Appendix A

HARROW COMMUNITY LEARNING STRATEGY

2013-15

COMMUNITY LEARNING STRATEGY 2013-16

1. Background to Adult and Community Learning

1.1 The Adult Community and Family Learning (ACFL) Service is a Harrow Council service, part of the Community and Culture Division in the Community, Health and Well-being Directorate. The Service is externally funded by the Skills Funding Agency (SfA), within a policy context set by the Department for Business, Innovation and Skills (BIS).

The ACFL Service delivers adult and community learning as a mixture of direct delivery and contracted provision with a range of providers. All provision is part-time and is for people over 19 years of age, with the exception of Family Learning with parents and children.

Provision includes English for Speakers of Other Languages (ESOL); ICT programmes in locations that include the Sangat Centre, the Shree Kutch Temple, the Beacon Centre and Kenton Learning Centre; Functional Skills in English and Maths; Family Learning courses and activities in schools, children's centres and community venues; programmes for mental health service users; programmes for health, including Yoga, Dance and Keep Fit; and a wide range of courses for personal development and leisure, including art, photography, modern languages, cookery.

1.2 The ACFL service is required to produce a Community Learning Strategy by the SFA and a Delivery Plan outlining annual actions to deliver the strategic aims and objectives. Harrow's Strategy is shaped and informed by a number of other key policies contained in strategies at both national and local level, including:

- Skills Funding Statement (BIS/SFA 2012)
- Third Sector Participation and Engagement in the Learning and Skills Sector: a Strategic Framework (BIS April 2013)
- The West London Alliance Whole Place Community Budget programme
- The Joint Health and Wellbeing Strategy for Harrow 2012-2015;
- Our Plan; Children and Families 2013-2018 (Harrow Council)
- Harrow Council Sustainable Procurement Policy 2011
- Harrow's Joint Strategic Needs Assessment 2009-2013

1.3 The vision for Community Learning is as follows:

Our vision is to secure the delivery of an accessible, coherent and high-quality learning programme for adults and families in Harrow. The aim is to increase and widen participation in learning, promote the wider benefits of learning, enable people to develop skills, knowledge and confidence, increase health and well-being and encourage a culture of life-long learning through progressing learners to further study or training and/or employment

2. Context for Adult & Community Learning in Harrow

2.1 The priorities for the Community Learning Strategy are driven by the needs of Harrow's local communities, in particular:

2.1.1 *Employability skills and social mobility*

Unemployment rates are highest in the Wealdstone and Marlborough wards (central Harrow) and Roxbourne (south Harrow) and amongst residents classified as Black and Other ethnic groups. There are also particular groups that have specific obstacles in progressing to the labour market. These include adults with learning disabilities, adults with severe mental health problems and communities with low levels of English language skills. It also includes those with a low level of Functional Skills and of qualifications generally. Low levels of literacy/numeracy and language skills amongst some residents provide an obstacle to employability. Within Harrow, the highest proportions of the population without qualifications or with low level qualifications are in Kenton East, Edgware, Roxbourne and Roxeth.

Programmes supported through Community Learning often act as an entry point Into learning and can break down barriers such as lack of confidence. There is also a need to increase the numbers of adults gaining first accreditation in community settings and then progressing to higher level qualification courses to facilitate entry to the labour market.

Identified learning needs: Functional Maths and English; work-related English for Speakers of Other Languages (ESOL); employability skills; vocational training; ICT training; Study Skills.

2.1.2 *Widening access to English language skills*

The population is culturally and ethnically very diverse. White British make up around 34% of the population, compared to 60% for London and 83% for England as a whole and in 2011 Harrow was ranked seventh in England for cultural diversity. Asian or Asian British comprise around 43% of the borough's population, particularly Indian and Sri Lankan. Within other ethnic communities the White Other group is the largest with 8% of the population, particularly Romanian and Polish. Black African (notably the Somali Community) groups have been fast growing over the last 6 years or so, as has the Afghan community.

Harrow was one of 25 local authority areas recently identified by the Department for Communities and Local Government as an area with high levels of need for English Language provision. 28.5 % of Harrow's residents have a foreign first language with Gujarati, Tamil and Romanian being the most commonly spoken languages. In 15.9 % of households English is not the main language of any household occupants, the 10th highest ranking nationally and much higher than the national level of 4.3 %. The 2011 census showed 1% of Harrow residents unable to speak English at all, compared to 0.6% for London and a national figure of 0.3%. This can create a barrier for employability and also means some parents have little contact with their children's schools and lack the skills to assist their children's progress.

Identified learning needs: Pre-entry and Entry Level ESOL

2.1.3 *Health and Wellbeing needs*

The Borough's population is ageing at a faster rate than average across the rest of Greater London and the proportion of residents aged over 65 at 14% is higher than the London average. This is projected to increase to 16.5% by 2018 and

there are projected increases in numbers seeking residency in specialist accommodation Two thirds of those over 65 years are from White groups.

There are marked geographical inequalities in life expectancy: there is a 10 year difference for women between Pinner South and Wealdstone. There are also health inequalities related to ethnicity. With the exception of Black Caribbean and Irish populations, all other minority ethnic groups have lower rates of adherence to the Chief Medical Officer's recommendations for physical activity. Mental health problems affect 1 in 6 of adults and over 5,000 Harrow residents have experienced serious mental health problems in the last 5 years. Rates are higher in some ethnic communities, with lower awareness of services available.

Identified learning needs: Physical activity programmes such as Yoga, Dance, Keep Fit; Healthy Eating; programmes targeting mental service users; learning targeted at older learners; Confidence building programmes

2.1.4 *Community cohesion and citizenship*

The borough overall is one of contrasts. Harrow is among the top eight most affluent boroughs in London but also ranks among the top eight for high rates of low income linked to employment. There are pockets of severe deprivation, mainly in the central and south west areas in the wards of Roxbourne, Wealdstone, Greenhill and Marlborough that are in the fifth most deprived in the country, with significant poverty, deprivation and acute housing need. Generally the highest indices for multiple deprivation coincide with areas with a higher concentration of social housing, such as the Rayners Lane and Headstone estates There are, therefore, significant differences across the borough in indicators of deprivation, which have had an impact on unemployment rates, life expectancy, physical and mental health and child poverty. This can provide barriers to social or cultural integration. Lack of ICT skills can mean loss of contact with Council services. Lack of language skills can mean lack of contact with schools or public services. Lack of previous involvement in learning can mean unawareness of opportunities available.

Identified learning needs: ICT; ESOL/active citizenship; cultural literacy

2.1.5 *Supporting stronger families*

The ethnicity profile of Harrow's school pupils reflects the general diversity changes within Harrow's population, with White British pupils decreasing to 16.5% of the school population and the Other White backgrounds group increasing to 9%. In terms of narrowing the achievement gap there are some groups that need attention, including some BME groups and those receiving free school meals and children looked after.

Lack of English language skills amongst parents can cause issues such as isolation, poor communication between parents and schools and cultural dislocation. There is an identified need for many parents to improve their own English and Maths skills to assist their children's progress at school as well as their own functional skills. There is also an identified need for many parents, particularly amongst new arrivals, to improve their English for effective communication with the school

Identified learning needs: Family English, Maths and Language; Get Your Child Reading; Dads Club; Wider Family Learning programmes

3. Our Learners

Adult and community learning benefits individuals, families, communities, the economy and society as a whole. It has the potential to enable the delivery of learning that meets local needs, promotes social renewal and maximises social and economic well-being. Maintaining a universal service is part of our delivery.

Current snapshot

Retention (R) and success (S) rates

Year	Enrol's	Learners	Retention		Success
2012/13	5685	3622	91.1%		85.41%

Profile

Female	Male	Age 19-24	25-39	40-59	60+
70.5%	29.5%	7%	34.5%	37%	21%

Ethnic Minority Breakdown	Borough Profile	ACL profile
White: EWSNIB	31%	31.5%
White Irish	3%	2.5%
White Gypsy or Irish Traveller	0.07%	.02%
White: Other White	8%	11%
Black African	3.6%	5%
Black Caribbean	2.8%	3.5%
Black Other	1.8	2%
Chinese	1%	1%
Indian	26%	20%
Pakistani	3%	3%
Bangladeshi	0.6%	0.5%
Other Asian	10%	11%
Mixed/multiple ethnic group: White & Black Caribbean	1%	1%
Mixed/multiple ethnic group: White & Asian	1%	1%
Mixed/multiple ethnic group: White & Other mixed	1%	1%
Other ethnic group: Arab	1.5%	1.5%
Any other ethnic group	1.4%	4%

What do the learners think?
I was very scared of using the computer. Now I am quite confident
I have now more patience with my child. I am not afraid to speak English at the GP and the bank. I can talk on the phone
I enjoyed the course because I was able to share my problems and was able to find solutions to use in future
Maths is fun. I learned a lot of things and my mum can help me more
It helped me with looking for a job and interview skills

3.2 However, in order to maximise access to community learning, available funding is focused on those who are disadvantaged and least likely to participate. Subsidised provision will have an emphasis on targeting and recruitment of identified priority groups with evidence of impact on social and economic wellbeing.

3.3 In particular the priority groups are:
- Older learners , particularly those in an isolated or vulnerable situation and those entering the Fourth Age, 75+ years
- Families, particularly where parents have basic English or Maths needs or who have not reached Level 2, where there is a single parent or families with complex needs
- Unemployed residents, with provision targeted for those before they reach the Work programme or those that have left without a job
- Disabled learners
- Mental Health service users or ex-users or those with learning difficulties/disabilities
- Black and ethnic minority individuals, particularly with below Level 2 qualifications

4. Delivering the Vision

The vision and aims for Community Learning are as follows:

Our vision is to secure the delivery of an accessible, coherent and high-quality learning programme for adults and families in Harrow. The aim is to increase and widen participation in learning, promote the wider benefits of learning, enable people to develop skills, knowledge and confidence, and encourage a culture of life-long learning through progressing learners to further study or training and/or employment.

To achieve this, the following main aims have been identified:

4.1 Aim 1: Widening participation in learning through targeting community learning and providing a means for learners who do not currently participate to gain access to the learning process

Context
For a past number of years Harrow ACFL service has delivered a programme with a balance between fee-paying universal access courses and more targeted first step and community learning, usually free or low cost. The Service remains committed to a broad programme of community learning that promotes the wider benefits of learning. However, within the constraints of a reduced Community Learning budget, the intention is to focus funding on people or groups who are disadvantaged and least likely to participate due to a variety of obstacles and increase fee income from those who can afford to pay more.

Progress to date
During 2012/13 the Service introduced a commissioning process that identified best value and delivery of positive learning outcomes that meets the needs of local people and communities. Providers were invited to become part of a pool of

'preferred providers' to deliver community learning as set out in a Provider Prospectus. The objective is to engage organisations who are best placed, in terms of quality and value for money, to deliver specific types of learning to specific target groups with evidence of impact on social and economic well- being..

Objectives 2013-15
a) To extend the commissioning process through the Framework of Providers to a wider group of community-based providers with the ability to recruit from target priority groups.
b) To develop effective means of measuring the impact of programmes with target groups, using small-scale funding set aside for innovation projects to support and test new approaches to learning, engagement and delivery methods
c) To widen access to Personal and Community Development provision (arts and crafts, modern languages, learning for leisure or personal motives) to groups who have had little contact with cultural learning opportunities
d) To further develop a flexible fee and concession policy as part of an overall 'Pound Plus' approach of maximising income in order to support widening participation. This will include further development of learning clubs and self-organised learning groups and programmes that support learners in raising funds independently

4.2 Aim 2: Enhancing individuals' life opportunities by providing a wide range of learning contributing to employability skills; health and well-being; community cohesion and citizenship; and stronger family relationships

Context
Community Learning is part of the lifelong learning continuum and has the potential to link into and enhance a number of important local and national agendas including Harrow's Health & Wellbeing Strategy and emerging Regeneration Strategy. This requires an integrated vision for learning and skills to support the needs of communities, families and workplaces as well as individual adults.

Progress to date
The Prospectus against which providers bid for delivery in 2013/14 set out proposals for Widening Participation provision designed to encourage those individuals or groups with the most barriers to learning to joining a Community Learning programme. The programmes were grouped under the themes of:
- Programmes designed to support Active Citizenship
- Programmes designed to support Learning for Health and Well-being
- Programmes designed to improve family life and life chances through family learning
- Programmes designed to support Learning to improve skills for Employment
- Programmes designed to develop Self-Organised Groups or Learning Clubs

Objectives 2013-15
a) To develop an overall curriculum plan across providers to provide formal and informal learning opportunities in response to local and community

needs and learner feedback, including extending the range of programmes of learning for pleasure and well-being

    b) To build up a Community Learning Forum as an effective planning and monitoring group for Community Learning

    c) To build up a strategic development group that can enhance links between the Community Learning Strategy and other local authority and cross-authority plans such as the West London Alliance   Whole Place Community Budget programme

    d) To develop the use of data, mapping and findings from the Council customer needs analysis in order to inform effective programme planning

    e) To build up progression paths between providers and more accessible ways of signposting learners between providers

    f) To embed Functional Maths and English, language skills and ICT skills into curriculum areas to support new learners

4.3   Aim 3: Developing local learning communities by enhancing the capacity of new providers, particularly community and voluntary organisations, to develop learning programmes for their immediate communities

Context

Part of the agenda of the Government paper *New Challenges, New Chances (BIS), 2011* has been to widen the base of providers of community learning as part of a wider public sector reform and growth policy. Integral to this has been encouragement of the Third Sector to deliver learning and skills and engage more 'hard to reach' learners

Progress to date

Harrow ACFL Service has for the past few years effectively worked with a range of providers from the voluntary and community sectors, including host organisations for community-based ICT. This arrangement has operated in a loose network of providers that had a voice through the Informal Adult Learning Forum and in 2012 the basis for a Community Learning Forum was agreed. The commissioning process phased in during 2012/13 has enabled more providers to be part of the Framework for delivery and pilot courses were run and evaluated with a number of new providers in 2013.

Objectives 2013-15

    a) To enable new providers to apply for acceptance onto the Commissioning Framework at annual entry points and to increase awareness amongst providers of the commissioning process

    b) To support new providers through a Quality Improvement Framework (Provider and Tutor Toolkit), a training programme to prepare providers for monitoring and self assessment (including observation of teaching and learning) and a bureau service to collect necessary data and evidence; and to support providers to achieve quality accreditation where appropriate

    c) To develop more effective collaboration between providers through a Provider Network that can collaborate on planning, pooling resources and sharing expertise

    d) To facilitate the development of self-organised learning groups, use of volunteers and other forms of informal learning through small-scale funding and training workshops

4.4   Aim 4: Developing high quality teaching and learning by providing on-going professional development for those engaged in the delivery of community learning

Context

Community Learning remains part of Ofsted's remit and providers are expected to deliver against the Common Inspection Framework. Currently, there is a greater emphasis on classroom observation and on success rates than in previous inspections. There are also changes in the initial teaching and specialist qualifications for those in the FE and Community Learning sector. Because of the Commissioning process, the number of new providers has increased for 2013/14.

Progress to date

Through a Quality Improvement Plan and self-assessment process Harrow ACFL Service has identified areas for development in teaching and learning and supported these through a CPD training programme. The most recent Ofsted Inspection in October 2013 rated the Service as 'Good' (grade 2) in all areas and recommendations for further improvement form part of the objectives and actions set out below. Providers contracted as part of the Commissioning Framework have received support on the Quality Improvement Framework and Toolkit. These aim to:

- Outline the quality requirements of funding, inspection and awarding bodies
- Clarify the expectations of providers in delivering adult, community and family learning
- Take into account learners' needs, interests and skills development
- Involve all staff at all levels in continuously seeking to improve provision
- Ensure consistency of quality across the provider network

Objectives 2013-15
  a) To provide an annual Continuous Professional Development training programme accessible for all providers and to promote and support continuous professional developments for all staff
  b) To share information on self-assessment and comparable quality data, including success rates, progression and social impact data
  c) To develop the use of the Observation of Teaching and Learning (OTL) programme across all providers, including peer observation, to identify development needs and to raise standards
  d) To provide training and support for tutors and other staff to develop skills in the use of technology. This will include the development of new programme offers, delivery methods, learner interaction and recording of learner achievement and progress through electronic means, eg image recording

5. Measuring delivery and success

There are a number of challenges in delivering a Community Learning Strategy which include:

- A lack of clarity at national level about the future role and funding of adult and community learning
- Integration of Formal First Steps funding in the Adult Skills Budget after August 2013, with a need to re-shape part of the curriculum offer
- Commissioning supporting providers to deliver programmes paid on outcomes instead of a block grant.
- Potentially falling below the Minimum Contract Level in the event of an overall reduction in SfA funding
- Potential further re-organisation of services within Harrow Council
- Pressure on staffing capacity to deliver against the expected agendas

It will be essential to continuously monitor and evaluate the success of programme delivery to mitigate these challenges.

The Objectives and Priorities are underpinned by a set of activities and success measures in a supporting Adult and Community Development Plan and Quality Improvement Plan. Key indicators include numbers of learners and enrolments (including gender and ethnicity %), retention and success rates and take-up of targeted courses.

Annex 1

1. Delivery Plan

Aim 1
Widening participation in learning through targeting community learning and providing a means for learners who do not currently participate to gain access to the learning process

Objectives and Actions
To further extend the commissioning process through the Framework to more community-based providers with the ability to recruit from targeted priority groups.

- To refine and simplify the initial commissioning and tendering processes with help from Procurement
- To advertise the commissioning process more widely, especially amongst the Third Sector
- To open up the Framework for renewed annual intake as from January 2014
- To extend targeted community learning through the Children Centre Hubs and other Council services
- To support providers and tutors develop effective initial advice and guidance

To develop effective means of measuring impact with target groups, with small-scale funding set aside for innovation projects to support and test new approaches to learning, engagement and delivery methods

- To pilot three Innovation Projects in 2013-14 and three in 2014-15, each with a focus on trying new delivery methods or developing ways of measuring impact
- To develop and extend the use of data and mapping in programme planning and extend the use of 'GIS/Experian Reporting

To widen access to Personal and Community Development programmes (arts and crafts, modern languages, learning for leisure or personal motives) to groups who have had little contact with cultural learning opportunities
- To fund a targeted programme of Personal and Community Development courses
- To widen the base of providers delivering Personal and Community Development courses and widen the curriculum offer
- To develop links between Wider Family Learning programmes and Personal and Community Development programmes
- To develop additional/alternative venues for programme delivery
- To seek ways of providing access to learning for students with pre-school age children

To further develop a flexible fee and concession policy as part of an overall 'Pound Plus' approach of maximising income in order to support widening participation. This will include further development of learning clubs and self-organised learning groups and programmes that support learners in raising funds independently

- To develop and integrate a financial strategy based on the 'Pound Plus' approach into future planning
- To develop a series of 'Pound Plus' indicators to evidence how additional income and/or efficiencies are adding to the Community Learning allocation
- To develop or support learning clubs and self-organised learning groups and programmes that enable learners to raise funds independently
- To further develop the use of social networking to support and promote learning clubs and learner interaction.
- To establish links to My Harrow so residents and people who work in the borough can enrol and pay using their My Harrow account

Aim 2

Enhancing the life opportunities of individuals by providing a wide range of learning which will contribute to employability skills, health and well-being, community cohesion and citizenship, and stronger family relationships

Objectives and Actions

To develop an overall curriculum plan across providers to offer formal and informal learning opportunities in response to local and community needs and learner feedback, including extending the range of programmes of learning for pleasure and well-being

- To evaluate the impact and take-up of programmes delivered over 2013-14
- To develop through the Community Learning Partnership a curriculum plan that can be incorporated into the Prospectus issued to providers in 2014

To build up a Community Learning Forum as an effective planning and monitoring group for Community Learning
- To consult partners, providers and stakeholders on the Community Learning Strategy and to use the process for an initial meeting of a Community Learning Partnership in 2013/14
- To use the basis of the initial meeting on Community Learning Trusts to agree a remit for the Partnership
- To enable the Community Learning Partnership to monitor the impact and success of programmes in 2013/14 and input into planning for 2014/15
- To encourage shared learning and good practice

To build up a strategic development group that can enhance links between the Community Learning Strategy and other local authority and cross-authority plans such as the WLA Community Budget pilots
- To consult internally on the Community Learning Strategy and to develop a strategic development group for adult and community learning in 2013-14 that can make links with other authority plans and projects
- To enable other Council services to deliver some Community Learning programmes from 2014.

To develop the use of data, mapping and findings from the Council customer needs analysis to inform programme planning and to share with providers
- To extend the use of GIS/Experian Reporting to enhance planning based on local data analysis

- To enable the Community Learning Partnership to share local research and needs analyses to help in planning for 2014 and beyond
- To develop a more effective marketing strategy across all provision

To build up progression paths between providers and more accessible ways of signposting learners between providers
- Map progression routes for tutor guidance
- Pilot sample of mapping learners using Unique Learner Numbers to track
- Use existing IAG capacity to signpost learners between providers

To embed Functional Maths and English, language skills and ICT skills into curriculum areas to support new learners
- Deliver Family Learning English and Maths programmes with Functional Skills assessments
- Extend delivery of Functional English and Maths programmes at Children Centres
- Develop courses for English for Speakers of Other Languages (ESOL) at pre-entry and Entry Levels, using mapping between providers to plan programmes
- Include training in Functional Skills as part of annual CPD programme for tutors

Aim 3
Developing local learning communities by enhancing the capacity of new providers, particularly community and voluntary organisations, to develop learning programmes for their immediate communities

Objectives and Actions

To enable new providers to apply for acceptance onto the Commissioning Framework at annual entry points and to increase awareness amongst providers of the commissioning process
- To refine and simplify the initial commissioning and tendering process, with the help of Procurement
- To advertise the commissioning process more widely, especially amongst the Third Sector
- To open up the Framework for renewed annual intake as from January 2014

To support new providers through a Quality Improvement Framework (Provider and Tutor Toolkit), a training programme to prepare providers for monitoring and self assessment (including observation of teaching and learning) and a bureau service to collect necessary data and evidence
- To introduce all providers to Quality Improvement Framework (QIF) and relevant KPIs for their delivery
- To implement annual CPD programme for providers and tutors to prepare them for monitoring and self assessment (including observation of teaching and learning)
- To provide a bureau service for data collection for small providers

To develop more effective collaboration between providers through a Provider Network that can collaborate on planning, pooling resources and sharing expertise

- To extend online learning by tutors through *www.learninharrow.org.uk* website by organising further tutors forums, case- studies and general CPD
- To improve access to electronic resources for small voluntary sector providers through www.learninharrow.org.uk
- To explore 'network sharing' with partners for mobile learning
- To identify resources and/or accommodation that could be shared by providers for more efficient delivery

To facilitate the development of self-organised learning groups, use of volunteers and other forms of informal learning through small-scale funding and training workshops

- To develop resources for managing and supporting learning clubs and further develop the use of social networking to support and promote learning
- To use small-scale funding in the commissioning process to test alternative models of delivery and the capturing of impact

Aim 4
Developing high quality teaching and learning by enhancing the professional status and on-going professional development of those engaged in the delivery of community learning

Objectives and Actions
To provide an annual CPD training programme accessible for all providers and to promote and support continuous professional developments for all staff in order to improve the quality of teaching, learning and assessment

- To include quality assurance and training requirements in contracts and service specifications
- To ensure all providers have training and support on the Quality Improvement Framework and Providers' Toolkit
- To offer an annual CPD programme for providers and tutors, including target setting and recording of learner progress.

To share information on self-assessment and comparable quality data, including success rates, progression and social impact data

- To include self-assessment training in the CPD programme to enable an annual self-assessment cycle to take place
- To establish a moderation process of self assessment amongst providers
- To revise the Quality Assurance Group to take account of new providers and the commissioning process

To develop the use of Observation of Teaching and Learning (OTL) across all providers, including peer observation, to identify development needs and raise standards

- To set out observation requirements as part of service specifications, with 100% of all new (unobserved) tutors to be observed in the first term. 33% of all other tutors to be observed during each year of delivery.
- To include training on observation in an annual CPD programme
- To develop a pool of peer observers drawn from current providers

To provide training and support for tutors and other staff to develop skills in the use of technology. This will include the development of new programme offers, delivery methods, learner interaction and recording of learner achievement and progress through electronic means, eg image recording

- To provide training and support for identified tutors, other staff and providers to develop skills in the use of technology.
- To develop means of recording learner achievement and progress through electronic means, eg image recording.
- To build on current volunteer facilitator training programmes to extend the voluntary sector capacity to deliver social media training and recruit new learners.
- To shift the focus in ICT delivery from stationary equipment based learning centres to a learning Hotspot' model enabling learning to be delivered via a range of devices.