

HARROW ADULT LEARNING STRATEGY
2019-2024



ADULT LEARNING STRATEGY 2019-24

Context

In September 2016 Harrow Council approved the *Adult Learning Strategy 2016-18* that set out the key adult and community learning priorities for the London Borough of Harrow for the next two years to take account of national changes in policy and funding, in particular the move towards a devolved Adult Education Budget (AEB) for London; regional and local priorities; and local economic and demographic changes. We are changing the term of of this strategy from 2 to 5 years to enable the service to plan and submit funding bids for the medium term.

This updated and revised Adult Learning Strategy is intended to outline the strategic objectives for the next phase as the Greater London Authority (GLA) prepares for devolution of the AEB to the Mayor of London in 2019/20. The main drivers for this revised Strategy are:

- Devolution of the AEB to the Mayor of London from August 2019, with a subsequent transition to changed arrangements for funding and commissioning
- *The Skills for Londoners Framework* (2018) that sets out 8 priorities for reform, including Adult & Community Learning (ACL)
- A move to the use of outcomes-based measures as part of future funding arrangements
- Development of an agreed framework for future joint initiatives and collaborative working by West London ACL Services.
- An alignment with a number of local, regional and national initiatives or strategies, including the *Harrow Ambition Plan 2017-2020*, the *Harrow Cultural Strategy* (2018) and *A connected society: a strategy for tackling loneliness* (2018)
- The core belief of the Learn Harrow Service that adult and community learning has a value that is wider than the skills agenda. It also has benefits for health and well-being, active citizenship and social cohesion and opens doors to a love of arts, heritage and culture.

An important part of this agenda is a Service and curriculum framework that supports adults to gain the relevant skills they need to enter in to and progress in employment. However, this is not a Skills Strategy but an Adult Learning Strategy that addresses learning for work AND learning for life. We need both skills training and adult community learning as they are part of a whole and the framework is weaker if one is omitted. The Strategy therefore seeks to build on our strengths in an adult community learning programme that benefits individuals, families, communities, the economy and society as a whole, with the promotion of the wider benefits of learning as part of our delivery.¹

¹ The rationale for this is outlined in *The Wider Benefits of Community Learning* (Harrow Council 2017)

Mission

Our vision is deliver learning that 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 by securing an accessible, coherent and high-quality learning programme for adults and families in Harrow.

Harrow

The Adult Community (Learn Harrow) Service is a Harrow Council service, part of the Economic Development and Research Division in the Enterprise, Regeneration and Planning Directorate. The Service is currently externally funded by the Education and Skills Funding Agency (ESFA) and delivers adult skills and community learning as a mixture of direct delivery and contracted provision with a range of providers. All provision is for people over 19 years of age, with the exception of Family Learning with parents and children, and is primarily pre-entry and Entry Level. Courses are run in a wide range of venues across the borough with provision that includes Functional Skills in English, Maths and ICT; Employability Skills; English for Speakers of Other Languages (ESOL); Family Learning; programmes for mental health service users; programmes for health and well-being; and courses for personal and social development and leisure. The Borough has two Further Education Colleges, with a learning offer primarily up to Level 3 with some Level 4 specialisms and the ACL service contracts for delivery of some adult and community provision with one of these. Harrow is an outer London Borough with an estimated population of around 248,900, a 10% growth over the last ten years. The proportion of residents aged over 65 at 15.4% is higher than the London average of 11.8%. It is expected that the number of residents aged 65 plus will increase by 23% over the next ten years² This is likely to lead to increased numbers seeking residency in specialist accommodation.

The population is culturally and ethnically very diverse. White British make up around 27% 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.

There are also 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. 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

² ONS, 2016 Sub-National Population Projections (SNPP)

health inequality, income deprivation and acute housing need. One of the challenges for the service is addressing the inequality gap in parts of the borough.

Partnerships

Harrow Adult and Community Learning commissions much of its provision, with delivery commissioned annually following the submission of curriculum bids and dependent on performance. Harrow Council procurement services enables Learn Harrow to invite providers to submit quotations for small lots below the value of £25K. Sub-contracted providers are commissioned to deliver an adult and community learning programme(s) through bids to a Prospectus, with quotations demonstrating a commitment to quality assurance. The rationale for sub-contracting through a range of providers is:

- To deliver more effective targeting of community learning and recruitment of priority groups
- To increase the variety of learning opportunities in the borough
- To develop opportunities to meet the needs of learners and employers in new and emerging areas of delivery
- To meet the local and regional economic agenda more effectively
- To maximise the value of a relatively small core budget

Priorities

The priorities for Harrow ACL Service are

- Widening participation in learning through targeting adult learning and providing a means for learners who do not currently participate to gain access to the learning process
- Enhancing individuals' life opportunities by providing a wide range of learning contributing to employability skills; health and well-being; community cohesion and citizenship; personal development; and stronger family relationships
- Enabling adult learning to contribute across a range of local and regional priorities and service delivery areas and embedding adult learning in the delivery of cross-cutting strategies.
- Maintaining the capacity of small community and voluntary sector providers, with access to cohorts of hard to reach residents, to develop and deliver adult and community learning
- Developing high quality teaching, learning and assessment that enables learners to achieve their learning goals and progress to relevant learning and /or employment

These priorities are shaped by the needs of Harrow's local communities, in particular:

Developing employability skills and social mobility

Overall borough unemployment is below both the national and London averages. However, unemployment rates are significantly higher in certain areas of the borough, particularly in the Wealdstone and Marlborough wards (central Harrow) and Roxbourne (south Harrow), focused on the Rayners Lane estate 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 issues 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.

Harrow is also a borough of small businesses, with 80% of businesses employing less than 4 people and, as a part consequence, wages in Harrow are generally lower than in London and in West London as a whole and there are a large number of low paid jobs below the London Living Wage.

Employability skills and Functional Skills are part of the portfolio of programmes delivered by Learn Harrow. Such programmes can act as an entry point into learning and break down barriers such as lack of confidence as well as equipping learner with a portfolio of transferable skills. Adult community learning also has the potential through its partnership working to increase the numbers of adults gaining first accreditation in community settings and progressing to higher level qualification courses to facilitate entry to the labour market.

<p>Curriculum Offer</p>	<ul style="list-style-type: none"> • Employability Skills to support progression into/at work • Functional skills qualifications in English, maths ,ICT • GCSE maths and English • Access to good Information, Advice & Guidance (IAG)
<p>Supporting outcomes</p>	<ul style="list-style-type: none"> • Learners develop the skills and confidence to progress in employment. • Low skilled learners are supported in English, Maths and digital skills • Learner can make informed choices to support progression to employment/further or higher education/apprenticeship

Widening access to English language skills

As mentioned above the population is culturally and ethnically very diverse. The boroughs of West London have high numbers of residents who speak very little or no English (estimated at around 88,000 people) and many of those entrants to the labour market with qualifications below Level 2 are unable to progress due to lack of English language skills. Harrow was one of 25 local authority areas identified by the Ministry of Housing, Communities and Local Government in 2013 as an area with high levels of need for English Language provision³. 28.5 % of Harrow’s residents had a foreign first language with Gujarati, Tamil and Romanian being the most commonly spoken languages. In 15.9 % of households English was not the main language of any household occupants, the 10th highest ranking nationally and much

³ Community-Based English Language Competition, DCLG, January 2013th, Integrated Communities 2018

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%. The areas with the highest percentage of the population unable to speak English or speak English well are in the south east in Kenton East, Queensbury and Edgware wards, South Harrow in Roxeth ward, and Wealdstone and Marlborough wards. Generally this coincides with areas with the highest indices for multiple deprivation, and low levels of literacy and numeracy skills

Against a background of reduced public spending of ESOL by 60% since 2009, demand for pre-entry level provision and provision at lower levels remains high and local authority providers in West London, including Harrow, are currently working at capacity within the English language curriculum.⁴ The lack of English language skills can create a barrier for employability and increase social isolation. It means some parents have little contact with their children’s schools and there is an identified need for many parents, particularly amongst new arrivals, to improve their English for effective communication with the school .There is also a need for many parents to improve their own English and Maths skills to assist their children’s their progress at school as well as their own functional skills.

Curriculum Offer	<ul style="list-style-type: none"> • Standalone accredited ESOL • ESOL Skills for Life (Live Well in Harrow) • ESOL Introduction to Functional Skills
Supporting outcomes	<ul style="list-style-type: none"> • Access to employment and career progression supported through improved English language skills • Improvement of parents’ English language leads to literacy progress made by their children in school • Better access to services that address barriers to learning such as childcare and support for disabled learners • Access to progression from informal community-based provision to formal accredited programmes • Increased independence and reduced social isolation

Improving Health and Wellbeing needs

Though overall statistics for health in the borough are generally good, the number of people with a moderate or serious physical disability has increased in the last 5 years, as has the number with a learning disability. Across the borough there are marked geographical inequalities in life expectancy: there is a 10 year difference for women between Pinner South and Wealdstone, for example. There are also health inequalities related to ethnicity and there is evidence that levels of physical activity are lower among South Asian groups than the general population.⁵ Local data has also shown that Harrow has higher rates of inactivity (less than 30 minutes activity a week) than the London and England average and that 50% of adults are not meeting the minimum level of physical activity guidelines set by the Chief Medical Officer.

⁴ West London Alliance Adult Community Learning Review Draft Final Report (October 2018); ESOL Mapping, Adult, Community & Family Learning, Harrow Council, August 2017
⁵ Harrow Joint Strategic Needs Assessment 2015-20

Time, cost and accessibility were the commonest examples raised as barriers to participation in local consultation.

Mental health problems can affect 1 in 6 of adults in any given year and national IAPT data has estimated 22700 people in Harrow with common mental health problems. Rates are higher in some BAME communities, particularly new arrival refugees (Afghan, Somali, Iranian, Tamil) with lower awareness of services available. Learn Harrow was part of a national Community Learning Mental Health (CLMH) Research Project, 2015-17, delivering short, part-time courses for adults experiencing mild to moderate mental health problems such as anxiety and depression. Evaluation of the Project found that of the 26000 people who took part nationally, 52% of learners who started their course with clinically significant symptoms of anxiety and/or depression no longer had clinically significant symptoms at the end of their course. The equivalent figure for Harrow was 55%.⁶ Such courses have been embedded in our future delivery for the promotion of mental and physical well-being.

<p>Curriculum Offer</p>	<ul style="list-style-type: none"> • Programmes that promote and improve physical and mental wellbeing • Targeted programmes for adults with mild to moderate mental health • Family Learning programmes for health and wellbeing
<p>Supporting outcomes</p>	<ul style="list-style-type: none"> • Learners feel a sense of improved wellbeing by participation in learning programmes • Participation in programmes leads to reduced social isolation • Learners feel confident to communicate with health professionals • Learners have skills to help their children make healthy lifestyle choices

Enhancing community cohesion and citizenship

The borough overall is one of contrasts. On the 2015 Index of Multiple Deprivation (IMD) Harrow is ranked 213th out of 326 Districts in England, an improved ranking since 2010. However, the borough ranks the second highest in London for fuel poverty, the third highest for overcrowding and performs particularly poorly on the ‘Incomes affecting Older People’ indicator. There are pockets of severe deprivation, mainly in the central and south west areas, with the most deprived LSOA being in Roxbourne ward and encompassing the Rayners Lane Estate. Harrow’s second most deprived LSOA is in Stanmore Park ward, covering the Woodlands and Cottesmore Estates. Generally the highest indices for multiple deprivation co-incide with areas with a higher concentration of social housing.⁷

There are, therefore, significant differences across the borough in indicators of deprivation, as there are of levels of English language, literacy and numeracy, digital skills and health. All these have had an impact on unemployment rates, life expectancy, physical and mental health and child poverty. 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

⁶ Community learning mental health research project: Phase two evaluation report (October 2018)
⁷ Harrow Joint Strategic Needs Assessment 2015-20

mean unawareness of opportunities available for career development These provide barriers to social or cultural integration and heighten social isolation and adult community learning can play an important role with the delivery of programmes that encourage active citizenship and volunteering within the community, address the issue of social isolation and loneliness and support residents to access local services.

Curriculum Offer	<ul style="list-style-type: none"> • Live Well in Harrow programmes • Digital inclusion programmes • Capacity building for voluntary sector providers • ESOL programmes introducing different aspects of British culture and values
Supporting outcomes	<ul style="list-style-type: none"> • Residents supported to access local services • Learners encouraged to engage in volunteering • ESOL learners understand more about British life and work

Enhancing access to creative and cultural opportunities

The engagement of individuals and communities in cultural and artistic pursuits through learning is part of this overall strategy. Lives are enriched by participation in art, music, dance, drama and a mosaic of other activities. It is also important to recognise that not every adult is in the employability market. Harrow’s population is ageing at a faster rate than average across the rest of Greater London and the proportion of residents aged over 65 and 85 is higher than the London average.⁸ Some borough residents have learning difficulties or physical impairments that make sustained employment impossible but whose learning needs remain important. Others have childcare or caring responsibilities that may prevent them entering the job market.

It is part of this Strategy, therefore, to promote learning for personal development and enrichment in the belief that it also strengthens community bonds, boosts self-confidence and promotes well-being.

Curriculum Offer	<ul style="list-style-type: none"> • Fee-paying programmes for personal development, cultural enrichment or intellectual and creative stimulation (including arts and craft, music and dance, modern languages) • Targeted Personal and Community Development provision aimed at marginalised and socially and/or educationally disadvantaged groups • Wider Family Learning programmes
Supporting outcomes	<ul style="list-style-type: none"> • Reduced social isolation for targeted learners • Improved confidence and social skills • Enhanced progression to further learning • Parents/carers more confident in their ability to help their children learn and progress in their own learning

⁸ Harrow Joint Strategic Needs Assessment 2015-20

Delivering the priorities

Maintaining a universal service is part of our delivery. However, in order to maximise access to adult 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.

In particular the priority groups are:

- Adults in low-paid employment (earning less than £15k pa)
- Older learners , particularly those in an isolated or vulnerable situation
- 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
- New arrivals in the UK (resident 1 year or more), and those with English for Speakers of Other Languages (ESOL) needs,
- People with basic skills needs and/or up to level 2
- Disabled learners including those with mild to moderate mental health issues, learning difficulties or physical and sensory impairments

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

Context

The Service remains committed to a broad programme of adult community learning that promotes the wider benefits of learning. However, 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. It is also necessary to develop the use of outcome-based measures that capture social outcomes as well as labour market outcomes

Objectives 2019-2024

- To strengthen the strategy for recruiting learners from the Service's priority groups
- To work within an overall strategic approach for West London in developing ways of collecting data and information on learners' progression and destinations in education, training, employment and voluntary work in order to improve future planning
- To work within an overall strategic approach for West London in piloting and testing outcomes-based measures focused on health and wellbeing, employability and social support (friends and family relationships).
- To embed Functional Maths and English, language skills and ICT skills into curriculum areas to support new learners
- To support adults with mild to moderate mental health problems in accessing opportunities for learning, volunteering and employment
- To widen access to Personal and Community Development provision (arts and crafts, music and dance, modern languages, learning for personal /social motives) to groups who have had little contact with cultural learning opportunities
- To further develop a flexible fee and concession policy as part of an overall 'Pound Plus' approach across all providers of maximising income in order to support widening participation.

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; personal development; and stronger family relationships

Context

From 2016/17, the AEB has covered all adult learning funding outside of Apprenticeships and advanced learning loans, with the historical division between the previous 'Adult Skills Budget' (ASB) and 'Adult Community Learning' (ACL) becoming blurred. Learn Harrow delivers a mixture of regulated and non-regulated provision to meet local needs, using both direct delivery and sub-contracted providers. The Prospectus against which providers bid for delivery sets out proposals for Widening Participation provision designed to encourage those

individuals or groups with the most barriers to learning to joining a programme. The programmes are grouped under the themes of:

- Programmes designed to support learning to improve skills for Employment
- 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 for active engagement and personal developments

Objectives 2019-2024

- To develop a clear curriculum plan which provides the opportunity for adult residents of Harrow who currently do not have the skills to access accredited employment skills programmes
- To offer bridging qualifications enabling learners to become qualification ready (Live Well)
- To develop and promote learning opportunities that build on the links between employment, health and well-being and social inclusion
- To Increase funding /income generation opportunities to support learning other than through the AEB budget
- To build up progression paths between providers and more accessible ways of signposting learners between providers through impartial guidance

Aim 3: Enabling adult learning to contribute across a range of local and regional priorities and service delivery areas and embedding adult learning in the delivery of cross-cutting strategies

Adult 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, Regeneration Strategy and Cultural Strategy, the Skills for Londoners Strategy and the national Loneliness Strategy.

Objectives 2019-24

- To build up and enhance links between the Harrow Adult Learning Strategy and other local authority, cross-authority and regional plans
- To work with the West London group of ACL Services in sharing of good practice, joint initiatives, staff training and measuring of outcomes.
- To work with the West London group of ACL Services in developing an agreed framework for collaboration and alignment of services
- Secure additional external funding to improve & increase capacity to deliver learning and participation in programmes across the whole curriculum

Aim 4: Maintaining the capacity of small community and voluntary sector providers, with access to cohorts of hard to reach residents, to develop and deliver adult and community learning

Context

The sub-contracting of community and voluntary sector providers to deliver learning and skills and engage more 'hard to reach' learners has been an integral strand of

Harrow ACL's strategy. The commissioning process phased in during 2013 has enabled more providers to be part of the framework for delivery, with a focus on recruitment from target priority groups.

Objectives 2019-2024

- a) To support providers through a Quality Improvement Framework (Provider and Tutor Toolkit), a training programme to prepare providers for monitoring and self assessment, observation of teaching and learning and impact assessment; and a bureau service to collect necessary data and evidence
- b) To work collaboratively with providers to ensure skills gaps are identified and addressed and duplication of provision is minimised
- c) 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
- d) To develop a strategic approach to the promotion and marketing of programmes

Aim 5: Developing high quality teaching, learning and assessment that enables learners to achieve their learning goals and progress to relevant learning and /or employment

Context

Adult Community Learning remains part of Ofsted's remit and providers are expected to deliver against the Common Inspection Framework, with a focus on continuous improvement in teaching, learning and assessment for the successful achievement of learner outcomes

Objectives 2019-2024

- 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, Learning and Assessment (OTLA) programme across all providers, including peer observation, to identify development needs and to raise standards
- d) To carry out an audit of current tutor base/skill level
- e) To provide training and support for tutors and other staff to develop skills in the use of Information and Learning Technology in order to support learner independence and study skills

Measuring delivery and success

Delivery is underpinned by a set of Key Performance Indicators (KPIs) by which quality and contract compliance are monitored.

Value for money

- Delivery costs per learner and course hour
- Number of enrolments and hours delivered against targets

Retention and Success rates

- Analysis of retention rate against target set and national benchmark
- Analysis of success rate against target set and national benchmark

Learner recruitment

- Recruitment against priority target groups

Equality and Diversity

- Profile of enrolments against borough profile
- Closing the achievement gap between different groups of learners

Progression and destination of learners

- Analysis of intended destinations of learners
- Analysis of actual progression of learners

Learner feedback

- Analysis of learner satisfaction surveys
- Analysis of learner voice reports

Financial and income strategy

Current funding of adult community learning is largely historically based and dates back to local authority allocations made in the late 1990's, with no correlation to population size, levels of deprivation or learner numbers. Harrow's allocation has been the second lowest in West London and amongst the lowest allocations nationally. With the devolution of the AEB, City Hall plans to review funding for ACL to ensure it is allocated in a way that better maps to need in London.⁹ With the move to an outcomes-based approach for funding and the recruitment of priority groups, a smaller service like Learn Harrow may be positioned to make the case for expansion.¹⁰

Learn Harrow aims to provide an accessible and affordable service to all members of the community and has a fee strategy to support enrolment of target learners. There are concessionary fees across all provision and many targeted Community Learning programmes have a low or waived fee. However it is also recognised that fee income should be raised wherever possible as part of delivery costs and provision falling into the Universal Access category has a variable fee rate depending on the curriculum. Income raised in this way in sub-contracted provision is retained by the provider to help offset their delivery costs and minimise the need for subsidised funding

The full policies relating to fees and the supply chain processes in relation to sub-contracted provision can be accessed on the Service website <https://www.learnharrow.co.uk/for-tutors/policies>

⁹ Skills for Londoners Framework, 2018

¹⁰ West London Alliance Adult Community Learning Review Draft Final Report (October 2018)

Annex 1

Annex A

Adult Learning planning process



Adult Learning Strategy Annex B

Position Statement following the 2016-2018 Adult Learning Strategy

Learn Harrow was inspected in September 2017 where it maintained its “Good” grade with outstanding features. The team have made substantial improvements since the inspection to address any areas for development and as a result the achievement rates are now rising for the third year running and are above the national average for Community Learning and Adult Skills

Retention and Achievement Rates

Community Learning

Academic Year	Enrolments	National Enrolment	Retention Rate %	National Retention Rates %	Achievemnet Rate %	National Achievement Rates %
2017-2018	4,432	Not available	94.50%	85.65%	93.00%	85.68%
2016-2017	4,222	551,900	91.90%	85.65%	89.30%	85.68%
2015-2016	4,921	Not available	87.40%	Not available	86.70%	Not available

Adult Skills Funding

Academic Year	Enrolments	Retention Rate %	National Retention Rates %	Achievemnet Rate %	National Achievement Rates %	Minimum Threshold
2017-2018	521	96.20%	92.50%	89.40%	86.90%	79.00%
2016-2017	394	89.10%	92.50%	79.40%	86.90%	79.00%
2015-2016	328	93.90%	91.90%	82.60%	85.90%	79.00%

Learn Harrow Governance

During the lifetime of the Adult Learning Strategy 2016-2017 the Learn Harrow Service have increased and developed its reach and visibility within Harrow Council. The relocation of the service to the Economic Development and Research team has enabled the service to develop in a number of ways:

- Improved progression pathways into work through co-location with the Xcite team and a joint Matrix accreditation, in turn this has led to the service becoming linked to a number of council initiative such as Skills Escalator, Together with Families and other skills focused projects, leading to further funding for the service to deliver adult skills courses to people in low paid employment (Flexible Learning Fund).
- Improved relationship with Harrow Libraries and Harrow arts Centre who are able to supply centrally located teaching venues and signpost learners, in particular to language (ESOL), family learning courses and Ballroom dance courses.
- Increased provision delivered jointly with adult social care teams to support disabled learners to gain valuable life and employability skills
- Improved communication with portfolio holders and members of the senior management team

Learn Harrow and Xcite achieved Matrix standards in 2017 and received a strong commendation of the robust and effective service delivery of Information Advice and Guidance for adult learners. The inspection identified particular strengths in clear leadership and direction and the robust quality assurance procedures driving continuous improvement. The service is now capturing progression data and utilising that data to inform curriculum planning and improve outcomes for learners. The new working partnership with Xcite is already producing measureable benefits and providing learners with a seamless pathway to employment and progression. Across the service our tutors are now embedding information and advice in course content and teaching and learning activities with a targeted focus on progression routes for our learners. This new improved approach has been strongly reinforced with increased integration of technology in the classroom. This led to enhanced collection of progression and destination data and the service reported the following results:

Destination and Progression tracking 2017-2018

		No of learners
Learners Into Employment	Adult Skills	128
	Community Learning	189
Learners actively seeking work	Adult Skills	225
	Community Learning	80
Gained Qualification	Adult Skills	465
	Community Learning	N/A
Learners intending to enrol on a higher level course	Adult Skills	200
	Community Learning	
Learners progressed to a higher level	Adult Skills	200
	Community Learning	329
Learners Into Volunteering	Adult Skills	
	Community Learning	5
Plan to volunteer in next 6 months	Adult Skills	
	Community Learning	16
Completed a skills course moving towards a qualification	Adult Skills	NA
	Community Learning	192
		2029

Value for Money

Learn Harrow deliver outstanding value for money. In a recent review of community learning in West London Harrow delivered the lowest “per hour of learning” costs when compared to the other six West London local authorities. Learn Harrow is actively seeking growth in annual funding allocations (Education and Skills Funding Agency and post devolution the GLA) and have a number of externally funded live project as well as 4 bids not yet awarded as per matrix below.

Funding secured during the 2016-2018 strategy

		2016		2017	
Annual Grant Allocation	Community Learning	£482,000.00	Core ongoing budget	£482,000.00	Core ongoing budget
	Adult Skills	£182,000.00	Core ongoing budget	£182,000.00	Annual ongoing
Bids and Growth Awarded	Adult Skills growth			£50,000.00	One-off growth to core budget
	Community Learning mental health	£127,000.00	2 year fixed fund	£127,000.00	2 year fixed fund
	Talk English	£45,000.00	9 month fixed fund	£21,000.00	9 month fixed fund
	Flexible Learning Fund			£51,000.00	9 month fixed fund depending on volume of delivery
	Mobile learning capital Grant			£25,000.00	One off grant
	Total Funding achieved	£836,000.00		£938,000.00	

Funding plan 2 year matrix 2018 and 2019

		2018		2019	
Annual Grant Allocation	Community Learning	£482,000.00	Core ongoing budget	£482,000.00	Core ongoing budget
	Adult Skills	£182,000.00	Core ongoing budget	£182,000.00	Core ongoing budget
Bids and growth requested not yet awarded	Adult Skills growth	£100,000.00	One-off growth to core		
	Controlling Migration	£41,000.00	2 year bid, no award yet	40,000.00	
	Integrated Communities English Language	£74,000.00 for Harrow of a £127,000.00 bid	1 year bid, no award yet		
	Integrated Communities Coordination Fund	£101,000.00	Bid for year 1 of 2, no award yet	£45,000.00 for Harrow of a £272,000.00 bid	Bid for year 2 of 2, no award yet
	AEB procurement			£175,000.00 per annum for 4 years	Bid for annual ongoing, no award yet
	Talk English (plan B for Integrated Communities bid)	£21,000.00	9 month fixed fund, confirmed		
	Total working projection	£1,001,000		£924,000.00	

Harrow Value for money 3 year trend

	Enrolments	Funding	Cost per enrolment
2017-2018	4432	£664,000.00	£149.60
2016-2017	4204	£664,000.00	£157.00
2015-2016	4585	£724,000.00	£157.91

Recruitment Against Target Groups.

The overall targets for the service are set by the funders. The community learning budget is a historical funding allocation and is not formula funded. This means that year on year we continue to deliver appx 4500 community learning enrolments less 5% each year as funding is not index linked and has remained static for the last 6 years. The adult skills budget is formula funded meaning we are paid as we deliver. Different qualifications are funded at different rates but we have a cap of £182K. Learner numbers may vary but we deliver up to (and above) the cap. Within these targets the service aim to priorities groups of residents who are isolated, vulnerable, in need and less likely to engage in adult learning.

Delivery Against Target Groups

Older learners, particularly those in an isolated or vulnerable situation (aged 60+)

Priority	2017-2018	2016-2017	2015-2016
Older Learners	21%	22%	21%

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 (all learners working below level 2 of those who have declared a status)

Priority	2017-2018	2016-2017	2015-2016
Learners with below level 2 prior attainment	49%	55%	54%

Unemployed residents, with provision targeted for those before they reach the Work programme or those that have left without a job (Adult Skills Budget only)

Priority	2017-2018	2016-2017	2015-2016
Unemployed Learners	56%	69%	82%

This number has dropped dramatically as the number of unemployed residents is falling and we are targeting people in low paid employment (who are not counted here)

Disabled learners (physical impairment)

Priority	2017-2018	2016-2017	2015-2016
Disabled learners	13%	15%	18%

Mental Health service users or ex-users and adults with mild to moderate mental health problems

Priority	2017-2018	2016-2017	2015-2016
Mental Health service users	7%	8%	7%

Adults with learning difficulties/disabilities

Priority	2017-2018	2016-2017	2015-2016
Learning difficulty	3%	2%	2%

Black and ethnic minority individuals, particularly with below Level 2 qualifications

Priority	2017-2018	2016-2017	2015-2016
BAME learners	72%	72%	68%

Residents of Harrow's top ten ranked LSOAs for Multiple Deprivation

Priority	2017-2018	2016-2017	2015-2016
Mental Health service users	6%	8%	7%