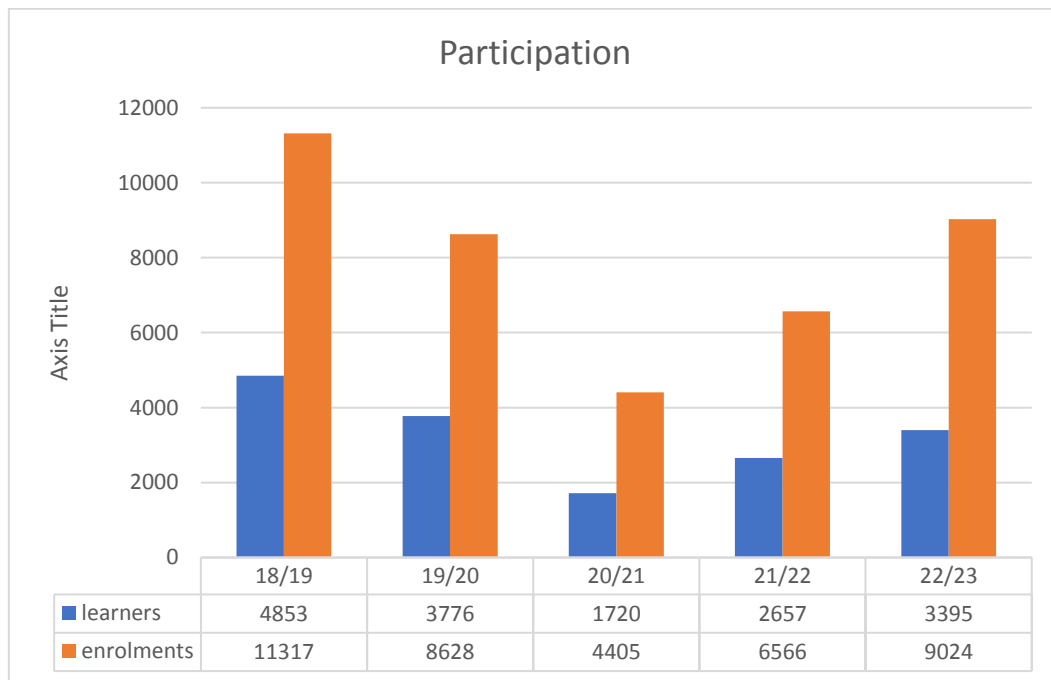


Review of the 2019-2023 Adult Education Service Plan

In January 2019 the service produced a revised service plan setting out priorities and performance indicators for the following 5 years. In spite of the unexpected impact of COVID 19, the plan has served the service well and the majority of the outcomes and priorities have been successfully delivered.

Overall participation during the period of the plan was significantly impacted by the COVID pandemic and post pandemic there have been changes to patterns of attendance and demands for learning. For example, participation by older learners from outside of the city has significantly reduced.



Strategic Aims

The service plan identified 6 strategic aims and associated performance indicators.

1 Achieve Curriculum Excellence

Performance Indicator by 2023	RAG	Outcome
Ensure 1000 more people will have achieved a qualification at Level 2 or above		1051 qualifications at L2 or above were awarded.
Ensure all qualification achievement rates will be at or above national benchmarks		National benchmarks are not currently available due to COVID disruption distorting the available data. However, qualification achievement rates for 22-23 are 91% and in line with pre-pandemic average national benchmarks for those qualifications (86%)

Achieve outstanding teaching, learning and assessment against Ofsted standards		The service has not been subject to a graded Ofsted Inspection during this period, however, a non-graded visit during COVID provided positive feedback. The 2021-22 Self-Assessment report graded the service as ' Good '.
Plan all new courses in line with the 21 st Century Skills framework		New course approval systems ensure all new courses are robustly assessed for financial viability and alignment with priorities. Clear outcome and impact measures have been established for each subject area. These incorporate the transferable skills and attitudes articulated in the 21 st Century Skills framework and will be carried forward through the knowledge, skills and behaviours priorities set out in the new Local Skills Improvement Plan

2 Put the learner first.

Performance Indicator by 2023	RAG	Outcome
Provide 1000 people with individual careers advice or mid-life career reviews		598 individual Careers sessions Advice were provided. However, in 2022/23 alone, through events and class visits, 1669 Careers Guidance interventions were provided to 453 people.
Maintain 'sustained positive destinations in the top quintile nationally for learners on work related benefits		The measures for this outcome are no longer provided as quintiles. However positive destinations for the latest cohort to be tracked (2019-20) show 66% had a sustained positive destination. This was 9% down on pre-pandemic, in line with other local providers.
Have an active learner forum through which all curriculum areas are appropriately represented		The learner forum successfully moved online during COVID and was very helpful in developing or online offer in that period. However, to broaden the reach and ensure learner voices are heard more consistently, a new approach of curriculum-based learner forums will be introduced from 2023.
Have 200 ex-offenders completing community learning courses		The 'Out for Good' programme resulted in 49 ex-offenders completing courses in 2019-20. The programme was closed due to changes in funding for ex-offender learning, which now sits at a sub-regional level with a private training provider.

3 Secure the long-term financial viability of the service.

Performance Indicator by 2023	RAG	Outcome
Deliver 10 sector-based work academies or redundancy support packages per year in partnership with local businesses.	Yellow	Successful sector-based work academies were delivered pre-pandemic in Business Admin, Social Care, Catering and Retail. However, there were consistently very high levels of 'no shows' of individuals referred from the DWP, which makes the model unviable financially.
Rename and rebrand the service resulting in increased public awareness	Green	The service was renamed 'Leicester Adult Education' in 2022 with new branding and a new website. This has been positively received by learners and stakeholders. The service has seen an increase in approaches from internal and external partners and secured additional funding as a result.
Have held a year of activities and events in 2020 to celebrate 70 years of the Adult Education College	Red	Due to COVID this was postponed to 2025 (75 years)
Work with 25 organisations to offer social prescriptions for learning	Green	In 2022-23 52 organisations formally referred clients for learning on account of health or disability. From September 2023 some social prescribing staff in the Beaumont Leys area will work out of the service's Bishopdale Adult Learning Hub.

4 Provide a great place to learn and work.

Performance Indicator by 2023	RAG	Outcome
Have sufficient, appropriately located and well-equipped venues for the appropriate and effective delivery of service	Green	Since 2019 there have been several changes to the venues used. Bishopdale Adult Learning hub was created in Beaumont Leys in early 2020 and following the closure due to COVID lockdowns it has become well established and from 2023 will incorporate the Construction Hub. The Adult Education College has seen increased usage over the period and operates at or near capacity most days in term time. The college operates 5 days and 4 evenings a week. For efficiency reasons, Saturday courses have been focussed on Bishopdale, with the college used for 2 or 3 Saturdays each term.

		<p>There has been ongoing investment in repairs, improving fixtures and fittings and digital connectivity across the venues. However, several Neighbourhood Service venues traditionally used by the service were subject to community asset transfer, often resulting in the need to find alternative venues and as a result there continues to be a shortage of availability in the East of the city.</p> <p>EFIF and Multiply funding has been used to develop provision in partnership with voluntary organisations in a diverse range of additional community venues.</p>
Provide 48 Studyzone spaces and promote them in partnership with the Central Library		6 PCs and 48 table spaces with free WiFi are available. These are regularly used and currently meet demand.
Establish a more effective learner achievement and recognition process.		<p>An annual graduation ceremony has been implemented for learners on substantive courses.</p> <p>An annual summer exhibition and Private view event has been instigated for Arts and creative courses. An annual exhibition of work from the REMIT Mental Health programme in the café. Performances at the end of all music and performing arts courses.</p>

5 Create a culture of innovation and inspiration.

Performance Indicator by 2023	RAG	Outcome
Implement an effective and efficient online enrolment service with high levels of customer satisfaction		<p>New website has been implemented with the potential for online enrolment but is not yet fully implemented.</p> <p>Over the last 18 months the use of Power Automate has been developed to further improve the efficiency and accuracy of course management and reduce the administrative burden on curriculum staff. This frees them up to respond to more complex learner needs.</p>
Ensure 30 students per year complete the Access to HE programme with 70% or higher progression on to a higher-level course or apprenticeship		<p>Places on Access courses have been capped by a cut in Student Loan allocation which has restricted growth. In 2022-23 9 learners completed the course and while all have secured University places, 3 have deferred their places due to the cost of living. The first two cohorts of Access students have now graduated, more than 50%</p>

		achieved a first-class degree and the rest secured 2:1s
--	--	---

6 Make a positive contribution to the wider community.

Performance Indicator by 2023	RAG	Outcome
Support 2500 more people to use digital technology and improve digital inclusion.		2543 people completed on Computing courses. In addition, all learners are supported to use technology through our learning platform as part of their course and this was particularly the case during the pandemic when all classes moved online.
Have held practitioner research and innovation training events and conferences for the sector		Some regional events have been hosted at the Adult Education College; however, the advent of online training and conferences has reduced the need for this objective. Nonetheless, staff are very active in peer support networks at regional and national level.
Provide an online portal so adult education opportunities across the city are easier to find.		The national 'Course finder' portal has reduced the need for this objective. The new service website provides much improved access to information about our own courses.
Have supported 300 more refugees and asylum seekers to learn English.		The service secured additional funding to provide 455 refugees and asylum seekers with English Language tuition. This includes working closely with STAR AMAL team to support the integration of people on formal resettlement schemes from Syria, Afghanistan, Hong Kong and Ukraine.

Future Planning

The service is now required to produce an annual Accountability Agreement for the ESFA which takes account of the priorities laid out in the Learning and Skills Improvement Plan. This sits alongside the annual self-assessment report and quality improvement plan to provide a robust framework for planning and service development.

A draft Accountability Agreement for the 2024-25 programme is currently being prepared and will include:

- Review curriculum design and delivery in line with the local Knowledge, Skills and Behaviour requirements of businesses as evidenced in the LSIP.
- Offer easy access, short courses for Digital Skills in business, with a specific focus on digital marketing, social media, cloud computing and data analytics.
- The development of green skills and support of the Council's Net Zero strategy through the development of new community and family learning courses.

- Increase the provision of English Language training, including more advanced and technical language skills.
- Contribute to the development of the Local Skills Accountability Boards
- Support for the continuation of the work of the Fashion Technology Academy and the Construction Hub through Skills Bootcamps and the subcontracting of ESFA Adult Education Budget for specialist and technical skills delivery