
Female	56.52%	44.26%	50%	50%	31.15%	25%
Disabled/ Learning Difficulties	50%	50%	0	50%	50%	0

AREA OF LEARNING 14 FOUNDATION PROGRAMMES

FE

SUBJECT TITLE – GCSE MATHS SYLLABUS A

	ALI Starters			ALI Achievement		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	30	62	31	33.33%	30.65%	54.84%
Black & Ethnic	9	9	8	33.33%	0	12.50%
Male	8	19	5	50%	36.84%	40%
Female	22	43	26	27.27%	27.91%	57.69%
Disabled/ Learning Difficulties	2	4	2	50%	25%	50%

	ALI Retention			ALI Success Rates		
	01/02	02/03	03/04	01/02	02/03	03/04
Summary	63.33%	46.77%	54.84%	33.33%	30.65%	54.84%
Black & Ethnic	55.56%	33.33%	12.5%	33.33%	0	12.50%
Male	75%	63.16%	40%	50%	36.84%	40%
Female	59.09%	39.53%	57.69%	27.77%	27.91%	57.69%
Disabled/ Learning Difficulties	100%	50%	50%	50%	25%	50%

Coventry Adult Education Service	
ALI area(s) of learning AOL 14 Sub Section Foundation Programmes	
<p>Key Strengths</p> <ol style="list-style-type: none"> 1. Retention and achievement continues to increase significantly. 2. Knowledgeable and competent tutors provide high quality learning opportunities. 3. Learning Support Assistants and volunteers provide good support to enable learners' individual needs to be met. 4. Individual Learning Plans demonstrate effective setting of SMART targets and regular reviews of progress. 5. Good range of resources support learning, many of which reflect Equality and Diversity issues. 	<p>Sources of evidence</p> <p>ALI inspection report, AQUA statistics</p> <p>Observation reports, learner satisfaction survey, moderator report (NOCN), ALI inspection report</p> <p>Tutor Course evaluation forms, observation reports, learner satisfaction survey, ALI inspection report</p> <p>Observation reports, learner satisfaction survey</p> <p>Observation reports, learner satisfaction survey, tutor evaluation forms</p>
<p>Key Weaknesses</p> <ol style="list-style-type: none"> 1. Insufficient use of, and access to, ICT remains a concern. 2. Lack of differentiation results in individual needs not being fully met. 3. Evidence of a teacher-centred approach results in a lack of learner interaction on some programmes. 4. Some unsuitable accommodation is still in use. 	<p>Sources of evidence</p> <p>Tutor course evaluation forms, learner satisfaction survey, ALI inspection report</p> <p>Observation reports and learner satisfaction survey</p> <p>Observation reports and learner satisfaction survey</p> <p>Tutor course evaluation forms, observation reports, learner satisfaction survey, ALI inspection report</p>
<p>Grade 2</p>	

Coventry Adult Education Service
ALI area(s) of learning AOL 14 Sub Section Foundation Programmes
<p>Overall comment and judgement</p> <p>For data on participation, retention and achievement, see performance data tables.</p> <p>Participation rates increased by 35% from 2753 in 2002/03 to 3703 in 2003/04, the greatest increase being in female learner participation, which rose by 46% from 1737 in 2002/03 to 2531 in 2003/04.</p> <p>The Service continues to respond flexibly and swiftly to need where it is identified in the workplace and the local community. Recruitment of qualified staff and locating and developing suitable venues to support continued expansion remain an issue.</p> <p>The retention rate has increased by 13% (69.78% in 2002/03 to 82.88% in 2003/04), the most substantial increase being in male participants.</p> <p>This trend is also reflected in the increase in male achievements (+20%). Achievement overall has increased from 64.58% in 2002/03 to 79.21% in 2003/04. All learners are offered accreditation opportunities through nationally recognised awarding bodies.</p> <p>The quality of the learning experience remains paramount as provision is expanded and developed. This is evidenced by learner progression into employment and other training, the learner satisfaction survey and the ALI inspection report.</p>
<p>Priorities for action</p> <ol style="list-style-type: none"> 1. Continue to embed the use of ICT into Basic Skills provision 2. Increase learners' access to quality ICT equipment and resources 3. Improve learner interaction by the use of a more learner centred approach 4. Improve tutor skills in managing the range of abilities in mixed level groups 5. Address retention and achievement in GCSE English and Maths courses 6. Ensure learners receive appropriate and thorough advice and guidance throughout the course 7. Raise standards and ensure consistency through the sharing of good practice across Core Skills 8. Continue to review accommodation issues