

**Leicester**  
City Council

**WARDS AFFECTED**  
All Wards

**FORWARD TIMETABLE OF CONSULTATION AND MEETINGS**

**Education and Lifelong Learning Scrutiny Committee:** 9<sup>th</sup> December 2003  
**Cabinet:** 15<sup>th</sup> December 2003  
**Council:** 29<sup>th</sup> January 2004

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**ADULT LEARNING PLAN 2003 – 06**

**SUMMARY**

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**Report of the Corporate Director of Education and Lifelong Learning**

**1. Purpose of the Report**

1.1 This report puts the Local Authority's Adult Learning Plan as conditionally agreed with the Leicestershire Learning and Skills Council (LSC) before Scrutiny Committee for consideration, before Cabinet for approval and before Council for endorsement. It sets out how the Plan will contribute to both City Council and LSC priorities.

**2. Summary**

2.1 The LEA has formerly been required to submit two separate Adult Learning Plans to the Learning and Skills Council to secure funding for non-accredited Adult Learning (now referred to as 'ACL' ) and accredited Adult Learning (now referred to as 'FE') . This year Leicester City was invited to join a pathfinder group of LEAs in submitting a three-year combined ACL and FE Adult Learning Plan as recommended in the Government's blueprint for post-16 learning 'Success for All'. LEAs in the pilot group were required to negotiate the contents of the plan with their local Learning and Skills Council (LSC) so the plan attached has been conditionally approved by the Leicestershire LSC subject to City Council ratification. The 2003-06 Adult Learning Plan outlines the LEA's priorities for City Council managed Adult Learning.

2.2 The Plan seeks to make a significant contribution to the Council's 2 core priorities:

(a) Raising educational achievement

The focus on Basic Skills and Family Learning should improve the quality of parental involvement in their children's education in addition to raising the levels of Adult Literacy, Numeracy and English in the city.

- (b) Making Leicester a more attractive place to live in.  
The provision of varied Adult Learning opportunities, both vocational and leisure-oriented, should contribute to improving the quality of life for Leicester residents.

2.3 The Plan also aligns itself to the priorities of the Leicestershire LSC, particularly with regard to:

- Widening participation in Adult Learning
- Increasing provision of Basic Skills and Family Learning
- Assuring the quality of LEA-managed Adult learning
- Responding to the Government's Languages Strategy
- Engaging with local employers

2.4 The Plan outlines the key targets agreed with the Leicestershire LSC as part of our contract to draw down funding for Adult Learning. The Division aims to achieve a total of 22,000 Adult Learners (covering both ACL and FE funding streams), rising to 24,000 in 2005/06. We are further required to set targets for particular learner categories as specified by the LSC. These will be:

- Learners with disabilities / learning difficulties: 9%
- Ethnic Minority learners 36%
- Male learners 35%
- Basic Skills/ESOL 15%

2.5 The Plan raises a number of issues for further consideration:

- The challenge of achieving the targets agreed with the LSC.
- The need to reconfigure our curriculum offer to compensate for the potential reduction in our ACL funding.
- The need to balance responding to local learning needs with our requirement to match the LSC's priorities as outlined in their strategic plan.

### **3. Recommendations**

3.1 To recommend the Plan for Council approval and make any comments on its contents.

### **4. Headline Financial and Legal Implications**

4.1 See supporting information for Financial implications

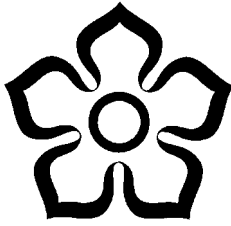
4.2 There are no legal implications arising from this report (Guy Goodman – Assistant Head of Legal Services, Extension 7054).

### **5. Report Author / Officer to contact:**

Tim Ward  
Principal Officer (Adult Learning)  
Tel: 252 7821

**DECISION STATUS**

<b>Key Decision</b>	<b>Yes</b>
<b>Reason</b>	<b>Part of Policy and Budget Framework</b>
<b>Appeared in Forward Plan</b>	<b>Yes</b>
<b>Executive or Council Decision</b>	<b>Council</b>



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**SUPPORTING INFORMATION**

**Report**

**1. Learning and Skills Council**

1.1 Following the 2000 Learning and Skills Act, the Learning and Skills Council (LSC) was established in April 2001 to co-ordinate and fund all Post-16 education and training other than Higher Education. The LSC is a national body with 47 local arms including the Leicestershire LSC, which covers both Leicester City and Leicestershire. Adult Learning is now funded almost entirely through the LSC (the only exceptions being European and Regeneration funding) and this is paid to the Local Authority through two streams:

- (i) 'Adult and Community Learning' (ACL) – non-accredited Adult Learning not leading to any qualification .
- (ii) 'Further Education' (FE) – accredited Adult Learning leading to some form of recognised qualification, plus Basic Skills and English for Speakers of other Languages (ESOL)

Different formulae currently apply to these two strands of Adult Learning but the intention of the LSC is to adopt a common funding formula for August 2004.

## **2. Statutory Requirement**

- 2.1 In order to secure funding for Adult Learning, the Authority is obliged to submit an Adult Learning Plan to the LSC, detailing our plans for the period covering 2003 – 2006. The plan has to be presented to a prescribed format covering 12 sections and is attached to this report, as Appendix One.

## **3. Changes in Requirement**

- 3.1 The guidance from the LSC on what is required to be included in a three-year Combined Adult Learning Plan reflects a clear departure from their requirements for the preceding one-year Adult Learning Plans. The combined plan is meant to be a sharper, more strategic document with clear and challenging targets. New sections include:

- Range and nature of provision offered
- Meeting local priorities
- Improving Employer engagement
- Approaches to quality improvement
- Assumptions and risks

## **4. Overall Aim**

- 4.1 The Lifelong Learning and Community Development Division firmly believes that learning has the power to transform lives. We value learning not only for economic benefits or skill development, but also for the personal, social, cultural and health benefits it can deliver. We seek to create a rich and diverse learning landscape accessible to all citizens of Leicester, wherever they reside. This should be an entitlement for all Leicester adults, but we will particularly focus our efforts on those currently the wrong side of the learning divide, such as those adults with no formal qualification and those with disabilities, learning difficulties or mental health problems.

“Adult Learning has to be central to our aim to ensure that every individual experiences the dignity of self-improvement which is still denied to far too many people and is part of ensuring that Lifelong Learning is enshrined in the culture of every community in every part of the country”

Ivan Lewis (Under Secretary of State for Adult Learning and Skills)

December 2002

- 4.2 We believe that Adult Learning as encompassed in the 2003-06 plan can make a significant contribution to other key Council drives, most notably:

- Raising standards in Schools – Through Family Learning initiatives to foster parental involvement in children’s learning, focussing on those schools with the lowest Key Stage 2 scores.
- Regeneration / Revitalising Neighbourhoods – Prioritising disadvantaged areas; contributing to skills development; Cluster Learning Forums; Basic Skills work; Link with SRB, New Deal and Surestart.

- Making Leicester a more attractive city to live in – Improving the quality of life through an interesting and varied programme of Adult Learning opportunities.
- Children’s Centres – Linking Family Learning provision with the network of Children’s Centres being established.
- Community Cohesion – Lifelong Learning’s contribution to creating and sustaining vibrant, inclusive and participative communities.

## **5. Key Priorities**

5.1 In line with the Division’s Mission Statement and the major objectives outlined in the Leicestershire LSC’s Annual Plan for 2003/04, we have identified the following key priorities:

- To expand Basic Skills provision
- To widen participation in learning
- To extend Family Learning provision
- To link more effectively with Neighbourhood Renewal initiatives
- To develop a coherent IT curriculum offer
- To maintain and further develop our strong Languages programme
- To further develop and embed a Quality Assurance framework
- To strengthen financial management to meet emerging external audit requirements

## **6. Targets**

6.1 The 2003-06 Adult Learning Plan sets out our targets for participation levels over the next three years. The Division aims to enrol a total of 22,00 Adult Learners across both accredited and non-accredited strands of learning in 2003/04 (we achieved 20,000 in 2002/03), rising to 24,000 in 2005/06. Of this total we aim to recruit the following percentages of particular learner categories as determined by the LSC:

- |  |   |     |
|--|---|-----|
| • Learners with disabilities/learning difficulties | : | 9%  |
| • Ethnic Minority Learners                         | : | 36% |
| • Male Learners                                    | : | 35% |
| • Basic Skills/ESOL Learners                       | : | 15% |

## **7. Key Achievement and Successes in the last year**

7.1 There have been many notable achievements within our Adult Learning service over the last 12 months. These include:

- Winning a £1,000,000 grant from the LSC to contribute to the major redevelopment of the Highfields Youth and Community Centre.
- Coming 12<sup>th</sup> out of 150 LEAs in a new national league table for participation rates in LEA Adult Learning.
- Achieving a 96.3% satisfaction rate in our December 2002 citywide Adult Learner Survey.
- The introduction of a Quality Assurance strategy including policies on Curriculum and Tutor Observation and a Learner Entitlement Statement.

## **8. Issues for Consideration**

- 8.1 The targets proposed in the 2003-06 Adult Learning Plan will set a real challenge to the Division both in reaching the overall total and certain of the sub-targets, particularly those pertaining to male and 'Ethnic Minority' learners.
- 8.2 2003/04 is the last year of the 'guarantee' made by the Secretary of State for Education in 2001 that LEA Adult Learning provision would not suffer as a result of LSC funding methodology. This is a critical year for the Division to prove that it can deliver on both quality and volume in order to achieve comparable funding from August 2004. Initial modelling of the proposed formula to be applied to non-accredited (ACL) Adult Learning from August 2004 suggests that over an unspecified period of convergence, this LEA might lose as much as one third of our ACL budget, around £900,000. We therefore need to reconfigure our provision to more accredited and Basic Skills programmes.
- 8.3 The Plan clearly indicates the Division's drive to match the Leicestershire LSC's priorities as outlined in their strategic plan, particular through the focus on widening participation, Basic Skills and Family Learning. Our LEA provision, with its strong community network, should be ideally placed to respond to LSC priorities and target groups. While preserving as much as possible of the broad curriculum offer, the Division must concentrate on attracting new learners to predominantly NVQ Entry Level and Level 1 courses.

## **FINANCIAL, LEGAL AND OTHER IMPLICATIONS**

### **1. Financial Implications**

- 1.1 There are no legal implications arising from this report at this time (David Wilkin, Head of Education Finance – Extension 7750).

### **2. Legal Implications**

- 2.1 There are no legal implications arising from this report (Guy Goodman, Assistant Head of Legal Services – Extension 7054).

### 3. Other Implications

OTHER IMPLICATIONS	YES/NO	Paragraph Within Supporting Information	References
Equal Opportunities	YES	4.1, 5.1, 6.1	
Policy	NO		
Sustainable and Environmental	NO		
Crime and Disorder	NO		
Human Rights	NO		
Elderly/People on Low Income	YES	4.1, 5.1, 6.1	
School Improvement	YES	4.2	

### 4. Background Papers – Local Government Act 1972

None

### 5. Consultations

Strategic Community Learning Forum  
FEJOTC  
Inter Departmental Lifelong Working Group  
Leicestershire and Leicester City Learning Partnership  
Leicester College

### 6. Report Author

Tim Ward  
Principal Officer (Adult Learning)  
Tel: 252 7821



## LEICESTER CITY LEA Combined Adult Learning Plan 2003 – 2006

### 1) Introduction

- Leicester City has an overall population of 279,291 (2001 Census) broken down as follows:

Aged over 19	-	200,980
Ethnic Minority	-	36% (highest of any British City)
Learning Difficulties/Disabilities	-	5%
Aged 60+	-	24.5%
- The City's rich diversity is illustrated by the figures for religious faith affiliation (2001 Census):

Christian	-	44.7% (2 <sup>nd</sup> lowest in UK)
Hindu	-	17.7% (3 <sup>rd</sup> highest in UK)
Muslim	-	11.0% (17 <sup>th</sup> highest in UK)
Sikh	-	4.2% (10 <sup>th</sup> highest in UK)
- The city has a national reputation for promoting good community relations. At least 47 languages are spoken in Leicester. As new waves of migrants and asylum seekers settle in Leicester (most recently from Somalia, Central/Southern Africa, the Middle East and Eastern Europe), the city has demonstrated its resilience in adapting and changing to meet the needs of new communities. The City Council has recently been awarded Beacon Status for Community Cohesion and is focussing on projects to ensure that the outer 'white' estates are meaningfully connected with the culturally diverse inner city.
- The unemployment rate in Leicester is 5.9% (June 2003) more than twice the national rate (2.6%) and more than 3 times the rate in the county (1.6%). In some wards it is as high as 15%.
- The City has a generally low-skilled workforce. The majority of the electoral wards have below average literacy and numeracy skills (Basic Skills Agency). The City has generally below average standards of educational achievement, particularly at Key Stages 1 and 2, and at GCSE level. 30 Primary Schools (around 40% of the total) are categorised as E or E\*.
- Leicester is ranked as the 35<sup>th</sup> most deprived local authority nationally (DETR index), with the densest population in the East Midlands. 50% of wards are in the 10% most deprived wards in England.
- 57.9% of the population live in owner-occupied properties, one of the lowest percentages in the country.
- One in three of the City's children are being brought up by parents on benefits (Child Poverty Action Group 2002).

- The Leicestershire Learning and Skills Council in its Annual Plan for 2003/04 has identified a number of key issues which we need to address locally:
  - The needs of an ageing population.
  - An increasing need for higher level qualifications.
  - Within a context of decline in textiles and other manufacturing business, the need to offer opportunities to enhance employability.
- The City Council has adopted overarching strategic objectives which the Education and Lifelong Learning Department is keen to contribute fully in addressing:
  - Promoting social inclusion / community cohesion.
  - Raising standards of educational achievement.
  - Supporting neighbourhood renewal / regeneration.

## **2) Lifelong Learning and Community Development Division**

- Leicester City Council is a major direct provider of Adult Learning through the Lifelong Learning and Community Development Division of the Education Department. It also has a strategic role through active membership of the Leicestershire and Leicester City Learning Partnership, particularly as chair of the City Basic Skills consortium (Leicester City Skills for Life Partnership).
- The structure for service delivery is currently organised into 7 'cluster' area teams. Each cluster team is charged with developing its own cluster Adult Learning Plan within the context of the City Adult Learning Plan and the recently published Strategic Community Learning Plan 2002-2007.
- In addition, the Division also includes the Leicester Adult Education College which has delegated powers. The College is responsible for delivering approximately 40% of the LEA's Adult Learning provision.
- The Division has a small Central Adult Learning Team, comprising:
 

Principal Officer	Adult Learning)
Development Officer	(Curriculum and Quality)
Development Officer	(Widening Participation)
Family Learning Co-ordinator	
- The Division firmly believes that learning has the power to transform lives. It is a key driver of economic success and is fundamental to addressing the problems of social exclusion. It is also a powerful tool for developing community cohesion and encouraging active citizenship.
- Within this broad context for learning, the 3-year Development Plan seeks to address the needs of adults:
  - As individuals engaged in a continuous process of self development.
  - As family members, parents or carers encouraging and supporting their children's learning.
  - As employees or potential employees.
  - As active citizens contributing to the life of their community.

- Distinctive features of Leicester City Adult Learning:
  - Provision of part-time accredited and non-accredited learning with flexible entry points.
  - Some specialist provision in the Leicestershire Learning & Skills Council area such as languages and creative writing.
  - Multi-sited, providing local accessible provision within both schools and freestanding centres.
  - Speed of delivery in response to community needs.
  - Increasingly flexible modes of delivery.
  - Few pre-entry requirements to accredited and non-accredited programmes.
  - Enhanced and complemented by a range of local authority services e.g. Health, Social Services, Libraries, Cultural services.
  - Pre-school to post retirement ('cradle to grave').
  - Network of Learning Forums to consult on provision.
  - 12<sup>th</sup> highest participation rate in LEA Adult Learning out of 150 LEAs (DFES statistics 2003).

### 3) **Mission**

- The Lifelong Learning and Community Development Division has formally adopted as its Mission Statement:  
 "We will work with our partners promoting equality and inclusion through complementary and integrated provision to enrich the lives of people in Leicester enabling them to be:
  - Effective learners.
  - Healthy and confident individuals.
  - Empowered citizens".
- The Adult Learning Service within the Division has drafted its vision to expand on the above generic statement:  
 "We will strive to provide high quality, community based Adult and Family Learning programmes that contribute to economic regeneration and which provide opportunities for learning to all adults in Leicester's diverse population. We will aim to treat every learner equally and with respect, to develop and sustain a regard for Lifelong Learning and to enable learners to recognise and develop their talents."
- The LEA is committed to respond particularly to the needs of:
  - Black and minority ethnic groups.
  - Unemployed people and those employed who need to develop work skills.
  - Those requiring basic literacy, ICT and numeracy skills.
  - Those whose first language is not English.
  - Adults with physical, sensory or learning disabilities or mental health problems.
- Our key aims are to:
  - Prioritise those individuals and communities who have had least benefit from education.

- Ensure that provision of 'first-rung' learning opportunities is readily accessible in terms of locality, building, childcare and learner support.
- Provide appropriate guidance.
- Increase demand for learning by adults in Leicester both at school level and beyond.
- Contribute to the raising of educational achievement in Leicester.
- Offer a broad menu of learning opportunities which feature horizontal and vertical progression routes.
- Develop and sustain vibrant, inclusive and participative communities.
- Improve quality of our provision.

#### **4) Range and nature of provision offered**

- a) Through community and partnership working there will be a 75% increase over 3 years of the plan in the number of adults undertaking Basic Skills programmes from 2000 to 3500 to meet the local LSC's targets and underpin employers' initiatives to improve the Basic Skills of their employees.
- b) 30% growth over three years of ACL provision designed to lead to NVQ Level 2 in order to contribute to national Level 2 targets for adults.
- c) 15% growth over three years in provision at NVQ Levels 2 and 3 in order to enhance employability and contribute to the national targets of employment for adults.
- d) 30% of learners engaged in 'first rung' learning go on to participate in further mainstream courses at Levels 1 and 2, thus contributing to the local LSC widening participation agenda.
- e) Develop and implement a strategy for Information Learning Technology (ILT) provision that focuses on modes of delivery, ensuring that in three years ILT supports 5% of provision, thus supporting the LSC initiative.
- f) Increase demand for accredited provision particularly across Areas of Learning 2, 5, 6, 8, 11, 12, 13 and 14 \* with a shift to accredited provision to reach at least 45% of our total learner base by 2006 through:
  - Using Learning Development Workers and Community Development techniques to engage more learners in low level courses.
  - Ensuring all FE courses provide a progression route from Entry to Level 2 with transition support where appropriate.
  - Increased provision of Family Learning.
    - \* Learning & Skills Council/ALI 14 Areas of Learning
    - 2 - Science & Maths
    - 5 - Business Administration
    - 6 - ICT
    - 8 - Hospitality, Sports, Leisure and Travel
    - 11 - Visual and Performing Arts
    - 12 - Humanities

- 13 - English, Languages and Communication
- 14 - Foundation (including Basic Skills and ESOL)

g) Diversify the Language programme to include more Community Languages and aim for a growth in learner numbers of 5%.

## **5) Meeting Local Priorities**

- a) Develop and implement a strategy for Family Learning through partnership working with appropriate stakeholders in order to increase by 30% the number of individuals involved in Family Learning by 2006.
- b) In order to meet one of the core objectives of the Division to raise educational standards, increase LEA capacity for delivering Family Learning and Family Literacy/ Numeracy so that 60% of the work is undertaken directly by the LEA by 2006; this to be done in partnership with Standards and Effectiveness Division and targeted at E/E\* schools.
- c) Improve Basic Skills across the City Council workforce in order to involve 300 learners in learning per year thus contributing to the local LSC priority of employer involvement and the up-skilling of the workforce.
- d) Increase by 20% over a 3-year period learners from minority ethnic backgrounds, thus contributing to the equality and diversity agenda of the LEA's Strategic Community Learning Plan and the council's commitment to promote social inclusion.
- e) Increase participation in learning in NRF Wards, particularly among groups currently under-represented in our participation profile, increasing our total learner numbers by 5%.
- f) Devise a strategy for developing work with learners who have Learning difficulties / disabilities to meet the Valuing People agenda both nationally and locally.

## **6) Improving Employer Engagement**

- a) Further develop work within the City Council to drive up demand for learning resulting in provision for 300 learners within the local authority; this to be co-ordinated by the interdepartmental Learning Development Worker. This would include the Division working with other relevant Council departments to develop projects under the Leicestershire Employee Training Pilot (Skills for Work).
- b) Work in partnership with providers across the city, such as Voluntary Action Leicester, Leicester Shire Economic Partnership and the Union Learning Initiative to drive up employer engagement and have an action plan in place by 2004.
- c) Promote the development of community languages and the development of language courses for business needs in line with the

Regional Languages Network and the Regional Development Agency (via the Leicestershire and Leicester City Learning Partnership).

- d) In partnership with voluntary and community groups and other council departments promote neighbourhood renewal in 4 key areas of the city that contain some of the highest levels of deprivation, thus enhancing the sustainability of the Learning Development Workers projects. This work will increasingly focus on promoting employability skills to enable learners to enter and progress within the work environment.
- e) Engage with the voluntary sector to promote and support appropriate accreditation schemes for volunteers and part-time employees.
- f) Identify Learning and Skills needs in the 4 NRF neighbourhoods where Learning Development Workers are deployed (St. Matthews, New Parks, West Humberstone and Eyres Monsell); circulate the findings with a proposed action plan in response to findings to the local businesses (2004/2005). Each Learning Development Worker would set appropriate individual targets in response to identified local need.

## **7) Approaches to Quality Improvement**

- a) A Quality Assurance Framework will be produced in 2003/2004 to extend and draw together the individual components which exist currently to enhance our Quality Assurance and drive up standards. This framework will include sections on:
  - Mission (linked to needs analysis and local/national drivers).
  - Training and staff development.
  - Planning cycle.
  - Policies and procedures.
  - Quality standards.
  - Quality measurement tools:
    - Observation of teaching and learning.
    - Self assessment report.
    - Capturing the voice of the learner.
- b) Implement the revised (2003) Observation of Teaching and Learning policy and increase the number of graded observations conducted to a minimum of 35% of all Adult Tutors every year aiming for 95% of all grades to be satisfactory or above; a system to increase the number of observations undertaken by specialist staff will be developed.
- c) The Self-Assessment Report and the linked Development Plan provide the basis for this area of work and the LEA will actively build on strengths and rectify weaknesses.
- d) Complete a pilot project with Learning and Skills Development Agency (LSDA) support to produce a citywide Self Assessment Report for ICT, extending to other Areas of Learning from 2004.
- e) Complete and disseminate the outcome of a pilot project in Recognising and Recording Progress and Achievement (RARPA) in non-accredited learning.

- f) The compliance of using the LAEC/LEA Course File will ensure that retention and achievement will be monitored at course level on a six to eight weekly basis by managers in order that developing problems are identified and addressed as early as possible and there will be a 3% improvement on retention rates across all areas of learning.
- g) Further refine the means of gauging learner satisfaction. The Learner Survey will be revised in collaboration with the County LEA and we will pilot focus groups where appropriate.
- h) Detailed telephone interviews with a representative sample (at least 200) of all early leavers to establish the reasons for their decision. These interviews to be carried out by an external person rather than the staff responsible for teaching and will be used to inform strategies for increasing retention.
- i) Between 2003-2006 raise the achievement of adults by 6% by monitoring activity in Basic skills and areas of work at Entry Level and Level 1 in order to ensure progression routes and access for learners to Level 2 work, thus contributing to the local and national targets.
- j) Health and Safety management will be ensured and we will actively promote the concept of the 'Safe Learner'. The Division's Health and Safety Audit will be completed by October 2003 and a citywide action plan drafted. Health and Safety is included in the revised Tutor Support pack and learners will receive appropriate information. Health and Safety will be included in the next revision of the Learning Agreement form.

## **8) Accommodation Strategy**

- a) Continue to use a 'mixed economy' of locations for Adult Learning, namely:
  - Community Colleges / Secondary Schools.
  - Community Primary Schools and other Primary Schools.
  - Leicester Adult Education College.
  - Community Centres.
  - Neighbourhood Centres.
  - Libraries.
  - Voluntary organisations.

This policy will enable the LEA to reach the widest possible range of learners and ensure that provision is locally accessible.
- b) Ensure that accommodation is fit for the purpose of Adult Learning, conducting an audit of premises in 2003/04 to inform further bids for funding support from Learning & Skills Council's Minor Works and DDA compliance funds.
- c) Capitalise on specialist accommodation available in some of the Community Colleges and other centres to enrich the curriculum offer.
- d) Monitor the impact of the planned combined Braunstone Library and Learning Centre and explore how these synergies could be extended to other locations.

- e) Support the Extended Schools agenda both in the Hamilton/Netherhall area initially and more widely through the City to widen the base of available accommodation for Adult Learning.
- f) Consider the submission of a major capital bid for a substantial city centre learning centre, bringing together the Leicester Adult Education College and the Central Lending and Reference library.

## **9) Staff Development**

- a) Introduce in 2003/04 'Core' training for part-time Adult Tutors, paying them to attend. Agreed strands in 2003/04 will be:
  - Using the Course File.
  - Assessment.
  - Learning Outcomes.
  - Basic Skills Core Curriculum.
  - Equality and Diversity.

Themes for 2004/05 will be identified from the Development Plan prepared following the 2002/03 Self-Assessment Report.

- b) Encourage all Adult Tutors to be appropriately qualified, a requirement for new tutors from September 2002. Devise an action plan to implement the recommendations from the forthcoming national survey into Teacher qualifications within the ACL sector.
- c) Provide relevant professional training for Administrative staff including the use of TERMS software, DDA awareness and the IAG Front of House training.
- d) Implement the new corporate Staff Appraisal Strategy and contribute to the Education Department's application for 'Investors in People' status.
- e) Develop a training programme for managers to cover:
  - Management Information Systems.
  - Audit.
  - Tutor induction.
  - Observation of Teaching and Learning.
  - Target settings for achievement.
- f) Develop and evaluate tutor training materials for access requirements.
- g) Continue to develop our capacity to deliver Basic Skills and ESOL through:
  - Division meetings on the new national curriculum to identify the training needs for:
    - Managers.
    - New Basic Skills Tutors.
    - Existing Basic Skills Tutors.
  - 4 x 7407 courses per year for existing Tutors, plus 7407 courses for Tutors who wish to retrain for Basic Skills.



- Work with Leicester College on promoting the new Foundation Degree in Basic Skills.

## **10) Widening Participation**

- a) Consolidate the LEA's non-accredited provision (ACL) to at least 45% of the total learner number in order to focus on our target groups, particularly those undertaking 'first-rung' provision in the '3 Cs':
  - Cultural enhancement.
  - Citizenship.
  - Community Development.
- b) Extend by 30% Family Learning participation by 2006, engaging with new learners.
- c) Set challenging inclusion targets to achieve by 2006:
  - Ethnic Minority Learners : 36%
  - Male Learners : 35%
  - Disabled/Learning Difficulties : 9%
- d) Adopt a proactive approach to staff recruitment to progress towards a staff profile representative of the Leicester population.
- e) Conduct a curriculum mapping exercise to identify unnecessary duplication, gaps and potential opportunities and feed into the curriculum plan.
- f) Formulate a marketing strategy which promotes, widens and increases participation.
- g) Refine fee remission and learner support policy to ensure equality, consistency and access.

## **11) Management Information Systems**

- a) Develop the MIS infrastructure to better support our provision and identify areas of improvement, as well as sharing information with our partners and extending the Individual Learning Record to ACL provision.
- b) Develop MIS communication systems in order that requests and responses can be efficiently and effectively dealt with within a reasonable time frame.
- c) The LEA will use information effectively to manage and monitor progress in implementing the three-year development plan and to meeting headline targets.

## **12) Assumptions and Risks**

- a) That the introduction of Formula Funding for ACL will not have detrimental implications for the financial viability of Leicester City Adult Learning Service. The impact of changes will need to be assessed with regard to volume and nature of provision in both FE and ACL programmes.

- b) Position statement will be required from the LEA re support for LAEC premises, particularly relating to the LEA accommodation strategy and the availability of Capital funding etc.
- c) We will keep pace with the development of ICT, E-learning and ILT (application of Information Technology to support learning).
- d) Government legislation changes regarding Asylum Seekers could impact on ESOL provision and take-up.
- e) The outcome of the Strategic Area Review could have an impact on the proposals in this development plan.
- f) The implications if the LEA adopt a 6-term school year and its impact on course accessibility and curriculum planning.
- g) The 2<sup>nd</sup> Stage of the Community Review may cause some turbulence mid year 2003/04, affecting planning for 2004/05.
- h) The Leicestershire County Community Education restructuring and threatened 'opt out' of some Community Colleges to seek direct funding from the Learning & Skills Council may tempt some City institutions to follow the same route.

**Pathfinder model – Where the 3-year Plan Sits**

