

# Adult Community Learning Plan 2019-21

**Cabinet**

**Date: 4<sup>th</sup> December 2019**

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Author: Cabinet Member for Finance, Education and Skills  
Head of Skills, Employment and Lifelong Learning

Wards: All

Parishes Affected: All

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## **1. Purpose and Reasons**

- 1.1 This report summarises the planned priorities for Swindon Borough Council (SBC) Adult Community Learning (ACL) that are detailed in the ACL Plan 2019-2021 and the Theory of Change.
- 1.2 In January 2019, the Council undertook a review of the needs of adult learners in Swindon and this informed an update of the 2017-20 plan, now ACL Plan 2019-21. The aims of the Council's provision and how the impact of the courses are measured are detailed in the ACL Theory of Change that Cabinet is asked to endorse.
- 1.3 The ACL Plan aims to contribute to the following Vision Priorities and Pledges.

### Priority 2: Right Skills, Right Job, Right Place

- 1.3.1 Pledge 8. Improve educational attainment, in particular at ages 16-19 so we are above the average in England by 2021.
- 1.3.2 Pledge 11. Work with partners to increase the level of skills of Swindon's workforce to support all our residents, including the most vulnerable, to access employment.

### Priority 3: Ensure clean and safe streets and improve our public spaces and local culture

- 1.3.3 Pledge 12. Work with partners to promote healthy lifestyles for the population of Swindon.

### Priority 4: Help people to help themselves while always protecting our most vulnerable children and adults

- 1.3.4 Pledge 18. Deliver a borough-wide approach to increase the impact of volunteering, enabling more people to be active in supporting vulnerable people.
- 1.3.5 Pledge 19. Ensure that more people and their carers are supported to live as independently as possible and reduce the length of time people need to spend in residential care.

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- 1.3.6 Pledge 21. Ensure that there is a partnership approach to early prevention and intervention across Swindon so that more children and families are supported early.

## 2. Recommendations (Minute for Confirmation)

Cabinet is recommended to request the Council to:

- 2.1 Approve the ACL Plan 2019-21 and the 'Theory of Change' attached at Appendix 1 and note the summary of performance.
- 2.2 Authorise the Head of Skills, Employment and Lifelong Learning to implement the Plan.

## 3. Detail

- 3.1 The aim of SBC's Adult Community Learning is to provide high quality learning to enable learners to develop the skills and knowledge to achieve outstanding outcomes so that they can progress in life, work and well-being regardless of their starting points.
- 3.2 The strategic priorities are to: Target, Aspire and Progress our learners.

TARGET	ASPIRE	PROGRESS
We target Swindon's most disadvantaged learners and communities.	We aspire for our learners to achieve outstanding outcomes.	We want all learners to progress. We work with others to achieve this.

- 3.3 The ACL Plan 2019-21 outlines the needs of priority learners. The curriculum aims to meet the identified needs of:
- 3.3.1 Adults, regardless of age, who are unemployed, economically inactive or in low paid employment, including those who may not be currently job seeking but are at risk of social exclusion.
- 3.3.2 Residents with multiple support needs: including those recovering from mental ill health, drug and alcohol addiction, single parents, ex-offenders.
- 3.3.3 Adults with learning difficulties and/or disabilities.
- 3.3.4 Those where a lack of digital skills could result in isolation and limit entry to the labour market.
- 3.3.5 Those eligible learners who are unemployed where English is a barrier.

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- 3.4 To meet the needs of these learners, the curriculum is broad and aims to support individuals to develop their life and work skills to support:
  - 3.4.1 Improvements to health and well-being.
  - 3.4.2 Positive change in lifestyles and social inclusion.
  - 3.4.3 Improvements in knowledge and skills for progression.
- 3.5 All provision is delivered in community settings in the priority communities or accessible venues in the town centre.
- 3.6 The courses are all short (10 to 50+ hours) to acknowledge that our learners may be new to learning after a break and have low confidence and in some cases low resilience.
- 3.7 Until September 2018 this service was fully contracted out to seven subcontractors. Following an Ofsted Inspection in October 2017 when we received a 'Requires Improvement' judgement, officers commenced a re-structure that in 2019-20 will see the councils' ACL direct delivery rise up to 70% of our provision with 30% delivered by three subcontractors. This change has ensured that we are responding positively to the shift away from using subcontractors in the sector whilst maintaining specialist provision and innovation through our subcontractors.
- 3.8 Our subcontractors in 2019-20 are: Madanu, Dorset and Wiltshire Fire and Rescue Service, Smiley Cats.
- 3.9 From September 2019 we employ eleven casual tutors and one full time permanent tutor. The service is currently managed by 2.7 full time equivalent staff and 2.2 full time equivalent support staff.

## Management and Governance

- 3.10 Service managers meet monthly to monitor performance and plan corrective actions.
- 3.11 A Quality Assurance Performance Improvement Board (QAPIB) meeting takes place every month with the Head of Service and Corporate Director, Children's Services. A full performance report is prepared for this meeting.

## ACL Plan Implementation

- 3.12 Our courses are developed to meet need identified in the ACL Plan 2019-21. Courses are all pre-entry, entry or level one. This avoids duplication with our local colleges that tend to focus on higher level skills. Our courses include: English, Maths, English for Speakers of Other Languages (ESOL), Health and

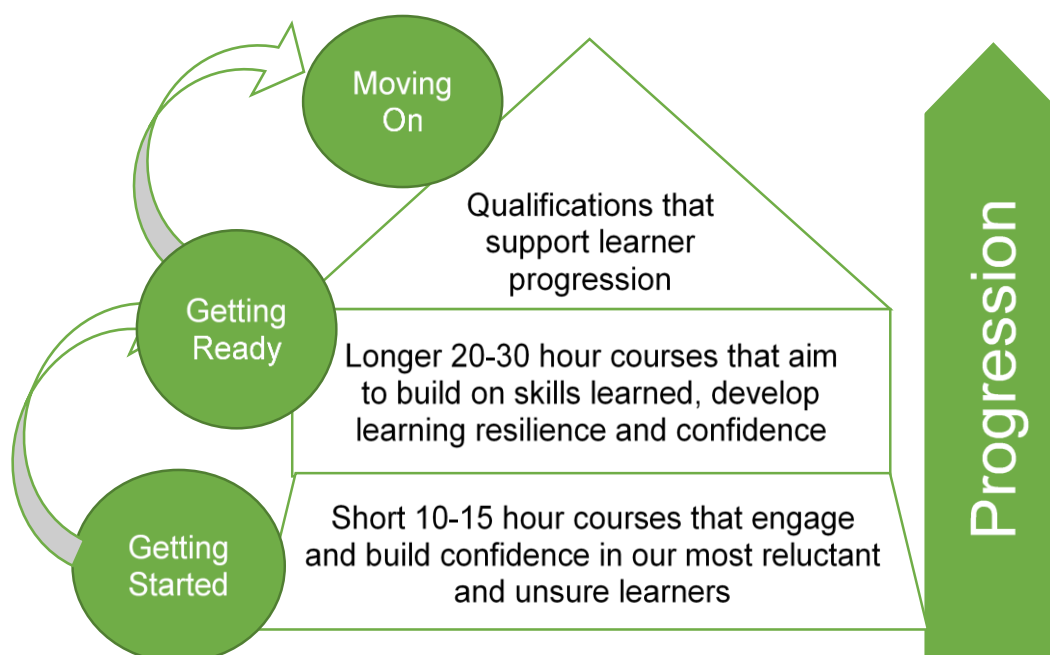
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Wellbeing, Helping Your Child to Learn, Personal Development, Employability and Digital Skills.

- 3.13 Where appropriate courses will be developed to meet the needs of adults identified by other services. For example, we run a Healthy Cooking course for learners referred to us by GWH dieticians; a Green Light to Housing Pre-Tenancy course has been developed and run in partnership with SBC Tenant Academy; a Healthy Relationship course was established to meet the needs of young people receiving the services of our Adult Social Care Transitions Team, and Helping Your Child To Learn and Parenting courses with some primary schools. We are currently co-designing a course with our Health Visitors that will focus on cooking on a budget and weaning.
- 3.14 Courses are developed to engage and progress learners.



- 3.15 We create progression opportunities internally and externally. Examples of internal progression are:

Talk English (ESOL)	Everyday English (ESOL)	Moving On with English	English and Maths Stepping Stone qualifications
Explore Your Options	Employability E3	Employability L1	
Salamander – (Personal Development course)	GOALS and the Confidence course	**Achieve Your GOALS	
Internet for Beginners	Microsoft for Beginners	**BCS Digital qualifications	

Further information on the subject of this report can be obtained from *Sally Burnett*, 07718918197 or [sburnett@swindon.gov.uk](mailto:sburnett@swindon.gov.uk).

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\*\*Green Light to Housing – pre-tenancy

\*\*These courses are currently being developed

## Performance and Impact of Delivering the ACL Plan

- 3.16 We engage the learners that we plan to target. In academic year 18-19 55% of learners had skill levels below Level 2 and 30% had a learning difficulty or disability. 95% of all our learners achieve their courses. Overall performance for 18-19 is outlined below.

KPI	Target 2018-19	Achieved in 2018-19
Enrolments (first year of direct delivery)	1000	696 (700 in 17-18)
New learners	60%	70%
Ethnic Minority	30%	47%
Learner below Level 2	60%	55%
Learners with learning disability / difficulty	25%	30%
Male	28%	23%
Achievement	95%	95%
Retention	98%	98%
Attendance	95%	94%

- 3.17 Our Theory of Change details how we will measure the impact of our planned curriculum on the broader knowledge and skills of our learners.

Has this course helped you improve any of the following?	
Confidence to engage in learning and meet new people	99.6%
Skills to progress into work or volunteering	96.9%
Ability to support my child's/grandchild's learning	98.5%
Improved my maths skills	86.3%
Improved my English skills (including communication)	96.1%
Improved IT my skills	87.6%

(Ref: 18-19 Data Report)

- 3.18 Learners' feedback is collected at the end of each course. A summary of 18-19 is below:

End of Course Satisfaction Survey	
1. I was given useful information and advice when choosing and starting this course	97.5%

Further information on the subject of this report can be obtained from *Sally Burnett*, 07718918197 or *sburnett@swindon.gov.uk*.

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2. My course met my needs	99.8%
3. I have been treated fairly and respectfully	97.9%
4. I had the support I needed to help me progress	99.6%
5. My lessons have been well taught	99.3%
6. I was encouraged to use technology and online resources to support my learning	97.7%
7. I have been given feedback that helped me to improve	99.5%
8. My course has helped me to understand how to keep myself safe	99.8%
9. I was told how to make a complaint if I was unhappy	99.5%
10. I felt safe on this course	99.1%
11. I have been given information and advice about what I could do next including English, maths and IT	99.3%

## Key Areas for Service Improvement

- 3.19 Our provision is due to receive an Ofsted Inspection.
- 3.20 The Inspection framework changed in August 2019 to become the new Education Inspection Framework (EIF). The majority of the inspection is based in classrooms observing and talking to learners, staff and partners. This moves the emphasis of the inspection away from a focus on process and outcome data to:
- 3.20.1 The Quality of Education: they ask, "What is it like to be a learner in this organisation?" There is a new emphasis on Intent, Implementation and Impact (what do leaders plan for learners to learn (the curriculum), how is it implemented (planning and implementation of teaching learning and assessment), and how do we know we are successful).
- 3.20.2 Personal Development and Attitudes and Behaviours: how the curriculum supports the development of learners in the broadest sense.
- 3.20.3 Leadership and Management, including safeguarding.
- 3.21 Our Key Areas for Improvement are detailed in our Quality Improvement Plan. This is regularly monitored and updated. Good progress has been made against all of the areas listed below. However, they are not signed off as complete until the impact on the learners can be evidenced.

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Areas for Improvement	Improvement Actions Underway
Learners work is <b>coherently planned and sequenced</b> towards developing knowledge and skills that learners can recall and use to progress. (in response to the EIF)	All courses have been revised to ensure teaching, learning and assessment supports learners to be able to recall and use their new knowledge and skills. Learning is sequenced in a way that builds on learners' knowledge and skills. Assessment plans reflect Blooms taxonomy.
Ensure tutors use learners' starting points to plan sessions and <b>set realistic and stretching targets for all learners</b> .	A new Initial Assessment form is being used (from Sept 19) to provide more information on the learners' starting point and identify any risk factors so that tutors can support and keep all learners safe.
Learners develop their <b>English, Mathematical and Digital knowledge</b> and skills	Implementing the English, Maths and Digital skills Policy that was developed with tutors. Most tutors appropriately correct spelling and grammar. Functional Skills word lists added to the Policy. 'Words I Need To Know' leaflet will be used in classrooms from November to support learners' learning accurate spellings. Digital skills CPD planned.
<b>Feedback to Learners</b> confirms what they have learned and is developmental	We have some outstanding practice and are seeking to develop this across the service.
<b>Destination and impact</b> data informs improvements to the curriculum	Impact questions to learners have been changed on the Individual Learner Plan be more coherent for the learner.
<b>Celebrate</b> staff and learners' achievements	Monthly newsletter, monthly tutor meetings. Annual Adult Learner Awards

## 4. Alternative Options

- 4.1 There are no alternative options to consider. We minimise duplication with other local providers of adult skills, such as the colleges, by focusing our provision on adults with lower skill needs and we deliver in the communities where learners live.



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## 5. Implications, Diversity Impact Assessment and Risk Management

### Financial and Procurement Implications

- 5.1 SBC ACL is fully funded through a ring fenced annual grant of £455k from the Education and Skills Funding Agency (ESFA). We are contracted to meet the funding rules of this grant, for example, learners must be 19 years in the September of the year they start the course. There is no additional cost to SBC.

### Legal and Human Rights Implications

- 5.2 The ESFA Funding Rules include detailed eligibility rules. These are subject to change: <https://www.gov.uk/government/publications/adult-education-budget-aeb-funding-rules-2019-to-2020>
- 5.3 Legal and Human Rights considerations have been taken fully into account in compiling this report. It is considered that the recommendations of this report are compatible with Convention Rights.

### Staff

- 5.4 Tutors are supported to develop professional practice through regular and focused Continuous Professional Development. The workload and well-being of staff is managed in monthly 1:1s and by appraising and reducing unnecessary workload that can be generated by unnecessary paperwork and processes.

### Social Implications

- 5.5 Courses include opportunities to: increase cohesiveness and capacity of the local community; promotes respect and understanding of other cultures; and supports community participation.

### Economic Implications

- 5.6 Courses are targeted at disadvantaged groups and aim to develop learners' employability, English, maths and digital skills. Tutors are aspirational for all learners to progress regardless of their starting point.

### Diversity Impact Assessment

- 5.7 The Diversity Impact Assessment has been updated for this report. This identified that there was no actual or potential adverse impact in the delivery of this service for residents, visitors or staff on the basis of age, disability, sex, gender, race, religion or sexual orientation, marital/civil partnership status or pregnancy/maternity. A copy of the DIA with more detailed information can be obtained from the ACL Service by emailing [ACL@swindon.gov.uk](mailto:ACL@swindon.gov.uk).



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## Risk Management

- 5.8 A Risk Assessment has been completed and is available from the author. Key risks are identified, managed and actively monitored. Risks tend to fall into the following themes: quality of provision; learner recruitment; meeting budget; KPIs. These risk areas are reported against in the monthly QAPIB meeting with senior leaders.

## **6. Consultees**

- 6.1 The Director of Children's Services and key officers were consulted on the purpose, content, and recommendations of the report before presenting the draft report to Cabinet Agenda Review.
- 6.2 The Corporate Director of Finance and Assets (Section 151 Officer) and Chief Legal Officer (Monitoring Officer) are consulted in respect of all Cabinet reports.

## **7. Background Papers**

- 7.1 None

## **8. Appendices Cabinet Report**

- 8.1 Appendix 1: ACL Plan 2019-2021 (The appendix is available online at the Council's website or on request from Committee and Member Services [committeeservices@swindon.gov.uk](mailto:committeeservices@swindon.gov.uk))
- 8.2 Appendix 2: ACL Theory of Change (The appendix is available online at the Council's website or on request from Committee and Member Services [committeeservices@swindon.gov.uk](mailto:committeeservices@swindon.gov.uk))

## **9. Decision in Cabinet Work Programme**

- 9.1 This is not a Key Decision and is included in the Cabinet Work Programme for December 2019.