

Draft West Berkshire Council - Adult and Community Learning Strategic Plan 2009/10 -2010/11

1. Introduction

This plan builds on the success of:

- The 2 year Adult and Community Learning Development Plan 2008/09 – 2009/10
- the 3 year Strategic Adult and Community Learning Development Plan 2005/06- 2007/08 approved on 9th June 2005
- the 2006 update to the Development Plan 2006/07 - 2008/09
- the 2007 update to the Development Plan 2007/08
- the 2008-09 -2009-10 Adult and Community Learning Strategic plan

The above plans were the basis for receiving grant funding from the Learning and Skills Council until the end of the funding safeguard for Adult Safeguarded Learning in 2010/11. In April 2010 the Learning and Skills Council was disbanded and its funding function was transferred to the Department of Business Innovation and Skills' Skills Funding Agency. The Skills Funding Agency have not yet asked for a plan so the previous plan (2008/09 – 2009/10) has been refreshed until the new coalition government have made the decisions that are expected in relation to the reform of Adult and Community Learning (10-1086 BIS Draft Structural Reform Plan).

The Head of Education, Children and Young People Directorate, West Berkshire Council is responsible for this plan. The contact for matters relating to this plan is

Sara Hanson
Principal Adult and Community Learning Officer
West Berkshire Council
Avonbank House
West Street
Newbury
RG14 1BZ

Tel: 01635 519792

Email: shanson@westberks.gov.uk

2. Context

This Plan is one part of the family of plans which set the priorities for services in West Berkshire.

Key plans and priorities setting the context for Adult and Community Learning are:

Department of Business Innovation and Skills / Skills Funding Agency Priorities

In his letter of 17th June 2010 to the Chief Executive of the Skills Funding Agency, the Secretary of State for Business, Innovation and Skills gave as a key priority:

Encourage an increasing number of people to participate in adult and community learning both to re-engage those disenchanted by previous experience, to act as an entry point for further learning and to offer people opportunities to enrich their lives through learning.

In the BIS draft structural reform plan there is the following action:

8.5 Reform adult and community learning

- i. Involve more voluntary organisations, charities and social enterprises as providers to develop greater community involvement and ownership
- ii. Encourage joint working across local services and with self organised groups

A Breath of Fresh Air - a Sustainable Community Strategy for West Berkshire to 2026. With its vision that embodies 5 key themes which will underpin the strategy going forward. These themes are based around creating a district that in 2026 is:

Prosperous
Accessible
Greener
Safer
Healthy

West Berkshire Council Plan 2007 – 11, which has 12 high level objectives. The three current priorities are: Cleaner and Greener, Safer Stronger Communities, Successful Schools and Learning.

The Plan sets out the Council's values: these are *respect* in all our relationships; *integrity* in everything we do and *ambition* to deliver continuous improvement.

West Berkshire Council Priority	Examples of Adult and Community Learning Alignment
Cleaner and Greener	Reducing our carbon footprint and encouraging others to do so. Developing courses with the West Berkshire Nature Discovery Centre. Opportunities for people to learn locally and online. Training our tutors to incorporate sustainable practices into their courses.
Thriving Town Centres	Supporting Neighbourhood Learning Centres Courses both in towns and rural areas. Supporting

	the Thatcham Vision
Vibrant Villages	Maintaining provision in Children's Centres, village halls and community centres. Making learning central to the activities in Children's Centres. Supporting ideas in Parish Plans to deliver viable adult learning activities in villages.
Healthier Life	Family Learning courses on healthy eating. Keeping Active courses for older people in residential homes and day centres. Traditional courses offer leisure and social opportunities
Safer Stronger Communities	Deliver on the priorities in the ESOL Action Plan. Linking with Parish Planning process. Links with Children's Centres and Schools especially special schools to ensure transition to College courses. Family Learning. Development of courses for members of community organisations.
Successful Schools and Learning	Supporting adult and family learning rooms in schools. Support for extended services managers to develop adult and family learning and attract funding e.g. lottery. Delivery of courses on school sites. Developing ways of recording achievement for parents and children.
High quality planning	Comply with planning process to ensure infrastructure meets community needs
Promoting independence	Neighbourhood Learning Centres developed at residential homes and day centres. Outreach service for information and advice. ESOL. Keeping Active : Discrete courses for people with special needs and Independent Living Skills courses
Excellent performance management	Clear objectives and targets for the team and individual members. Commitment to the Planning and Quality Cycles Monitoring contracted and partnership providers.
Protecting vulnerable people	Targeted PCDL, Formal First Steps, Family Learning and Parenting courses Anger management courses, discrete courses for people with SLDD, substance misuse and mental health issues. Safe recruitment of staff, child and vulnerable people

	protection training
Putting customers first	Identifying need, regular contact and acting on feedback from learners and involving them in decision making.
Value for money	Concessions for over 60s living in West Berkshire (under review) Concessions for those with means tested benefits Fees waived for those without level 2 qualifications and targeted groups Aligning funding with partners to access venues and admin support, attracting new funding for the provision.
Including everyone	Discrete courses for Minority Ethnic groups. Preparation for ESOL courses. Discrete courses for people with substance misuse and mental issues. Courses for those with learning difficulties and / or disabilities. Courses for teenage and young parents Courses for older learners e.g. those with Alzheimer's disease

Other Plans

Appendix 2 **Strategic Links – Relationship to other Strategic plans** shows the clear links between this plan and other regional and local plans and the person responsible for delivering the objectives.

3. Adult and Community Learning Strategy

The continuing **mission** of the ACL service is to assist adult and family learners, particularly those experiencing barriers to learning or who are under-represented in learning, to achieve their potential through adult and community learning (ACL), which should be:

- high quality
- accessible
- safe
- varied and designed to meet the needs and interests of local people
- spread across West Berkshire including rural areas
- planned to provide impartial information about learning
- structured to help learners to progress on to further opportunities

Principles underpinning this strategy

The five key principles underpinning West Berkshire Council's adult and community learning provision are:

- improving quality and effectiveness and ensuring value for money
- increasing participation and responding to local priorities and learners' needs
- extending provision and promoting learning
- working in partnership
- raising employability skills and promoting learning organisations.

Also at the heart of this strategy are the **Every Child Matters Outcomes:**

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving economic well being.

The Council believes that these outcomes are important for adults (citizens) as well as children and addresses them within this strategy.

The Council has also signed up to the **Informal Adult Learning Pledge**

Organisations signing up to the pledge agree to seven overarching commitments :

- support the core principles of informal learning and encourage others to sign up
- advocate wider participation, especially for those who have benefited least from learning
- find flexible ways of using our existing spaces, or opening up new spaces, for learning
- encourage and support learning organised by people for themselves
- embrace new ways of learning, including the use of technology and broadcasting
- find and work with new partners to increase learning opportunities
- celebrate successes

The role of West Berkshire Council's Adult Learning Team in the strategy

- Acting as an enabling / facilitating body to help broker a wide range of partners, including partners from community and voluntary sectors, to align resources to engage learners and deliver learning opportunities through the co-ordination of local groups e.g. the West Berkshire Adult and Family Learning Partnership (PCDL Partnership) and membership of

- regional groups, such as the Berkshire Neighbourhood Learning Centre Partnership. This can include securing funding for partner organisations, monitoring that there is no duplication or overlap, arranging the sharing of accommodation and resources to cut costs for small providers, providing trained tutors, putting different streams of funding together to enable a programme to be delivered, producing a crèche or transport to be provided for partners, or promoting courses to their communities. Many courses for the hardest to reach and most vulnerable in our affluent area would not happen without the local authority's co-ordination, support or facilitation.
- Making sure that informal adult learning can link into extended schools, children's centres, family, health, adult community care, public protection, community cohesion, vibrant communities, economic regeneration, provision of skills, healthy lifestyles and other national, regional and local agendas; as well as ensuring that community learning makes a contribution to local the economic and skills strand of the Local Strategic Partnership targets and Local Area Agreements
 - Supporting the value of learning for its own sake as a leisure activity, to maintain skills and to help develop confidence and allow people to have a social activity, particularly important in a rural area, where people have fewer opportunities and, in some cases, limited contact with other people.
 - Providing signposting, information, advice and guidance to learning opportunities in partnership with Job Centre Plus, Business Link, Next Step and other community organisations.
 - Working with colleges, schools, private, community and voluntary organisations to provide professional development, training, support for quality assurance and capacity building, as well as establishing protocols for good practice, e.g. qualifications of staff, observation and moderation of teaching and learning, fee-setting, equalities targets and district-wide planning to avoid duplication and reduce gaps.
 - Planning with and supporting FE Colleges, Extended Services Partnership Managers, Children Centre Managers, Health Visitors, Libraries and Outdoor Centres, Residential Homes and Day Centres, Neighbourhood Learning Centres and others to provide a wide range of learning experiences and to offer help with resources like childcare, training, transport, e-learning and learner support.
 - Planning with others to identify and promote progression routes.
 - Initiating or pump-priming developments such as family learning projects in schools, children's centre, Learning at Work day events, Adult Learning Showcases, community-managed Neighbourhood Learning Centres to enable such self-managed initiatives to get off the ground.
 - Providing opportunities to network and exchange good practice.
 - Providing a wide range of local intelligence / social and demographic data to help all providers in their planning.
 - Being democratically accountable and being subject to scrutiny, audit and inspection to ensure quality and good value for money.
 - Supporting the development of e-learning.

- Supporting learners by waiving fees or by fee concession policies for priority groups and those least able to pay.

4. Priorities for Adult and Community Learning in West Berkshire

- Increasing learner numbers and meeting Skills Funding Agency contract targets
- Preparing for Inspection by Ofsted.
- Maintaining the percentage from priority target groups at 2009 -10 levels
- Developing the skills or knowledge of families, help parents / carers to be more active in the support of their children's learning and development and to understand the impact of that support
- Improving the literacy, language and numeracy skills of parents , improve parents' ability to help their children learn and improve children's acquisition of literacy language and numeracy
- Widening participation and promoting inclusion and community cohesion
- Contributing to the development of skills and employability
- Promoting learning and the ACL Service to the local community and providers in the private, public and voluntary sectors
- Raising achievement and retention
- Continuing to raise the quality of adult and family learning in West Berkshire
- Realising the potential of e-learning.
- Value for money
- Committing to developing our understanding of sustainable development by raising awareness and by taking a sustainable view of our use of resources, our management of waste and our impact on the environment.

Service Developments in Adult and Community Learning in West Berkshire

The Council's Adult and Community Learning Service was inspected by the Adult Learning Inspectorate (now merged with OfSTED) in January 2007 and was

judged overall to be grade 2 – good. The Council is due to be inspected again either in the old four year cycle or the new six year cycle of inspections during 2011 – 2013.

The Council will continue to secure Adult Safeguarded Learning (ASL) and Formal First Steps Funding for its Adult and Community Learning Service from the Skills Funding Agency (formerly the Learning and Skills Council). Additional funding will also be sought from other organisations for quality improvement e.g. for providing information and advice, peer review, staff training and developing the e-learning strategy.

In 2010-11 the Council will continue to commission through a contract based on set of targets with Newbury College to deliver a programme of adult and community learning courses, PCDL in the College and community venues, wider family learning, family literacy, language and numeracy and discrete courses for learners with learning difficulties and / or disabilities. It will also continue its contracts with the WEA, Community Council for Berkshire, New Directions and Victoria Park Nursery to deliver targeted courses in the community. A number of community and voluntary groups will also continue to be supported to deliver Community Education Fund projects. Direct provision of courses through the Keeping Active programme in residential homes and day centres and the Community Laptop Project will continue and, hopefully, expand following the updating of software and employment of additional sessional qualified tutors. In order to meet the targets for Personal and Community Development Learning the Council will be looking for additional providers and will be offering a proportion of the provision up for tender.

For 2010-11, the Council will be preparing itself and its contracted providers and partners for inspection and will be monitoring the Ofsted publications to ensure that it keeps up to date with the expected changes to inspection during 2010-11.

It will be responding through membership of LEAFEA to the Department for Business Innovation and Skills consultations on “A simplified Further Education and Skills Funding System and Methodology” and “Future Direction of Skills Policy”.

Provision of Adult and Community Learning will be funded by :

1) The four strands to Adult Safeguarded Funding (ASL):

- Personal and Community Development Learning (PCDL)

Formerly known as adult and community learning (ACL) PCDL provision is now defined as learning for personal development, cultural enrichment, intellectual or creative stimulation and enjoyment without the requirement to progress onto other learning or achievement. The Council will continue to work with its providers to offer a wide programme of courses throughout

the district. The focus for this activity is learner engagement to widen participation and while progression is not a funding requirement learners are signposted to further learning, in particular, if relevant to Skills for Life provision. Courses will take place at Newbury College and up to 40 community venues. In 2010-11 the majority will take part in 8 /10 week part time courses with 2 hour sessions, however learners will also enjoy one day taster sessions and shorter courses. The majority of courses are fee paying, though fees are waived for learners with learning difficulties and disabilities and for target groups on discrete courses. The Council will be supporting the new PCDL providers in the district to develop their programmes. The Community Council for Berkshire is building a programme of webinars to support community organisations to access funding and to market themselves and a programme of courses to give community organisations the skills they need to develop their communities along the idea of The Big Society. The WEA is working in partnership with the Nature Discovery Centre to provide programmes, particularly in photography, linked with activities at the Centre and is building a programme of Art and History courses along the lines of those that used to be delivered by the Reading University School of Continuing Education before it closed. A new West Berkshire branch of the WEA is opening in the area centred on the Thatcham area.

The Council will be supporting two of the Learning Revolution Transformation Projects to continue to offer free courses to hard to reach groups who are unable to pay which will be delivered by the West Berkshire Minority Ethnic Forum and the Newbury Community Resource.

The Council co-ordinates the work of the West Berkshire Adult and Family Learning Partnership (PCDL) partnership which strives to identify gaps in provision, progression routes and aims to prevent overlap and duplication of provision.

- Wider Family Learning (WFL)

Wider Family Learning is targeted at parents and carers, including fathers and grandparents. It is targeted at parents with low self esteem, few qualifications and little confidence in helping their children succeed in order to widen participation and go some way towards breaking the cycle of poor school achievement by enabling parents to support their children's learning. The provision supports schools seeking to improve children's attainment by working in active partnership with parents in a 'whole organisation approach'.

Priority venues for this provision are those that are able to provide access to a range of other family services to increase the range of possible

outcomes and longer term impact for participating families such as Children's Centres and Extended Schools.

- Family Literacy Language and Numeracy (FLLN)

Family Literacy Language and Numeracy is delivered in partnership with Newbury College, targeted schools and Children's Centres in areas where educational achievement is low and adults are known to have low attainment in basic skills for parents i.e. without level 2 qualifications. Learners have access to initial and diagnostic literacy and numeracy assessments and negotiate an individual learning plan to try to address those needs. FLLN courses provide opportunities for learners to achieve accreditation in national literacy / numeracy tests

- Neighbourhood Learning in Deprived Communities (NLDC)

The Council works with the five other Berkshire unitary authorities through the Berkshire Neighbourhood Learning Centre Partnership (BNLCP) to secure funding from the NLDC funding stream and inform and advise on other related funding opportunities. This investment has created and developed eight Neighbourhood Learning Centres throughout West Berkshire which provide a range of IT facilities and training to specific groups of people who have difficulty in accessing IT services due to age, disability or location. The fund supports a range of information and advice sessions for individuals and an outreach service for groups in the community.

The Council are also works in partnership with BNLCP to use the funding to develop a pan Berkshire Virtual Learning Environment (VLE) for ACL provision which is being adapted to suit local requirements. The West Berkshire section will initially support tutors to deliver their provision to West Berkshire Council Quality Standards and to network with each other and share information. There are plans to eventually extend the facility to learners so they can access materials online.

2) Formal First Steps

The Council will commission Newbury College and the West Berkshire Training Consortium to deliver first step courses to targeted groups and will offer funding to community and voluntary groups through the Community Education Fund

A Formal First Steps course is a short episode of learning, designed to build a learner's confidence and support their planned progression into longer (often pre-Level 2) formal learning. Typically it will consist of a short Qualifications and

Credit Framework (QCF) unit or, where none is yet available on the QCF, a non-accredited or National Qualifications Framework (NQF) unit of around 10 hours, This will depend on the learner's needs. The important aspect of FFS is that it leads onto formal learning. Progression from FFS to formal learning will be monitored.

Formal First Steps provision is not part of Adult Safeguarded Learning (ASL). It is learning that is offered as a planned, initial entry point. Learner progression to further, formal learning is an intended outcome. It is anticipated that FFS will, over time, be fully assimilated into the Foundation Learning Curriculum

3) Family Learning Impact Funding (FLIF)

FLIF was received by the Council for the first time in 2009-10 to deliver ICT courses and Early Years Foundation Stage courses. The funding is additional to other family learning funding and is aimed at vulnerable families who have multiple disadvantages and are at risk.

E-learning Strategy

There is a clear vision and strategy for e-learning across the ACL service. In January 2008 an additional team member was recruited with responsibility for the development of e-learning. Funding for over £20,000 worth of equipment was secured, through the NIACE capital fund and the E-Guide investment fund, to develop e-learning across the provision with particular emphasis on targeted socially deprived groups and venues. NLDC funding has also developed access to e-learning through Neighbourhood Learning Centres and targeted course programmes.

One additional member of staff has been trained as an e-guide and has developed the use of e-learning across the service through team training sessions. Over 90% of staff and learners have access to e-learning tools and most tutors have access to an e-learning champion, e-mail, websites, equipment and a virtual learning environment.

E-learning is now embedded throughout the RARPA (Recognising and Recording Progress and Achievement) process to support course selection, teaching, learning and progression.

Information Advice and Guidance (IAG) Strategy

The provision of high quality information and advice is central to our mission. We believe that IAG should be available at all stages of the learner's journey and is the core of learner's progression. We ensure that our contracted providers and project partners either have matrix accreditation themselves or they invite matrix

accredited organisations or qualified advisors into their provision to deliver timely information and advice to their learners. The Council delivers an information and advice service to people living or working in West Berkshire from its Newbury town centre offices by telephone, email or one to one during a personal visit.

Delivering high standard IAG to a diverse group of learners is a challenge in a large rural area so our resources are increasingly channelled into our outreach services. We have built up internal and external partnerships to support this and in 2010-11 we will work in partnership with internal and external training and IAG providers e.g. Next Step providers, Job Centre Plus and its sub contractors, Business Link and Sovereign Housing to deliver advice to people wishing to take up learning opportunities for their own interests or to support them to get the skills and qualifications to get them into work. The Council provides an outreach service to learners unable to travel to the town centre, to learners on its community projects and to parents/carers attending Children's Centres. The Workforce Development Officer for Early Years and Childcare makes regular visits to all childcare providers and tutors in adult and community learning are regularly made aware of training opportunities through individual emails, observation of teaching and learning and the publication "Making it Happen".

The team specialises in promoting careers in childcare and adult learning, it has a responsibility for up-skilling current practitioners and teachers and is committed to creating a more skilled workforce.

West Berkshire Council Fee Policy on Adult & Community Learning Provision 2009-10

1) Fees and Fee Concessions

West Berkshire Council delegates responsibility for the setting of adult education fees to contracted providers, who retain fee income to support the provision made, however contracted providers are required to negotiate any fee increase with the Council. Since 1999/2000, however, we have introduced an approach to the reimbursement of lost fee income which means that providers are no longer financially penalised for recruiting from certain disadvantaged groups. Under current Council policy (as reflected in the adult education contract) all providers are expected to offer a reduction on the hourly fees charged to students if this is fair to other learners in their provision:

30% Reduction

- resident in West Berkshire and aged 60 or over;

50% Reduction

- in receipt of a Jobseekers Allowance;

- in receipt of means tested benefit, including Pensions Credit Guarantee
- who receive a Disability Allowance, or who care for those with a Disability Allowance and are attending the same course.

Councillors will be reviewing this policy early in 2011

No fees are charged to learners on targeted provision such as the “Twilight” courses for learners with learning difficulties and / or disabilities, First Steps, Wider Family Learning and FLLN.

3) Learner Support - Discretionary Support Arrangements

As the Council contracts out its adult and community learning, it is at provider discretion whether a learner is eligible for funding to support their childcare, travel and /or other costs. The Council takes no policy-line on this; however it would prove administratively impractical to offer hardship grants at a distance from the actual provision. Newbury College has a Hardship and Access Fund that all learners can apply to for assistance with fees, transport, additional costs for their course e.g. equipment and materials and for registered childcare. The Council also puts aside an agreed sum each year for learner support at Newbury College for learners on ASL funded courses and managers apply for support for learners from this fund using the attached form

The Council offers support to community projects requesting funds for childcare provision for adults engaged on initiatives secured via the Community Education Fund.

Additionally, it is Council policy that no fee shall be charged to adults with learning difficulties and/or disabilities attending a discrete adult education class supported by Council funding.

Learners on a number of our courses supported by our Community Education Fund do not pay fees so long as this was agreed by the Panel. Crèche facilities are often provided to Community Education Fund Projects.

Equal Opportunities – inclusion statement

As a member and co-ordinator of the West Berkshire Adult and Family Learning Partnership the Council will work to eliminate unlawful discrimination, promote equality and good relations within all sectors of the community.

Organisations working across the partnership will deliver services for adults and families that do not discriminate on the grounds of gender, age, ethnic origin, race, disability, immigration status, social, cultural or economic status, nationality, faith, religious beliefs, responsibility for dependents or sexual

orientation. It is also recognised that inequality and disadvantage can occur as a result of a variety of circumstances including where people live.

Promoting equal opportunities is everyone's responsibility from learners in the classroom through to tutors and managers

Key Strategic Challenges

The key strategic challenges for the Adult and Community Learning Service are:

- The emerging policy of the Skills Funding Agency to have minimum contract levels of £500,000 rising to £2 million
- The cuts in public services and their effects
- Higher costs of delivering provision
- The effects of the recession
- The new policy of the new coalition government to reform adult and community learning
- The emerging vision of learning in the community following the consultation on informal learning
- The changing model of Personal and Community Development Learning
- New funding mechanisms
- The move towards self regulation in further education
- A changing market for skills
- A changing workforce
- A new qualifications framework
- A new curriculum offer in the Foundation Learning curriculum, Progression Pathways and replacement of First Steps
- Professionalisation of the workforce
- The introduction of Framework for Excellence and other external performance measures coupled with the Skills Funding Agency's increased powers of intervention
- The changing focus of inspection and anticipated future revisions to the Common Inspection Framework
- The changes in the government's national indicator set for local authorities and local authority partnerships which will provide information on performance against national priorities

Key Performance Indicators

Overall Planned Learner Numbers 2010-11

Funding Stream	PCDL	FLLN	WFL	FFS	FLIF	Total KPI	BNLCP (NLDC)
£	£300,326	£20,100	£53,370	£99,427	£8,400		£10,000
Target number of Learners	2500	48	200	270	36	3054	300

	Targets 2010 -11
Prime targets	
Overall number of learners	100%
Proportion of learners who are male	34%
Proportion of learners with LDD	16%
Proportion of learners aged 75+	7%
Proportion of learners from minority ethnic groups	14%
Proportion of learners from areas of deprivation	26%
Proportion of learners from areas of low participation	30%

Secondary Targets	
Proportion of courses that run in rural areas	25-45%
Proportion of fee paying learners claiming concessionary	2-5%

fees as they are in receipt of benefits	
Proportion of learners aged 60+	26-32%

Attendance	2010-11
% Attendance (contracted provision)	78%
% Attendance Community Projects , WFL and FLLN)	87%

Retention	2010-11
% Retention (contracted provision)	90%
% Retention(Community Projects , WFL and FLLN)	94%

References



10-1086-bis-draft-structural-reform-plan[1].pdf

Appendix 1 Action Plan:

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
1. To Increase learner numbers and meet Learning and Skills Council contract targets				
Support existing providers to develop new programmes and to attract learners	<p>Work with existing providers to develop promotional activities and to develop new provision.</p> <p>Identify ways to reduce numbers of courses cancelled especially in rural and priority areas.</p>	<p>Existing providers develop new programmes to attract learners</p> <p>Some marginally viable courses able to run</p>	<p>March 2011</p> <p>March 2011</p>	<p>Contract providers and partners</p> <p>PACLO, FLO</p>
Continue to develop direct provision (Keeping Active Programme, Community Laptops and Wider Family Learning)	Write a new strategic plan for the Keeping Active to	A successful Keeping Active Programme with plans to link learning objectives to Care plans		
Identify new providers of Adult and Community Learning	Promote the availability of funding for PCDL Provision Encourage new providers to bid for funding.	There are a wider number of providers of Adult and Community Learning in West Berkshire who will continue to develop provision so that the service becomes more	March 2011	FLO / ACLO Community Education Fund Panel

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
		sustainable and targets are met.		
2. To prepare for Inspection by Ofsted				
To be ready for Inspection	Write and deliver on a preparing for inspection action plan	West Berkshire Council, its ACL team, its internal and external partners and contracted providers are ready for inspection.	September 2010	PACLO
3. To maintain the percentage from priority target groups at 2009 -10 levels				
Deliver targeted provision and ensure that universal provision is accessible	<p>Additional equality and diversity training for tutors.</p> <p>Continue to contract with and support other council departments, Newbury College, schools, community and voluntary organisations who have developed successful provision.</p> <p>Identify additional</p>	Provision is available for "hard to reach" learners who will be engaged and achieve in learning.	July 2011	<p>Contracted Providers and partners</p> <p>ACL Team</p>

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	<p>providers who can identify and engage excluded groups.</p> <p>Undertake service annual equality impact assessments and policy equality impact assessments</p>			
4. To widen participation and promote inclusion and community cohesion				
Identify and engage additional groups of learners	<p>Attract new targeted learners through tendering process, community education fund, promotional activities, Adult Learners' week, Family Learning month. Thatcham Adult Learning week.</p> <p>Support for new providers to develop provision through the Community Education Fund.</p>	<p>Successful Community Education Fund Round 20</p> <p>New targeted provision established</p>	February 2011	Contracted Providers and Partners ACL Team

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	Deliver courses in community venues through both rural and urban areas, particularly in priority post code areas.			
Increase the opportunities for potential learners to investigate the opportunities available.	<p>Increase the number of opportunities and venues for the delivery of information and advice</p> <p>Deliver tasters and short courses, in particular for young parents and parents of young families.</p>	More learners are motivated to engage in learning in future years	July 2011	ACLO ACLA
5. To promote learning and the ACL Service to the local community and providers in the private, public and voluntary sectors				
Develop media coverage with specific focus on the role and benefits of adult	Regular news releases in local media covering local magazines, newspapers, radio, TV	Monthly editorial coverage of service in local media.	July 2011	

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
learning for the local community and Providers	and internet.			
Develop and promote Website	<p>Website to be developed to support ACL 's wider stakeholder base.</p> <p>More emphasis on website as a promotion and communication tool.</p>	<p>Increased number of website users.</p> <p>Increase in enquiries from website.</p>	Oct 2010	
Develop partnership working and awareness of local opportunities and activities.	<p>Produce two issues of ACL newsletter – Making It Happen</p> <p>Encourage existing and potential Providers to participate in Adult Learning Showcase and Adult Learners Week activities.</p> <p>Develop the WBAFLP.</p> <p>Encourage Providers to participate in the Learner Achievement</p>	<p>People working in Adult and Community Learning are aware of good practice in the area, can access materials and share ideas.</p>	<p>July 2011</p> <p>May 2011</p> <p>May 2011</p> <p>April 2011</p>	<p>ACLOM&C</p> <p>ACLOM&C</p> <p>PACLO/ACLOM&C</p> <p>ACLOM&C</p>

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	<p>Awards.</p> <p>Develop the West Berkshire VLE for tutors and project managers.</p> <p>Develop the website to address information needs of potential Providers.</p>		<p>Nov 2010</p> <p>Oct 2010</p>	<p>ACLOM&C</p> <p>ACLAA</p>
Increase the number of individuals and groups receiving IAG services in West Berkshire	<p>Deliver CV workshops and information and advice sessions at WBC Job Fairs</p> <p>Contribute to WBC's Learning at Work Day</p> <p>Increase numbers of group advice sessions delivered.</p> <p>Develop marketing of Information and Advice service</p>	People living and working in West Berkshire are aware of the provision available	<p>July 2011</p> <p>May 2011</p> <p>June 2011</p> <p>June 2011</p>	<p>Nextstep</p> <p>ACLOM&C, ACLAA</p> <p>ACLOM&C, ACLAA</p> <p>ACLAA</p> <p>ACLOM&C, ACLAA</p>
Develop Laptop Service Sales Leads	Promote service at community level	100 laptop service learners	March 2011	ACLOM&C ACLAA

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	through parish planning groups and targeted media coverage. Produce new flyers to promote service.		Oct 2010	ACLM&C, ACLAA
Events	Learner Achievement Awards Adult Learning Showcase Thatcham Lifelong Learning Fair Community Events Adult Learners Week	The advantages of learning are promoted in the local area. The range of learning opportunities are highlighted.	May 2011 June 2011 Oct 2010 June 2011 14-20 May 2010	ACLOM&C
6. To raise achievement and retention				
Develop the Learner Involvement Strategy	Form a Learner Involvement Strategy Group Review and evaluate	Learners are able to participate in decisions that affect their learning experience and play an active role	March 2011	PACLO / QCO Contracted providers and partners

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	<p>existing learner involvement arrangements and policies</p> <p>Agree steps to improve existing learner involvement mechanisms and develop new ones</p> <p>Consider how the effectiveness of the strategy will be evaluated and reported to learners</p>	in quality improvement processes		
Continue to develop RARPA , in particular, mechanisms for recording achievement	<p>Use observation of teaching and learning action plans to support tutors to develop and negotiate appropriate learning goals for their learners</p> <p>Introduce mechanisms for verifying the records of achievement.</p>	<p>RARPA is embedded in quality assurance procedures.</p> <p>Learners' achievement can be measured.</p>	July 2011	PACLO Contracted providers and partners

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	Provide baseline data for achievement on the ILR upload to the LSC.			
Continue to improve course information	<p>Development of programme information on websites</p> <p>Development of programme information in WFL and FLLN.</p> <p>Support to new providers to develop course information.</p>	Learners are aware of the course outlines and learning outcomes before starting the course.	On going	PACLO / CQO Contracted providers and partners
7. Continuing to raise the quality of adult and family learning in West Berkshire				
Work in partnership with Berkshire Adult and Community Learning Officers Peer Review and Development Group to raise the quality of Providers in Berkshire	Action plan to be developed to include a case study of the group's activities, embedding peer review and moderation between unitary authorities, extending peer review to other	<p>Funding is successfully obtained.</p> <p>Berkshire wide training takes place to reduce costs of training</p> <p>Good practice is shared.</p>	July 2011	PACLO/ ACLO

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
	groups e.g. tutors to make it an all organisation approach.	Peer review opportunities are available for managers, observers and tutors. Developments take place as a result of the peer reviews		
Produce a Quality Improvement Plan following the 2009-10 Self Assessment review	Quality Improvement Plan Developed in partnership with providers with specific, measurable, achievable, realistic, time bound objectives that are assigned to individuals to achieve.	Plan delivered to LSC portal by 20 th December 2008. Actions completed in agreed timescale.	October 2010	PACLO
Revive the West Berkshire Council ACL Providers Quality Group .	Group in place to consult on the self assessment report and quality improvement plan, to agree new and revised policies and procedures	Two meetings held and regular communication introduced.	July 2011	PACLO / FLO
To develop the skills of the West Berkshire	Linking the Strengths and weaknesses	Improved action planning for tutors.	July 2009	PACLO OTL Team

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
Observation of Teaching and Learning Team	observed and consequent action plans to the Professional Standards for teachers in the Lifelong Learning Sector	Development of a Continuous Professional Development policy and staff training plan		
8. Realise the potential of e-learning.				
To continue to develop opportunities for learners to learn anywhere, anytime.	<p>Further development of the e-learning strategy</p> <p>Additional training for tutors to develop their skills and confidence to use technology for the benefit of learners, including using the mobile learning unit, MOODLE and Sharepoint.</p>	Tutors are confident in the use of technology in the classroom.	July 2011	QCO ACLO
To continue to support Adult Learning Providers to purchase and maintain e-	Identification of funding opportunities and partnerships	Sufficient equipment is available for learners	July 2011	ACLO

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
learning technology				
To continue to deliver computer courses in the community	Deliver 16 -20 Community Laptop courses	100 new learners are introduced to computer technology.		QCO ACLO
9. Value for money				
Ensure the service gives value for money without compromising quality or learner numbers	Review fee policy and age related concessions	Clear policy on fees and fee concessions	January 2011	PACLO Portfolio Member
Benchmark West Berkshire Council Provision against other Councils.				SFO ACL Team
10. Committing to developing our understanding of sustainable development by raising awareness and by taking a sustainable view of our use of resources, our management of waste and our impact on the environment.				
Develop a Sustainable Development Policy and Action Plan	Act on consultation with tutors and managers at July 2010 Tutor Forum to produce a draft policy and action plan	Clear understanding of how adult and family learning can contribute to sustainable development.	July 2011	PACLO /FLO

Priority	Actions	Success Criteria / Outcomes	Timescale	Named Partner / Person
11. Contribute to the development of skills and employability				
Engage new learners and develop their confidence so that they are motivated to continue learning and aspire to achieve national qualifications	<p>Ensure there are progression opportunities planned when developing new courses.</p> <p>Ensure that all parents on FLLN courses have the opportunity to take national tests.</p> <p>All learners are made aware of information advice and guidance opportunities</p> <p>Raise the profile of community learning in local and regional forums</p>	Learners are able to develop skills for enjoyment and employment.	July 2011	SM, PACLO

11. Develop the skills or knowledge of families, help parents / carers to be more active in the support of their children's learning and development and to understand the impact of that support				
Continue to develop family learning courses through Extended Schools, Children's Centres and community organisations, Newbury College, CCB and WEA.	Promote family learning through the Newbury College brochure, CEF fliers	Target of 200 learners is achieved for 08/09 Family learning is delivered in new schools/ children centres/ organisations	July 2011	MA
Support provision of courses for parents of children with special needs	CEF project to continue to support delivery of Time Out for Special Needs courses in West Berkshire Support provider in delivering Time Out for Special Needs, Time Out for ADHD and Time Out for ASD	Targets are met for Parenting Special Children – 48 learners	July 2011	MA
Develop provision of targeted healthy eating courses in line with ECM objectives.	CEF project with Fir Tree School and Robert Sandilands and Winchcombe through Excel cluster Family Cookery	Projects to be rolled out through Extended Schools clusters.	July 2011	MA

	project at Burghfield extended services			
	Evaluation of projects			
Engage fathers in family learning provision	Kids and Dads CEF project at Burghfield extended services Evaluation of project	Maintain numbers of fathers participating in family learning provision in -09/10	July 2011	MA
12 Improve the literacy, language and numeracy skills of parents , improve parents' ability to help their children learn and improve children's acquisition of literacy language and numeracy				
Continue to offer Family Language Literacy and Numeracy courses through Extended Schools, Children's Centres, organisations, Newbury College and WEA	Newbury College to work in partnership with schools to identify learners. Work in partnership with WEA to offer a Preparing to help in schools course with progression to level 2 Helping in Schools course.	Target of 50 learners is met for FLLN courses	July 2011	MA
Newbury College to deliver Early Years Foundation Stage courses and Family ICT courses to vulnerable groups	Identify children centres and organisations to work with	36 vulnerable at risk learners recruited.	July 2011	MA

Provide opportunities for learners to achieve accreditation in literacy and numeracy	National test offered in literacy and numeracy on FLLN courses Signposting of learners to basic skills courses	Learners achieve accreditation in national literacy/numeracy tests.	July 2011	MA
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Appendix 2.

Strategic Links – Relationship to other Strategic plans

Strategy / Plan	Description of Link	Lead Person
Berkshire Economic Strategic Board Strategy for Economic Prosperity	Supporting the development of Work / Skills Plans	SH
West Berkshire Skills and Enterprise Partnership	ASL learners and First Step Learner targets are included in the plan as indications of initial engagement of learners. Targets for qualifications are also included	SH
West Berkshire Stronger Communities Partnership	This group forms the governance and consultations for the ESOL plan. It was signed off by the chair.	SH
West Berkshire Council Plan	Including Everyone – Publish a plan to raise demand for English language courses providing learners who want to maximise their employment potential and who want to support their children through school. Successful Schools and Learning – Ensure at least 30% of learners on the ASL Programme come from areas of low participation in education.	SH
Berkshire Neighbourhood Learning Centre Partnership Plan	Steering Group membership. Business and budget planning, delivering of target number of beneficiaries. Purchase, installation, updating and maintenance of equipment taking advantage of economies of scale.	SH / AP
Berkshire ACL Officers Peer Review and Development Group	Share in leading the group, share joint funding to undertake peer review and development activities. Regular meetings, joint training, joint purchasing, benchmarking.	SH
Berkshire Health and Well Being Partnership	The Older People's Service Plan, the 7 outcomes for the commission for social care in independence and well being	PM
West Berkshire Children and Young People's Trust Children's Workforce development strategy	Through the Children's Centres and Extended Services Strategy and the recruitment of the Family Learning workforce	MA AT
West Berkshire Children and Young People's Trust Parenting Strategy 2008-11	Raising children's achievement and raising the skills of parents, especially those with low levels of skill or barriers to learning, mapping of parenting support provision.	MA AT

	Supporting the delivery of family learning in schools	
West Berkshire Children and Young People's plan 2008-11 A fair chance for all children and young people.	Family Learning - Introduce a new model of direct delivery of to address gaps, continue to deliver at targeted schools, support community and voluntary groups to deliver to vulnerable and hard to reach groups, develop new provision.	MA
WB Teenage Pregnancy Strategy	Lead on the provision of courses for young parents in multi agency partnership	MA
West Berkshire Museum Education and Learning Plan	Part funding the research needed to write the plan. Working in partnership to deliver the plan.	SH
WBC Children's Centres and Extended Services Joint Strategy	Facilitating the provision of flexible and targeted services for families and children and young people Providing families with single points of access for information and advice Supporting all schools to provide access to a varied menu of activities and community access to school facilities by 2010	JS
WBC Special Educational Needs strategy	Courses for parents of children with special educational needs	MA
National Year of Reading Follow Up	Membership of the WBC National Year of Reading Steering Group to increase the numbers of people reading. Developing the Council's Literacy Policy.	MA / SH
WBC Education Service Plan	To achieve the best possible outcome for all children and Young people and adult learners. To strategically plan adult and community learning and develop the adult learning workforce, to manage the contracts with Newbury College and other providers and provide an information and advice service for people living and working in West Berkshire. <ul style="list-style-type: none"> Continue to develop the West Berkshire Adult and Family Learning Partnership Increase learner numbers and meet Learning and Skills Council targets Maintain the percentage from priority target groups at 2006/07 levels 	ACL Team

	<ul style="list-style-type: none"> ▪ Develop flexible direct delivery provision of adult and community learning to reduce dependence on sub contraction provision ▪ Identify new providers of Adult and Community Learning ▪ Increase the number of individuals and groups receiving IAG services in West Berkshire ▪ Prepare to make necessary adjustments to respond to changes resulting from the changes to Adult Safeguarding Funding ▪ Develop more systems and practices for peer review and development ▪ Help parents to support their children's learning 	
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