

WIRRAL COUNCIL

CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY

26 JANUARY 2012

SUBJECT:	WIRRAL LIFELONG AND FAMILY LEARNING SERVICE
WARD/S AFFECTED:	ALL
REPORT OF:	ACTING DIRECTOR OF CHILDREN'S SERVICES
RESPONSIBLE PORTFOLIO HOLDER:	COUNCILLOR ANN MCLACHLAN
KEY DECISION?	NO

1.0 EXECUTIVE SUMMARY

1.1 This report provides an update for Committee on the work of Wirral Lifelong and Family Learning Service. The service provides adult and family learning activity for learners age 19+, in line with the requirements of the Skills Funding Agency (SFA), who provide the grant which fully funds this work. The Lifelong and Family Learning Service support the Council's Corporate priorities by providing opportunities for adults to learn and develop their skills. The report highlights the success of the service and potential government changes to the funding and planning of adult community learning.

2.0 RECOMMENDATION/S

2.1 That Committee note the work of the Lifelong and Family Learning Service and the Strategic Development Plan and ask for an update of any future changes following BIS announcements.

3.0 REASON/S FOR RECOMMENDATION/S

3.1 This report updates Committee on the picture of adult and family learning in Wirral and identifies areas of potential future change and risk.

4.0 BACKGROUND AND KEY ISSUES

4.1 Wirral Lifelong and Family Learning Service (WL&FLS) receives funding from Dept Business, Innovation and Skills (BIS), through the Skills Funding Agency, for Adult Safeguarded Learning split into categories of personal and community development learning, neighbourhood learning for deprived communities and family learning. The Service produces an annual Strategic Plan on priorities for adult learning in Wirral which feeds into the CYPD plan. (See Appendix 1 for Strategic Development Plan 2011-12.) Adult and family learning supports Wirral residents in many different ways, for example: to develop skills for employability, improve their health and well being through learning, gain confidence and help their children to learn. Many of the learners have only low level or no qualifications and have not undertaken learning since leaving

school. The service provides a valuable entry into learning for people who can then progress in different ways. Supportive staff and a flexible curriculum encourage adults and families to develop confidence to achieve and to go on to make a positive contribution in their communities.

Quality of Lifelong and Family Learning

- 4.2 In the inspection of WL&FLS in January 2010. OFSTED graded all areas as “Good” including Community Development, Skills for Life, Family Learning and Arts curriculum areas and the Service was awarded “Outstanding” for Equality and Diversity. The Service undertakes Self Assessment against Ofsted post 16 criteria and a comprehensive annual Self Assessment Report (SAR) is submitted each December to SFA. The Self Assessment process has judged the service an overall “Good” for 2010-11 academic year. A Quality Improvement Plan outlines actions for the Service to prioritise for the following year. (See Appendix 2 for summary SAR 2011).

The impact of Lifelong and Family Learning

- 4.3 Adult Learning has a positive effect in developing stronger communities and supporting community involvement. As a result of courses some good examples of local impact are:-

- Several groups have gone on to set up community allotments
- Learners have progressed to volunteer roles with adult learning and in DASS day centres
- Parents have joined school as volunteers and as PTA members
- Learners have voted for the first time
- Learners have gone on to set up self help groups

- 4.4 The service is dynamic and has changed focus to meet local needs. Job Centre Plus and Work Programme providers work in partnership with the service to refer learners to courses. We are seeing an increasing number of adults coming forward for support with basic levels of literacy, numeracy, IT skills and confidence in order to develop their employability skills.

Addressing child poverty

- 4.5 Adult learning is a key part of the Council’s action to address child poverty. Through engagement in lifelong and family learning adults are able to start to address real issues such as lack of understanding of finance and problems asserting their rights. They can then recognise their potential and begin to take positive steps. There are also positive effects on children’s achievement through enhanced parental involvement in learning and NIACE recommends every school should offer family literacy as a way to support both children and adults. Learning has a recognised positive effect on mental and physical health, and there are many case studies locally of people who have used their new found confidence to the benefit of themselves, their families and the local communities.

Strong partnership working

- 4.6 WL&FLS works very well with partners on several levels. At local level courses are planned with Wirral Met and other local providers to avoid duplication and reach the maximum numbers of target groups, through the work of the Personal and Community Development Learning (PCLD) partnership, which is led by the

Service. (See Appendix 3 for PCDL Partnership plan). Across Greater Merseyside there is a well established Adult Learning managers network and Quality Improvement Network, with curriculum subgroups, that takes on the role of a Peer Review and Development Group. This group has recently extended to become part of the Learn Together Partnership, including both Cheshire and Warrington Authorities. The Head of Service has been co-chair of the NW Local Education Authority Forum for Education of Adults (LEAFEA) since 2009 and successful joint projects have been led across the 23 NW Authorities. This also involves representing the region at national discussions with NIACE, BIS and others. The reputation of Wirral as a good provider of adult learning is recognised, for example by the BBC who recently visited as part of research for short dramas they are making on adult literacy.

New guidance from the Dept Business Innovation and Skills (BIS).

- 4.7 BIS, following consultation in 2011, have confirmed their continued support for a universal community learning offer for adults, in their document New Challenges New Chances (Dec 2011). There is a “clearer commitment to using public funding to support access and progression in its widest sense, for people who are disadvantaged and who are therefore least likely to participate”. Services will be expected to continue to collect fee income from those who can afford to pay and use this to extend provision. In 2012/13 new locally based community trust models will be piloted, with the full model expected to be rolled out from summer 2013. Details of these trusts will be announced in Spring 2012. In Wirral we have effective ways of adult learning providers working together to meet local needs, so we would hope to be able to pilot one of the new trust models. Proposals can be further developed once the full prospectus is available.

5.0 RELEVANT RISKS

- 5.1 There is a future risk that external levels of funding may not be sustained if BIS decide to reallocate funding on the basis of population and deprivation, however this is not currently planned for 2012-2013.
- 5.2 Skills Funding Agency in 2011-12 introduced minimum contract levels (MCL). Currently the minimum value of a total contact with an organisation is £500,000. If the minimum contract value rises to £1,000,000 or higher then on current funding levels Wirral would be under that value. (Section 9 gives a financial breakdown). In order to continue to receive the funding to offer the service we would be expected to form a consortium with other provider/s and make a joint application. Several other nearby Local Authority Adult Learning Services would be in the same position and given our strong history of joint working this would be a possible solution. In 2011-12 Local Authorities with contracts of >£500,000 have been able to ask SFA for dispensation from MCLs for at least a year, so there is the possibility that this would happen again.

6.0 OTHER OPTIONS CONSIDERED

- 6.1 The service is working with others in Learn Together Partnership to explore sharing aspects of support services, for example Management Information Services, for future cost savings.

7.0 CONSULTATION

- 7.1 Wirral Lifelong and Family Learning Service work very successfully with local providers of adult learning, voluntary and community groups and other services through the Personal and Community Development Learning (PCDL) Partnership to identify local needs in adult learning. Local groups support the service to consult on the needs of their service users and stakeholders, for example by working through schools and children's centres the needs of parents/ carers are identified. Learner feedback is regularly collected and acted upon as part of the quality assurance processes of the service.
- 7.2 Additional methods of consultation may need to be adopted to meet the requirements of BIS to "devolve planning and accountability to neighbourhood levels, with local people involved in decisions about the learning offer" (New Challenges, New Chances). More will be known in spring 2012.

8.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

- 8.1 Wirral Lifelong and Family Learning Service works with a wide range of voluntary, community and faith groups and in some cases subcontracts to them. There are many opportunities for partnership working in different ways. The service offers courses to VCF client groups, they work together to identify need, design learning and deliver learning and there are subcontracting opportunities. Neighbourhood Learning in Deprived communities funding is subcontracted annually to organisations who can reach new, harder to engage learners (Ref: Report to Cabinet Sept 2011). There are many examples in the past 5 years of very successful activities being delivered in Wirral by VCF organisations under this funding.

9.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS

- 9.1 The Lifelong and Family Learning Service Adult Safeguarded (ASL) provision is fully funded, approximately £836k per year, from the SFA grant. The Council contributed £13,100 to the service in 2011-12 financial year.
- 9.2 The ASL budget was protected at the same level for 2011/12. The four individual funding allocations of ASL – Personal and Community Development Learning, Family Literacy, Language and Numeracy and Wider Family Learning and Neighbourhood Learning in Deprived Communities have been combined into a single allocation. Providers are free to decide how they meet their commitments and how they respond to their local communities but must deliver a balance of provision across all four areas of ASL. The Skills Funding Agency expects each provider to ensure that they reach at least as many learners as in 2010/11 and where possible exceed this number.

	2009-10	2010-11	2011-12
Personal and Community Development Learning	£382,762	£382,762	
Family Learning	£273,915	£273,915	
Neighbourhood Learning in Deprived Communities	£179,181	£179,181	
Total	£835,858	£835,858	£836,199
Learner targets for LSC /SFA	2408	2408	2408

Actual learner nos. for LSC/SFA	2970	2760	
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9.3 WL&FLS has achieved and exceeded its learner target numbers each year despite having a static income. The Service is responsive to local needs and has secured external grants to support high quality new areas of development.

9.4 Between 2010 and 2012 additional external grant funding was bid for and secured from Learning and Skills Improvement Service (LSIS). This has supported projects as set out in the table below.

Grant	Amount	Project
Regional Response Fund	£44,000	Developing impact measures and leading CPD across the NW Local Authority services
Flexibility and Innovation Fund	£33,800	Developing a volunteering strategy for adult learning in Wirral
Leadership in Technology	£6,000 x 2	Enhancing use of technology in exciting courses for adult learners
STEM support	£3000	CPD and action research in numeracy
Equality Diversity and Inclusion	£5000	To develop a partnership approach to supporting people from the traveller community to engage with and succeed in learning.
Equality and Diversity Framework pilot	£5000	To pilot a new E&D framework with our Greater Merseyside partner Authorities.

9.5 There are no specific implications arising from this report at present.

10.0 LEGAL IMPLICATIONS

10.1 There are no specific implications arising from this report at present.

11.0 EQUALITIES IMPLICATIONS

11.1 Lifelong and Family Learning play a valuable contribution to improving the skills of Wirral residents. Much of the provision is located in disadvantaged communities and encourages people back into learning and employment. OFSTED judged Wirral Lifelong and Family Learning Service to be "Outstanding" in Equality and Diversity. NLDC and other adult learning courses will reach some of the more disadvantaged adults in Wirral. Much of the targeted provision is located in disadvantaged communities with high unemployment and the aim is to encourage people back into learning and to take the first steps that will lead to employment. Adult learning has a major impact on child poverty by helping families to gain confidence and skills, which help them to cope better with their lives and move on towards employment. There are many examples of learners who have gone on from short courses to further learning or to work. There are clear links between areas of deprivation and those with low levels of adult qualifications. Adult

learning helps to enhance social inclusion and community cohesion, by offering people the opportunity to learn together and mix with people they may not have met before, whilst at the same time developing their confidence, skills and knowledge. It also enables people to give a contribution back to their community and Wirral Lifelong and Family Learning Service encourages and supports volunteers to become involved in learning as Learning Champions promoting learning, or Learning Buddies supporting other learners. OFSTED commented that Wirral Lifelong and Family Learning Service make a positive contribution to community cohesion in Wirral.

11.2 Equality Impact Assessment (EIA)

a) Is an EIA required? Yes

b) If yes has one been completed? Yes

An EIA for the Lifelong and Family Learning Service is completed annually.

12.0 CARBON REDUCTION IMPLICATIONS

12.1 Environmental awareness is encouraged as an underpinning area in Lifelong and Family Learning. Partner projects will be encouraged to reflect this priority.

13.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

13.1 None.

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APPENDICES

Appendix 1 Lifelong and Family Learning Service Strategic Development Plan
2011-12

Appendix 2 Self Assessment Summary 2011

Appendix 3 PCDL Partnership Plan

REFERENCE MATERIAL

Department for Business Innovation and Skills, New Challenges New Chances:

Further Education and Skills System Reform Plan, 1st December 2011

SUBJECT HISTORY (last 3 years)

Council Meeting	Date
Cabinet NLDC contracts	Sept 2011
Cabinet Fees 2011	April 2011
Cabinet NLDC contracts	Sept 2010
Cabinet Fees 2010	July 2010
Learning Revolution White Paper	June 2009

**Wirral Lifelong and
Family Learning Service
Strategic Development Plan**

2011-12

**“Wirral Lifelong and Family Learning
Service is outstanding at promoting
equality and diversity in the local
community” OFSTED**

Introduction

This plan outlines how Wirral Lifelong and Family Learning Service (WL&FLS) will develop its adult and family learning provision over the period 2011-2012.

The Lifelong and Family Learning Service seeks to widen participation in adult learning by offering first rung learning opportunities of high quality, and to assist learners to progress on to further opportunities.

The Service is a direct deliverer of (Skills Funding Agency) SFA funded adult learning. This plan covers SFA Adult Safeguarded Learning funded activity under Personal and Community Development Learning (PCDL) which includes Family Learning and Neighbourhood Learning in Deprived Communities funding streams. Other funded activity include pre employment activity under Employability Skills Programme (ESP) and Wirral JOBS

Mission

Wirral Lifelong and Family Learning Service will work towards

The Wirral 2025 vision of a more prosperous and equal Wirral, enabling all communities and people to thrive and achieve their full potential.

Aim of the Lifelong and Family Learning Service	WMBC Corporate Plan 2011-2014
<p>To contribute to the continuing development of a learning culture throughout Wirral; to promote equality and inclusion; to assist regeneration and sustainability; to support family and community safety and well being, by providing and facilitating relevant, accessible opportunities for lifelong and family learning.</p>	<p>Our Purpose: We are committed to making Wirral a bigger and stronger society. We will create the environment and develop the skills needed to make Wirral a place where local employers succeed and businesses choose to invest</p> <p>We will actively support the Coalition Government's commitment to ending child poverty by 2020, providing support services to children, young people and their families that help to alleviate the effects of poverty and, in the long term, break inter-generational cycles of deprivation.</p> <p>We will strive to provide services that meet the needs and aspirations of all Wirral people, fostering a real pride in the borough.</p> <p>We will ensure high standards of cleanliness, environmental protection and public safety, creating a clean, safe and sustainable environment.</p> <p>We will work to keep children and vulnerable people safe and tackle the gross inequalities in health and education outcomes experienced by our residents.</p> <p>Services provided for our most vulnerable, disadvantaged or excluded citizens, wherever they may live, will be founded on fairness, raise aspirations, promote choice and improve quality of life</p>

Lifelong and Family Learning Services Strategic Objective	WMBC Corporate Plan 2011-2014 Key Themes	<u>Priorities from the Enjoy and Achieve Section of the Children and Young People's Plan 2011-2012</u>
1 To promote a learning culture and actively work with partners to further develop coherent, relevant, local adult learning provision	<ul style="list-style-type: none"> ○ Your NEIGHBOURHOOD 	
2 To increase and widen participation and promote inclusion and access in adult learning	<ul style="list-style-type: none"> ○ Your FAMILY ○ Your ECONOMY 	Improve the outcomes of children and young people where poverty, disadvantage and context affect their achievement
3 To assure quality in teaching and learning and aim for continuous improvement in adult learning	<ul style="list-style-type: none"> ○ Your COUNCIL 	

For adult learning in Wirral:

Lifelong and Family Learning Services Strategic Objective	Key strategic issues
1 To promote a learning culture and actively work with partners to further develop coherent, relevant, local adult learning provision	<ol style="list-style-type: none"> 1. Continue to take a targeted approach based on local priorities and seek ways to work in partnership to meet the wider needs of local areas/ groups 2. Develop a flexible curriculum to meet identified needs and develop marketing strategies to reach and engage new learners 3. Help people to develop the skills and confidence so they can be involved in their local communities and services 4. Develop progression routes for learners into learning, work and volunteering
2 To increase and widen participation and promote inclusion and access in adult learning	<ol style="list-style-type: none"> 5. Promote and mainstream equality and diversity through widening participation and inclusion 6. Embed skills for life and employability skills across curriculum areas 7. Contribute to actions to alleviate child poverty through developing financial awareness and supporting families and carers to develop their skills and support their children's learning 8. Ensure all learners are safe and promote a wider awareness of safeguarding, specifically to vulnerable adults in partnership with WMBC and other colleagues

<p>3 To assure quality in teaching and learning and aim for continuous improvement in adult learning</p>	<p>9. Improve the quality of teaching and learning and the quality of lesson planning to take account of different abilities within groups, and also to develop the use of ILT in the classroom to enrich teaching further.</p> <p>10. Support all staff and partners to deliver a continually improving high quality service</p> <p>11. Continue strategic links with partner local authority services to develop quality improvement strategies and share good practice and explore shared services</p>
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Target groups of learners for Lifelong and Family Learning 2011-12

1 TARGETED COURSES FOR IDENTIFIED GROUPS

- **Unemployed people, particularly those who are:**
 - those with low level skills in SFL & Functional IT
 - not on active job seeking benefits and not able to access other programmes
 - Unemployed/low skilled people with disabilities, including learning disability, physical disability and mental health
 - Ex offenders, probation clients with low level skills
 - BME groups; with low levels of English, and not able to access other provision, in low paid households

- **Families experiencing poverty and needing additional support**
Including :
 - those needing Family Learning intervention at early stage
 - disadvantaged families/households
 - families needing additional support to help their children to learn eg parents with low levels of English, disability or mental health needs which affects their ability to support their children

2 OPEN ACCESS COURSES - INCLUDES FEE PAYERS/ FEE REMISSION

People

- living in areas of high deprivation (using SSOAs) including small areas e.g. estates in Pensby, Eastham
- Carers
- On low incomes
- BME – through schools, organizations and religious groups
- Adult returners to learning/ unemployed : who need to upskill/retrain
- Male learners
- People with disabilities
- Retired people
- Socially isolated older people on low incomes

3 LEISURE/FEE PAYING INCLUDING TRAINING & WORKSHOPS

- Open to all, any area of Wirral
- Designed to meet needs of local people and organisations

▪ Targeted courses:	1200 learners
▪ Open Access courses:	1300 learners
▪ Leisure Learning:	500 learners

The Service will continue to take a targeted approach to priorities and to seek ways to work in partnership to meet wider needs. Targeted courses are designed through partnership with schools, children's centres, voluntary and community groups, Council services and other partner organisations to ensure a wide range of local needs are met. The overall mix of provision is developed to ensure that the service works towards the annual Equality and Diversity Impact Measures (EDIMs) for deprived areas, male learners, black and minority ethnic learners and learners with disabilities and unemployed learners, people with low/ no qualifications. All target groups are supported to achieve their potential. The service aims to offer a broad curriculum and will adapt and refine a range of learning opportunities to meet new needs and different groups of people throughout the year.

Collaborative and partnership working

The service aims to continue to develop the effective working relationships with a wide range of partners at different levels

Working with

- Partners through the PCDL partnership, including local providers and services, voluntary, community and faith sector organisations and community groups to develop ways of encouraging first steps
- Colleges and other providers on promotion of learning, curriculum and progression routes
- Partners including Wirral CVS and the Volunteer Centre to develop the role of volunteers in supporting adult learning throughout the learner journey
- Schools and children's centres to develop courses that target parents and families new to learning and experiencing disadvantage
- Local organisations, including Wirral Multicultural Organisation, to develop courses targeted at people with English needs and people from black and minority ethnic groups, who are not participating in learning.
- Adult Social Services, NHS and voluntary and community groups to develop provision for adults who have been excluded due to disability or mental health, to identify and develop learning activity that will enhance life skills and employability
- Colleagues in departments and services to integrate lifelong learning with other local strategies and priorities and develop joint working
- Job Centre Plus and other providers and services to reach unemployed people

Also

- continue successful partnership work and multi agency working with schools and children's centres for Family Learning
- identify opportunities to develop new partnerships

The work undertaken through Neighbourhood Learning in Deprived Communities funding has enabled a wider range of organisations to become involved with WLFLS through project funding over recent years and to breakdown barriers to learning through activity in local areas and grassroots work with local groups.

Progression

Progression routes within the service at Level 1 and Entry Level are built into many subjects through the Recognizing and Rewarding Progression and Achievement (RARPA) model of 3 term courses, accredited locally through and the Greater Merseyside LAs certificate. Skills for Life and Family Learning learners can progress from non accredited courses to national tests. Higher level ICT courses are available up to level 2. Additional non accredited language courses have been added to enable continuation. Links to local organisations offer support for learning progression, progression to employment programmes, and voluntary work. There has been a reduction in available progression opportunities in local colleges due to reduced funding for adult learners, so on going discussions will take place with local partners to identify all possible opportunities for learners.

Equality and Diversity Impact Measures

Equality and Diversity Impact Measures and an action plan for implementation are updated annually.

Progress as % of enrolments against EDIM areas:-

EDIM areas	2008-9	2009-10	2010-11	2010-11
% of enrolments	Actual	Actual	Target	Actual
BME	6	6	7.2	7.75
Disability	14	12	13.7	15.9
Deprived wards	38	35	38.6	41.2
Male	28	28	29.6	26.5
Unemployed	32	35		39.6
no/ below L2 quals	54	48		54

We will report on EDIMS by targets for curriculum areas

Ofsted

The service was inspected by the OFSTED in January 2010, achieving a grade 2 (Good) overall and Outstanding for Equality and Diversity. The actions identified in the post inspection action plan, addressing the areas identified in the inspection, have been integrated into the Service Improvement Plan .

Performance against targets 2011/12 compared with 2009/2010

ASL Learner numbers

	2009/10 Individuals	2009/10 Enrolments	Target learner numbers 2010/11	2010/11 Individual learners	2010/11 Enrolments
Lifelong Learning	1372	2671	1306	1316	2550
Family Learning	897	1217	768	839	1071
Neighbourhood Learning in Deprived Communities	793	1172	442	736	1031
Total	2970	5149	2408	2760	4636

ASL Retention rate	Retained 2009/10	Retained 2010/11	target 2010/11
Actual %			
Lifelong Learning	89	91	90

Family Learning	97	97	97
NLIDC	92	92	93
Total all courses	92	92.5	92

ASL achievement rate

Actual %	Achieved 2009/10	Achieved 2010/11	target 2010/11
Lifelong Learning	95	95	96
Family Learning	95	96	96
NLIDC	93	96	92
Total all courses	95	95.4	95

Success non accredited and accredited Defined as achievers /All starters x100/1

ASL Success rates

Actual %	Success 2009/10	Success 2010/11	Success target 2010/11
Lifelong Learning	85	86	85
Family Learning	92	92	93
NLIDC	85	88	85
Total	87	88	86

Summary Statement of Activity

Targets for SFA for 2011-12	
Number of learners undertaking Safeguarded Adult Learning (Total)	2408
of which: Number of learners undertaking FLLN	600
of which: Number of learners undertaking WFL	60
of which: Number of learners undertaking NLIDC	442
of which: Number of learners undertaking Personal and community development learning	1306

ASL Targets %	Retention rate target 2011/12	Achievement rate target 2011/12	Success rate target 2011/12
Lifelong Learning	91.5	95.5	87
Family Learning	97	96.5	92.5
NLIDC	93	96.5	88.5
Total all courses	93	95	88.5

**LIFELONG AND FAMILY LEARNING SERVICE
 Self Assessment Report Summary 2011**

Overall Grade – 2 Good

Capacity to improve

Key Strengths

1. Good progress in the quality of observed teaching and learning
2. Leaders and managers are good at motivating staff to achieve ambitious targets and develop new areas

Key Areas for Improvement

1. Review quality actions needed in light of new OFSTED framework in 2012

Service Targets and achievements 2010-11		Actual	Actual	Actual	Target	Actual
		Learner numbers	Retention %	Achievement %	Success %	Success %
Academic yr targets 2010-11						
Total general community		228	96	99	88	95
9 art, media		149	94	100	90	94
12 languages		230	95	96	93	93
13 training		39	100	96	80	96
14 prep. for life & work		412	89	91	80	81
all ICT		327	85	94	87	79
6 ICT (short)			91	92	93	83
6 ICT long			74	100	79	71
Total PCDL		1316	91%	95%	85	86%
16 Family Learning		747	97	96	93	92
FLIF		188	94	95	74	89
NLIDC		736	92	96	85	88
ALL SFA ASL (SFA Learner Target)	2408	2760	93%	95%	86	88%
Leisure		250	95	99	81	94

(A) Outcomes for Learners

Key Strengths A1-A5

1. Consistently maintained high levels of retention, achievement and success across the service
2. Learners gain a wide range of outcomes which impacts on their social & economic well being and positively contributes to their communities

Areas for Improvement A1-A5

1. Review curriculum and suitability of accreditation in areas where targets for success were not met
2. Further develop marketing approaches for new learners and progression

(B) Quality of Provision

Key Strengths B1-B4

1. Good teaching and learning leads to high levels of retention, achievement and success

2. A diverse and responsive curriculum is developed to attract a wide range of learners and adapted to suit their needs
3. Greater Merseyside quality processes support the service to build on strengths and tackle areas for improvement

Key Areas for Improvement B1–B4

1. Ensure all tutors are observed and that all satisfactory tutors improve by improving systems for OTL and follow up actions with staff and partners
2. Identify possibilities for providing additional childcare support

(C) Leadership and Management

Key Strengths C1-C7

1. Good planning in partnership and good use of finance and resources, including the staff team, supports the service to focus on its priorities and meet the needs of learners cost effectively.
2. Highly effective external partnerships promote inclusion and contribute to removing barriers to learning for all target learners
3. Outstanding promotion of equality and diversity through diverse curriculum offer with clear progression routes
4. Highly effective cross Greater Merseyside quality processes

Areas for Improvement C1-C7

1. Implement more active learning approaches for safeguarding training
2. Seek funding for further development in E&D, Community needs & Teaching and Learning through external bids

Improvement Plan Year: 2011-12 Key Actions

1. Continue to take a targeted approach based on local priorities and seek ways to work in partnership to meet the wider needs of local areas/ groups
2. Develop a flexible curriculum to meet identified needs and develop marketing strategies to reach and engage new learners
3. Help people to develop the skills and confidence so they can be involved in their local communities and services
4. Develop progression routes for learners into learning, work and volunteering
5. Promote and mainstream equality and diversity through widening participation and inclusion
6. Embed skills for life and employability skills across curriculum areas
7. Contribute to actions to alleviate child poverty through developing financial awareness and supporting families and carers to develop their skills and support their children's learning
8. Ensure all learners are safe and promote a wider awareness of safeguarding, specifically to vulnerable adults in partnership with WMBC and other colleagues
9. Improve the quality of teaching and learning and the quality of lesson planning to take account of different abilities within groups, and also to develop the use of ILT in the classroom to enrich teaching further.
10. Support all staff and partners to deliver a continually improving high quality service
11. Continue strategic links with partner local authority services as to develop quality improvement strategies and share good practice and explore shared services

Appendix 3 WIRRAL PCDL PARTNERSHIP ACTION PLAN 2011-12

Wirral background

Wirral is a borough of contrast and diversity has 308,500 residents according to 2009 mid year NOMIS figures, with around 143,500 households, according to council tax figures. Over the past 25 years, Wirral's population has declined by 8%. The population projections for Wirral indicate an increasingly older population figure. Using data from Census 2001, over 98% of the population were classified as white compared to the national figure of 91%. Within the peninsula's 60 square miles the areas around Birkenhead in the east are characterised by high levels of economic, social and environmental deprivation such as higher levels of worklessness and crime and poorer health outcomes and environmental quality.

The West of Wirral experiences significant levels of prosperity with high life expectancy and environmental quality and low levels of worklessness and crime. According to the Indices of Multiple Deprivation 2004, Wirral is the 48th most deprived in the country. The greatest concentrations of Lower Strategic Output Areas (LSOAs) experiencing the most severe levels of multiple deprivation are in the east of Wirral and these areas are amongst the most deprived in the country, although some pockets of deprivation also exist on the west. 35.50% of the working age population have no qualifications.

There are high levels of worklessness in the borough. People with the lowest qualifications are least likely to find employment and there is a strong correlation between low levels of economic activity, poor education and skills attainment and other deprivation indicators. (LAA Partnership agreement Dec 2007).

National Informal Adult and Community Learning further information will be available soon following the consultation on Informal Adult Learning (IACL).

Wirral Council Corporate Objectives

1. Your family
2. Your neighbourhood
3. Your economy
4. Your Council

Priorities for PCDL Partnership 2011

- Widening participation -Going out to people in the first place.
- Links to wider policy and strategy documents.
- Targeting people with most disadvantage.
- Supporting people through linked pathways.
- Support families and parents to help them support children and young people's needs.
- Encouraging volunteers in adult learning.
- Help people to gain confidence to move onto further learning.
- Help unemployed people (where longer term help needed).
- Be proactive about safeguarding.
- Marketing and sharing resources across the partnership.

Success Criteria/Objective

- All adults believe they have had the opportunity to learn to stimulate and support their own wellbeing or to improve their community.
- Local indicators of success could include:
 - increases in the amount and quality of available provision
 - increases in the levels of participation in particular areas or with particular groups
 - increases in learner satisfaction levels possibly assessed by learner surveys
 - evidence that new funding has been levered in from other sources –working together

- Develop a table with key priorities and responsibility and dates for when they are to be completed.

Key Objective 1: To ensure the Wirral has an even more effective PCDL partnership.	
Priorities	Responsibility
<ul style="list-style-type: none"> • The PCDL Partnership needs to ensure high quality delivery, improving outcomes through effective joint working and raising the aspirations of all. • Be proactive about safeguarding. • The Partnership supports delivery of National targets and is aligned to the Councils Corporate objectives. • To develop a more strategic approach when planning future provision. • Ensure fee policies are consistent across all providers. • A local Learner Needs analysis is developed with Council neighbourhood plans/Area Forum. 	PCDL Providers PCDL Providers PCDL Partnership PCDL Partnership Lifelong Learning Manager PCDL Partnership

Actions 2011/12	Responsibility	Date by when	Update on 10/11
<ul style="list-style-type: none"> • Regular sharing of information on local provision. • Capacity Building – focus on providers working with mainstream funded programmes? • Organisations to share information on safeguarding. • Create effective links with funding bodies and Regional Planning organisations. • Links to local needs/Council plans. 	All partners All partners All partners All partners – Sarah to provide updates at WEDs	Updated every 2 months Ongoing Ongoing Ongoing at every meeting	Updates at the PCDL partnership Completed through the PCDL Partnership. Develop joint training with Adult Social Services. Regular updates via JCP/Next Steps LEP – to be arranged. A4E Work Programmes

Key Objective 2: A Partnership approach to increasing the levels of participation in particular areas or identified priority groups.	
Priorities	Responsibility
<ul style="list-style-type: none"> • Widening participation – Going out to people in the first place. • Reaching people with complex needs in deprived areas. • Encourage signposting between providers • Make all providers aware of the current provision to aid the progression of the learners. • Look to access non-mainstream additional funding streams. • Continuing and extending our use of volunteers in adult learning including ESOL. • ESOL – meeting the needs of ESOL learners and potential learners on the Wirral. 	PCDL Partnership PCDL Providers Lifelong Learning Manager PCDL/ESOL Providers ESOL Providers

Actions 2011/12	Responsibility	Date by when	Update on 10/11
<ul style="list-style-type: none"> • Develop linked pathways for learners e.g Work 	All partners – using Grapevine	Ongoing	Partnership working examples such as Adult Learners Week

<p>Programme.</p> <ul style="list-style-type: none"> • Promote linkages with all PCDL providers. • Partners to work together to identify and apply for non-mainstream funding. • Continue to extend volunteering. • Develop the ESOL curriculum to meet Learner needs and develop staff with relevant ESOL qualifications. 	<p>All partners</p> <p>All partners</p> <p>All partners – JV to lead</p> <p>All partners</p>	<p>Ongoing</p> <p>Ongoing</p> <p>July 2012</p> <p>Ongoing</p>	<p>IACL – Niace – Volunteer Organisations Assistance. LSIS Lottery /Trusts – Reaching Communities. Buddies links to MEAS Work with the CVS on PCDL programmes. Ongoing – June Vernon working on this</p>
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Key Objective 3: To increase the amount and quality of the provision in the area.

Priorities	Responsibility
<ul style="list-style-type: none"> • Ensure the Partnership has processes in place to focus on national guidelines and support providers to meet them. • Ensure planning is based around local needs and opportunities. • Further develop Grapevine online facility to support learner choice. • Ensure that teaching is effective in supporting learners. • Links to the Next Step Service – National IAG. 	<p>PCDL Partnership</p> <p>JCP/SFA and partners PCDL Providers</p> <p>PCDL Partnership</p> <p>Lifelong Learning Managers</p> <p>PCDL Partnership</p>

Actions 2011/12	Responsibility	Date by when	Update on 10/11
<ul style="list-style-type: none"> • Providers to share good practice around quality assurance procedures especially safeguarding (look at managing quality assurance within consortia) • Promote Grapevine further to develop local intelligence. • Base planning around local needs and opportunities. • Seek opportunities for Partnership activities to be funded. 	<p>All partners</p> <p>events to promote Grapevine All partners</p> <p>All partners</p>	<p>Ongoing</p> <p>October 2011</p> <p>July 2012</p> <p>July 2012</p>	<p>Regular updates at PCDL partnership. Work with providers outside of the meeting around curriculum planning.</p> <p>Through the OPP</p> <p>Ongoing</p> <p>The LA paid for Adult Learners week.</p>

Key Objective 4: All Wirral Adults believe that they have had an opportunity to learn to stimulate and support their own well being or to improve their community.

Priorities	Responsibility
<ul style="list-style-type: none"> Continue to develop an area wide approach to PCDL across the borough – focussing on areas where provision is lacking. Link to localism developments in Wirral 	PCDL Providers
<ul style="list-style-type: none"> Help people to gain confidence to move onto further learning 	PCDL Providers
<ul style="list-style-type: none"> Help workless people (where longer-term support is required). 	PCDL Providers
<ul style="list-style-type: none"> Support families and parents to help them support children and young people's needs. 	PCDL Providers PCDL Providers
<ul style="list-style-type: none"> To bring people together – build social cohesion. 	
<ul style="list-style-type: none"> Making best use of community facilities. 	

Actions 2011/12	Responsibility	Date by when	Update on 10/11
<ul style="list-style-type: none"> Share good practice 	All partners	July 2012	Adult Learners week – May2011.
<ul style="list-style-type: none"> Promote local delivery, marketing, and promotion of provision (Sarah to provide regular updates). 	All partners – utilising Grapevine plus my signpost	Update at every meeting	Events throughout the year. (partners to share at Partnership meetings)
<ul style="list-style-type: none"> Further develop short courses that help workless people. 	All partners	July 2012	Lifelong Learning and FLS/Wirral Met working together to develop short courses.
<ul style="list-style-type: none"> Look at possibilities of shared premises – especially links to local groups. 	All partners	Ongoing	Examples such as libraries, housing associations, Development trusts, and local churches.
<ul style="list-style-type: none"> Explore links with area forums and neighbourhood plans 	SH	April 2012	

Equality Impact Toolkit (new version July 2011)

Section 1: Your details

Council officer: Fiona Bell

Email address: fionabell@wirral.gov.uk

Head of Service: Sarah Howarth

Department: CYPD – Wirral Lifelong & Family Learning Service

Date: 06.12.11

Section 2: What Council function / proposal is being assessed? Wirral Lifelong and Family Learning Service Strategic Plan 2011

Section 3: Is the Council function / proposal relevant to equality? (please tick relevant boxes)

- In services**
- In the workforce**
- In communities**
- Other** (please state)
- None** (please stop here and email this form to your Head of Service who needs to email it to equalitywatch@wirral.gov.uk for publishing)

Section 4: Within the Equality Duty 2010, there are 3 legal requirements. Which of the following are relevant to the Council function / proposal? (please tick relevant boxes)

- To eliminate unlawful discrimination, harassment and victimisation
- To advance equality of opportunity**
- To foster good relations between groups of people**

Section 5: Will the function / proposal have a favourable or negative impact on any of the protected groups (race, gender, disability, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation, marriage and civil partnership)?

Please list in the table below and include actions required to mitigate any negative impact.

Protected characteristic	Favourable or negative impact	Action required to mitigate any negative impact	Lead person	Timescale	Resource implications
All characteristics	Favourable	NA	S H		
Gender	Negative – did not meet target for recruitment of male learners	Compare profile with WMC similar courses Develop provision with partners who work with more male learners eg work based programmes/ Phoenix House/WMO/ DASS/PCDL FL targeted courses to attract male learners	SH CL Team AK	Feb 2012 Ongoing ongoing	
Age	Negative – proportion of working age adults enrolling on courses is higher than the Borough, proportion of ‘older’ learners is lower	Fee remission available to socially isolated older people on low incomes Strategic outputs focus on working families and getting people into work Planning with other partners eg 3L’s, has informed our targets & offers alternative learning opportunities for older learners			

Where and how will the above actions be monitored?

Via Strategic Action Plan and the Quality Improvement Plan

If you think there is no negative impact, what is your reasoning behind this?

WLFLS key aim is to work with families experiencing poverty and adults with low level or no qualifications living in deprived areas of the Borough. The Strategic Plan reflects these aims and in widening participation considers the needs of individual learners including those with protected characteristics. Policies and procedures are in place and performance is highly effective in supporting individual learning needs through the Learning Support team.

Partnerships with DASS promote access to learning for adults with disabilities both discrete and in general provision hosted in accessible venues.

Section 6: What research / data / information have you used in support of this process?

EDIM (equality and diversity impact measures) data/Annual Self Assessment Report & Quality Improvement Plan (updated termly) /Benchmarking (NW)/

Section 7: Are you intending to carry out any consultation with regard to this Council function / policy?

Yes (please delete as appropriate)

If 'yes' please continue to section 8.

If 'no' please state your reason(s) why:

(please stop here and email this form to your Head of Service who needs to email it to equalitywatch@wirral.gov.uk for publishing)

Section 8: How will consultation take place?

Identified groups consulted through Learner Voice project in Spring term 2012

Consultation will inform changes to existing practices which have highlighted issues for some learners joining courses.

PCDL partnership meets every 6 weeks giving opportunities to consult with partners and inform action plans and progress.

Once you have completed your consultation, please review your actions in section 5. Then email this form to your Head of Service who needs to email it to equalitywatch@wirral.gov.uk for publishing)