



Adult Education

Lead director: Mike Dalzell

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When completing any report for consideration by an Executive Lead or for submission to Executive Briefing, please ensure that this table is completed. Delete from the final report.

IF THIS IS A KEY DECISION HAS IT APPEARED ON THE PUBLISHED FORWARD PLAN	No
ANTICIPATED DATE FOR DECISION (if required)	
DATE OF RELEVANT SCRUTINY COMMISSION – please detail name of commission(s)	EDTCE 22 nd March 2023
DATE OF PAPERWORK ENTERING PUBLIC DOMAIN (note: if considered by scrutiny, this will be the scrutiny agenda publication date)	
MEDIA CONSIDERATIONS: Is a press release required? Will this be proactive or reactive?	No
PLEASE INCLUDE DETAILS OF OTHER RELEVANT MEETINGS/BRIEFINGS AS PART OF DECISION/CONSULTATION PROCESS: This should include details of discussions with relevant stakeholders and/or ward councillors.	LMB with Cllr Myers 1st March 2023

Useful information

- Ward(s) affected: All
- Report author: Kerry Gray
- Author contact details: Kerry.gray@leicester.gov.uk
- Report version number plus Code No from Report Tracking Database:

Suggested content

1. Purpose of report

The purpose of the report is

- to update Scrutiny Commission members on the key achievements of the Adult Education Service, including the implementation of the new Multiply programme.
- To seek comment from Scrutiny Commission members on the draft Accountability Agreement which lays out planning priorities and targets for 2023-24 and will form the basis of the service's contract with the Education and Skills Funding Agency (ESFA).

2. Summary

2021/22 saw the continued recovery of the Adult Education service and 2022/23 looks set to continue that progress.

The service continues to have high levels of learner retention (97%) and achievement (88%) and positive learner feedback on the achievement of a range of key and transferable skills.

In 2022 the service launched the Multiply learning programme to improve residents' maths skills.

For 2023/24 the service is required to produce an annual Accountability Agreement for the Education and Skills Funding Agency by the end of May 2023. A draft is attached for comment in Appendix 1.

3. Recommendations

The Overview and Scrutiny Committee is asked to:

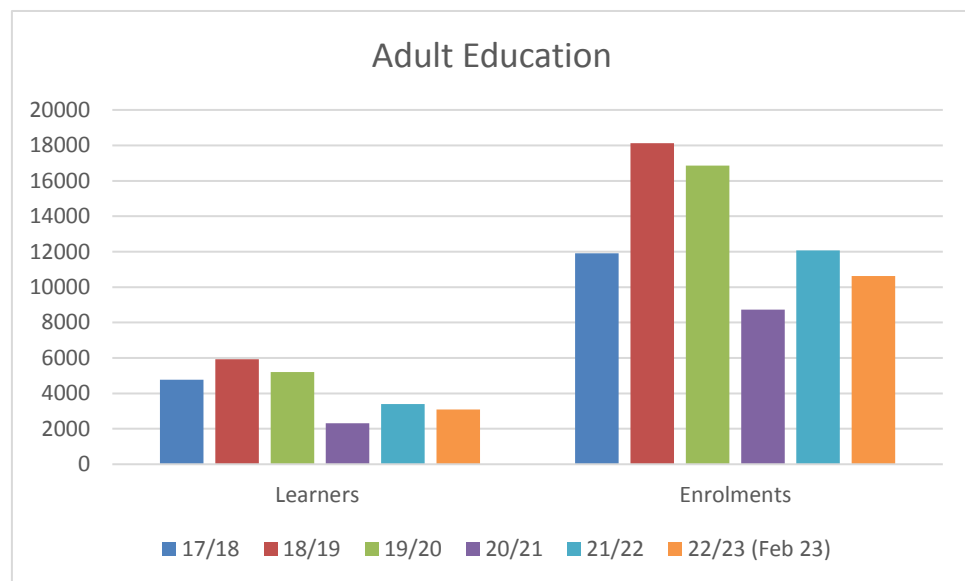
- Note the achievements of the service in rebuilding participation following the disruption of COVID.
- Note the implementation of the Multiply programme which aims to improve maths skills across the city.
- Note the contribution the Adult Education makes to wider Council objectives including the Anti-Poverty strategy, integration of new arrivals, economic development and health which is outlined in the draft Accountability Agreement 23-24.

- Note and comment on the contents of the draft Accountability Agreement in Appendix 1.

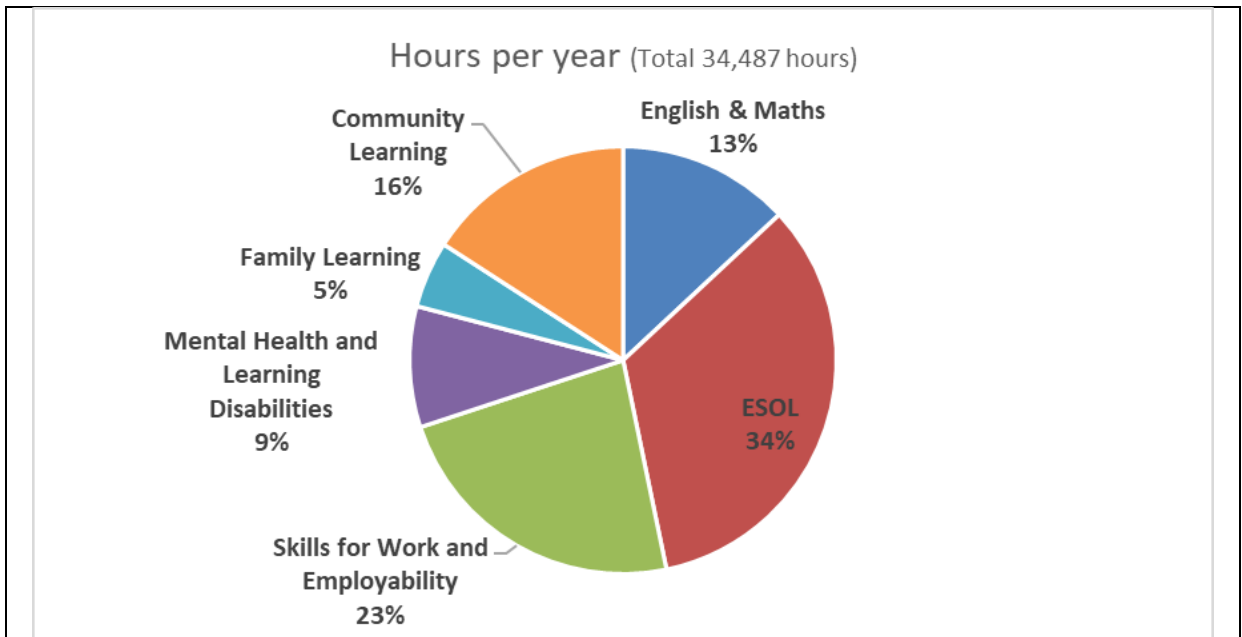
4. Report/Supporting information including options considered:

4.1 Adult Education performance

Participation – both learner numbers and enrolments are recovering post-COVID and in the part-year figures for 2022-23 participation levels continue to improve.



Year	Learners	Enrolments
17/18	4774	11907
18/19	5934	18124
19/20	5211	16853
20/21	2315	8720
21/22	3398	12076
22/23 (Feb 23)	3087	10619



Achievement 2021/22

In 2021 **retention was 97%** and 88% of learners achieved their qualifications or learning goals.

2262 qualifications were achieved including:

- 51 in Accounts
- 59 in Digital Skills
- 447 in English & Maths
- 1599 in ESOL
- 72 in Supporting Teaching and Learning in Schools
- 32 in Mental Health and Counselling

10% of learners studied online

Progression

Learners progress well across a diverse and flexible curriculum and improved data analysis means the service can now track this more effectively over time. For example, the 491 people who were referred by the Job Centre, in 2018/19 (pre-Covid) for a short employability course such as CV writing or interview skills, have each gone on to enrol on an average of 4 subsequent courses.

Subject area	enrolments
ESOL	484
COMPUTING & DIGITAL SKILLS	385
LEICESTER TO WORK	367
MATHS	142
REMIT	128
ENGLISH	77
WORKING WITH CHILDREN & ADULTS	74
DRAWING, PAINTING & PRINTING	31
LANGUAGES	27
BUSINESS ADMIN & ACCOUNTS	27

COMMUNITY ARTS	19
LEARNING TO LEARN ONLINE	15
ADMIN & ACCOUNTS	13
FAMILY LEARNING	9
TEXTILES & SEWING	9
BUILDING / HEALTH & SAFETY	5
COOKING, BAKING & CAKE	4
ACCESS TO HE	3
PHOTOGRAPHY & FILM	3
SKILLS FOR WORK	3
BUSINESS & MANAGEMENT	2
HISTORY & LITERATURE	2
JEWELLERY & CRAFT	1
DANCE, MUSIC & EXERCISE	1
MUSIC	1

Learner Profile (2021-22)

2626 Learners (6416 Enrolments)

77% female

24% disabled or health condition

65% not White British

- 35% White British
- 22% Indian
- 8% African
- 7% White Other
- 5% Arab
- 4% Bangladeshi
- 3% Pakistani

Age

- 21% 60+
- 75% 26-59
- 4% 19-25
- 0.2% 16-18

However, participation is very different in different curriculum areas and analysis showed that three percent of learners from Black British, African Caribbean and African backgrounds and two percent of learners from dual heritage communities have enrolled on art, languages and wellbeing courses. This is the lowest figure in the service. Therefore, in summer 2022, the service asked an ESOL lead tutor to undertake a review of the data and to interview a sample of students and staff from Black British, African Caribbean, African and dual heritage backgrounds, in order to better understand barriers to participation and opportunities for improvement.

The report's recommendations include:

- Increased marketing campaigns in targeted areas of the city
- Improved use of case studies highlighting the successes of under-represented groups.

- A broader range of less euro-centric programme of history, history of art and languages courses.
- Developing a new trainee tutor role, to support those without teaching qualifications to enter the profession. This is being successfully piloted on the Multiply programme.
- Supplementing the existing online equalities training.

Learner Feedback (2021/22)

87% of learners reported that participating in learning has improved or maintained their **wellbeing**

86% of Skills for Work and English, Maths and ESOL learners report improved **employability skills**

82% of all learners reported learning new **vocabulary**

70% of all learners reported improved use of **technology**.

63% of all learners reported improved **reading skills**

61% of all learners reported improved **writing skills**

4.2 New for 2022/23

The service has recently been renamed, rebranded and, with the new website, www.leicesteradulthood.ac.uk launched in March 2023. It is anticipated this will further increase awareness and participation in learning.

So far there have been 148 enrolments on the 40 courses of the **Let's Get Resourceful** programme which was developed in partnership with Public Health to address the 'cost of living' crisis. As part of the Warm Hubs initiative in Libraries and Community Centres the participants could participate in three workshops. The programme will continue through the Spring of 2023.



The service continues to work collaboratively with Council services and other education providers to co-ordinate and support the integration and language skills development of new arrivals in the city. The funding for this work is fragmented and inconsistent but feedback from participants and key stakeholders demonstrates the

positive impact of giving new arrivals a positive welcome to the city and building their sense of belonging.

4.3 Multiply

Multiply is a new Adult Learning programme with the aim of supporting adults without a Level 2 (GCSE) Maths qualification, to engage in learning maths and progress to achieving a qualification.

The Adult Education service is leading a range of partners and other education providers to develop and deliver this initiative which is funded until March 2025 as ring-fenced element of the UK Shared Prosperity Fund.

Employer Engagement – Employment Hub staff are consulting with employers in different vocational sectors to identify specific and relevant maths needs of existing and potential staff. They are working with training organisations to develop bespoke courses that help individuals to gain entry to or progress in the following sectors:

Textiles – WEA and Fashion Enter
Logistics – Business 2 Business
Social Care – Twin Training
Food and Drink – Twin Training
Construction – Keith Cook Training

The Multiply Hub – a city centre drop-in facility has recently been established on Market St. The public can get information and support about maths and other learning opportunities, have their maths skills assessed, be supported to access online maths learning, receive one to one support and mentoring and take Functional Skills Maths qualifications when they are ready.

Family Numeracy – a Lead Tutor for Family Numeracy will work in partnership with schools and childcare settings to help parents support their children with maths learning and improve their own skills and qualifications.

Community engagement – Multiply is also supporting the Let's Get Resourceful programme (described above) and embedding maths and budgeting skills in all the sessions. Three voluntary sector training providers, Bangladeshi Youth & Community Shomiti, Pakistani Youth and Community Association and Somali Development Services, are also providing first steps engagement activity and maths courses.

Workforce development - A key challenge for the project is the availability of qualified Maths Tutors and therefore as part of the programme a team of trainee maths tutors have been recruited and will complete their training and gain experience of developing and teaching community-based Adult Education over the duration of the project.

In the first reporting period, September to December 2022,

- 238 people engaged with the programme
- 160 started substantial learning activity.

4.4 ESFA Accountability Agreement 2023-24

The Education and Skills Funding Agency (ESFA) accountability agreements are part of a wider system of quality assurance in FE, and they are designed to help ensure that public funding is being used effectively to support high-quality education and training. They also provide a framework for monitoring and evaluating the performance of FE providers, which helps to identify areas for improvement and support further development.

The Adult Education service is required to submit an Accountability Agreement for 2023-24 by the end of May 2023 and the targets identified in it will form part of the annual contract. This will replace the previous Service Plan.

The draft objectives and associated targets laid out in the agreement are based on the newly revised seven purposes of Adult and Community Learning:

1. improved confidence and willingness to engage in learning
2. acquisition of skills preparing people for training and further learning
3. acquisition of skills preparing people for employment or self-employment
4. improved digital, financial literacy and/or communication skills - includes English (including English for speakers of Other Languages), maths, and digital provision
5. parents/carers better equipped to support and encourage their children's learning
6. improved/maintained health and/or social well-being
7. develop stronger communities, with more self-sufficient, connected, and pro-active citizens, leading to increased volunteering, civic engagement, and social integration; reduced costs on welfare, health and anti-social behaviour; increased online learning and self-organised learning; the lives of our most troubled families being turned around

These objectives align well with the needs of the city and the recommendations of the Leicester and Leicestershire Learning and Skills Improvement Plan (LSIP), The LSIP is produced by the East Midlands Chamber and identifies the knowledge, skills and behaviours local employers identify as priorities for growth. These are embedded in all Adult Education courses and include:

Knowledge - Across all sectors, technical and vocational knowledge areas are the most important to a business's success. The next four top areas are: Basic literacy; Basic numeracy; Health & Safety; Basic IT.

Skills - Team working is the most important skill across all sectors, followed by, verbal communication, specific occupational skills, written communication, and time management

Behaviour - Being a team player is the most important behaviour, followed by; being hard working, reliable, resilient, and honest

5. Financial, legal, and other implications

5.1 Financial implications

There are no financial implications arising from this report.
Stuart McAvoy – Head of Finance

5.2 Legal implications

There are limited legal implications arising from the recommendations of this report.
Advice may be sought from legal Services as required in relation to the negotiation and drafting of the Council's contract with ESFA, of which the Accountability Agreement forms part.
Annie Moy, Solicitor, ex 6669

5.3 Climate Change and Carbon Reduction implications

There are limited climate emergency implications directly associated with this report. In general, however, as the provision of services by the council and partners contributes to council carbon emissions potential impacts can be managed through service delivery. This could include measures such as enabling sustainable staff and service user travel options, providing remote participation options for services and ensuring buildings are utilised efficiently, as appropriate and applicable to the service.
Aidan Davis, Sustainability Officer, Ext 27 2284

5.4 Equalities Implications

Under the Equality Act 2010, public authorities have a Public Sector Equality Duty (PSED) which means that, in making decisions and carrying out their activities they have a statutory duty to pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between people who share a protected characteristic and those who don't and to foster good relations between people who share a protected characteristic and those who don't.

Protected Characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

The report provides an update for stakeholders on the key achievements of the Adult Education Service, there are no direct equalities implications arising from it. Leicester City Council Adult Education provides learning opportunities that aim to engage and support the most disadvantaged in our diverse communities while remaining open to all and supporting wellbeing and prosperity in the city whilst fostering good relations and advancing equality of opportunity.

Adult learning is particularly powerful in bringing together people from different walks and stages of life, in developing mutual understanding and respect, and in contributing to personal development and well-being. Collection of equalities data will better enable us to understand the experiences of learners from different protected characteristics. The Education and Skills Funding Agency provide a framework for monitoring and evaluating the performance of FE providers, which helps to identify areas for improvement and support further development.

Equalities Officer, Surinder Singh, Ext 37 4148

5.5 Other Implications (You will need to have considered other implications in preparing this report. Please indicate which ones apply?)

6. Background information and other papers:

7. Summary of appendices:

Appendix 1: Draft Accountability Agreement 2023-24

8. Is this a private report (If so, please indicated the reasons and state why it is not in the public interest to be dealt with publicly)?

Yes/No

9. Is this a “key decision”?

No

10. If a key decision, please explain reason

In determining whether it is a key decision you will need consider if it is likely:

- to result in the Council incurring expenditure which is, or the making of savings which are, significant having regard to the Council's budget for the service or function to which the decision relates.
- to be significant in terms of its effects on communities living or working *in two or more wards in the City*.

Expenditure or savings will be regarded as significant if:

- (a) In the case of additional recurrent revenue expenditure, it is not included in the approved revenue budget, and would cost in excess of £0.5m p.a.
- (b) In the case of reductions in recurrent revenue expenditure, the provision is not included in the approved revenue budget, and savings of over £0.5m p.a. would be achieved.
- (c) In the case of one off or capital expenditure, spending of over £1m is to be committed on a scheme that has not been specifically authorised by Council.

In deciding whether a decision is significant you need to take into account:

- Whether the decision may incur a significant social, economic, or environmental risk.
- The likely extent of the impact of the decision both within and outside of the city.
- The extent to which the decision is likely to result in substantial public interest
- The existence of significant communities of interest that cannot be defined spatially.