

Cabinet Member (Education)

5 September 2012

Cabinet Member (Education) - Councillor David Kershaw

Director Approving Submission of the report: Director of Community Services

Ward(s) affected: All

Title: Adult Education Service Strategy

Is this a key decision?

No

Executive Summary:

The Adult Education Service (AES) delivers accredited and non-accredited learning opportunities to adults in a wide range of venues across Coventry, with a particular focus on working in priority neighbourhoods and supporting learners who have not yet achieved a first level two qualification. The AES strategy includes the key actions for the Service to undertake over a three year period to improve its performance and delivery and highlights its progress to date. The improvements are required to ensure AES continues to meet learner expectations as well as the requirements of Ofsted and to support it in meeting funding body targets and its on-going sustainability.

Recommendations:

That the Cabinet Member (Education) approves the proposed Adult Education Service Strategy.

List of Appendices included:

Appendix 1 - Adult Education Service Strategy

Other useful background papers:

Document: Common Inspection Framework for Further Education and Skills 2012

Date: June 2012

Location (URL): <http://www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2012>

Has it been or will it be considered by Scrutiny?

Yes. Scrutiny Board 2 on 19 April 2012.

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title: Adult Education Service Strategy

1. Context (or background)

1.1 The Adult Education Service (AES) delivers accredited and non-accredited learning opportunities to adults in a wide range of venues across Coventry, with a particular focus on working in priority neighbourhoods and supporting learners who have not yet achieved a first level two qualification. In order to ensure that AES continues to meet learner expectations as well as the requirements of Ofsted, and to support it in meeting funding body targets and its on-going sustainability the Service needs to have an improvement strategy in place. The AES strategy includes the key actions for the Service to undertake over a three year period to improve its performance and delivery and highlights its progress to date.

2. Options considered and recommended proposal

2.1 As AES requires an improvement strategy to support its development, no other options were considered.

2.2 Proposal: The Cabinet Member approves the proposed strategy (copy of proposed strategy attached).

3. Results of consultation undertaken

3.1 Consultation took place with multiple groups including all managers in AES; tutor representatives; learners via formal feedback on courses and through specific learner involvement events; and partner organisations to clarify and develop areas for improvement. Discussions also took place with other Local Authority Adult Education Services to share ideas and good practice. In addition other organisations were approached for specialist advice, e.g. Niace (the National Institute of Adult Continuing Education); JISC (Joint Information Systems Committee); and City Council departments such as the Safeguarding Adults team and the Referral and Assessment Service. City Council departments were also approached to ensure that any policies or procedures which were being proposed were in line with Council and statutory requirements.

4. Timetable for implementing this decision

4.1 Implementation: Immediate

4.2 Monitoring: termly and at the end of each academic year.

5. Comments from Director of Finance and Legal Services

5.1 Financial implications

There are no additional financial implications arising from this strategy. Where any future changes to national funding regimes have significant impact in terms of financial implications, these will be subject to further member reports.

5.2 Legal implications

Section 15 B of the Education Act 1996 provides that the local authority may secure provision in their area, of full or part-time education suitable for persons aged 19 or above. In making this provision the local authority must have regard to the needs of persons with learning difficulties.

In determining arrangements for the provision of adult education providers are subject to equalities legislation, the Authority arrangements must not discriminate against any person

on the basis of a protected characteristics (disabilities, age, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation). The Authority decision makers must have ongoing due regard to avoid discrimination and advance opportunity for anyone with the relevant protected characteristics. "Due regard" requires more than just an awareness of the equality duty. It requires rigorous analysis by the public authority, beyond broad options.

6. Other implications

None.

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

The wide range of programmes offered by AES will support adults in Coventry to: gain skills and qualifications that will allow them to improve their job prospects, thus supporting economic activity in the city (e.g. via Essential Skills courses, vocational qualifications); live longer, healthier lives (e.g. via fitness classes, cookery courses); and it is hoped it will allow them to play a larger part in their local community (e.g. via volunteers programme, Essential Skills courses).

6.2 How is risk being managed?

No additional measures are required in addition to those in place in all Council services. The strategy provides proposed timing for actions to be implemented. Unexpected priorities may arise which mean some timings may not be achieved. The strategy's action plan will be reviewed on a regular basis by AES's Strategic Management Team to ensure that actions are put in place for any concerns raised.

6.3 What is the impact on the organisation?

No additional level of activity is required to implement the strategy other than that which is already expected through the on-going quality improvement activities of the Service. It is expected that the strategy will have a positive impact on the quality of the service AES is able to deliver to learners and the overall learner experience, as well as supporting the development of its staff.

6.4 Equalities / EIA

AES positively promotes equalities through its provision, e.g. financial support to access courses; location of the majority of courses in community venues in priority neighbourhoods; and a process to identify additional needs of learners with disabilities and or learning difficulties & the provision of support and adjustments. No negative impacts have been identified and there are no significant gaps in achievement rates between differing groups of learners.

6.5 Implications for (or impact on) the environment

None.

6.6 Implications for partner organisations?

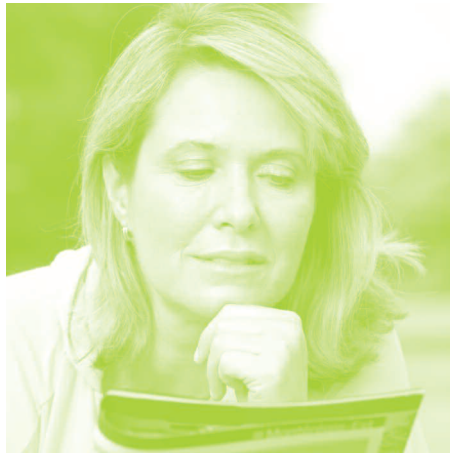
None.

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Adult Education Service Strategy

Foreword

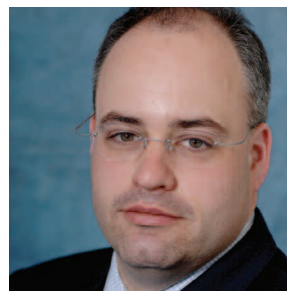


Councillor David Kershaw
Cabinet Member for Education,
Libraries and Adult Education

I welcome the Adult Education Service Strategy as an opportunity to emphasise the commitment the Council has made towards its adult education service in Coventry. We intend to continue to support the provision of adult education services across the city as we value the contribution they make to the lives of our communities and in helping deal with inequalities through prioritising working with under-represented groups of adults, the unemployed and people and families living in priority neighbourhoods.

The strategy shows what the Adult Education Service is doing and the impact they can make in many areas. It highlights the role that adult education plays in supporting communities and developing people. Understanding the role that adult education has to play in delivering wider council priorities is key to their future development and effectiveness. They are uniquely placed to play a vital role in supporting people to gain qualifications and therefore increase their opportunities to gain employment and the strategy reinforces this direction.

Nationally many adult education services are facing major changes following the publication of the New Challenges, New Chances: Further Education and Skills System Reform Plan. Coventry, with the commitment the Council has shown to adult education, can through this strategy adapt to changing needs and new challenges with confidence in the future.



Simon Brake
Assistant Director Policy
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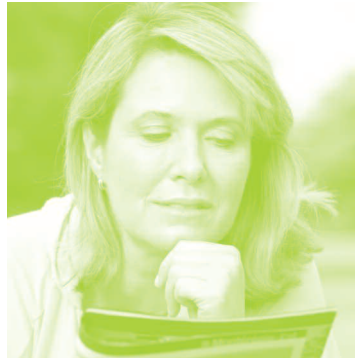
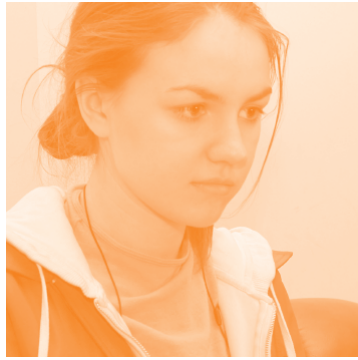
I am pleased to be presenting the Adult Education Service Strategy. The strategy describes what we are doing now and how we have performed as well as showing the difference we have made to learners and communities.

Nationally the scene for adult education is changing, offering challenges for all and the strategy will help shape how we can respond to these. Linking to key council agendas and priorities will be vital to the future development of adult education and the strategy shows how we are doing at the moment and what we can be doing in the future.

The change of responsibility for public health to local authorities makes it even more relevant that we can show the positive health and wellbeing benefits adult education can deliver. This ranges from improving the essential skills of literacy and numeracy to the provision of fitness classes. The service have demonstrated the ability to work effectively with local communities and this will be a key asset in tackling health inequality.

Responding to the changing needs of learners and employment landscape of the city will be at the centre of our strategy and we will be prepared to adapt services to support these and new challenges we face.

Our contact details are provided at the end of the strategy and we welcome any comments.



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Adult Education Service Strategy

Overview of the Service

The Adult Education Service (the Service) is part of the Community Services Directorate and has a contract with the Skills Funding Agency (SFA) to provide adult and community learning (ACL) services to learners across the city. The Service focuses on widening participation and social inclusion, prioritising work with under-represented groups of adults, the unemployed, people living in priority neighbourhoods and communities of interests.

Total course enrolments in 2010-11 were 13,853 with 6,902 learners. This is a reduction of 15% from 2009-10 when enrolments were 16,396 with 8,828 learners. Reasons for this decrease include the overall reduced programme size as a result of venue reductions from 40 to 30 at the end of 2009-10 following a reduction in funding and the non-inclusion of 1,400 Family Learning enrolments due to the limited number of course guided learning hours. The Service offers courses in 11 sector subject areas, comprising accredited and non-accredited programmes and including vocational qualifications, Family Learning, English, Maths and English for Speakers of Other Languages (ESOL). In 2011/12 the Service is using 26 centres for its provision including schools, community centres, libraries and voluntary organisations, a reduction from 30 in 2009-10 in response to further SFA funding reductions. Family Learning programmes are located in additional venues, mainly in primary schools and children's centres.

During 2010-11, in response to the funding reductions, the Service restructured the Family Learning team and the Service's strategic management team. The strategic management team formerly comprised a Head of Service and 4 Service Managers, and was reduced to a total of 2 Service Managers. The Service Managers

are each responsible for a number of curriculum areas and other strategic areas, for example, quality improvement, equality and diversity, safeguarding and staff development. They also manage Academic Managers in the sector subject areas and other staff in the Service. The provision is delivered by approximately 180 tutors and managers.

The Adult Education Service worked with 6,902 learners in the 2010-11 academic year; 5,276 female and 1,626 male. 143 learners attended discrete courses for Learners with Learning Difficulties and/or Disabilities (LLDD). In addition, 783 learners on non-discrete courses indicated that they had a learning difficulty or disability. Just over a quarter of the population in Coventry are from black and minority ethnic (BME) groups (25.9% in 2010) and across the Service 46.3% of learners were from BME groups in 2010-11, a slight increase of 2% on 2009-10.

Coventry has both affluent neighbourhoods and areas of considerable social and economic disadvantage. Overall, the city was ranked as the 61st most deprived local authority area in 2007 with 17% of the population living in areas that are in the 10% most deprived areas in England and around a third (32%) live in areas that are in the 20% most deprived areas in England. In January 2011, 38% of people aged 16-64 were living in priority neighbourhoods; 44% of the Service's learners were from priority neighbourhoods in 2010-11.

74% of the city's population are economically active (employed or actively seeking work and claiming JSA). The proportion of residents claiming out of work benefits varies across the city and over 40% of the working age population claim out of work benefits in parts of the priority neighbourhoods of Willenhall, Wood End and Bell Green. Course fees were remitted for 67%

of learners in 2010-11, because they were receiving a means tested benefit, attending a free Essential Skills course or held a Coventry City Council Passport to Leisure and Learning (PTLL).

A recent Ofsted report showed that the Service had the 17th highest average level of deprivation amongst learners undertaking accredited courses, out of 107 similar providers, but was in the top 10 providers in terms of overall success rates. Overall the Service's success rate is 90%, notably higher than the national average success rate of 82% for 'other publicly funded' providers. Compared to all learners who are similarly deprived, the Service's learners do well with a success rate of 90% compared to an average of 74% amongst all learners nationally in the most deprived quartile. Service success rates were predominantly above the national average for all BME groups. In 2010-11 the success rate for learners with a disability or learning difficulty was 91% compared to 81.9% nationally.

The Service supports the growth in health and education employment in the local area by providing accredited courses in Health and Social Care, Children and Young People's Workforce and Supporting Teaching and Learning in Schools. 289 learners were enrolled on Health and Social Care and Childcare courses in 2010-11; the success rate was 84%, slightly above the national average of 83.3%. 153 learners enrolled on Supporting Teaching and Learning courses in the same year, the national average was 86.5% and the Service's success rate was 90.7%.

Case Study

Yoga brings benefits to local learners

Learner feedback...

Michaela has been attending yoga classes at Stoke Aldermoor Community Centre for over 12 months. She says it has helped her with anxiety and that she now sleeps better and feels more relaxed.

Pushpal, who has been attending yoga classes at Stoke Park School and Foleshill Community Centre, has experienced significant benefits, including weight loss, stress reduction and a general improvement in her health and well-being.



Funding

The Service is a wholly grant funded service with 98% of funding coming from the Skills Funding Agency and 2% from the Young People's Learning Agency. In 2011/12 the value of funding was circa £7 million, a slight decrease on the previous year. The Service is experiencing part of the Government's cuts for adult learning and as such is coming to the end of the first year of a series of four years of cuts which will result in an overall reduction to providers of 25%. Although in 2011/12 the actual reduction in allocation has only reduced slightly the funding rates on many courses have been reduced significantly, so to reach funding targets the Service has had to engage and work with more learners. Funding levels have been confirmed for 2012-13. There will be a further decrease on 2011-12 funding levels by circa 2% overall, with the most significant reduction being 4.5% for accredited learning programmes.

Quality

The Service is monitored for quality by Ofsted, and was last inspected in October 2007 when it received a grade 2 (good) for its provision overall. Of particular note were the contributory grade for Equality of Opportunity and the sector subject area for Health, Public Services and Care, where grade 1 (outstanding) were awarded.

During the inspection, key strengths were identified as follows:

- High success rates
- Good progression for most learners
- Wide range of provision
- Very well directed and managed service
- Good partnership working
- Outstanding arrangements for social inclusion.

The key area for improvement was identified as follows:

- Standard of teaching.

Case Study

Art class leads to university for local learner

A local man who until recently had no experience of art has won a place at university, after joining an art course run by Coventry Adult Education Service at City College. Mark Andrews describes below how his course helped him to achieve his goal.

"I joined in the Spring Term primarily as a means to broaden my art skills. In the past I've tended to shy away from Painting, Watercolours especially and I hoped that the leisure surroundings would prove conducive to learning.

In a very short time frame I learned the fundamentals and was very impressed by how each class was structured in order to impart a series of individual aims that progressively improved my skills.

There was constant support from the tutor who was more than happy to offer up constructive advice and help. In fact, I gained so much confidence in my painting skills that I began to consider the possibility of re-entering full-time education.

After discussing my options I decided to apply for the Foundation Course in Art and Design at Coventry University. I was accepted on to the course following a successful portfolio interview. What I had learned in the classes was crucial in achieving this goal.

My advice for anyone considering taking an Adult Education Course is that they should go for it. In my experience they offer a friendly and relaxed environment in which to learn, and you never know where it might take you."



As a result of this inspection the Service has worked to improve its quality of teaching and learning, through the implementation of a formal process via its 'Three Year Strategy to Improve Teaching' from 2008 to 2011, with the aim of achieving 75% of lessons deemed good or outstanding by December 2011 (was 52% at inspection). The Service's Self-Assessment Report of December 2011 reported that this target had been achieved with a result of 81%. This improvement was achieved through a series eleven key measures including a more rigorous observation process with associated moderation activity introduced; the development of coaches and mentors in the Service to support identified needs; a commitment to supporting staff to gain level 5 teaching qualifications and the introduction of a systematic way to share good practice.

To support on-going quality improvement the Service completes a Self-Assessment Report (SAR) each year (in November), which is posted on the SFA's portal. This is followed by the Quality Improvement Plan (QIP) (in December) which is monitored on a regular basis with formal reviews monthly across the Service. In addition the Service's strategy is included in the 3-Year Strategic Development Plan which is used to monitor key developments within the Service.

Accommodation

The Service delivers provision from 26 centres in 2011/12 including schools/colleges (6), community centres (8), libraries (2), voluntary organisations (3) and other community settings (7). Family Learning programmes are located in additional venues, mainly in primary schools and children's centres. The number of venues has decreased over recent years as a result of funding reductions and as a result the Service has consolidated provision in a smaller number of venues. The Service has also committed funding to improve the accommodation it works from to ensure that it meets Ofsted requirements and offers a positive learning environment.

Future Developments in Adult Learning

The Government issued a consultation ('New Challenges, New Chances: Next Steps in Implementing the Further Education Reform Programme') during the summer of 2011 with regards to the future of the delivery of adult learning.

The outcomes were published at the end of 2011 ('New Challenges, New Chances: Further Education & Skills System Reform Plan 1 Dec 2011' & 'New Challenges, New Chances: Skills Investment Statement 2011-2014').

The following are areas which the Service is following closely as they could affect the offer which is able to be provided in the future:

- A new funding system will be introduced for accredited learning in 2013/14;
- A pilot of 'Community Learning Trusts' will take place in 2012/13 for non-accredited learning programmes. If successful, this will be rolled out in September 2013 and will modify the funding model used;
- The introduction of loans for learners on Level 3 courses in 2013/14;
- The further promotion of Apprenticeships;
- An 'Employer Ownership' pilot to be run in 2012/13 (money given directly to employers to choose learning provider rather than funding being given directly to providers);
- A progression funding pilot to be held in 2012/13 based on the distance travelled by a learner rather than the end qualification in English & Maths. In addition free GCSE English & Maths programmes will be introduced in September 2012.

Strategic Priorities

(3-Year Strategic Development Plan)

Underlying all the Service priorities is the aim of being recognised as a grade 1 (outstanding) provider through the Ofsted inspection process. In order to achieve this, the Service has identified the following key priority areas for the next three years:

1. Embed and promote equality and diversity and tackle unfair discrimination in all aspects of teaching and learning.
2. Implement the Sector's Safeguarding policies and good practice
3. Increase the strategic involvement of learners
4. Ensure all learners receive initial, formative and summative assessment of learning
5. Ensure all accommodation and resources are fully fit for purpose.
6. Ensure E-Learning is used effectively throughout the Service to enhance learning
7. Fully embed Adult Education quality processes in Family Learning
8. Continue to provide a focused, comprehensive staff development programme

1 Equality and Diversity

The Service achieved a grade 1 (outstanding) for the contributory grade for Equality of Opportunity at its 2007 Ofsted inspection both in relation to widening participation & social inclusion and in relation to the embedding of Equality and Diversity in the curriculum.

The Service has continued to achieve consistent participation, retention, achievement and satisfaction by gender, ethnicity, disability, age and demography, contributing significantly to narrowing the achievement gap in local communities. It has also continued to address inequalities relating to income and education and has put strategies in place to allocate resources in priority neighbourhoods to minimise the impact of reduced funding. The procedures for providing support and adjustments relating to learners with additional needs have been improved over the past three years.

Case Study

Learners who recently completed a childcare Level 2 vocational qualification at Stoke Park School are now ready to go out and look for jobs working with children.

Tracy from Wyken says "As a result of undertaking this qualification at Stoke Park I felt confident enough to apply for a job in a children's centre. At the interview I felt prepared and had the knowledge when answering interview questions. I was

successful and I am now working as an early years assistant in a children's centre. I have also applied to do an Early Years foundation degree in September."

Fathima from Stoke has also made great progress. She says "After being unemployed for 10 years and being a mother of 4, I have now achieved the Children's Care Learning and Development NVQ Level 2. I now feel that I have the experience and knowledge to progress further, perhaps into employment, and then undertake a Level 3 qualification."

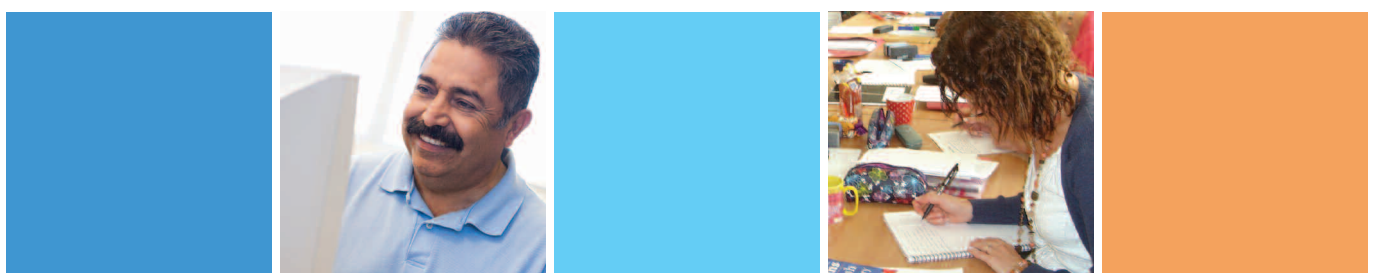
Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Produce Equality Impact Assessments for each key policy, practice and procedure, in response to new equality legislation, to replace the Service's current single EIA.	All key policies, practices and procedures which need an impact assessment identified, staff responsible briefed and EIAs drafted.	EIAs completed, approved and disseminated. Actions implemented to address inequalities identified.	All EIAs reviewed and updated.	EIAs not completed on schedule.
UPDATE	EIAs identified for adult learning and crèche provision. EIAs completed, approved and disseminated. Identified actions implemented.	Above actions implemented in 2010. Additional EIA completed April 2011 on Essential Skills provision in Foleshill due to reduction in number of venues to be used in this area		
Use data at class level to more closely monitor the achievement of BME and disabled learners in order to address any gaps in achievement.	A system for producing and analysing data at class level identified and implemented at curriculum team level autumn 2010. Identified gaps in achievement addressed.	The monitoring system sustained and further gaps addressed.	The monitoring system sustained and further gaps addressed.	Tutors and curriculum teams unable to address achievement gaps.
UPDATE	System identified and implemented. Overall there were no statistically significant gaps in achievement amongst different groups.	System has been sustained. No statistically significant gaps in achievement amongst different groups. Where lower achievement had been identified for statistically insignificant numbers of specific groups amongst BME learners in 2010, data in 2011 showed that these did not represent any trends. Overall success rates amongst different categories of learners are above the national average. In 2010-11 success rates for learners with learning difficulties or disabilities was 91% compared to 82% nationally.		

2 Safeguarding

The Service puts the learner at the centre of service delivery and has many years good practice in working supportively and responsibly with all learners including vulnerable adults and young people. Through its Safeguarding Policy the Service aims not only to meet the requirements of legislation, City Council policy and Ofsted but to be proactive and energetic in its practice. The emphasis is on a whole service approach to promoting a safe environment for all learners and for children in crèches, and to ensuring that vulnerable adults and young people on its programmes are supported and protected. The Service adopts a broad definition of ‘vulnerable adult’ in order to ensure a full consideration of learners’ needs and an effective response to disclosures. A commitment is also made to the safeguarding of children and young people at venues where courses take place.

The Service's strategies for safeguarding include: CRB clearance procedures, staff training, clear expectations on staff with reference to the City Council’s Code of Conduct and clear expectations on learners communicated through the Learner Pack. The Service promotes safeguarding and disseminates its procedures for reporting and responding to incidents and to allegations of abuse. The Service also undertakes safe recruitment practice through its strict adherence to the City Council’s recruitment and selection procedures.

Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Produce and disseminate a Safeguarding Policy, action plan and staff Code of Behaviour	Policy and staff code of behaviour disseminated and implemented.	Monitoring shows that safeguarding policy and procedures are embedded.		
UPDATE	Draft developed and reviewed for improvements. Final version implemented November 2010.	Policy updated in June 2011 to include the use of mobile phones and cameras by learners. Observation and class visit reports showed good evidence of safe working practice. Policy and procedures monitored by designated safeguarding officer. Learner safety also monitored through all learner surveys.		



Continued...

Improve procedures for responding to issues and incidents.	Systematic reporting and recording processes in place.	Monitoring shows that learners feel safe and issues and incidents are addressed.		There are issues/ incidents which are not reported so not addressed.
UPDATE	Implemented Jan 2010.	Learner surveys show satisfaction rates regarding their own safety as very high (consistently 95%+). Any issues identified from surveys are addressed promptly. 9 cases related to AES staff/provision reported in 2011, all of which were thoroughly investigated and addressed.		
Update the CRB clearance process to ensure that all relevant staff have clearances.	Service's central register shows that all relevant staff have CRB clearance.			Evidence of CRB checks from the past is not available from HR
UPDATE	Register shows that all relevant staff have CRB clearance.	Register was reviewed following staff and venue changes in July-September 2011 and as a result all outstanding AES staff and support staff in Business Services obtained clearance.		
Identify a SMART approach to risk assessment embedded in safeguarding/keeping all learners safe.	The disability support/ adjustments form revised to include learner risk assessment	All staff fully briefed, aware of potential risk and using the revised form		Learner risk assessments not undertaken consistently by all relevant staff
UPDATE	Revised July 2011 to include learner risk assessment at start of course.	Staff were briefed at staff development sessions Sept 2011 and all staff now using revised form.		

3 Strategic Involvement of Learners

The Service collects learner views from a range of sources to improve the quality of provision (predominantly through learner surveys, end of course evaluation, lesson observations and class visits, and written or emailed comments from learners). Learner end of course evaluations have not been widespread enough or used effectively, and the Service has been currently developing new end of course evaluation forms which seek learner feedback on the key questions within the Common Inspection Framework and which are relevant to individual curriculum areas in relation to format and additional questions.



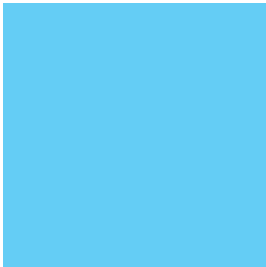
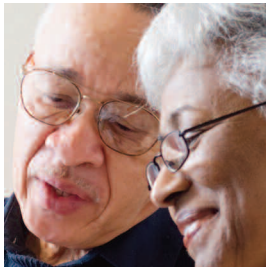
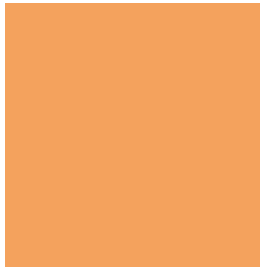
The Service has recognised the need to develop and implement an effective learner involvement strategy. This will include measures to improve learner feedback through surveys and end of course evaluations, and learner involvement in: observations and class visits; assessment of learning; the disability disclosure process; learner induction and support; marketing; and self assessment and quality improvement.

Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Develop and implement an effective learner involvement strategy	Learner involvement strategy produced with targets and deadlines	Learner involvement strategy disseminated to all learners	Targets and deadlines met	
UPDATE	Produced November 2010.	Strategy, including June 2011 review of progress, was disseminated to learners via Moodle June 2011.		
Further develop and promote a culture of learner involvement through increased opportunities for learner feedback.	<p>a) Enhanced learner end of course evaluations piloted, evaluated and amended</p> <p>b) Learner feedback email address established and opportunities for learner feedback widely publicised</p> <p>c) Identify further actions based on good practice of similar providers</p>	<p>a) Learner evaluations rolled out to all learners</p> <p>b) Learner feedback used in self assessment and quality improvement processes</p> <p>c) Pilot strategies identified through good practice of similar providers</p>	<p>a) Increase the use of online learner evaluations</p> <p>c) Refine and implement strategies</p>	<p>Lack of rigour amongst tutors in distributing and collecting evaluations</p> <p>Some learners may make suggestions that it is not possible or appropriate to address</p> <p>Lack of rigour amongst some staff in addressing issues and monitoring actions</p>

Continued...

	<p>d) Robust process, timescale and targets established for collating and responding to learner feedback</p>	<p>d) Process implemented and monitored to ensure learner feedback is effectively dealt with</p>	<p>d) Process refined and improved if necessary</p>	
<p>Update</p>	<p>a) Piloted October 2010, evaluated and amendments made to the collation & collection processes and forms.</p> <p>b) Established September 2010. Publicised through Choice magazine, Local Learning, in the Learner Pack, on posters & business cards, and on Moodle.</p> <p>c) Research carried out by consulting Ofsted reports, Ofsted good practice database, and through attendance at conferences and events. No improvements identified at this time.</p> <p>d) In place for autumn 2010 survey.</p>	<p>a) Achieved for all learners except Family Learning in Dec 2010, & for Family Learning in July 2011. On-line evaluations piloted in ICT provision.</p> <p>b) Learner evaluations, surveys, observations, class visits, correspondence, conferences and events used as evidence for self-assessment and quality improvement.</p> <p>c) Identified the need to further improve learner and visitor areas of Moodle, currently at the planning stage.</p> <p>d) Manager responsible for learner involvement ensures feedback from evaluations and surveys is effectively and promptly dealt with. MIS officer monitors individual learner emails to ensure prompt responses.</p>		

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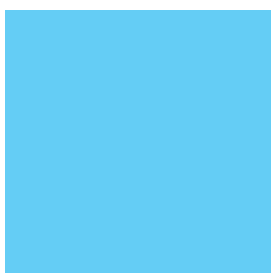
<p>Increase learners' involvement in quality improvement.</p>	<p>Pilot learner involvement in 2010 SAR and QIP. Outcomes evaluated and improvements to process identified</p>	<p>Improvements made and processes embedded</p>	<p>Further increase learner involvement in quality improvement</p>	<p>Learners may not wish to be involved in process.</p>
<p>UPDATE</p>	<p>Learners took part in curriculum SAR sessions in autumn 2010. Process and outcomes were evaluated and agreed to implement improved process in autumn 2011 (service wide learner specific event).</p>	<p>A feedback conference in Feb 2011 for learners with learning difficulties and disabilities was very well attended. All learners invited to a Service wide event at a central venue in Oct 2011 in advance of SAR, to which a representative group attended. This was evaluated, and the process will be repeated in autumn 2012.</p>		
				

4 Assessment of Learning

The Service identified in its 2009 self assessment report inconsistencies in the setting of personal learning goals, the recording of learner progress and achievement both by learners and tutors, and no moderation process in place. Inconsistencies were also identified through internal inspections of provision.

The Service established a working group to develop a whole Service approach to address these issues. Comprising representatives from curriculum teams whose provision includes non-accredited learning, the group has been sharing good practice in the five-stage process of recognising and recording progress and achievement (RARPA), developing and piloting new RARPA paperwork and delivering training to teaching staff to improve the consistency of RARPA recording. It is also trialling approaches in a sample of courses in the verification and moderation of the RARPA process.

Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Develop a consistent approach to initial, formative and summative assessment of learning throughout the Service's non-accredited provision	Evidence of consistent RARPA processes and practice embedded throughout the Service's non-accredited provision Improvements identified to increase rigour of processes and practice	Initial, formative and summative assessment of learning rigorously applied by all tutors throughout the Service's non-accredited provision	Monitoring and evaluation of RARPA practice and actions show improvement in learning and achievement	Learners do not wish to keep/give evidence of progress Insufficient rigour by some tutors in recording progress effectively
UPDATE	A working group developed and implemented more consistent processes. Training was delivered to tutors and improvements identified to increase the rigour of recording.	Evidence showed that tutors were employing effective strategies to assess learner progress, with learners actively involved. Whilst good assessment practice was being applied, recording of progress against clearly identified learning aims required further improvement, and the need to review recording systems appropriate to different settings was identified.		
Develop a verification and moderation process to ensure consistent standards and good practice in RARPA	Verification/moderation process piloted with a sample of teaching staff	Verification/moderation process rolled out to all courses where subject moderators are available within Service External moderators identified where necessary	Moderators in place and moderation process operating effectively across non-accredited provision	Moderators not available for some courses
UPDATE	Process was piloted with a sample of teaching staff.	Process was implemented in all curriculum areas. No curriculum areas identified a need to appoint external moderators.		



5 Accommodation and Resources

The Service locates its provision in a variety of community venues including secondary and primary schools, community centres, voluntary organisations, and children's centres. The Service has remained committed to the improvement of its accommodation since the issue was highlighted in the 2004 Inspection. In 2009 the number of venues used for provision reduced from 49 to 40, a reduction of 20%. This enabled the Service to focus on investment and improvement of facilities in other accommodation, including increasing the accessibility for disabled learners. The enhanced facilities have proved very popular with learners and resulted in increased numbers in the venues concerned. The integration of Family Learning into Adult Education brings a significant challenge to maintain the benchmark for the standard of accommodation whilst continuing to run programmes in traditional Family Education venues, such as primary schools. There is still a tension between operating out of appropriate accommodation and being in high priority areas and locally based, and therefore accessible to non car owners. Of the 40 venues in use in 2009-10, 23 were based in high priority areas, and 2 in specialist venues for high priority users.

The lines of responsibility and accountability with reference to accommodation, equipment and resources have been redefined, with curriculum teams being responsible for the improvement of curriculum resources, and the Quality Improvement Manager responsible for the improvement of cross curricula equipment and accommodation.

Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Identify and address new accommodation issues through a programme of visits to Family Education venues.	50% of Family Learning venues meet the AES quality standards	75% of Family Learning venues meet the AES quality standards	All Family Learning venues meet the AES quality standards	The Adult Education Service is heavily dependent on schools and other organisations as locations for programmes Lack of funding to make further accommodation improvements
UPDATE	Achieved.	Achieved Sept 2011.		
Further improve access for disabled learners	Improve the quality of information on disabled access on Venue Visit forms to elicit more specific information.	Improved recording and evidence of issues having been addressed	No evidence of issues not being addressed for the benefit of disabled learners	
UPDATE	Implemented.	Venue visit reports evidence improvements made. Accommodation spread sheet implemented to track progress.		

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<p>Consolidate the programme in order to increase quality whilst and ensuring value for money, and the spread of learning venues across the city continues to focus on high priority areas</p>	<p>a) Reduce by 2 to 38 venues (excluding Family Learning).</p> <p>b) Reduce by one evening in 5 schools.</p> <p>c) Reduce the number of teaching rooms in 5 centres.</p> <p>d) Increase the no of rooms in 1 centre. Maximise use of our teaching rooms in other centres.</p>	<p>Reduce by 7 to 28 venues. Maximise use of space in other venues</p>	<p>Reduce by a further 3 to 25 venues</p>	
<p>UPDATE</p>	<p>a) Reduced by 3 (1 venue withdrew offer of space to AES).</p> <p>b) Achieved.</p> <p>c) Achieved.</p> <p>d) Achieved – increase of room at Muslim Resource Centre.</p>	<p>Reduced by 9 venues to support funding reductions and quality requirements.</p>		

Updating skills and qualifications

Janet came to England from Ghana in 2000. In Ghana she was a qualified teacher, holding a degree in Early Childhood studies. In England she gained a position as a Teaching Assistant in London.

On moving to Coventry, Janet decided to join a maths class with the Adult Education Service near her home. She wanted to develop her mathematical skills, improve her knowledge of modern maths and become aware of methods which are taught in schools in England. During her time in the class Janet gained a Level 2 qualification in maths. She has used the knowledge she gained to help her children

with their homework and to become a volunteer within one of the Service's maths classes helping others to learn.

Janet also joined an English class where she gained a level 2 qualification in English.

Her learning and experience with the Adult Education Service have helped to improve her prospects of employment. Janet has now successfully gained supply work with a recruiting agency for education.



Case Study

6 E-Learning

The Service has provided a range of resources with relevant training, which is resulting in increased access to, and use of, technology to support teaching and learning. The use of e-portfolios has been extended to learners, allowing greater access to assessment and learning resources which can be accessed at any time by learners.

The Service has developed its own learning platform (Virtual Learning Environment (VLE)) since 2007. The VLE has been used to share good practice and curriculum teams have been active in uploading resources. It has also been used as a central repository for Service information, documentation and communication with staff. A move is planned from August 2010 to a Moodle based platform to encourage the development of courses on the VLE, increase engagement with learners and the community, include more accessibility features and allow more collaborative work across the sector.

Service e-leads meet termly to share good practice and developments in e-learning and monitor the development of e-learning across the service.

The Service has completely refurbished 5 classrooms with computer suites, 3 tutor areas have been updated with new computers and, 2 new IT suites were installed in priority neighbourhoods in 2009. Eight new interactive whiteboards have been installed, as well as updating other equipment and IT resources across the city.

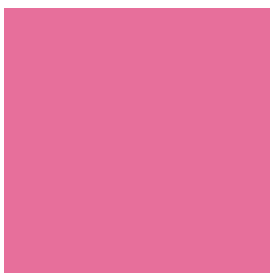
Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Develop and embed e learning in Leisure, Visual and Performing Arts, and Family Education provision	E-learning embedded in 25% of programmes	E-learning embedded in 50% of programmes	E-learning embedded in 75% of programmes	Reduction in funding to support the development of e-learning
UPDATE	Use of e-learning has increased in AOL 3/9 to 30% and Family Education to 90%. AOL 7/8/10 (Leisure and Special Interest courses) - some form of e-learning is being used in 33% of courses overall and in all classroom based courses.	Use of e-learning has increased in AOL 3/9 to 30% and Family Education to 90%. AOL 7/8/10 (Leisure and Special Interest courses). Some form of E-Learning is being used in 33% of courses overall and in all classroom based courses.		

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<p>Extend use of e portfolios to all NVQs</p>	<p>E-portfolios offered in all vocational ICT programmes and 20% of other NVQ programmes</p>	<p>E-portfolio offer extended to 60% other NVQ programmes</p>	<p>E-portfolio offered in 100% NVQ programmes</p>	
<p>UPDATE</p>	<p>Achieved for vocational ICT courses. Also offered in 20% of other programmes (Business & Administration).</p>	<p>E-portfolios are used for all vocational qualifications in ICT and Business & Admin courses. Extended to AOL 1/13, all Advice and Guidance courses and trialed in Health and Social Care and STLS. Following evaluation of the pilot, changes to vocational standards, and changes to the programme in AOL1/13 it was agreed to suspend transition to e-portfolios. In addition Advice and Guidance was withdrawn as a qualification.</p>		
<p>Increase the proportion of learners with access to the VLE to support their learning programmes</p>	<p>Access given to course and service information for all learners. Four courses piloted in two curriculum areas</p>	<p>Course content developed across all curriculum areas, blended learning courses piloted in all curriculum areas.</p>	<p>Blended courses available in 30% programmes</p>	

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UPDATE	Provider of VLE transferred from Digital Brain to Moodle. All service documentation was made available in the whole service area, and curriculum content was in development in all priority curriculum areas. Courses were piloted in AOL 14 (Essential Skills) - 9 courses and AOL 6/15 (ICT/Bus Admin) - 3 courses.	Increase in users of VLE from 242 in January to 1080 in December. 167 out of 316 courses now have content on Moodle and 53 courses are accessed by learners. Courses were piloted in all curriculum areas.		
E-ILPs established	E-ILPs identified and piloted in two curriculum areas.	E-ILPs developed and implemented in two curriculum areas	E-ILPs piloted in two further curriculum areas	
UPDATE	A Moodle based ILP was identified and trialled by AOLs 14 and 6/15, however was not suitable for purpose.	E-ILPs continue to be researched to identify an effective medium. The cost of commercial ILPs is prohibitive and restrictions apply to access open source solutions.		
All sites to have access to IWB	IWBs in 75% of sites	IWBs in 95% of sites.	All sites to have access to IWB.	
UPDATE	Achieved.	Achieved.		



7 Family Learning

A range of Family Language Literacy and Numeracy and Wider Family Learning programmes have been delivered for many years in schools. More recently successful partnership working, notably with the Early Years Service and children's centres, has increased access to parents and carers. In 2008/9 Family Learning Impact Fund (FLIF) funding supported this with a range of innovative programmes.

In November 2009 Family Learning moved from the Children, Learning and Young People's Directorate to be incorporated within the Adult Education Service. The 2009 self assessment process identified that although there are some strengths in the delivery of Family Learning, there is a need for all Adult Education Service policies and quality improvement procedures to be fully implemented within the curriculum area and this represents a strategic priority for the Service.

Importantly, an internal inspection of Family Learning by an Ofsted inspector in May 2010 identified that the standard of teaching and learning was significantly below the national benchmark and that significant changes in the focus and delivery of the programme were needed.

Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Embed all quality improvement measures into all family learning programmes and in particular raise the standard of teaching and learning.	70% of classes good or outstanding	75% good or outstanding	80% good or outstanding	Ensuring all staff are committed to and confident about QI. Lack of rigour by some managers.
UPDATE	75% achieved.	100% achieved.		
Prioritise Family Language Literacy and Numeracy provision and target schools with 20%+ eligibility for FSM. to reach parents who do not have Level 2 qualifications.		All learners starting long FLLN programmes have qualifications below Level 2.	All learners starting long FLLN programmes have qualifications below level 2.	The take up on the remodelled FLLN programme may not reach the Service's target.
UPDATE		Majority of learners had qualifications below Level 2.		

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Increase accreditation in Family Language Literacy and Numeracy provision,		90% learners completing FLLN courses will take qualifications. 60% will achieve Level 2.	100% learners completing will take qualifications. 70% will achieve Level 2.	Not all learners may be able to achieve a qualification.
UPDATE		92% took qualifications and 53% achieved Level 2.		
Redesign other Family Learning provision and promote the programme to parents who do not have Level 2 qualifications.	A coherent programme with 60% of adult learners with no Level 2 qualification	70% of adult learners with no Level 2 qualification	80% of adult learners with no Level 2 qualification	Staff not proactive enough in promoting the programme to the target group
UPDATE	Achieved.	Achieved.		
Ensure clear progression routes within Family Learning offer and also onto Essential Skills (and other) programmes.	Progression routes identified and good practice implemented	Self assessment identifies effective progression	Self assessment identifies very positive progression	Staff in Family Education and Essential Skills not proactive enough
UPDATE	Progression flowchart produced for tutors to signpost learners. Essential Skills staff attended sessions to promote progression opportunities.	82% of learners accessed other courses.		
Negotiate service level agreements with schools and children's centres	Agreements in place in schools.	Agreements in place in children's centres	All schools and children's centres fully implementing the agreements	Lack of efficiency in providing the data agreed in the SLA
UPDATE	Agreement in place but not effective.	Agreement reviewed and updated. Agreement in place with children's centres July 2011.		



8 Staff Development

The Service has a comprehensive staff development plan and programme, based on national priorities, curriculum and organisational needs, and individual needs as identified through the annual performance development review process. All staff have a training/staff development entitlement, There is an allocation of paid time for staff development within tutors' contracts which enables the Service to address priority training issues.

Whilst many staff development priorities change from year to year the key staff development priorities for the next three years are:

Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
All teaching staff to gain QTLS status (ATLS status for PCDL tutors) through the nationally recognised processes	10%	30%	55%	Staff reluctance to obtain qualifications or recognition of teaching skills
UPDATE	Achieved.	17% achieved. Staff reticent to undertake QTLS accreditation process immediately after achieving other qualifications.		
Increase the number of Essential Skills tutors with level 5 teaching and subject specialist qualifications or equivalent from current level of 26%	34%	48%	63%	
UPDATE	Achieved.	51% achieved.		

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<p>All teaching staff to gain subject spec qualifications at the level above which they teach.</p>	<p>50%</p>	<p>65%</p>	<p>90%</p>	
<p>UPDATE</p>	<p>Achieved.</p>	<p>61% achieved.</p>		
<p>All staff benefit from training on broad equality and diversity issues and appropriate specific issues.</p>	<p>All new staff receive training in E&D. 30% of managers will have attended updating training in E&D</p>	<p>60% of managers will have attended updating training in E&D.</p>	<p>90% of managers will have attended an updating training in E&D.</p>	<p>Appropriate and timely training is not available due to pressure on training providers. Appropriate and timely training is not available due to pressure on training providers.</p>
<p>UPDATE</p>	<p>2 Service Managers attended City Council E&D training in summer 2011 and following evaluation, agreed tailored training to be delivered in 2011-12 to meet the particular needs of AES staff.</p>	<p>34% of managers had attended updating training by December 2011. Less than target as tutors and other staff now also attending training. Training to be complete for all staff in 2012.</p>		
<p>Increase the awareness and knowledge of staff through a programme of Safeguarding training</p>	<p>All staff have had initial training, SMT and curriculum leads have undertaken online certificated training.</p>	<p>Identified staff have received further training in safeguarding vulnerable adults and e safety</p>		

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UPDATE	Majority of staff received safeguarding training during 2010. SMT and curriculum leads undertook online training for which they were awarded certificates.	<p>Remainder of staff trained in safeguarding.</p> <p>Managers & tutors in AOL 1/13 and creche managers attended additional training delivered by the local Safeguarding Children Board.</p> <p>Training in safeguarding vulnerable adults delivered June 2011, attended by managers & tutors from LLDD team.</p> <p>E-leads were briefed on e-safety documentation and they disseminated e-safety information to their curriculum teams.</p>		
All staff to receive training in initial, formative and summative assesement (Rarpa)	90%	100%		
UPDATE	Achieved – all curriculum areas except Family Learning.	Achieved – completed with Family Learning.		

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