

AGENDA MANAGEMENT SHEET

Name of Committee **Adult and Community Services Overview and Scrutiny Committee**

Date of Committee **14th February 2007**

Report Title **Adult and Community Learning Self Assessment Report**

Summary Self Assessment Report and outline Quality Improvement Plan for Adult and Community Learning.

For further information please contact: Pauline Bateman
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Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision] No

Background papers

CONSULTATION ALREADY UNDERTAKEN:-

Details to be specified

- Other Committees
- Local Member(s)
- Other Elected Members Councillor F McCarney, Councillor M Stanley, Councillor Mrs J Compton, Councillor R Dodd, Councillor R Randev
- Lead Cabinet Member Councillor C Hayfield
- Cabinet Member
- Chief Executive
- Legal Jane Pollard, Alison Hallworth, Ian Marriott
- Finance
- Other Chief Officers Graeme Betts, Strategic Director of Adult, Health

and Community Services

District Councils

Health Authority

Police

Other Bodies/Individuals

FINAL DECISION YES

SUGGESTED NEXT STEPS:

Details to be specified

Further consideration by
this Committee

To Council

To Cabinet

To an O & S Committee

To an Area Committee

Further Consultation

**Adult and Community Services Overview and Scrutiny
Committee – 14th February 2007**

Adult and Community Learning Self Assessment Report

**Report of the Strategic Director of Adult, Health &
Community Services**

Recommendation

That Members comment on the Adult and Community Learning Service Self Assessment Report and Quality Improvement Plan.

1. Introduction

- 1.1 The Adult and Community Learning Service have an annual responsibility to produce a Self Assessment Report leading to an action plan highlighting the main priorities for quality improvement.
- 1.2 The draft report has to be uploaded onto the Learning and Skills Council's website by 31 December.

2. Self Assessment Report

- 2.1 The purpose of the Self Assessment Report is to encourage continuous quality improvement within the organisation and demonstrate to the Learning and Skills Council (the funding body), and the inspectorate, that Adult and Community Learning is a provider of good quality learning services.
- 2.2 The report together with the outline action plan for quality improvement (on the last 2 pages of the report) is attached for consideration by Members.

3. Recommendation

- 3.1 It is recommended that Members comment on the Self Assessment Report and Quality Improvement Plan.

GRAEME BETTS
Strategic Director of Adult Health &
Community Services

Shire Hall
Warwick

January 2007

**Warwickshire County
Council**

**Adult and
Community
Learning
Service**

**Self-Assessment
Report**

December 2006

Index

Section	Page
1 Description of the Service	3
2 Overall Effectiveness	6
2.1 Summary table of grades	6
Capacity to improve	7
Risk Assessment and Health and Safety	7
3 Leadership and Management	9
3.1 Equality of Opportunity	11
3.2 Quality Assurance	18
4 The Self Assessment Process	20
5 Evaluation of Academic Year 2005-6	22
5.1 Learner data	22
5.2 Retention	23
5.3 Achievement	24
5.4 Learner Satisfaction	25
5.5 Observation of Teaching and learning	28
5.6 Review of progress on the Quality Improvement Plan	30
6 Areas of Learning:	32
6.1 Essential Skills	32
6.2 Family Learning	36
6.3 Information and Communication Technology	39
7 Learndirect	41
8 What learners like about Warwickshire ACL	42
What learners think could be improved	42
9 Outline quality improvement plan for 2006-2007	43

Warwickshire County Council Adult and Community Learning Service

Self Assessment Report December 2006

1 INTRODUCTION – DESCRIPTION OF THE SERVICE

Warwickshire County Council Adult and Community Learning Service secures provision through: outreach and community development work; direct delivery of Essential Skills, Family Learning and Information and Communication Technology (ICT) programmes which include both first rung activity and some accredited courses; and by awarding monies to groups and organisations from statutory, voluntary and community sectors to secure adult learning in accordance with the service's plans and procedures. Personal and Community Development Learning will be offered from August 2006.

The mission of the service is to maximise the quality of life of all communities in Warwickshire by working in partnership to reduce inequalities, improve well-being, promote individual independence and enrich people's lives through learning and culture.

Adult and Community Learning in the county is funded by Coventry and Warwickshire Learning and Skills Council (LSC). Learning opportunities are currently delivered by five area teams based in the five district and borough council areas that make up the County of Warwickshire. There are 5 Area Managers supported by Curriculum Coordinators for Essential Skills, Family Learning and Information and Communication Technology, a Finance and Performance Manager, a Head and Deputy Head of Service and administrative staff. Full time teaching staff in each area are supplemented by part time tutors. Each area also has full time Development Workers who make links in the community and identify and respond to local needs by providing customised learning opportunities and widening participation. The Service also manages Learndirect provision.

Warwickshire has a population of 505,860. According to the 2001 census, 4.4% of the county's population is from a minority ethnic group, compared with 9.1% nationally. Other demographic information fits within national norms, apart from a slightly higher age profile in Warwickshire with 26% of the population in the 45-64 bracket compared with 23.75% nationally.

Provision is organised to ensure a broad geographical spread with teams and office bases in North Warwickshire, Nuneaton and Bedworth, Rugby, Warwick and South Warwickshire. Reaching potential learners in a widespread geographical area with sparsely populated rural communities can have implications for sustaining viable groups. In 2005-6, there were 5485 enrolments and 4020 individual learners on courses.

Following the disaggregation of the pre-existing Youth and Community Education Service into two parts, the Adult and Community Learning Service

became a freestanding service located within the Education Department of Warwickshire County Council on 1 March 2005. The service has since been restructured in response to recommendations in the report of the Adult Learning Inspectorate following a successful external inspection in 2004 and internal reviews undertaken by the County Council. This process was completed in February 2006 when a new post holder took up the final position in a series of management posts that had become vacant during this process.

On 1 April 2006, Warwickshire County Council underwent further reorganisation when 9 departments were restructured into 6 directorates, prompted by the modernisation agenda and the Children Act 2004. This has seen the dissolution of the former Education Department, and the consequent relocation of the Adult and Community Learning Service within a new Adult, Health and Community Services directorate. The service now sits in a 'Libraries, Learning and Culture' division. Whilst these changes have necessarily involved considerable upheaval, the service is keen to explore the potential for collaborative work with its new organisational neighbours and engage new groups of learners in line with LSC priorities.

At the same time that these changes were taking place, negotiations with the Local Learning and Skills Council (LLSC) about funding and priorities for 2006/7 meant the service having to adapt to a further range of external pressures. Most obvious among these has been a reduction in the overall level of funding from the LSC, in the order of 9% in real terms. This cut, and the uncertainty regarding future funding, together with the requirement to charge fees for the first time in the history of the service, clearly has a significant impact on the resources available to deliver aspects of the ACL strategy.

In addition to the funding issue, the LLSC has expressed the requirement for a significant revision of the service's priorities and orientation. Hitherto, the service has concentrated on the key curriculum areas of Essential Skills, ICT and Family Learning (with an associated staffing structure), and on geographical areas of relative deprivation. There is now an expectation that the geographical spread of programmes will be broadened and the curriculum offer expanded, within the scope of the new First Steps/ Personal and Community Development Learning (PCDL) division of funding. The full implications of these requirements are still unclear, but will not be insignificant – not least the requirement to expand PCDL so that it becomes two thirds of the total provision.

The repercussions in 2005-6 have been considerable as there has been an obligation to ensure that staff morale remains high in the face of unprecedented change in priorities, structure, direction, curriculum, funding and future staffing implications. It has been vital to involve staff in building the foundations for future work in a service which will be capable of delivering a broader range and mix of provision to accommodate the redefinition of provision into either First Steps or Personal and Community Development (PCDL) learning.

In 2005-6 the majority of learning opportunities have been delivered directly by the service, in response to the recommendations made by the Inspectorate in 2004; however, the required changes in curriculum offer outlined above may see a reversal of this trend, at least in the short term. Planning to meet local need for the 2006-7 provision has included partnership arrangements with other providers – particularly Colleges of Further Education – as well as direct delivery by the service’s own staff.

At sub-regional level the key LLSC priorities that are being addressed by the service are:

- Driving up skills in relation to literacy and numeracy through accredited programmes
- Pushing up demand for learning
- Pushing up the quality of learning
- Upskilling the public services
- Driving up fee income

The strategic priorities of the service are to deliver learning that encourages opportunities for personal and community development and the participation of all members of the community in a process of lifelong learning. This puts into practice the County Council mission statement for lifelong learning:

‘Warwickshire County Council believes that lifelong learning enables local people to play active and positive roles within their families and local communities as well as contributing to the cultural side of life and the economic well-being of the county’.

2 OVERALL EFFECTIVENESS

Grade 2

The overall effectiveness of the service is good as it successfully meets the needs of the service users, as evidenced by the learners' satisfaction surveys. Leadership and management is good as are the arrangements for equality of opportunity. Quality assurance is good and continuously improving. Provision is good in family learning and satisfactory in Essential Skills and ICT.

The service is in an excellent position to make improvements and is strengthening quality improvement arrangements and monitoring systems to promote continuous improvement. There are effective links with other organisations and effective partnership arrangements enhance the range of opportunities for learners. Educational and social inclusion is good. The developments in the structure of the service have enabled significant progress to be made in leadership effectiveness and quality assurance processes, with a range of new systems and procedures being implemented. It is expected that the benefits of these changes will impact fully on the effectiveness of teaching and learning during 2006-7.

2.1 Summary Table of Grades

Area	March 04 SAR (5 point scale)	April 04 ALI (5 point scale)	Dec 05 SAR (4 point scale)	Dec 06 SAR
Leadership and Management	3	3	3	2
Contributory grade for Equality of Opportunity	3	2	2	2
Contributory grade for Quality Assurance	4	4	3	2
Basic Skills	3	3	3	3
ICT	3	3	3	3
Family Learning	3	2	2	2
Community development*		2	2	2

*Identified by the ALI as a separate area for inspection

Capacity to improve

The capacity of the service to improve is high. Management and functional responsibilities have been redefined and the service is very clear about what must be achieved and how this can be done.

Risk Assessment and Health and Safety

The main risks that the service faces are those of the absence of key staff and of the consequences of the impending changes in the ACL funding mechanism. Experience has shown that a small service such as this one cannot afford to lose key personnel for extended periods without this impacting, particularly, on curriculum and quality development. However, this risk should be minimal following the recent changes.

If the anticipated funding changes, and the reshaping of the pattern and volume of provision, result in a significant reduction in core funding this will seriously impact the offer. Any funding reduction, unless accompanied by an equivalent reduction in targets, will put increasing pressure on delivery teams to meet commitments. The service has demonstrated excellent value for money in that it has managed to increase learner numbers despite a reduction in funding in real terms.

Adult and Community Learning is increasingly being asked to respond to a diverse range of initiatives and agendas, from both within and outside the county council. In the context of uncertain funding, this represents a risk that the resources of the service will be overstretched.

The service works with children in Family Learning settings and with vulnerable adults in other areas, particularly in Essential Skills and Skills for Independent Living. Enhanced CRB checks are carried out as standard. Appropriate procedures are in place to ensure the safety of learners in these and other situations. Risk Assessments are undertaken and documented for each course venue and for activities such as trips. The internal audit carried out by Warwickshire County Council found that the arrangements in place were satisfactory.

The audit consisted of a high level review of the arrangements in place in respect of:

- Budget management; monitoring and forecasting arrangements
- Business planning, including risks; identifying targets; performance monitoring arrangements;
- Partnerships including arrangements with LSC;
- Monitoring and evaluation of tutors and courses provided, and how any remedial action is taken; and
- Monitoring and reporting of grant income

There were 5 levels: 1) Full 2) Substantial 3) Moderate 4) Limited 5) None. The Audit Report on Adult and Community Learning included the identification

of both financial and non financial risks, and the controls in place to address those risks and concluded: “The level of assurance provided by controls for this audit area is substantial”.

Strengths

- Very responsive to the needs of the hard to reach
- Highly effective community partnerships and development work
- High levels of learner satisfaction and enjoyment
- Large numbers of learners gain in confidence
- Successful management of complex change
- Good budget management and value for money

The service has a clear development strategy. This ensures the provision of relevant learning opportunities to hard to reach groups by offering a range of flexible and innovative programmes in response to cross agency planning. The service is highly responsive to identified learning needs at individual, community and service level. This is evidenced by high quality individual support, contextualised learning, innovative development work and dynamic partnership projects.

Area teams work in accessible, effective and appropriate ways with a range of partnerships involving the statutory, voluntary and community sector through meeting with local organisations, groups and individuals to identify and respond appropriately to learning needs and aspirations. An example of this is the service's successful submission, described as an 'extremely strong and innovative' ESF bid, as part of the Warwickshire Probation Learning Partnership to work with the Offender Learning and Skills Service.

There is extensive evidence that learners feel high levels of satisfaction and enjoyment and many learners report a growth in confidence as a result of their learning experience. Retention rates are excellent throughout the county, in all geographical and subject areas, (above 90%) and achievement rates for national Literacy and Numeracy qualifications at Level 1 and Level 2 exceed target figures.

The service has successfully managed 18 months of complex change, driven both from within Warwickshire County Council and linked to external constraints and changes from the LSC, in a manner which illustrates adaptability, flexibility and pragmatism. Morale, in terms of working with learners remains high.

Area feedback on key improvements from the previous year included the following:

- Posts filled at management level, giving stability and support to field level eg in the development of OCR qualifications, training, dyslexia training, ESOL qualifications
- Service level introduction of Development Workers' meetings – giving value to their contribution

- A new approach to proactive networking in which development workers actively seek and support networking opportunities
- The encouragement of self direction/empowerment at a local level – outcomes evidenced by a wider range of offer to the community
- Flexibility of response at local level
- Quality Assurance documentation tightened and systematised

Financial probity is sound and has been confirmed by the Annual Use of Funds Audit. The budget planning, monitoring and forecasting processes are inclusive, transparent and robust leading to the willing cooperation of all budget managers in the optimal use and distribution of resources in ways that benefit the service as a whole. Recent audits, both from the Audit Commission and the County Council's Internal Audit, have found that there are strong systems of control in place. Value for money is good, the number and range of learning opportunities has increased and a fee structure has been introduced ready for 2006-2007.

The service has made progress in the development of its e-learning capacity during the year. The e-learning strategy has been updated to take account of the revised service structure, and a new action plan agreed. Small amounts of additional funding have been secured from the LSC and NIACE for projects involving content, staff and infrastructure development, and a comprehensive programme of staff development has commenced, which seeks to deliver training to all teaching staff by March 2007.

Areas for Improvement

- Timely collection and reporting of data
- Publicity promotion and marketing
- Strengthen and develop Self Assessment and Quality Improvement procedures
- Use ILPs more effectively to set SMART (Specific, Measurable, Achievable, Relevant, Timebound) targets & Recognise and Record Progress and Achievement (RARPA)
- Encourage continuous professional development and qualifications
- Sustain and build on partnership activity and identify where Every Child Matters (ECM) priorities exist
- Continue to strengthen team cohesion to resolve tensions between Area Managers and Curriculum Coordinators/ area/ centre

The systems of collection and reporting of data need to be changed so that managers can use appropriate data to ensure that the service offered is relevant, effective and efficient. Data has not always been available in time to support decision-making processes, and managers' profiles identify weaknesses in data use and interrogation.

Self assessment and quality improvement processes need to be strengthened by the production of a planning cycle document and policies to support quality

processes including self assessment, forward planning and staff development. RARPA processes need to be sustained and strengthened, and ILPs used more effectively to set SMART targets and record progress and achievement.

The service needs to extend the existing successful development work to build up a countywide framework of good practice which underpins and makes explicit a marketing, publicity and promotion strategy, taking into account the voice of the non-user. It is important to sustain and build on partnership activity and identify where Every Child Matters (ECM) priorities exist.

ACL needs to encourage continuous professional development and qualifications. A survey of all staff to identify qualifications, work related training needs and career aspirations will be undertaken and a training policy agreed, within the new division of Libraries, Learning and Culture.

The service recognises that there are tensions inherent in the roles and activities of centre and area staff. Work has begun to resolve some of these issues, including increasing the frequency of Service Managers' group meetings and initiating regular 'Strategic Management' as well as 'Operational Management' meetings and 'Away Days' for evaluation, team building and strategic planning, and this process will be continued.

3.1 Equality of opportunity

Grade 2

Strengths

- Collaborative partnership work and links forged in the community ensure there is a strong community voice
- Large number of courses set up in response to local needs and priorities to redress disadvantage
- Good success in reaching hard to reach learners (including offenders) and widening participation in social priority areas
- Priority learners include a high percentage of those who need support with literacy, language and numeracy
- There is a good response to engaging with learners with support needs

Weaknesses

- Changes in funding and policy have lowered morale and led to uncertainty about our mission
- Stronger processes are needed to evidence the service's responsiveness

The proportion of learners with disabilities or learning difficulties (7.7% of the population in Warwickshire) has stabilised at 25.6%. This is an expensive area of provision for the service and it has been necessary to focus available resources to ensure the most valuable learning outcomes. There has been continued engagement with voluntary/community organisations working with

learners with disabilities and/or learning difficulties and accredited programmes, including Independent Travel Training, have been piloted.

Staff awareness of the support needs of learners and potential learners with disabilities and learning difficulties has been raised. Training to ensure that a wide range of staff understand some of the barriers learners have to overcome, know how to identify them, and provide appropriate and sensitive support. 75 staff from across the service, including administrative workers, attended Dyslexia Awareness training, 25 tutors completed a 12 hour Dyslexia Awareness and Support course and the service sponsored one tutor on the Certificate in Adult Dyslexia Diagnosis and Support (Cert ADDS), accredited by London Southbank University. 18 staff completed the national Access for All course and 12 have attended the training on the Pre-Entry Curriculum Framework, further training will follow on inclusion and differentiation.

Historically the service has always sought to redress disadvantage and reduce inequalities by targeting potential learners in areas of social deprivation. The new national guidance from the LSC to broaden the range and scope of provision to attract learners from the whole population, and include leisure courses, has worried many workers in the service who are committed to improving the skills and life chances of those in greatest need. In the spirit of promoting equality of opportunity, the service has tried to ameliorate the possible effects of charging fees by setting up a generous fee remission policy to enable those in social priority areas, those on benefit and those who are over 60, to access courses at a reduced rate.

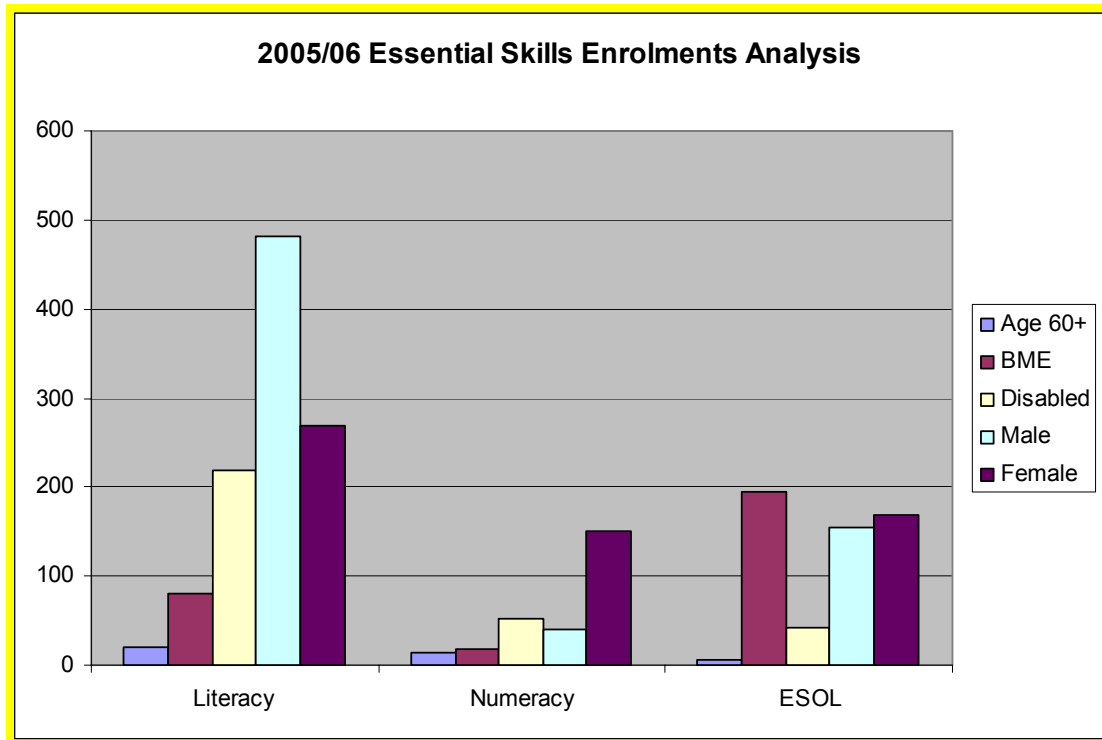
Data analysis demonstrates the wide range of learners who access Adult and Community Learning:

	Males %	Females %	White %	Minority Ethnic %	Disability/ Learning Difficulty %
County (2001 census)	49%	51%	95.6%	4.4%	7.72%
SAR - 2004	22.7%	77.3%	83.2%	16.8%	17.0%
SAR - 2005	30.49%	69.51%	86.54%	13.46%	31.10%
SAR - 2006	30.47%	69.53%	87.49%	12.51%	25.62%

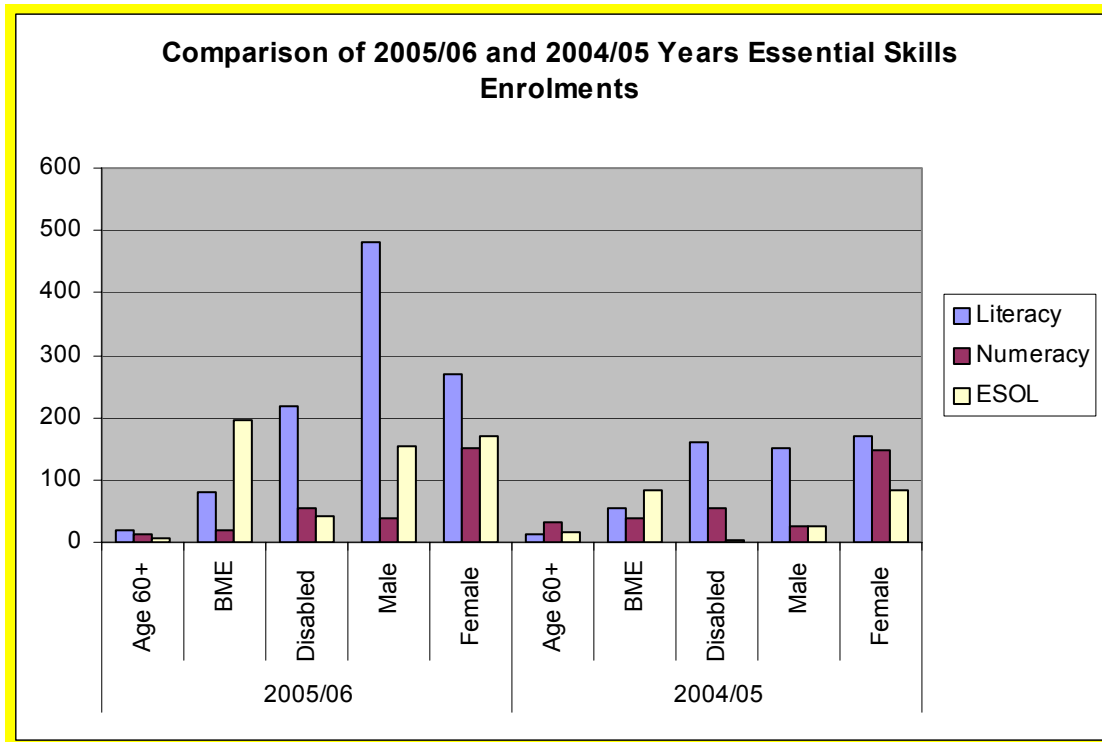
The breakdown above shows very little difference in the service's engagement with male learners compared to the previous SAR. However, as this is an issue for all similar services and the numbers of female learners in Family

Learning far outweigh males for social reasons, so affecting overall proportions, performance should be seen as good.

In contrast, the male to female ratio in Essential Skills was high, this was partly due to the engagement of high numbers of predominantly male offenders as a result of partnership working with the Probation Service. The proportion of male to female learners in ESOL (English for Speakers of Other Languages) is more evenly balanced, but women outnumber the men in numeracy – please see the bar charts below.



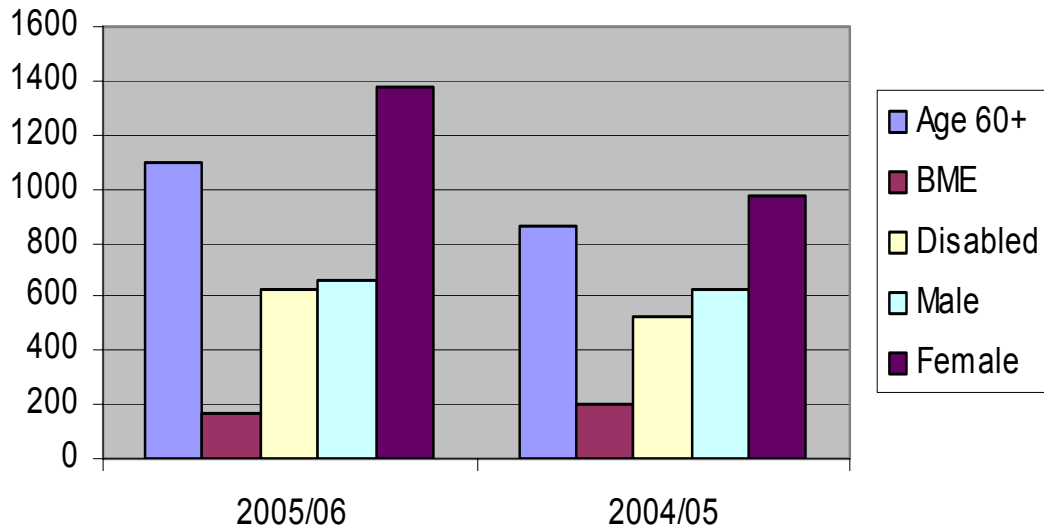
The increase in male learners can clearly be seen in the bar chart below which compares the number of learners with 2004-5. The increase in ESOL learners is also apparent.



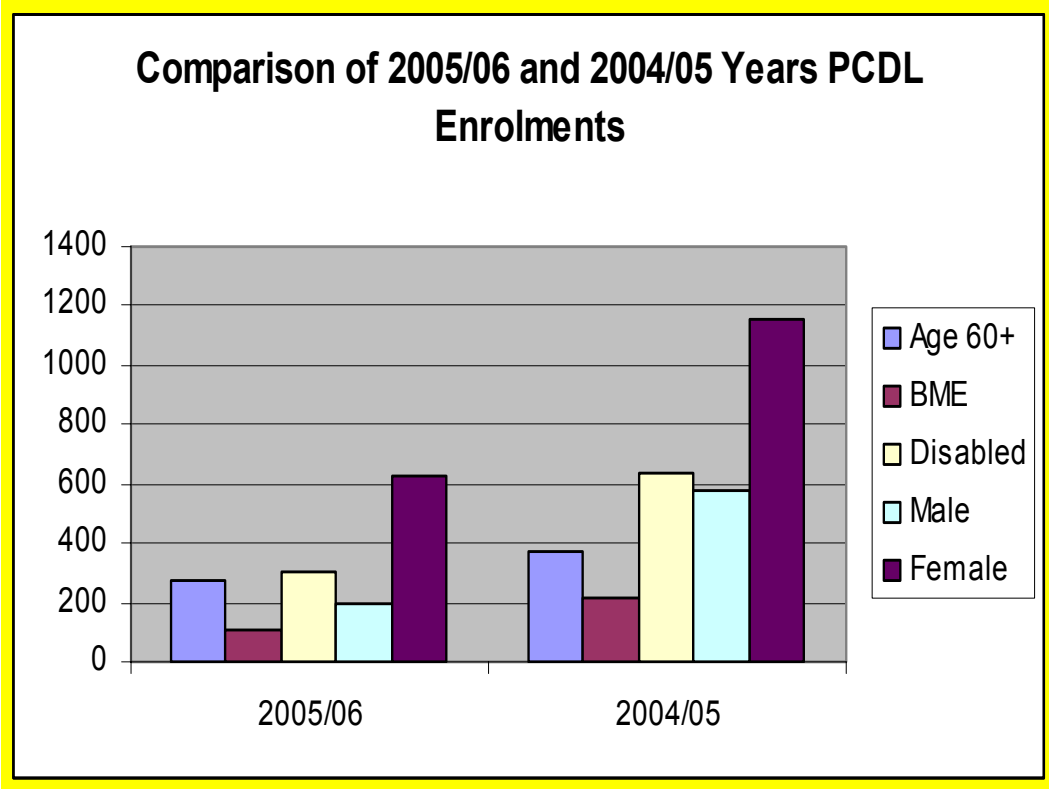
Subject	Enrolments	Aged 60+	Ethnic Minority	Disabled/ Learning Disability	Male	Female
ICT	2,033	1,093	171	628	657	1,376
PCDL	818	276	106	299	196	622

In a comparison of ICT enrolments with the previous year (please see chart below) it can be seen that the service has been very successful in attracting older learners (aged 60+). The number of disabled learners has also increased, as has the number of male learners (fractionally) although the number of female learners has risen more sharply. This may be explained by the pattern of working arrangements. There is a variety of courses available during the day when women with family commitments, for example, can access a course before picking up a child from school.

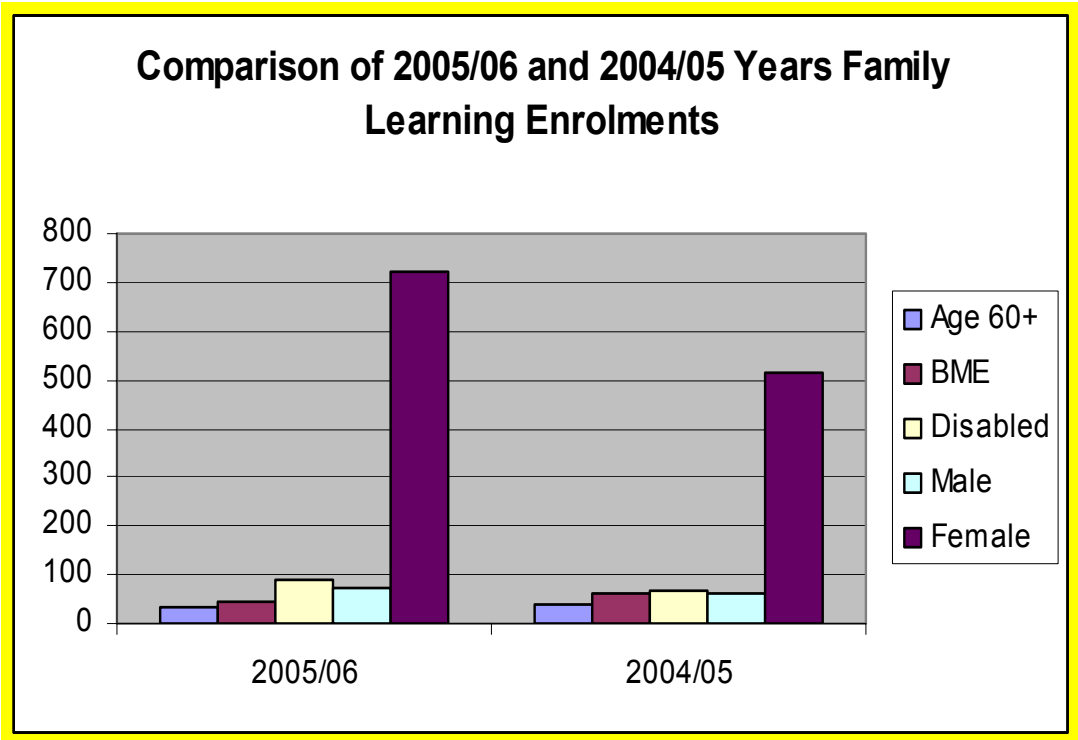
Comparison of 2005/06 and 2004/05 Years ICT Enrolments



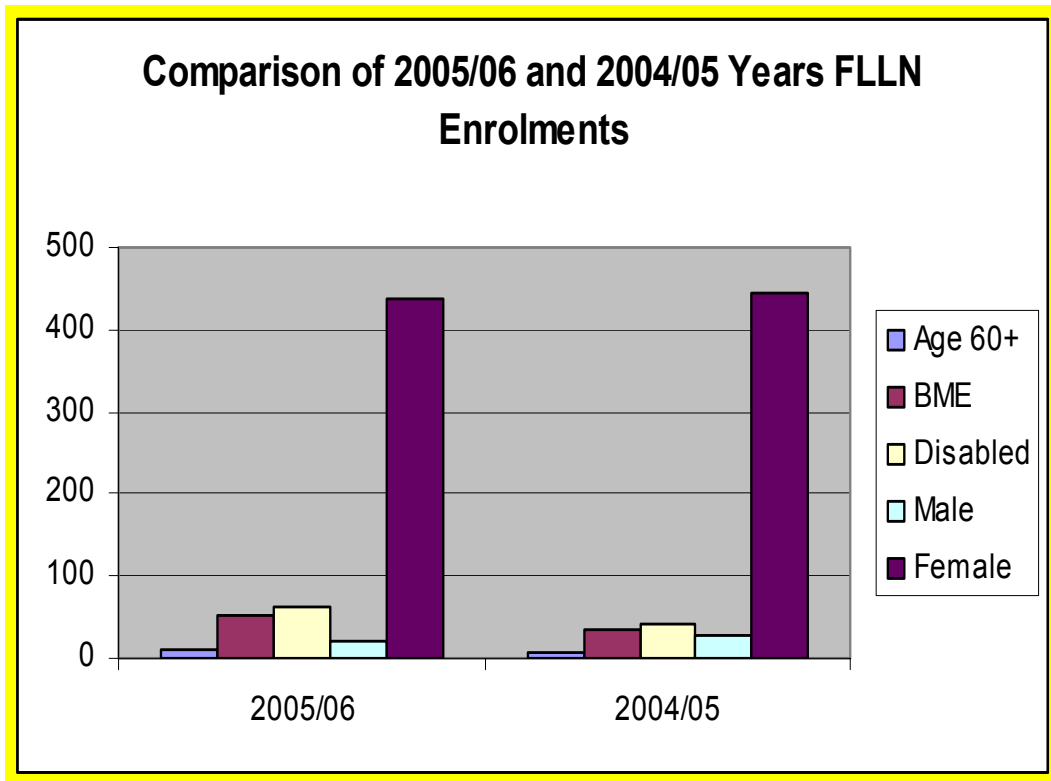
The enrolments for Personal and Community Development Learning show a slightly more balanced gender ratio. The service will examine the impact of charging fees next year and analyse the broader range of leisure courses to determine which are most likely to attract male participation.



A comparison of Wider Family Learning enrolments shows an increase in the numbers overall. It is pleasing that there is a number of learners in these groups who are over 60+ as this indicates that the wider family, including grandparents have been involved. (Please see chart below).



The Family Literacy, Language and Numeracy enrolments show very little difference on the previous year.



3.2 Quality Assurance

Grade 2

Considerable improvements have been made in 2005-6. A team of curriculum co-ordinators is now in place, led and supported by the Deputy Head and Head of Service. The team consists of experienced and knowledgeable specialists whose focus is to drive good practice, coherence and consistency across each of the county areas. The Deputy Head of Service is responsible for Quality, Equality and Curriculum and came into post 1 September 2005. Subsequently the posts of Curriculum Coordinators for Essential Skills and ICT were filled in the spring term 2006. Since that time quality assurance has been strengthened across the service. Regular meetings are held which focus on quality, and action has been taken to initiate and sustain quality improvement for the learners.

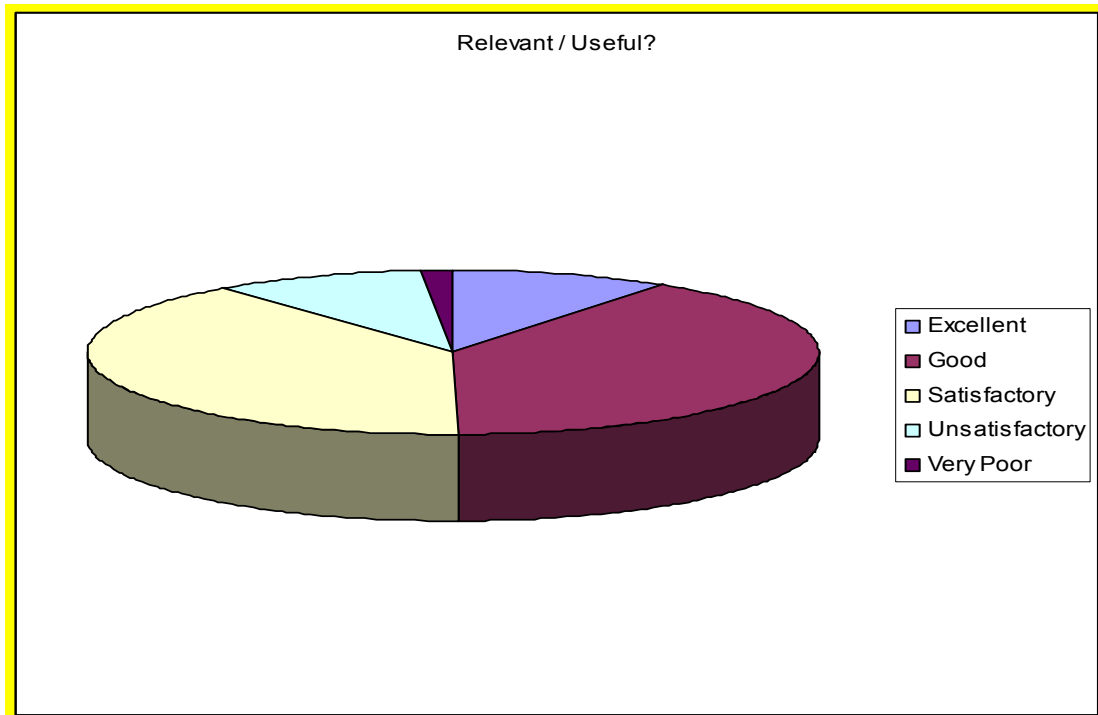
The introduction of RARPA processes was piloted this year and Individual Learning Plans (ILPs) introduced across the service for the first time – previously learning journals were in use but these generally lacked focused, negotiated target setting. A training programme to support the negotiated use of negotiated SMART targets is currently ongoing.

The quality assurance documentation has been completely revamped and updated, ready for 2006-7. A group was set up consisting of representatives from across the county to examine the whole Quality Assurance system and promote a sense of ownership. The Documentation Review Group met regularly to consider the needs of the service and, through a process of drafting and redrafting, ensure the documentation was clear, simple and fit for purpose. The resulting documents were then presented to the whole staff, in a workshop setting, for final comments and revision at County Staff Day.

Curriculum Group meetings are held at least 6 times a year, to encourage professional development and ensure that learners are receiving the best possible learning experience. Full-time, proportional and sessional tutors attend, and share good practice, resources and ideas.

County Staff Days, held 6 times a year – at the beginning and end of every term – provide a unique means of communication with staff across the whole county. Sessional tutors are paid to attend and there is opportunity to share national and local developments, take part in training, network with colleagues, and share ideas and promote quality improvement. Evaluations indicate that staff find this useful but feel that improvements could be made to make them even more effective. Data is being sought and analysed to allow the service to increase the value of County Staff Days still further, and respond to the expressed and perceived needs of the staff as well as the quality improvement needs of the service.

A pie chart with the results of staff evaluation is inserted below. County Staff Days are a valuable tool for continuous quality improvement and work will be undertaken to ensure they become even more effective.



The service provided to learners needing information, advice and guidance has been significantly strengthened this year. Two areas (Rugby and Warwick) have successfully been through the process of achieving Matrix accreditation. North Warwickshire and South Warwickshire are working towards this standard and there are plans for Nuneaton and Bedworth to apply for Matrix accreditation next year. Four areas have recently been awarded a contract with Next Steps for the delivery of information and guidance sessions and Development Workers in these areas of the county are currently undertaking Next Steps training. This service has the potential to greatly enhance the offer to both existing learners and non-learners within the county. During the accreditation process, many learners were interviewed – face to face and on the telephone. These learners (selected at random) were all very positive about Adult and Community Learning in Warwickshire.

Following the changes in the structure of the service there has been a hiatus in the rolling calendar of training – which has been organised on a more ad hoc basis this year. There is also a recognised need to examine staff qualifications, in the light of new national guidance as to what constitutes full qualified teaching status. The service needs to formulate a training policy, and conduct training needs analysis, to ensure that Adult and Community Learning will be in a strong position to meet the challenge of all staff being fully qualified by 2010.

In the drive for a professional workforce, ACL has encouraged teaching staff to achieve appropriate qualifications. 8 tutors have gained Level 4 Subject Specific qualifications to teach Literacy, Numeracy and/or ESOL and 3 have Level 3.

4 THE SELF ASSESSMENT PROCESS

The service produced its first SAR in March 2004 (whilst still part of the Community Education Service that included both Youth and Adult Services) in the run-up to its ALI inspection, which took place in the following month. In 2005 the timing of the SAR was moved to December. While working on the 2005-6 SAR there has been a general recognition of the need for more formalised procedures to enable the whole service to contribute to the self assessment process and 'own' the quality improvement action plan. A request was made to the LSC for consultancy support for self assessment and a consultant was made available in October 2006.

In order to prepare the SAR for 05-06, each area team was asked to supply course and learner information for analysis by a moderation panel consisting of Curriculum Coordinators and the Deputy Head of Service, who has responsibility for quality, equality and curriculum. The following was received from each area:

- Two sample course files from each curriculum area
- course reviews for every course
- learner feedback/ satisfaction surveys
- updated action plans following the observation of teaching and learning

The moderation process highlighted a number of issues and led to recognition of the need to formalise a calendar for an annual cycle of quality improvement processes.

The following records were also analysed:

- Records of Observation of Teaching and Learning (OTL)
- Tutor information and qualifications
- Data from AQUA and our documentation processes

Area Managers collected and recorded information and perceptions from area teams. Development Workers, who work within the community to widen participation, provided evidence of the response to learner and community needs. Each Area Manager and Curriculum Coordinator wrote a contributory Self Assessment Report appropriate to his or her own area of responsibility, which was then analysed and collated.

A weakness in the process this year has been the lack of opportunity to obtain the views of all our stakeholders: particularly external organisations. This is an area for improvement which will be addressed in the quality improvement plan.

The whole service management team came together for an 'Away Day' to exchange information, draw together and analyse the relevant data, agree strengths and areas for improvement against the key questions in the Common Inspection Framework, decide on priorities and agree a quality

improvement action plan. Input from the consultant was a valued element throughout this process.

5 EVALUATION OF ACADEMIC YEAR 2005-6

5.1 Learner data

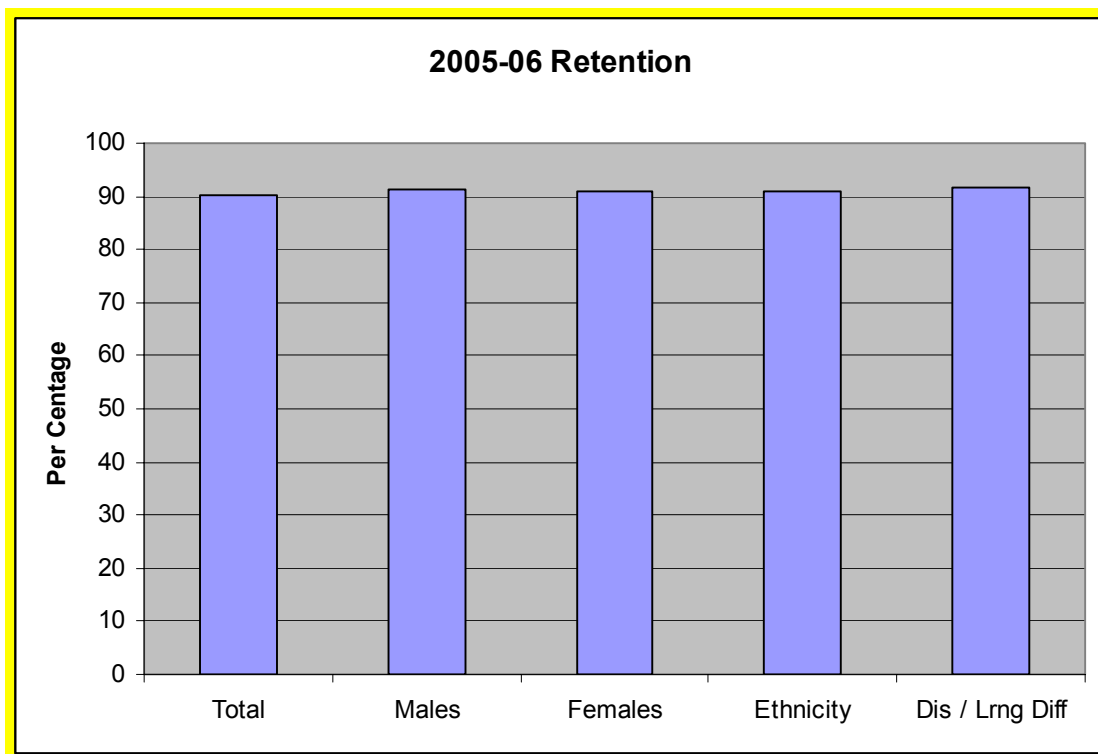
	FLLN Enrolments	WFL/CFL Family Learning Enrolments	Essential Skills Total Enrolments	Essential Skills National Quals	Overall target learners
Target 04/05	613	1,000 adults 500 children	500	150	4,000
Actual 04/05	762	1,341 adults 1,114 children	626	101	3,644
Target 05/06	651	1,062 adults 531 children	500	165	4,250
Actual 05/06	877	1,431 adults 840 children	1,382	214	4,020

Overall enrolment levels are shown above. Performance on Family Learning targets is very good with significantly higher numbers of enrolments in all categories compared to the plan. Essential Skills enrolments were also significantly above the target and this reflects the policy, in place at the time, to embed literacy, language and numeracy into the majority of learning programmes. These embedded Essential Skills programmes did not lead directly to a qualification but were used as an engagement tool. There was a shift in policy from the LSC half way through the academic year - to broaden the range of provision and limit First Steps learning to one third of the total - resulting in a change of direction. The number of national qualifications achieved has risen dramatically, more than double what was achieved in 2004-5 and 30% above target.

The total number of individual learners was 6,418 including workshops. Overall enrolments numbered 7,883 including learners attending workshops and children in Family Learning programmes. Excluding workshops there were 5,485 enrolments and 4,020 individual learners, which was slightly below target but well up on the previous year. In all other areas the service overachieved on targets.

5.2 Retention

Levels of retention were very good (all above 90%) and this is probably due to the fact that most of the programmes and courses are learner driven in that they seek to respond to need identified through the service's development work.



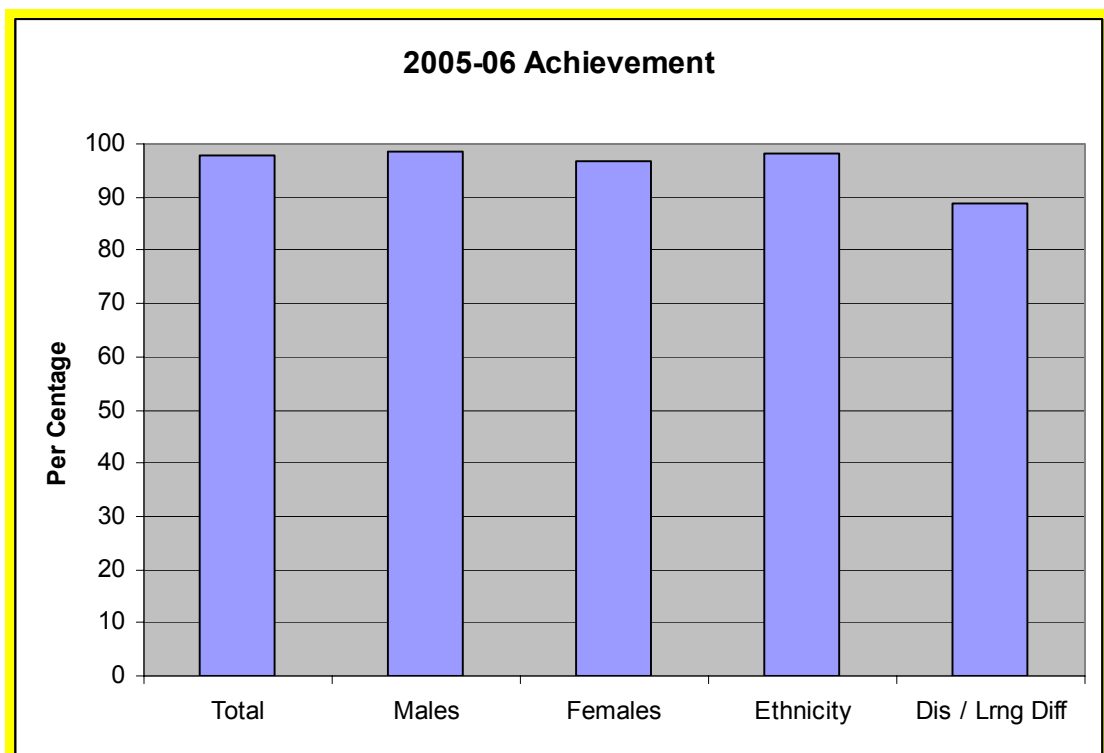
A slightly more rigorous standard, based on FE norms, was used to interpret what constituted retention which could explain the slight drop on 2004-5.

	Males %	Females %	Total %	Minority Ethnic %	Disability/ Learning Difficulty %
Retention 2004-5	93.88%	92.14%	92.67%	95.91%	93.55%
2005-6	90.31%	91.34%	91.03%	90.87%	91.76%

5.3 Achievement

Achievement figures are available but are unrealistically high. The service is moving towards more rigorous monitoring of achievement. Previously, where there was no accreditation, course completion was equated with achievement. In 2005-6 the service moved to the definition of achievement as being whether the learner achieved their learning outcomes (personal learning goals or a qualification). Robust recording of this has been patchy and tackling this will form part of the Quality Improvement Action Plan, as part of strengthening the implementation of RARPA processes.

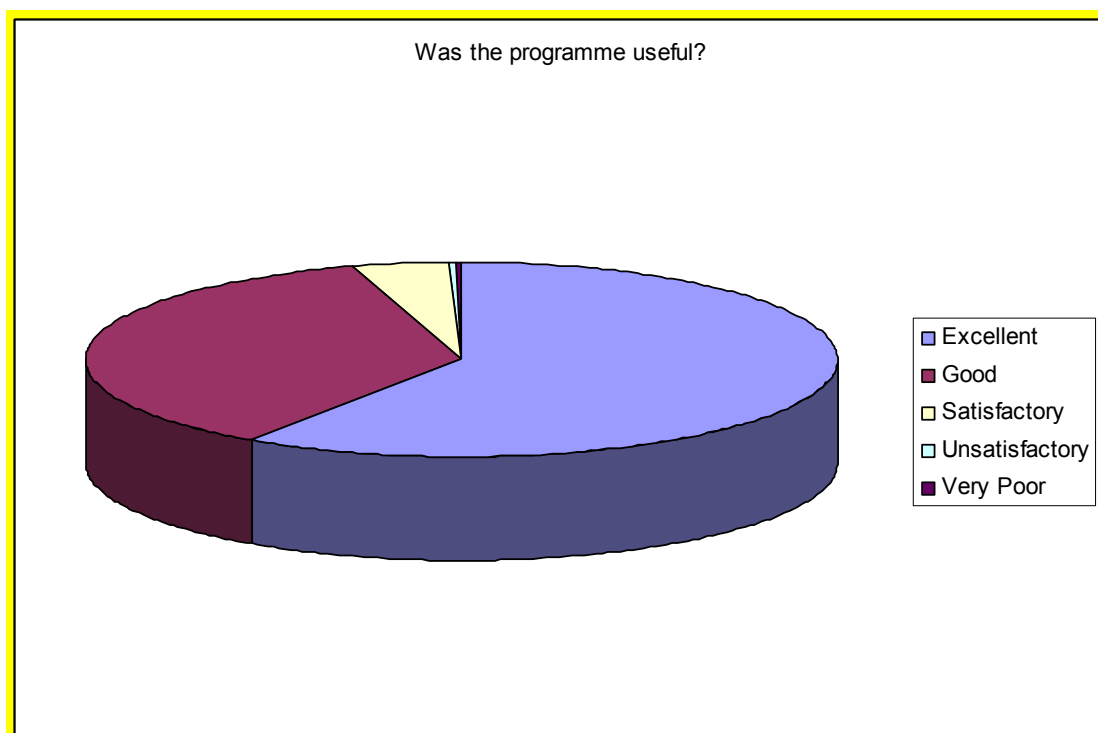
The number of learners achieving national qualifications has increased experientially.



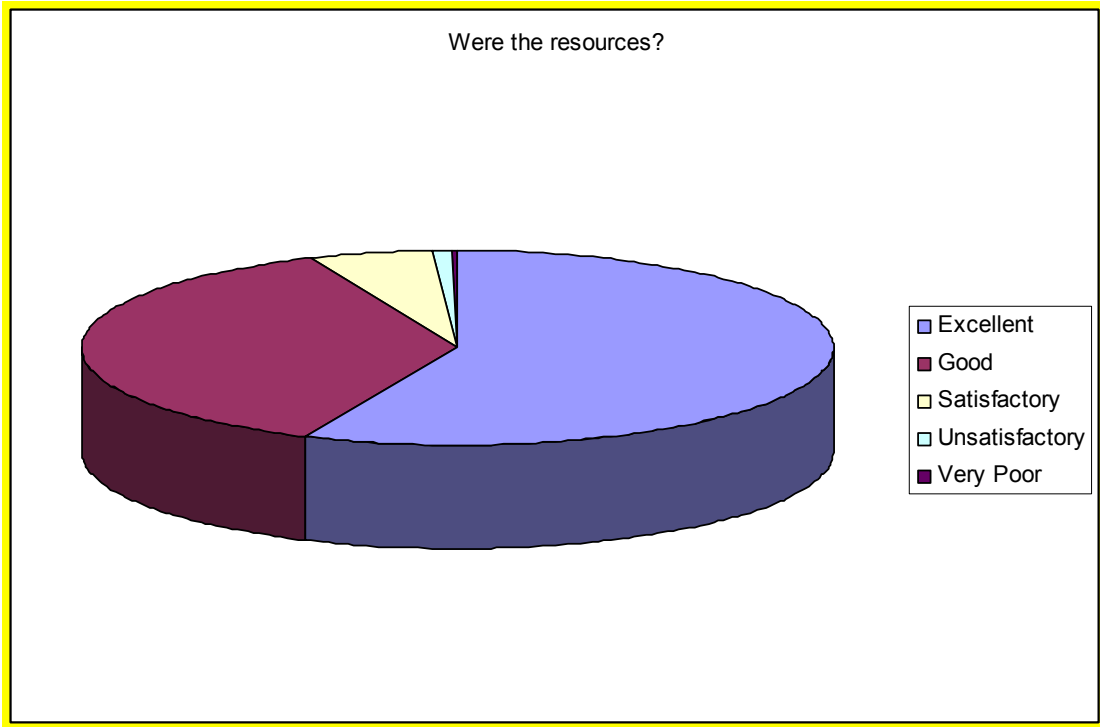
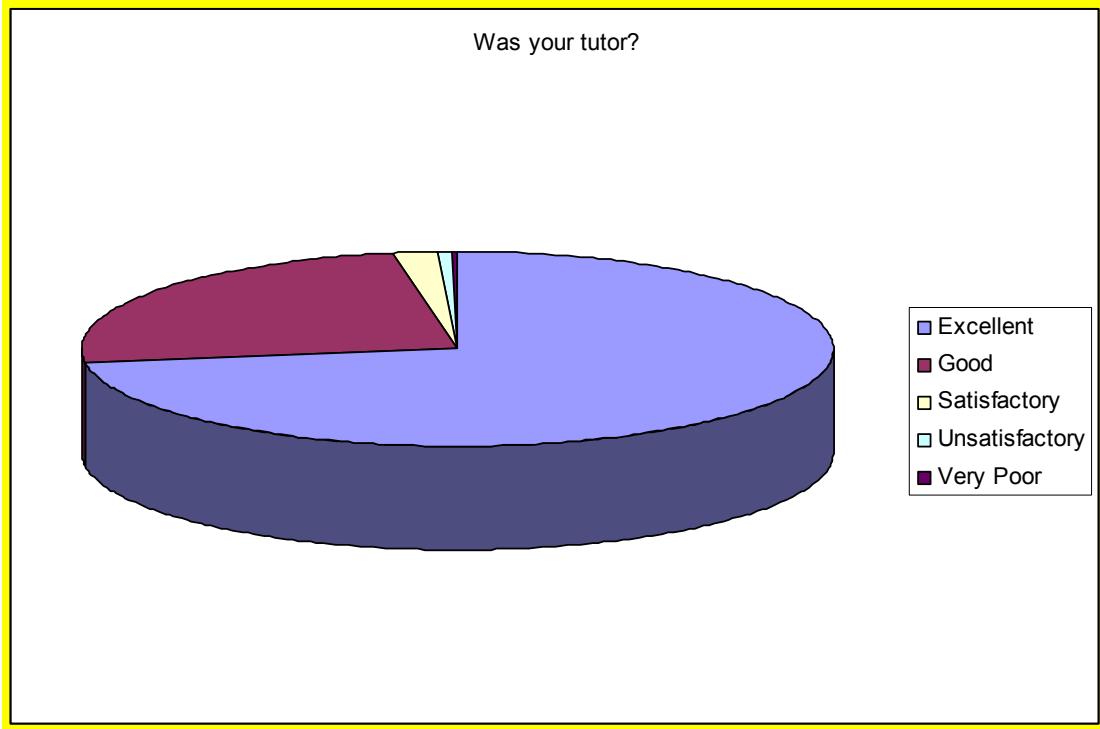
5.4 Learner satisfaction

Learners throughout the service expressed high levels of satisfaction, often accompanied by thank you cards to staff and other vocal and informal methods of expressing appreciation. This was confirmed by comments from learners during observation of teaching and learning and the survey carried out on randomly selected learners by Next Step for the service's Matrix accreditation.

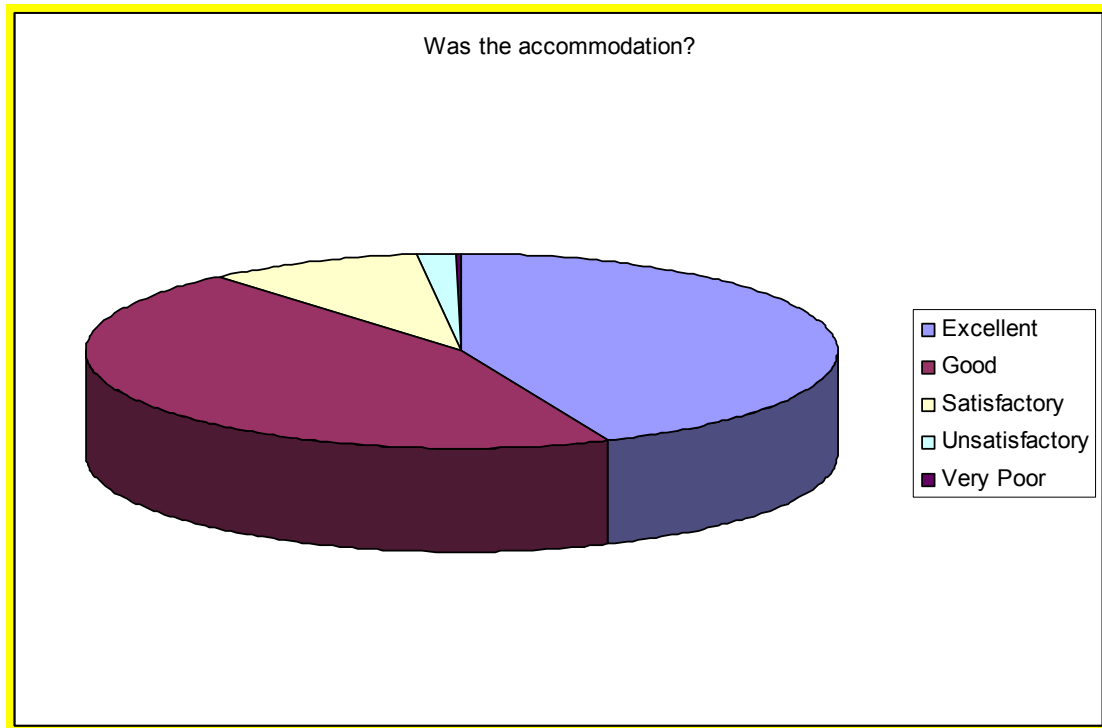
The pie charts below demonstrate the responses on the learner satisfaction surveys.



It is gratifying that such a high proportion of learners found the service to be excellent, when asked to comment on the usefulness of the programme, the tutor and the resources.



The response to the accommodation question is less positive, in comparison, although 98% still found the accommodation to be satisfactory or better (please see pie chart below).



2% of learners indicated that the accommodation was inadequate and this is naturally of concern to the service. There is an acknowledged and wide variation in the quality of accommodation which ranges at one extreme from high quality, purpose built accommodation, such as the UK Online ICT suites that the service has developed, to sometimes less than adequate community venues which are never-the-less accessible and non-threatening for potential learners.

Due to the absence of good quality accommodation in some communities the choice for the service can sometimes be between working in less than adequate premises or not offering provision at all. Faced with this choice in future, Adult and Community Learning will continue to make provision, and work with others to make the necessary improvements over time.

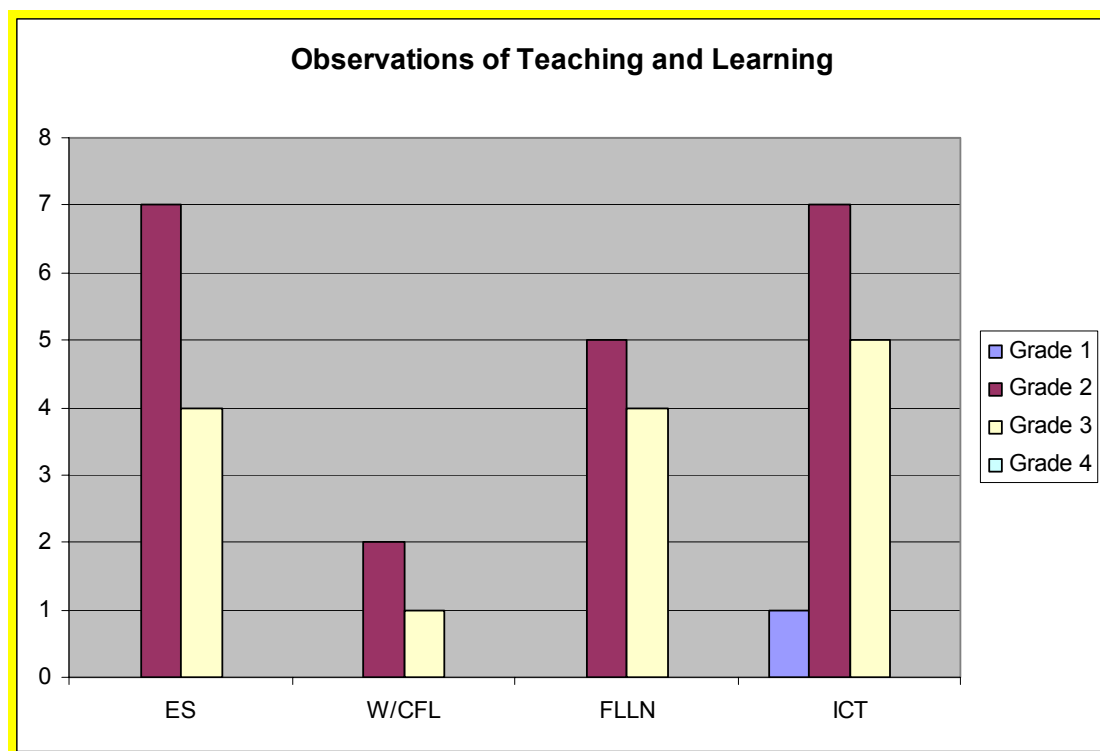
The service is always looking for opportunities to improve its accommodation, however, and this year, with the help of LLSC funding, has moved to excellent new facilities at Camp Hill Early Years Centre in Nuneaton, benefiting both learners and service staff. Likewise in South Warwickshire, Adult and Community Learning are now occupying a new facility at Arden Court in the centre of Stratford-upon-Avon.

5.5 Observation of teaching and learning

During the first part of 2005-6 the policy, procedure and documentation of Observation of Teaching and Learning (OTL) was completely revised. The whole observation team, consisting of the Curriculum Coordinators, Area Managers, Head of Service and Deputy Head of Service, took part in a programme of training which included observing and documenting, grading, action planning and feedback.

The four-point scale has been used to summarise judgements about the quality of the provision:

- grade 1 – outstanding
- grade 2 – good
- grade 3 – satisfactory
- grade 4 – inadequate



The majority of grades have been at grade 2 (59.5%), with 37.8% at grade 3 and 2.7% at grade 1. The tiny minority on the boundary of grade 3 and 4 were designated grade 3 (weak) and a mentoring programme was set up between the tutor and the Curriculum Coordinator with clear action points and evaluative processes to support quality improvement.

A system has been implemented where new tutors are observed within 4 weeks and every tutor (including all sessionally paid staff) is observed in a rolling programme of observation. Results are documented and captured on a spreadsheet for further analysis. An action plan is drawn up with each tutor

detailing strengths, areas for improvement and actions to improve practice. This is then formally agreed between the tutor and the area manager.

Feedback from the areas includes the following:

“The OTL process has clarity and explicit criteria. There is evidence that debate and subsequent change has resulted from OTL (eg use of ILPs, use of resources, and identification of development needs).”

In 2006-7 the action plans will be monitored and the impact evaluated. New documentation processes have been built in to ensure this information is fed back to the Deputy Head of Service and the Curriculum Coordinators who will then be able to use appropriate coaching and mentoring approaches to improve the quality of teaching and learning.

At the Moderation meeting, procedures designed to moderate the grades given across the different areas of learning agreed the grades given but found that the monitoring and follow-up on action plans was patchy. Steps have been taken to rectify this by clarifying responsibilities of Area Managers and Curriculum Coordinators and this will be monitored in 2006-7.

5.5 Progress on action plan from previous year

Action	
Carry out greater analysis and use of data for planning and target setting	Course codes and a system of collecting course data on a course sheet which has been emailed from the area each week and collated into a service wide spreadsheet has allowed faster recognition of monitoring and planning issues. Data reports have been used at Service Managers' meetings to inform planning and monitoring. To maximise the impact of the analysis however there needs to be more timely reporting of data in a way which does not duplicate effort and maximises the use of the AQUA (MIS) system. This will be the next step.
Continue development of QA documentation	There has been widespread, service-wide consultation on the data needs of the service. A Documentation Review Group made up of area and curriculum representatives from across the county met regularly to agree (or redraft) all the documentation used in the service. This was then taken to the whole staff to allow final consultation and revision before being finalised in time for the new academic year. There is now a completely revised set of official documentation (in electronic form and hard copy) which has been agreed and for which there is a high degree of ownership.
Develop system of peer observation for delivery staff to exchange good practice	An informal system arranged within the areas has been in place in 2006. A policy for peer observation to encourage sharing of good practice has been produced and is currently under discussion.
Implement system of ongoing observations of teaching and learning (OTL)	There is now a rolling programme of OTL carried out throughout the year and which informs the training plans for the service and highlights support needs.
Carry out staff and curriculum development programme following 06/7 funding changes	This was an action for 2006-7 which is still ongoing.

Develop a system of unit costing to identify best value for money	A process has been agreed and a service-wide review will inform the detailed aspects of the agreed principles
Monitor trends in take-up of provision for BME learners	Upgraded Equal Opportunities monitoring is providing more accurate and timely analysis of data.
Measure successful programme completion through achievement of learning goals	The service has moved to a system where achievement is measured by the achievement of learning goals but monitoring has revealed that this is not consistently recorded. This will form part of the Quality Improvement plan in 2006-7.
Develop the quality of Essential Skills and ICT provision through improved curriculum coordination	A start has been made and there has been improvement in curriculum coordination but there are still a number of areas where action needs to be taken.
Ensure the quality improvement loop is closed by systematic monitoring, evaluation and action planning	A total review of processes was carried out and procedures piloted for monitoring, evaluation and action planning. This will be re-evaluated and refined in the coming year.
Further develop progression routes and partnerships	New progression routes and partnerships have been established.
Implement the service's E-Learning Strategy	The service has made progress in the development of its e-learning capacity during the year. The e-learning strategy has been updated to take account of the revised service structure, and a new action plan agreed. Small amounts of additional funding have been secured from the LSC and NIACE for projects involving content, staff and infrastructure development, and a comprehensive programme of staff development has been started, which seeks to deliver training to all teaching staff by March 2007.

6 AREAS OF LEARNING

6.1 Essential Skills

Grade 3

Curriculum Area Title:	14	Preparation for Life and Work
	14.1	Foundations for Learning and Life
	14.2	Preparation for Work

Strengths

- Many learners have significant gains in their skills and confidence levels
- Good rapport established with learners which clearly assists the learning process
- Productive working relationships with local partners
- Enthusiastic and informed teachers engage effectively with hard to reach learners
- Success rates in national qualifications have exceeded targets

Areas for Improvement

- Initial assessment evidence is not used consistently to inform ILPs
- Inconsistent use of ILPs
- Lack of differentiation within many teaching sessions
- Predominance of paper-based resources

This area of work covers adult learners in the community across 5 geographical areas in 48 different venues. Provision is offered through embedded essential skills classes, discrete groups and a small number of 1:1 sessions. 303 courses (186 Literacy, 59 Numeracy and 58 ESOL) were delivered to 1382 distinct learners. Adult and Community Learning courses are offered in a variety of county venues including community halls, libraries and clubs. These are regularly reviewed as part of each area's risk assessment procedures.

Venues include:

Community Centres	15
Primary Schools	9
Area offices/local bases	7
Libraries	5
Justice Centres/Probation Offices	2
Parents' Centres	2
Village halls	2
Care homes	1
Church halls	1
Clubs	1
Day Centres	1
Fire stations	1
Supermarket warehouse	1

Learners are identified through a number of routes. Development Workers within each area are responsible for the identification and development of learning needs and aspirations of individuals and groups, particularly within the service's priority areas. This results in networking with other agencies and community groups and offering learning opportunities to individuals and agencies.

Learners may self refer or progress to or from Essential Skills classes from other ACL programmes of learning. They may also be referred from other agencies, or be part of a negotiated agreement. 45 Warwickshire Teaching Assistants attended literacy and/or numeracy classes in 2005-6, arranged as a result of their professional demand in attaining Adult Literacy and/or Numeracy qualifications at levels 1 and/or 2. The success rate of this group of learners is 95%.

There has been significant work to increase the offer of Entry level qualifications, with some success at Entry 2 and 3. An internal moderation process has been established, giving direction and support to tutors across all areas. Paper-based and on-line National tests at Level 1 and 2 are offered to all learners if appropriate.

Provision is driven by learners' needs and can commence at any time during the calendar year, taking into account the length of programme and times of sessions. Ability levels in groups range from Pre-Entry through to level 2 and/or employment. Essential Skills groups have focused on approved national qualifications and achievements have exceeded local targets.

Information, advice and initial assessment play an integral part in ensuring that learners are placed on the right course. Development Workers and/or tutors address this prior to enrolment, during a programme and on completion.

Significant changes have been made to all documentation: learning journals have been replaced by Individual Learning Plans and some training has been delivered for tutors. All learners negotiate their individual plan of learning, with formative and summative reviews. Progression routes are discussed and documented. Work to ensure that this is effectively tracked and monitored, and that all learners are involved in individual choice and autonomy, will be part of the area's plans for 2006/7. Learners' feedback on their groups and their learning is sought and documented. Learners improve in confidence as well as in skills development. Consistent overall analysis of learner surveys does not take place although plans to address this have been discussed at senior management level.

Identified training needs for the curriculum group are addressed both via County Staff days and through group meetings. In order to address the unprecedented change and radical actions currently facing ESOL staff, separate curriculum group meetings will be arranged. The Curriculum Group will continue to give opportunities to review the impact of training and development sessions, as well as identifying further need, cascading information, and sharing good practice and resources.

Working in partnership with the Probation Service, 402 learners have successfully completed an embedded Health and Safety course delivered in the Warwickshire Justice Centre. This is integrated into a full day's requirement for offenders on Unpaid Work orders, and feedback from the learners and the Probation Service is very positive.

Offenders are encouraged to progress to an embedded Employability Skills course of 20 hours duration. On completion of this course, 50% have achieved national tests at levels 1 and 2, some learners are awaiting confirmation of Entry 3 qualifications, and 86% have gained employment. This is an outstanding success rate within the Offender Learning and Skills context.

Resources are held within each of the 5 county areas. Some areas are well equipped but there is no consistency across the county. This will be addressed in 2006-7. The use of the Adult Learning Resource Area (ALRA) is patchy but holds the key to an effective and reliable way to ensure that documents, resources and information are available to all. Further investigation of the use and development of ALRA is currently taking place. Most teaching staff have access to ICT, although internet access and printing facilities vary from venue to venue.

ACL aims to retain a distinct place for ESOL within Skills for Life, whilst recognising the re-prioritisation of public funding. Key issues exist around the pressures of population movement, staffing levels, changes in funding and who is entitled to free provision. There has been an increase of migrant workers within the county who do not stay in the area for significant periods of time. Awarding body status has been achieved and training is planned so that ESOL qualifications can be offered to all appropriate learners.

A rolling programme of Observations of Teaching and Learning (OTL) has been introduced. Evidence of initial assessment is patchy, with little evidence of diagnostic assessment or areas of need used to inform ILPs or session planning. There is good evidence of verbal feedback given to learners in an appropriate manner; there is some evidence of the introduction of written feedback for learners working towards Entry Level qualifications.

The service is involved in phase 2 of the development of KPMG's Skills for Life Frontline Workers' project. Three County Council areas have been identified: Social Services, Libraries and the central Contact Centre. Good relationships with these areas have been established following a number of Essential Skills awareness sessions; processes for referrals are now in place and will be monitored and tracked. Attendance at KPMG's national review meetings has given the opportunity to highlight the progress ACL has made, but also to raise the issues around difficulties experienced by the Contact Centre in approaching possible Skills for Life learners.

Another important strand of Skills for Life is developing within the new directorate in which ACL is positioned. This will focus on council employees

and their individual needs to improve skills or gain national qualifications. Initial steps in sharing resources and expertise have taken place with Adult Commissioning and the Warwickshire Quality Partnership.

Priorities for Action

- Develop and deliver ILP training to all staff with supported session delivery by Curriculum Coordinator. Good practice to be shared via curriculum Group meetings
- Develop and deliver staff development sessions on differentiation and share good practice
- Staff development sessions on effective use of ICT/ESOL resources to encourage use of non paper based resources
- Develop shared resources area – including web based (ALRA)
- Establish robust recording of progression

6.2 Family Learning

Grade 2

Strengths

- Very good retention rates of 90-99%
- Very good continued personal support by the tutor evidenced by learners' comments
- High quality resources effective for teaching and learning
- Excellent relationships between tutors and learners
- Very effective partnerships which support the priorities of 'Every Child Matters'

Areas for Improvement

- Some lack of clear focused individual learner aims in ILPs
- Low recruitment on to some programmes

The Adult and Community Learning Service has offered a range of family learning programmes across Warwickshire for over 4 years. The programme offer consists of Family Language, Literacy and Numeracy (FLLN), Play and Language, Early Start, Keeping up with the Children programmes and workshops.

In relation to Wider Family Learning (WFL) provision, a new Open College Network accredited programme 'Being together, being ourselves' (BTBO) has been developed. This is a framework of Wider Family Learning modules developed by Warwickshire's Adult and Community Learning Service in response to the Government Green Paper, 'Every Child Matters'. 'Being together, being ourselves' aims to provide an introduction to the above themes through intergenerational activities and the provision of information and guidance about further learning opportunities and support. It aims to promote 'joined up' work with other agencies involved in work with children, young people and families through the development of partnership work and/or the inclusion of guest speakers, signposting and direct referral where appropriate. The service has also established an OCN framework offering over 20 programmes that cover a wide range of curriculum areas such as Together into Play, Storysacks, Introduction to Creative Crafts, Together into School, First Aid, Bounce & Rhyme, and Handling Children's Behaviour.

During 2005-6 programmes and workshops were delivered in 72 venues: 57 schools, 11 libraries, 23 community venues and 8 parent centres. Programmes are aimed at parents and carers and their families and are ongoing throughout the year. The Service directly delivers family learning opportunities and also grant funds other agencies to deliver Wider Family Learning opportunities. Referrals are received from a number of sectors within the community.

A Curriculum Coordinator leads and develops the family learning programmes across the Service. There is at least one Family Learning tutor in each of the 5

areas of the county, whose responsibility is to develop and deliver family learning programmes.

Warwickshire ACL has been involved in national projects including Widening Adult Participation and Achievement (WAPAF) and 'Skills for Families'. Both projects were successful in surpassing the action plans and we have been able to sustain staff initially employed on a temporary basis during the projects.

Each area is well resourced, using up to date equipment and resources recommended by school advisors when working in schools. The Service's on-line resource area (ALRA) encourages the sharing of good practice across the county. Most handouts were designed to inspire and review learning and were very informative. A well established committed family learning curriculum group exists and meets 6 times a year. The fundamental role of this group is focussed on curriculum issues, programme content and, opportunities to share good practice. Feedback from this group is encouraged as a standard agenda item.

Staff development opportunities are offered across the service, for example, core curricula, WFL training, Level 4 Subject Specific qualifications, Disability Discrimination Act responsibilities, OCN, Dyslexia, Mental Health Awareness, ICT, and literacy and/or numeracy training to bring tutors up to date on new methods of teaching and learning within the schools and the new and latest available resources.

There is evidence of excellent relationships between tutor and learners. Group and pair work is encouraged to learners to explore concepts and ideas. Sessions are provided at times to suit the learner. Although some programmes have shown low recruitment levels, feedback from learners indicated that they felt this was an advantage as they received more individual support and this was beneficial to their learning. A good induction process is in place, information and advice is offered to learners, and initial assessment is continuing to be introduced on all FLLN programmes. More work is needed to ensure consistent use of Individual Learning Plans which sometimes lack appropriate, focussed, individual goals.

The opportunity to gain national qualifications in literacy and/or numeracy and Open College Network (OCN) accreditation is promoted across the Service. Progression to national tests however is not always easy to evidence because our electronic systems do not currently record progression onto Essential Skills courses. With regards to OCN however, 65 learners achieved L2 and 7 achieved L1 awards of credit. Learners also have the opportunity to receive a Service Certificate in recognition of their achievements.

There is a wide range of family learning opportunities at different times and in a variety of venues. Most opportunities are offered to encourage families back into learning and therefore are informal and fun. All family learning opportunities are free. There is more evidence of systematic linking between WFL and FLLN taking place.

There are highly effective partnerships across the county. The Service delivers family learning in partnership with health trusts, Further Education colleges, schools, libraries, parent centres, Sure Start and a range of voluntary and community organisations and groups targeted at the Service's priority groups and neighbourhoods. Adult and Community Learning continues to develop this provision in response to identified local need of parents/carers and their children. Warwickshire ACL is currently engaged in talks to work with a group of childminders to deliver FLLN training, and also with the Probation Service on working with families. Working with such a wide variety of partners and in areas of disadvantage strengthens the opportunities to reach its service priorities. There are good strategic links locally, regionally and nationally.

In 2005-6 the Service commissioned research to examine the impact of family learning across Warwickshire. The report highlights the positive and definite impact on children and their families. The observations made concluded that most children gained personal confidence during the courses. This was reflected in their communication with parents and other adults, and their attitude to academic work.

Priorities for Action:

- Ensure Individual Learning Plans are relevant and meaningful for learners
- Promote the wider family learning curriculum and share good practice across the county
- Look at and addresses the recommendations from the research carried out regarding the impact of family learning in Warwickshire

6.3 Information and Communications Technology (ICT) Grade 3

Key Strengths

- Good achievement of basic ICT skills by learners
- Highly effective use of resources to widen participation
- Good retention rates and progression within service provision

Areas for Improvement

- Lack of robust mechanisms for measuring achievement on non-accredited courses
- Insufficient focus on individual learner aims
- Inadequate sharing of good practice across geographical areas

The service offers a range of programmes in the ICT curriculum area, mostly targeted at those with little or no prior experience of working with computers. The majority of the provision is non-accredited, but qualifications up to Level 1 have been introduced during the last two years.

The service operates ten ICT suites located in community centres across the county. These are situated in priority neighbourhoods as part of a strategy to engage hard-to-reach learners. In addition, classes are delivered at 33 partnership locations, principally neighbourhood libraries and schools. Extensive use is also made of suites of laptop computers, particularly in the south of the county, to secure provision in smaller rural communities.

In 2005/6 there were 2022 enrolments by 1302 learners in the ICT curriculum area. The service is particularly successful in attracting older learners, many of whom are engaging with ICT for the first time: approximately half of total enrolments were by learners aged 60+. Almost a third of enrolments are by those who identify themselves as having a disability, and the service maintains a range of enabling technology to support the particular needs of these learners.

Five full-time teaching staff are responsible for the day-to-day management of the ICT centres and delivery of a large proportion of the learning opportunities. Staff meet with the curriculum coordinator on a regular basis with the aim of developing and sharing good practice across the service. Sessional tutors, who are supported through their area teams, do the remainder of the teaching. Under new arrangements this year, a support worker provides effective technical support for the service's equipment. This has resulted in an ICT infrastructure that is both highly reliable and responsive to the developing needs of the curriculum. After a prolonged period during which the post was vacant, a new curriculum coordinator was appointed in January 2006. This has enabled progress to be made in a number of areas, and ensures the capacity for further development and improvement.

During 2005/6 there was strong development in accredited provision. Achievement of the OCR CLAIT qualification (first introduced in the previous year), expanded considerably, with 131 learners achieving full or unit certification. Towards the end of the year, an Entry Level qualification was also introduced.

The development nationally of the ICT Skill for Life curriculum has considerable implications for the curriculum offer. The service is involved in the national pathfinder project, which enables learners to take advantage of new opportunities and tutors to keep up to date with developing practice and take advantage of staff development opportunities. The OCR ICT Skill for Life Entry Level qualification was piloted at the end of the 05/06 academic year and is subsequently being rolled out across the service.

The new funding structure for 2006/07 has presented a significant challenge for the ICT curriculum area in meeting the different requirements for First Steps and Personal and Community Development Learning (PCDL), whilst also continuing to match our curriculum offer to identified need.

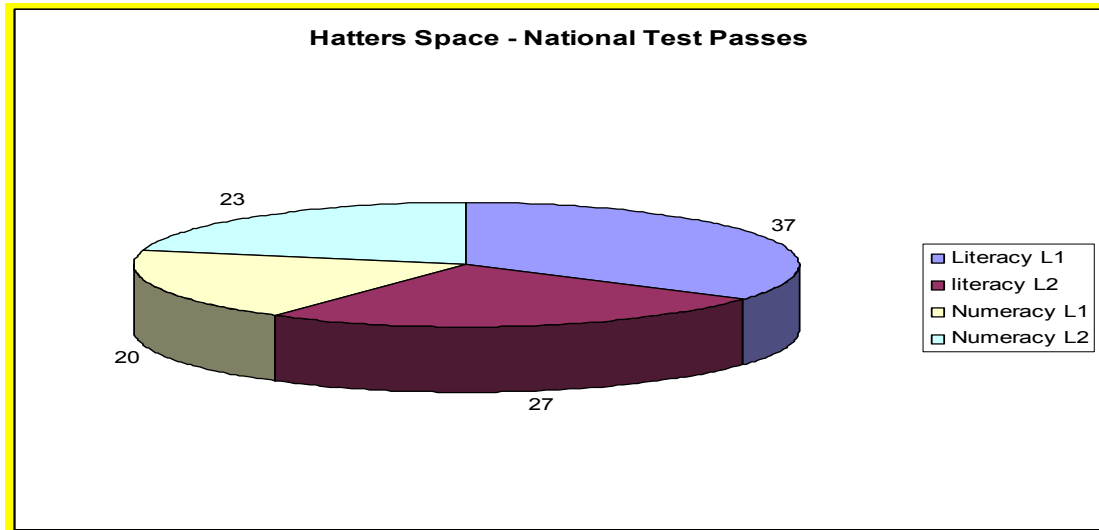
Further work is needed to ensure that existing pockets of good practice are developed across the full range of provision, particularly in relation to individual learning needs and the RARPA process.

Priorities for action:

- Develop an appropriate and consistent framework for the recording of learner progress and achievement, meeting RARPA requirements
- Ensure the effective and meaningful use of individual learning plans to deliver personalised learning
- Promote awareness of the ICT Skill for Life curriculum, and its emphasis on purposeful learning activities
- Develop imaginative learning programmes that meet the needs of a broad range of learners

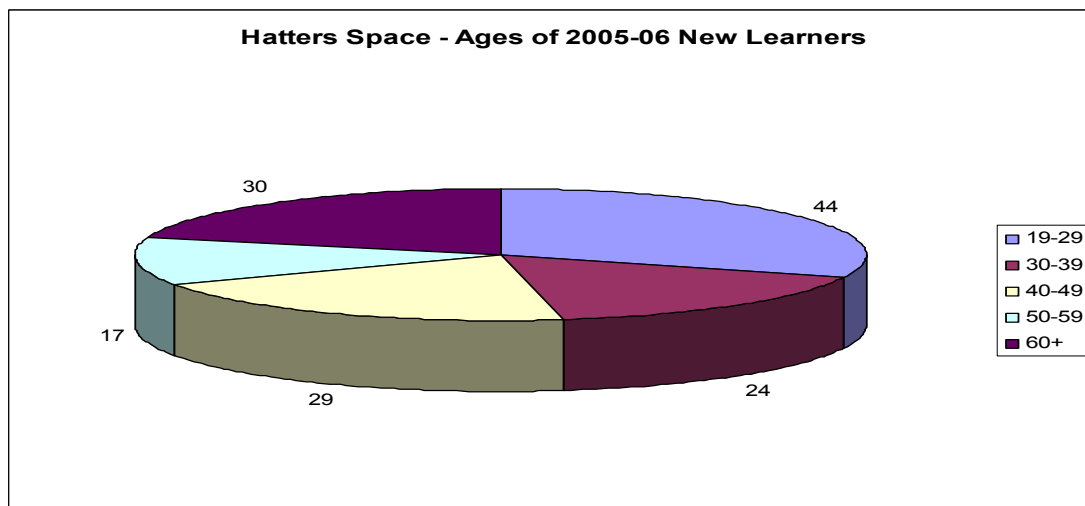
LEARN DIRECT

2005-06 proved to be another successful year. Hatters Space Learndirect has offered a range of qualifications, including the ECDL, New CLAIT and Skills for Life National Tests, whilst working alongside, and in collaboration with, the service. Of the 107 National Test passes achieved, 60 (100% of target) were first Skills for Life passes.



84 learners took diagnostic skills checks, of which 57 (68%) achieved their first National Test. 347 Vocationally Related Qualifications (VRQ's) were achieved (138% of target), which comprised 151 units of CLAIT (25 full awards), and 196 units of ECDL (25 full awards).

The advent of fee charging, coupled with the need to attract more learners, will require the creation of a marketing plan. The real challenge lies ahead. Adjustments to the funding, and the need to re-focus on slightly different priorities has resulted in the need to realign the planning process. Closer collaborative working with the service will be vital in ensuring continued success.



7 WARWICKSHIRE ADULT & COMMUNITY LEARNING - WHAT LEARNERS SAY THEY LIKE:

- Friendly tutors
- I got a good sense of achievement
- It was fun learning together as a family with other families. Thoroughly enjoyed it
- Having fun with my daughter and learning new craft skills
- The friendliness of the tutors and the possibilities of what I have achieved
- It was a very good course set in an excellent atmosphere. I have learnt a lot and gained confidence
- Our tutor was very supportive and took time to explain things I didn't quite understand
- Fun informative programme
- Meeting new people and being creative
- Taking my own time

WHAT LEARNERS THINK COULD BE IMPROVED:

- It was a good course but could have done with more space to work
- The form filling
- Paperwork

8 OUTLINE QUALITY IMPROVEMENT PLAN

A summary action plan of the measures for quality improvement identified in this report follows in table form.

OUTLINE QUALITY IMPROVEMENT PLAN

	Priority	Aim	Target	Responsibility	Timescale
1	Timely collection and reporting of information and data	Timely accurate data Increased range and quality of information Timely analysis to improve management planning and monitoring	Improve accuracy of paperwork for input Increase speed of data input into AQUA Continued optimisation of current system Identify future needs and priorities Investigate practical possibilities for recording learner progression	A team led by Finance & Performance Manager with representatives from area, admin and curriculum teams	Milestones Mar 07 July 07 Sep 07
2	Develop a service wide marketing, promotion and publicity strategy which extends the existing development work and develops the skills profile within the community	To raise the profile of the ACL service through developing a service wide marketing, promotion and publicity strategy	To implement a system of charging fees To increase the number of fee paying learners by 100% To develop the range of partner organisations To engage with WCC employees To broaden the range and scope of PCDL courses To produce appropriate publicity and promotion materials To establish which materials are effective in engaging learners	Head of Service Area Manager (YW)	Aug 06 Pilot Spring term 2007 Review & forward planning Summer term 2007
3	Produce a planning cycle document and guidelines to support quality processes including SAR, forward planning and staff development	To improve effective Quality Improvement planning and monitoring arrangements	Plan by end of February	Deputy Head of Service	Plan by Feb 2007

4	Use Individual Learning Plans (ILPs) more effectively to set SMART (Specific, Measurable, Achievable, Relevant, Timebound) targets & Recognise and Record Progress and Achievement (RARPA)	To ensure RARPA processes are followed including effective use of ILPs across all service areas	All staff using appropriate systems of RARPA to meet individual learner needs Learners understand & agree SMART targets which are recorded on ILPs To establish and monitor accurate methods of assessment of learner achievement	Deputy Head of Service & Service Managers' Group (SMG)	Monitoring through course reviews Jan & May 2007 Final review July / Aug 2007
5	Encourage continuous professional development and qualifications	To ensure a professionally qualified work force in line with national requirements	To conduct a survey of all staff to identify qualifications and work related training needs and career aspirations An up to date spreadsheet to provide bench marking data of staff qualifications to set against the service's needs eg teaching qualifications etc Define ACL service expectations & update job descriptions and person specifications Agree training guidelines for ACL in line with divisional policy	Deputy Head of Service and SMG DHoS & Strategic Training Group	Survey – Spring 2007 Report – Summer term 2007
6	Sustain and build on partnership activity and identify where Every Child Matters (ECM) priorities exist	To build on existing partnerships and identify where ECM priorities can be addressed	Optimise opportunities to use ACL's expertise to work with partners to support ECM	Family Learning Curriculum Coordinator	Monitor Easter & July 2007