BURY LIFELONG LEARNING

ADULT AND COMMUNITY LEARNING PLAN 2003-2004

March 2003

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STRATEGIC MANAGEMENT

1.   ORGANISATIONAL DETAILS

1.1   The name of the Authority is Bury MBC.

The Bury Lifelong Learning Service is a division of the Authority's Department of Education and Culture.   The Lifelong Learning Service comprises two elements: the Youth Service and the Adult Education Service.

1.2   The Authority's contact for matters relating to the Adult Learning Plan is: Kevin Anderson, the Adult and Community Learning Manager.

Tel: 0161 253 5661   E-mail: K.Anderson@bury.gov.uk

In the event of the absence of the ACL Manager, the contact officer is Des Finn, the Head of Lifelong Learning. The Head of Lifelong Learning manages the ACL Manager and reports to the Director of Education and Culture.

1.3   The Adult Education Service is a direct provider of learning. Venues include primary and secondary schools, community centres, voluntary organisations, religious meeting places, day centres, libraries, workplaces and six neighbourhood adult education centres. In addition to five ICT suites, the Adult Education Service has secured SRB funding for a mobile ICT facility, which takes equipment to community and workplace settings.

1.4   Family Learning is delivered in partnership with 11 primary schools. Other Adult Education courses are delivered in two high schools.

2. MISSION STATEMENT

2.1 The Bury Council's commitment to Lifelong Learning is expressed in its corporate aims:-

"to create a better future for all generations by making the Borough a Lifelong Learning community supported by educational, cultural, recreational and sporting activities".

2.2 The mission of the Adult Education Service remains firmly committed to first-rung provision, new learners, basic skills and social inclusion. The Service is committed to developing its community role and working with local communities to develop new provision. The mission statement of the Adult Education Service is:-

"to promote and provide high quality learning for life focused on the needs of the individual and communities."

2.3 The key values underpinning the mission of the Adult Education Service are:-

- Actively promote equal opportunities.
- Treat everyone with respect.
- Promote social inclusion.
- Acknowledge and respect differences, meeting challenges and conflicts in a constructive way.
- Act with honesty, openness, integrity, fairness and trust in all we do.
- Celebrate the achievements of students and staff.
- Support the development of communities through partnership.

3.   COHERENCE WITH OTHER PROVISION

3.1   In addition to ACL funding, the Service is funded to provide qualification provision and received £1,041,000 in 2002-2003. The qualification provision developed during the years of cuts to ACL funding and, consequently, replacing ACL funding with F.E. funding did not always meet the needs of individual learners. The Service is addressing this issue by increasing the number of ACL courses, particularly short courses, and ensuring coherence with F.E. provision by creating progression pathways from ACL provision. During 2003-2004, the Service plans a significant increase in ACL I.T. provision to provide pathways to I.T. courses funded by the F.E. stream. There will also be an increase in ACL language provision. There will be an on-going analysis of ACL provision during 2003-2004 to identify provision that best supports the strategic objectives of the Service, the Borough Council and the Greater Manchester LSC.

3.2   The Service is involved in a number of initiatives with other departments of the Local Authority. This work is illustrated in the following table:

Department	Work undertaken during 2002-2003
Housing	Investigate the education training and employment needs of homeless people. Support Tenants and Residents Associations.
Libraries	I.T. taster programme in local libraries planned for Summer Term. Projects completed to co-locate provision.
Social Services	Taster sessions at Victoria Day Nursery.
Education – Early Years	Courses provided at Whitefield Centre, New Kershaw Centre and Bury Town Centre.
Education – Primary Schools	IT provided for Asian Women's Groups

4. STRATEGIC OBJECTIVES

4.1 The strategic objectives for 2003-2004 of the Service, the Greater Manchester LSC and the Bury Borough Council are cross referenced in the following table:-

Service Strategic Objectives	Greater Manchester LSC Key Priorities and Targets	Bury Borough Council Aims and Objectives
To prioritise resources towards tackling low participation and increasing the number of learners involved in basic skills, family learning and other first rung learning.	• Widening and increasing participation in learning by people resident in regeneration areas and other areas of deprivation. • Raising levels of basic skills, especially in the regeneration areas. • Raising the attainment level of young people with a particular focus on the lowest achievers.	• Achieving social inclusion by co-ordinated action to address the causes of exclusion of communities and individuals. • Creating a better future for all generations by making the Borough a lifelong community supported by education, cultural, recreational and sporting activities. • Making our communities safer and healthier by promoting and maintaining the safety and health of the many and diverse communities within the Borough.
To improve the quality of ACL provision.	• Raising quality levels by working with providers so that there are none where we have serious concerns.	• Improving the quality and availability of Council Services by delivering continuous improvement in all Services to make best use of the Council's resources.
To actively participate with Departments of the Borough Council, the Area Boards, members of the community, and members of the Bury Learning Partnership, in the planning and delivery of ACL provision to ensure responsiveness of provision and effective progression opportunities for the learners of Bury.	• Increase the effectiveness and integration of workforce development services. • Support sectors identified as priorities, including the development of Centres of Vocational Excellence (CoVEs).	• Developing a competitive and diverse local economy by promoting sustainable regeneration, and integrating social, economic and physical regeneration through targeted action. • Develop a stronger community spirit by creating confident communities and quality neighbourhoods.

4.2 The average retention rate for ACL provision during 2001-2002 was 86%. A survey conducted during August 2002 revealed that retention rates for new learners was significantly lower.

4.3 Examples of the contribution of the Service to Corporate aims are included in the tables below.

CORPORATE AIMS AND OBJECTIVES 2002-2007	
Corporate Aims and Objectives	**Example of Evidence of contribution to Corporate Aims and Objectives**
Creating a better future for all generations. By making the Borough a community supported by lifelong education, cultural, recreational and sporting activities.	Provision in 6 main centres and over 40 other venues, including a centre in the SRB East Ward of Bury. Family Learning established in 12 schools. The Service is the main provider of first rung post-16 learning.
Developing a stronger community spirit. By creating confident communities and quality neighbourhoods.	The Service is continuously developing work within the community to encourage the take-up of provision at local level. New ICT provision has been offered to tenants and residents groups, people in sheltered accommodation, Asian Women's Groups and Parent and Toddler Groups. Provision at the New Kershaw Centre in East Bury, the most deprived ward, is expected to contribute to the increase in the proportion of Basic Skills, IT and vocational work. The service is committed to supporting the work of Area Boards in responding to the needs of communities.

CORPORATE AIMS AND OBJECTIVES 2002-2007	
Corporate Aims and Objectives	**Example of Evidence of contribution to Corporate Aims and Objectives**
Developing a competitive and diverse local economy. By promoting sustainable regeneration, and integrating social, economic and physical regeneration through targeted action.	The Service is working with many departments and agencies to support regeneration initiatives. Expanded access to ICT via the introduction of drop-in workshop provision and new facilities. Mobile ICT facility has provided opportunities for CV writing and IT course at the Bury Unemployed Workers Centre.
Improving the quality and availability of Council Services. By delivering continuous improvement in all Services to make best use of the Council's resources.	The Service has developed a rigorous self-assessment process and a planned programme of inspections by external inspectors.
Achieving social inclusion. By co-ordinated action to address the causes of exclusion of communities and individuals.	The Service works with a wide range of voluntary, statutory and community groups to provide learning opportunities in areas of low participation in learning (see paragraph 12.3). Delivers specific provision such as Independent Living skills for people with learning difficulties and/or disabilities; ESOL with specific provision for women; Asylum Seekers; community based tasters. Discrete provision has been undertaken at the Creative Living Centre for people with mental health needs; at the Women's centre; Family Centres; the Jubilee Centre for older learners; the carers partnership; and the Unemployed Workers Centre.

CORPORATE AIMS AND OBJECTIVES 2002-2007	
Corporate Aims and Objectives	**Example of Evidence of contribution to Corporate Aims and Objectives**
(Achieving Social Inclusion – continued)	The Service provides learning support for vocational courses and runs a volunteer co-student scheme to encourage students with learning difficulties and disabilities to be integrated into non-vocational mainstream provision. The Service offers concessions to many groups of people to help them overcome the barrier of paying fees. The Service has 4 crèches and is the main childcare provider for adult learners.
Making our communities safer and healthier. By promoting and maintaining the safety and health of the many and diverse communities within the Borough.	Crime prevention, keeping fit, drug awareness and health education courses are included in the programme.

QUALITY ASSURANCE AND STAFF DEVELOPMENT

5. KEY PERFORMANCE INDICATORS

Performance Indicators: Learner Recruitment

Learners	Expected 2002/03	Planned 2003/04
Total number of learners (ACL provision only)	1,400	3,000
% males	20	23
% with learning difficulties and/or disabilities	2.18*	2.5
% from minority ethnic group	1.14	1.5
% aged 60+	45	45
% Basic Skills learners	N/A	10%

Performance Indicators: Make Up of Adult Population

Total Adult Population	% with learning difficulties	% from ethnic minority groups	% 60+
136,955	0.4%	3.7	20

* Registered Disabled

6.   QUALITY ASSURANCE

6.1   The arrangements for monitoring, reviewing and reporting the quality of provision are:-

- Complaints procedure – complaints monitored and reported.
- Consulting students – two student surveys each year; telephone survey; focus groups.
- Internal Verification – being extended to ACL provision.
- Learning Observations – system now in place and benchmarking data being collated.
- Mock inspections – completed for Arts and Crafts, Basis Skills, IT and Textiles (Languages in May).
- Peer review – supplements learning observations and designed to spread good practice.
- Programme reviews – end of course completed by tutors and learners.
- Provider review – termly meetings with LSC officers.
- Quality Audits – essential documentation audited.
- Review retention and achievement – courses falling below targets are reviewed.

6.2   Learners continue to report high satisfaction levels with their courses as illustrated below:-

- 84% 'greatly' gained from the course.
- 88% intend to use adult education classes again.
- 73% indicate teaching was 'excellent'.

6.3   The Service has produced two self-assessments and development plans. The SAR has been co-ordinated by the ACL Manager and has been written by the Adult Education Co-ordinators and Curriculum Managers concerned with the areas of learning, leadership and management, widening participation, open learning and student services. Staff have been consulted concerning the content of the SAR. During this academic year, a draft of the

SAR has been considered by a Consultant who began working with the Service following briefing sessions organised by the LSC. The Consultant has made many valuable recommendations to improve the SAR. However, not all these recommendations have been accommodated due to pressure on time. Consequently, further work will be completed on updating the SAR in July which will involve learners.

7. QUALITY IMPROVEMENT

7.1 The Service does not fund any qualification provision from the ACL grant and, therefore, cannot currently set targets for success rates for this provision.

7.2 The main focus for quality improvement in ACL during 2003-2004 will be to ensure effective methods to monitor learning outcomes are in place across the whole range of provision.

7.3 Improvement targets are included in the tables below:-

PARTICIPATION AND RECRUITMENT

Targets 2004-2005	Evidence
3,000 learners	Enrolment data
600 new learners	Widening Participation records
2.5% of learners with learning difficulties and/or disabilities	Enrolment data Learning support records
1.5% of learners from minority ethnic groups	Enrolment data
23% male learners	Enrolment data
95% of learners to receive course outlines before starting the course	Survey of learners
Achieve Family Learning targets – see paragraph 13.5	Enrolment data
Achieve Family Literacy, Language and Numeracy targets – see paragraph 14.8	Enrolment data

LEARNER EXPERIENCE AND PERFORMANCE

Targets 2004-2005	Evidence
90% of courses to achieve 85% retention rate	Computerised MIS
88% of learners indicating that they gained 'greatly' from the course	Student survey
94% of learners indicate that the course met their needs	Student survey
All learners are aware of health and safety issues relating to their course	Student Handbook Tutor Handbook
All staff to be trained in new risk assessment procedures	Records of attendance at training events

MANAGEMENT

Targets 2004-2005	Evidence
In addition to tasters offered by the widening participation unit, offer 100 new courses of six weeks or less	• Prospectus • Enrolment data
Achievement of a grade 3 in leadership in management	Report of inspector following mock inspection

8.   QUALITY AWARDS

8.1   The Service hold the Basic Skills Quality Mark. A Basic Skills Policy Group (led by the Adult Education Co-ordinator – Basic Skills) has recently been formed to ensure that BS Standards and quality framework is maintained across the Service wherever Basic Skills delivery is positioned.

8.2   The Service is part of wider Departmental submission for the Investor in People Quality Mark. It is hoped to acquire this quality mark during 2003-2004.

9.   LSC PERFORMANCE REVIEW

9.1   The Adult Education Service will draw on the following evidence to inform the assessment of its performance:-

Staff records for evidence of qualifications and training.

Mock inspection reports of curriculum areas and leadership and management.

Minutes and agendas for Adult Management Team, Quality and Curriculum Management Group and Equal Opportunities Management Group.

Computerised MIS data for enrolments, retention and data relating to gender, ethnicity, learning difficulties/disabilities, age, remission of fees and post codes.

Student handbooks for evidence of complaints procedures, surveys, health and safety.

Student surveys for evidence of student satisfaction, support and guidance.

Fees and remission policy and inclusive learning support fund for evidence of financial support.

Self assessment report and development plan for evidence of the quality of provision.

Widening Participation records for evidence of activities to attract new learners.

Equal Opportunities Action Plan and Policy for evidence of developing equality and diversity agenda.

Strategic plans for evidence of curriculum planning related to the needs of the area.

10. HEALTH AND SAFETY

10.1 Bury MBC recognises its Health and Safety responsibilities and duties under the Health and Safety at Work Act 1974 and other supporting legislation.

10.2 The Chief Executives Department of the Authority has a dedicated team of specialist advisers who hold the responsibility for corporate planning and training in Health and Safety and Emergency Planning.

10.3 Chief Officers are responsible for departmental Health and Safety Committees of which their representative attends the Authority wide Corporate Health and Safety Steering Group.

10.4 The Education Service has a Health and Safety Management Committee comprising representation from all sectors of the Service, including officers, staff and school Governors. Representatives from the Corporate Services department also attend these meetings.

10.5 The Head of Lifelong Learning holds responsibility for the management of Health and Safety for the Lifelong Service. Their representative (Principal Administrative Officer) is a member of the Education Service Committee. Members of the group contribute to strategic policies and the Health and Safety Policy.

10.6 The current Health & Safety Policy has been extensively updated and was distributed to all establishments in December 2002 along with a supporting Risk Assessment manual.

10.7 All Adult Education Service Co-ordinators and Centre Managers received training in Health and Safety and Risk Management in 1998. Staff attended a further session in December 2002 in order to launch the new Health & Safety Policy. All staff received training in the new risk assessment procedures. A further session took place in March 2003 in Practical Health & Safety Management.

10.8   Tutors have received basic Health and Safety training which will be updated in September 2003

10.9   Caretaking staff employed by the Department of Competitive Services (DCS) receive training in Health and Safety as part of their induction training. They are also encouraged to attend updating sessions.

10.10   The Local Authority has an extensive training programme held at the Development and Training Centre and all staff are encouraged to attend and update skills.

10.11   The Service issues a handbook to all tutors, which outlines their responsibilities for Health and Safety. They are expected to carry out a risk assessment for their classes and include all measures which need to be addressed to ensure a safe and secure environment for themselves and the students in their care. The risk assessments are lodged with the Centre Manager who has the responsibility to act upon remedial measures to inform appropriate officers.

10.12   All students are issued with a handbook, that outlines their responsibilities and to whom they can report any concerns not addressed by the tutor.

10.13   All Centre Managers and centre staff are required to provide a safe environment and be aware of issues and policies. Notice boards in all centres have a Health and Safety Section. Centre Managers are expected to provide measures within their budgetary control for areas such as maintenance of equipment. The Authority carries out annual inspections of equipment and electrical appliances in all centres.

10.14   Financial resources have been directed in the current academic year to improve practical teaching areas in terms of furniture and equipment and improving the general fabric of the buildings

10.15 Matters relating to building repairs and minor improvements are referred to the Head of Education buildings, who manages the repairs and maintenance budget on behalf of the Head of Service. The Head of Buildings and the Principal Administrative Officer (Lifelong Learning) work closely with inspectors and officers from other Authority departments in the support of building stock.

11. BASIC SKILLS

11.1   **Update 2002/2003**

While the core programme for basic skills is funded almost entirely by the LSC FE budget, activities funded by this budget impact on ACL provision. The core programme encompasses both Literacy & Numeracy (Entry to L2) and ESOL (Beginners to Advanced). Action completed during this period includes:

- Literacy and Numeracy National Test L2 courses piloted in March 2003.
- National Tests are being offered to all Literacy & Numeracy learners.
- 100% of literacy/numeracy teaching staff have attended Basic Skills Core Curriculum training (16 staff in total).
- 6 ESOL staff have attended Core Curriculum training (13 staff in total).
- 7 staff have attended 'Access for All' training.
- 20 staff have attended Diagnostic Assessment training.
- 20 staff have attended Learning Materials training.
- The Programme Manager for the Literacy curriculum is the GMLSC/BSA Lead Trainer.
- 2 staff have achieved the 'Breaking Down Barriers' qualification.
- The Service has a Basic Skills Policy Group to determine Strategy and to ensure all Basic Skills provision meets the Service Quality Standards.
- A training course for mainstream IT staff is scheduled for June 2003. IT teachers will be encouraged, as a pilot, to incorporate and embed basic skills tuition within the IT curriculum.
- The Co-ordinator for Basic Skills is an active member of the flourishing Learning Partnership Basic Skills Task Group.
- A pilot programme will be offered in the Summer term in Tottington Library based on the National 'Vital Links' Library Schemes.

11.2 **Performance against targets** – FE.

The Service currently (March 2003) has 482 individuals in provision with 737 enrolments. It is anticipated that a projected programme of targeted short courses to 31st July 2003 will enable us to meet our targets for 2002/03. The target of 720 individuals in provision in 03/04 will exceed by 60 the 10% increase by July 2004 set by GMLSC Basic Skills Strategy & Action Plan.

A Qualification target of 62% for 2002/2003 will exceed the baseline data of 59.3% stated in the GMLSC Strategy document. The remaining 38% (2002/03) of provision will be 'other provision' mapped to the B.S. National Standards and drawing down the Basic Skills funding.

Retention targets for 02/03 are 88% which will exceed the GMLSC baseline data of 84.1%.

The Service fully expects to exceed the GMLSC basic skills targets of a 10% increase in provision by 31st July 2004.

11.3 **Statistical Data to March 2003**

	01/02		02/03		03/04	
	Actual	**Target**	**Actual**	**Target**	**Actual**	**Target**
Individuals	665	660	482	600	n/k	700
Enrolments	1143	840	737	700	n/k	800
Qualifications	229*	not set	n/k	200	n/k	250
Retention	75%	not set	n/k	88%	n/k	90%

* includes GCSE Maths & English

11.4 Included within the provision is:

- a robust Family Literacy/Numeracy programme in partnership with the schools sector.

- an innovative Family Learning Programmes Project.

11.5 **Relationship to National & Local Strategies & Action Plans (applicable for all Basic Skills work in the Service) GMLSC Basic Skills Strategy & Action Plan**

- The Service will contribute to targets set out in the Action Plan; specifically 1.5, 1.6, 1.7, 1.10, 1.13, 3.4, 3.5, 3.12, 3.16

- The Service will meet enrolment, retention and accreditation targets as set by GMLSC

D*f*ES Skills for Life

- The Service will widen participation by targeting priority groups as set by D*f*ES.

- The Service will contribute to the targets set for participation and achievement.

LSC Self Assessment Development Plan. 2003

- The Service will address all identified Key Areas for Development.

- The Service will address all targets set as the result of a Mock Inspection of Basic Skills in 2002.

Local Authority Area Boards:

The Service will contribute to the priorities as outlined in the Action Plan viz,

- consult with the Area Boards to ensure provision meets the needs of the community

- contribute to parenting education

- widen participation in local community venues

- target provision for socially disadvantaged groups

Bury Learning Partnership

- The Service will contribute to the targets set by the Partnership.

- The Service will continue to work in partnership with members of the Basic Skills and Adult Task Group.

- The Partnership's Basic Skills Task Group has completed a full audit of known basic skills activity within the Borough. This involved key Lifelong Learning and Bury College staff, who have used the audit to ensure that wasteful duplication is avoided. The Task Group has published a Basic Skills Strategy for Bury to which the Service and Bury College were the main contributors. The Action Plan & Strategy are rigorously monitored and progressed by members of the Task Group.

- The Partnership has secured LSC funding for 2003/2004 to support a Basic Skills Project Officer to take the Strategy forward. This post will be line-managed by the Service's Adult Education Co-ordinator (Basic Skills).

12. WIDENING PARTICIPATION

12.1 The Adult Education Service is committed to widen participation and has a dedicated team of staff to develop outreach activities throughout the Borough of Bury.

12.2 The team works in partnership with a variety of statutory and voluntary organisations to identify currently underrepresented groups and ensure that a range of relevant, flexible learning opportunities are available to them within their own community.

12.3 There is close collaboration with a range of organisations to make provision accessible to under-represented groups who are not currently taking part in learning. The outcomes of this work are detailed in the following table:

Organisations	Venue	Course
Barnardos	Rachel House	I.T. *Photography and Basic Skills planned*
Bethany Project	136 Walmersley Road, Bury	Taster Sessions
Bridge Builders	Bridge Street Methodists	Feel Good, Interior Design
Bury Women's Aid	Women's Refuge, Radcliffe	I.T., English
Bury College	Laurel Centre, Tottington (Private Childcare Centre)	Provided equipment for IT sessions
Bury CVS	Hornby Street, Bury	Computers for the Terrified, NICAS course. *Jobsearch, CV writing, confidence-building to be set up*
Bury Housing Concern	Unemployed Workers Centre, Bury	I.T., DIY, Tasters
Streetwise/Met Express	Bury Met Theatre	Confidence through Drama
Bury Young People's Housing Concern	99, Walmersley Road, Bury	I.T., Independent Life Skills
National Children's Home	Mosses Centre	First Aid
CRAFT	Warwick Street, Prestwich	I.T. to be set up
Early Years Team	New Kershaw Centre & Whitefield Centre	Making Choices
	Bury Town Centre	Family Learning Day
	Whitefield Adult Centre	Making Choices
Housing Department /Tenants & Residents Associations	Longfield Suite, Prestwich	Action Planning *Accredited course planned*
(Borough-wide)	Longfield Suite, Prestwich	Minute/Notetaking *particularly for new members*
	New Kershaw Centre, Bury	Presentation Skills
	Seedfield Centre, Parkinson Street, Bury	Note-taking
MIND	St. John's Church Hall	Creative Crafts, I.T.

Organisations	Venue	Course
Primary Schools/Asian Women's Development	Sedgley Park Primary School, Prestwich	I.T. *One combined Taster Activities Day Topics around supporting your child in a number of areas, including I.T. and First Aid.* to be set up)
	St. Mark's, Bury	
	Fishpool Infants	
	Mosses Centre, Bury	
	Holy Trinity, Bury	
Radcliffe Parent & Toddler Group/Youth Service	Westminster Avenue Youth & Community Centre, Radcliffe	I.T.
Radcliffe Community Research Project/ Return to Learn	School Street, Radcliffe	Community Research Skills, Counselling, I.T. Group work
Radcliffe Women's Group	School Street, Radcliffe	Feel Good, Organising an event
Social Services	Victoria Day Nursery	Taster Sessions
Springs Project	22 Cornwall Drive, Bury	I.T.
Sure Start - Parent's Groups	South View, Wilson Street, Bury	Confidence building. *Making Choices to be set up*
Sheltered Accommodation		
Anchor Trust	Naseby Court	I.T.
Housing 21	Harry Whitehead Court	I.T.
British Housing	Elms Farm	I.T. and Crafts
Muir Housing Association	Fusiliers Court, Bolton Rd,. Bury	I.T.
Tenants & Residents groups		
Rainsough TRA	Rainsough Pub, Prestwich	I.T.
Goshen & Hampson TRA	Millwood School, Bury	Committee Skills
Women's Refuge, Radcliffe		I.T., English
Youth Service		I.T.
TASTER SESSIONS		
Radcliffe Community Research Project/ Return to Learn	Radcliffe Civic Suite	Basic Computer Workshop, Word Processing
		Crafts, First Aid Tips, Reading with your child, Helping your child with numbers
		Paint/decorating techniques, Information and Guidance, French/German, Relaxation
		Creative Writing, Tai Chi, Pottery, Creative Artwork with children 5+ and adults, Sewing
		Aromatherapy, Drug Awareness, Holiday Spanish
International Women's Day	Radcliffe Civic Suite	Banner and card-making, Sewing, Relaxation, Aromatherapy, Beauty tips, I.T., Family learning, Spanish, French, German, Paint techniques, glass painting, Fun with numbers, Relaxation, History of women
Festive Fun Day for the homeless and vulnerably accommodated	New Kershaw Centre, Bury	Creative IT including Basic Skills, Christmas gifts and crafts, Hair & Beauty, Aromatherapy, Practical crafts

12.4 The service is involved in planning, sharing information and networking with:-

- Area Board Co-ordinators.
- Bury College.
- Bury CVS.
- Cultural Services.
- Early Years Team.
- Housing Department.
- Youth Service.

12.5 Over the past twelve months 420 learners have participated in learning activities provided by the Widening Participation Team and an additional 181 have participated in taster sessions. Work has included:

- Developing IT provision in the community using a mobile IT Unit with particular focus this current year on targeting women from minority ethnic groups.

- Supporting the development of a women's group in Radcliffe; starting with a range of taster sessions in Hair and Beauty, Health Issues, Aromatherapy and leading on to the group planning and organising a major event for International Women's Day with the support of workers within the team.

- Successfully obtaining funding to develop and support a community research project working with local volunteers to investigate the education and training needs of the local community leading to a three day event of taster sessions to inform programme planning.

- A project to investigate the education, training and employment needs of Homeless People and to develop provision as a means of analysing effectiveness of the curriculum offer with a view to developing an action plan based on the research results.

- Developing IT provision with older learners in community and residential settings

- Working with Bury Women's Aid to develop a range of provision

- Developing provision with MIND using Arts and Crafts and Basic Skills to plan an event/open day where participant's work was displayed to members of the local community.

- Joint work with the Curriculum Workers for Learning Support to offer a series of workshops to learners with additional support needs to inform curriculum planning.

- Work with Tenants and Residents to develop relevant training courses across the Borough.

- Supporting the delivery of Confidence through Drama with a group of adults with learning difficulties and a group of Homeless Young People leading to extremely success performances by both groups of learners in theatre productions. Participants also achieved accreditation through the Greater Manchester Open College Network.

12.5 **During 2003-2004** the Service intends to:-

- consolidate its outreach work whilst continuing to develop in response to identified need within resources. Targets for participation have been set with both particular target groups and geographical areas identified. These include:-

Development	Target Group	Target no. students
• Programme of short courses to be determined as a result of Homelessness Research; including Young People leaving care • Continue to support Drama Project	• Homeless people	40
• Provision for Black & ethnic minority community to be developed via Partnership working with key organisations	• Black & ethnic minority community • Jewish community	60

Development	Target Group	Target no. students
• Short courses/tasters for adults attending support/drop-in centres. • Development of practical projects	• Adults with learning difficulties • Adults with mental health needs, learners recovering from alcohol or drug dependency	60
• Develop a programme of learning initiatives to support community involvement/activity	• Refugees and Asylum Seekers	30
• Develop a programme of short courses/projects to support learners in disadvantaged communities working with key partners, e.g. Area Board co-ordinators, Sure Start, Housing, Social Services	• Adults living in: Radcliffe (specific areas) Besses o'th Barn Redvales Rainsough Sedgley Park East Bury	120
• Continue to support initiatives to develop community capacity building	• TRAs • Voluntary Groups	70
• Programme of short courses including IT, Reminiscence, Local History, Project to enhance community involvement	• Older learners	40
• Programme of short courses for adults in conjunction with Carers Partnership	• Carers	30
• Initiate pilot projects to develop provision	• non-participants • ex-offenders/ unemployed	20

- In addition to consolidating current provision, the Service is committed to developing learning pathways for widening participation learners to ensure that there are clear learning opportunities for progression across the curriculum and accessible progression routes as part of a service wide strategy. This will include developing appropriate accredited provision to Level Two.

- The Widening Participation Team will work closely with other Curriculum Workers in the Service to develop these Learning Pathways to promote a cross service approach to widening participation. The skills, knowledge

and expertise of the team will be used to inform curriculum planning and development.

- Widening Participation Targets will be set across curriculum areas and reviewed regularly in line with current data.

- A range of new, free short courses will be piloted throughout the Service in response to local community plans produced by the six Area Boards in the Borough to develop and support community initiatives. These include:

  - Asian Culture
  - Drug Awareness
  - Crime Prevention
  - Living in a Changing Society
  - Know Your Rights
  - Valuing Older People
  - Making democracy work for you
  - Running a Committee
  - Community Participation

- The Inclusive Learning Concession Scheme, introduced this year, will continue to support learners from Basic Skills provision, Widening Participation and Adults with additional support needs to access non accredited provision. Nine people have been supported through the scheme and numbers will be expected to increase significantly in 2003/2004.

- The Widening Participation Team will continue to provide extensive support to learners including ensuring that information, advice and guidance services are accessible to learners to support progression and further learning opportunities including those offered by other providers where appropriate and meets the needs of learners.

- Widening participation learners will be supported in mainstream provision to ensure that programmes and activities accommodate them and give learners the best possible chance to achieve their goals.

- The Service will continue to use relevant data as part of its strategy to widen participation and make use of data and information gathered from a range of sources including providers of other services to influence programme development and targeted provision. Information will be gathered regarding participation according to postcode, gender, ethnicity and disability. Information will also be gathered from other projects, including SRB, Sure Start, Economic Development Unit and Area Boards to support the targeting and development of provision. Information may include unemployment statistics, number of lone parent households in a given community, health and social care information, crime statistics, information, on the local economy and other key census statistics.

- The Widening Participation Team will work closely with the Basic Skills Team to deliver the Skills for Life agenda, building on the work that has already begun in the community and within the core provision.

13.   FAMILY LEARNING

13.1   **Update 2002/03 (to 31st March 2003)**

- Due to circumstances beyond our control within the Local Authority the two job-share Co-ordinators were not appointed until November 2002.

- In partnership with Sure Start and the Mosses Community Centre a Family Fun Day was held in January 2003. 18 families (24 adults/39 children) participated. A variety of activities were offered giving families the opportunity to learn together.

- In partnership with Social Services/NCH Family Centre a 10 week parenting course began in March 2003 targeting 'at risk' families and those living in disadvantaged communities designated for 'Neighbourhood Renewal'. This activity is match funded by NCH.

13.2   **Planned activities to 31st July 2003 include:**

- Family Fun Weeks in the summer holidays in partnership with Cultural Services.

- Family Learning Residential Weekend at the National Tenants Resource Centre, Trafford Hall. It is anticipated that 7 families will be involved (11 adults/15 children). These families will continue to work with Family Learning staff and hopefully become Family Learning ambassadors. It is anticipated that the families will engage other families in group learning at the Bury Environment Fair in May 2003.

- Partnership activity with ESOL Summer Provision working with ethnic minority family groups.

- Partnership activity with the LLS Widening Participation team for adults to support their children in the use of ICT at Key Stages 1 and 2.

To date 38 families have taken part in activities (52 adults/82 children). All activities will be evaluated and robust data, against all targets, will be available at 31st July 2003. It is anticipated that the Service will meet all targets except the number of participating adults.

2002/2003 project funding has cast a wide net to enable the Co-ordinators to evaluate and determine those activities which best serve the families involved.

13.3 **2003/04 Family Programmes Activity**

Building on the evaluation of 2002/03 activity we will continue to work with those partnerships which have been the most effective to develop comprehensive Family Learning programmes.

13.4 **Planned activities for 2003/04 include:**

- The continuation of work in partnership with NCH Family Centre. The Service will co-fund the costs of running further Positive Parenting courses. This will enable identified socially disadvantaged families living outside the designated Neighbourhood Renewal area to take part.

- The Service will adapt the Trafford Hall model 'Active Family Learning Weekend' to be delivered in a local venue. These two cohorts of families will join with the Service in determining future activity and become Family Learning ambassadors.

- Family Learning Weekend (October 2003) partnership activity.

- Stepping Stone activity (including ICT) to encourage families to take up FLLN provision.

13.5 **Performance Criteria**

Number of participating adults	100
Number of children	150
% adults and children with specific disabilities/ difficulties	4%
% male students	25%
% of adults and children from minority ethnic groups	30%
% adults 60 plus	5%
% primary school children	80%
% secondary school children	20%

13.6 **In 2003/04 the Service will:**

- plan, develop and deliver programmes of activity for the whole family which will enable participants to engage in intergenerational learning to increase family confidence and competence, community participation and create links with the schools sector.

- develop community learning ambassadors to widen participation and combat possible exclusion within the target communities.

- integrate IAG as an integral part of the delivery.

13.7 The Family Learning Programme will be supported by the Learning Support Section for any additional learning support which may be needed.

13.8 Basic Skills support (Literacy, Numeracy and/or ESOL) will be available and will be an integral part of the Programme.

13.9 **Estimated costs for 2003/04:**

Co-ordinators (job-share)	29000.00
Teaching costs	9000.00
Premises costs	2000.00
Training/consumables	2000.00
Resources	2000.00
	44000.00

14.   FAMILY LITERACY, LANGUAGE AND NUMERACY

14.1   **2002/2003 Activity**

- The Family Literacy/Numeracy curriculum is currently supported by LSC (ACL) FLN funds, SRB3, BSA Additional Funding. SRB3 funding currently supports a full-time Family Literacy/Numeracy manager and associated provision. This funding stream will cease in March 2004.

- All delivery models conform to Basic Skills Agency guidelines.

- 3 Basic Skills teachers are involved in the provision, all of whom have attended Core Curriculum, Diagnostic Assessment & Learning Materials national training.

- 1 teacher, and the manager, have attended Family Literacy/Numeracy curriculum training.

- 2002/03 has been a difficult year in terms of identifying accommodation in schools due to DfES grant funded building work.

14.2   **Statistical data to 31st March 2003**

Participating schools	7
Participating adults	75
Participating children	85
Literacy Courses	6
Numeracy Courses	4
Literacy Workshops	4
Numeracy Workshops	5
Keeping Up With The Children	4
Literacy/Numeracy Course	1

14.3   **Partnerships:**

- 7 schools

- Youth Offending Team – accommodation

- Cultural Services – visits

- Travellers Service – learners

- Springs Community Project – accommodation

- St. Gabriel's Church – accommodation

- Curriculum Language Access Service – translations

- Widening Participation Team – progression opportunities

- CVS – accommodation

- Sure Start – activities

14.4   **Local Authority Plans for Literacy and Neighbourhood Nurseries**

- Hoyle Nursery School is the only Neighbourhood Nursery in Bury. The Service has worked in partnership with the school since 1995 to offer Family Literacy and Numeracy provision (BSA model). In 2003/2004, the Service plans to run a Family Literacy course at the school.

- The Early Years and Child-Care Development Partnership is responsible for establishing Neighbourhood Nurseries in Bury. It has provided training on the 'Step into Learning' initiative for Nursery staff including Family Literacy, Language and Numeracy awareness training.

- When further Neighbourhood Nurseries are established they will be encouraged by EYCDP to work in partnership with the FLLN Manager to offer 'Early Start 3-5' when approved for delivery in 2004-05.

14.5   **Capacity to respond**

This is dependent on:

- The use or 5% of this years allocation to co-fund Co-ordination costs.

- The successful recruitment of targeted schools. This will be influenced by the level of support of the Quality & Advisory Service.

- Targeted schools having sufficient appropriate accommodation: every effort will be made to address accommodation shortages by use of church halls and community venues.

- Targeted schools having staff to take part in Family Literacy/Numeracy provision.

- Availability and retention of qualified teachers and crèche staff to support the planned provision.

14.6 Rationale for targeting

- The Quality & Advisory Service will identify schools where underachievement is evident. Provision will be targeted at families from disadvantaged communities and those at risk of social exclusion. Parents/carers are likely to be in receipt of benefits, in low-skilled jobs, and have few qualifications and low aspirations. Their children are likely to be at risk of underachieving because parents do not have the skills or knowledge to give necessary support.

- Partnership working with Area Boards, Libraries, Art Gallery, Sure Start and the Early Years Child-care and Development Partnership to reach target groups.

- Provision will be tailored to the needs of target groups, e.g. intensive provision (72-96 hour courses) for the most disadvantaged families, and the less intensive provision for the less needy families.

14.7 **Use of screening, initial assessments etc**

- Screening (Family Learning version, as developed by BSA) will be offered to adults in Workshop provision and KUC (12 hour) courses. Those realising a need to develop their basic skills will be offered advice, information and support to access Basic Skills provision.

- Adults participating in Family Literacy/Numeracy courses and KUC+ will undergo initial assessments and diagnostic assessments (paper based and CD Rom).

- Teachers will base all teaching on the National Standards and achievement will be recorded against the Standards. Half-termly reviews will continue to inform ILPs.

- Teachers will use teaching materials from various sources to support students' learning, including core materials commissioned by ABSSU, commercially produced materials and resources developed by tutors tailored to the individual needs of students and the context in which they are learning. Materials will be referenced to the Standards and the relevant core curricula.

- 25% of learners will gain Entry Level qualifications or the National Tests at Level 1 or Level 2.

14.8 **In 2003/04 the Service will:**

- deliver 6 Literacy/Numeracy courses (72-96 hrs)
- deliver 20 KUC (30 hrs)
- deliver 20 KUC (12 hrs)
- deliver 36 Workshops (2-3 hrs)

Each type of provision will support a maximum of 9 adults and their children.

15. NEIGHBOURHOOD STRATEGIES & CITIZENSHIP

15.1 The Adult Education Service is committed to supporting community initiatives by working with local people and other services including other local authority departments to tackle local issues and support community capacity-building.

15.2 The service has a role to play in neighbourhood renewal by providing first step opportunities to attract learners. It also has expertise in developing packages of learning in negotiation with learners and can support the accreditation process for locally-developed programmes, e.g. local volunteers carrying out community research in their neighbourhood achieved accreditation at Level 2 from an Open College Network Programme in Community Research. It has resources to offer local communities, including buildings and staff, who can offer good quality learning opportunities for adults and can take provision into the community. It can support local initiatives in many forms and promote learning through both formal and informal activities, e.g. taster session for International Women's Day, I.T. sessions in the community, support for neighbourhood festivals/open days.

15.3 The Adult Education Service can contribute to training other services using the NRU's learning framework and, similarly, other services can support ACL staff training. Joint staff development will enhance cross-service partnerships and lead to a more collaborative approach to tackling issues.

15.4 Currently, the service offers a programme of Tenants & Residents training, covering committee skills, action planning, and presentation skills. Further modules are planned for the programme with an opportunity to achieve accreditation through the Greater Manchester Open College.

15.5 The team is currently supporting the development of a local women's group in Radcliffe which has already organised a major event in their community and are continuing to establish their identity.

15.6   As part of the strategy to support community initiatives, there are strong links with Area Boards and the service has responded to local community plans, identifying areas where adult and community learning can play a part in supporting some of the actions in tackling issues.

15.7   The Basic Skills Unit is currently working with Library staff to develop work in libraries to support people in addressing their basic skills needs and to contribute to the 'Reader Development agenda'.

16. NATIONAL LANGUAGES STRATEGY

16.1 Most language courses offered by the Service are externally accredited. Two non-accredited courses have been offered during 2002/2003.

Accredited courses include:

- British Sign Language
- French
- German
- Greek
- Italian
- Portuguese
- Spanish
- Urdu

Languages are delivered as accredited courses (Level 1 and Level 2) with the exception of non-accredited courses French Language and Culture and Italian Language and Culture, for learners who have studied the target language for at least three years.

16.2 In response to the National Language Strategy, the Service Plans to offer more non-accredited courses during the Summer Term 2003 and during 2003/2004. These courses will be short 6-10 weeks in duration and include introduction to:

- Sign Language and Deaf Awareness
- Spanish
- French
- Italian
- Greek
- German
- Portuguese

17. ADULT ETHNIC MINORITY STUDENT ACHIEVEMENT GRANT (EMAG) 2003/04

17.1 Adult EMAG funds will enable us to further support ESOL provision by providing staff development activities.

17.2 These activities will both widen the skill base of teachers and allow for development of provision/progression activities.

17.3 In 2003/04 the Service will:

- Develop the skills of teachers in developing literacy provision for ESOL learners
  Estimated costs £2000.00
- Develop the IT skills (including use of internet and email in the classroom) of ESOL staff.
  Estimated cost £1200.00
- Develop a 'Preparation for Childcare/Childminding' course for ESOL learners to facilitate progression.
  Estimated cost £1000.00
- Fund an outreach worker to further develop links between schools and adult education to further ethnic minority participation. The links made and provision developed will support the work of the Basic Skills Unit, FLLN provision and Family Learning programmes. The Service will work in partnership with the Curriculum Language Access Service.
  Estimated cost £8000.00.

  Estimated total costs: £12200.00

18. DISABILITY DISCRIMINATION ACT PART 4 (1995, AMENDED 2001)

18.1 Bury Lifelong Learning Adult Education is actively working towards compliance with the DDA Part 4 in respect of provision, accommodation and support services. There are issues around access to three Centres and the Service is currently highlighting the requirements of the Act at Borough Council level, since the Centres are Local Authority buildings. Three Centres have reasonable physical access, and a Development Plan has been produced to address the issue of compliance at these centres.

18.2 Minor works funding is being used to improve facilities for disabled learners and for general access as follows:

- Improvements to accessible toilet at New Kershaw Centre
- Improvements to entrance ramp and doorways at New Kershaw Centre
- Provision of ramp at Fire Exit at New Kershaw Centre
- Improvements to accessible toilet at Whitefield Centre
- Movement of IT suite at Whitefield Centre to ground floor location
- Improvements to internal ramp at Radcliffe Centre

18.3 In relation to the Act, the Service has improved the opportunities to enable learners and prospective learners opportunities to disclose any disabilities. The Learning Agreement Form has been improved and guidelines are to be introduced for tutors using them with learners. The Service is committed to act upon information provided.

18.4 Information on ways of working with people with disabilities and/or learning difficulties is included in the Tutor Handbook. Learners are supported to attend provision, and the Learning Support team are available for further advice and help to learners and tutors as required. The provision of aids and adaptations is prioritised to enable learners to achieve their learning goals.

18.5 Various staff training events have been/are to be offered during the current academic year, including the implications of DDA pt 4, Serving Disabled Customers, Disability Awareness Training and "Effective Differentiation to meet the needs of Individual Learners". All training events are offered to Vocational and ACL tutors, as well as programme managers and front line and administrative staff.

Lifelong Learning

BURY LIFELONG LEARNING: ADULT EDUCATION

Disability Statement
2003

The Bury Lifelong Learning Service Disability Statement sets out the way in which we support learners with disabilities and learning difficulties. This support is part of our development of an inclusive learning service.

We want you to enjoy your time at Bury Lifelong Learning Adult Education and to be successful in whatever course you have decided to study. We can only help you if we know you need special help or assistance, so come and talk to us and find out just how much we can do to help you.

Bury Lifelong Learning Service Adult Education uses 6 Centres and a number of other venues across the Borough. Classes are advertised in the "Learn for Life" prospectus. Bury residents will get a copy in the post or you can get one from a Centre near you, from the library or you can telephone and we will send you one ((0161 253 7501). The prospectus gives details of access, car parking and toilets for disabled students. It tells you the Centre phone numbers for more detailed information.

People on some benefits will pay smaller fees or no fees on some courses. When you enrol, you will have to pay a small Centre fee. You will need to show proof of benefits. On many courses, you can apply for help with fees, examination costs and materials from the Access Fund. Ask at the office for a form if you need one.

You can get help or support with
- Choosing which course is best for you.
- Enrolment
- Pre-course interviews
- Materials made easier to use
- Time to talk to tutors
- Help in class
- Help with English or Maths
- Special equipment if needed
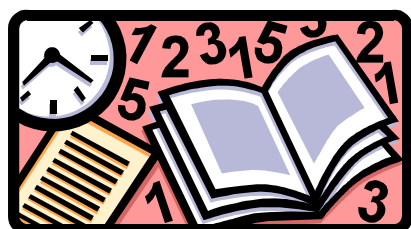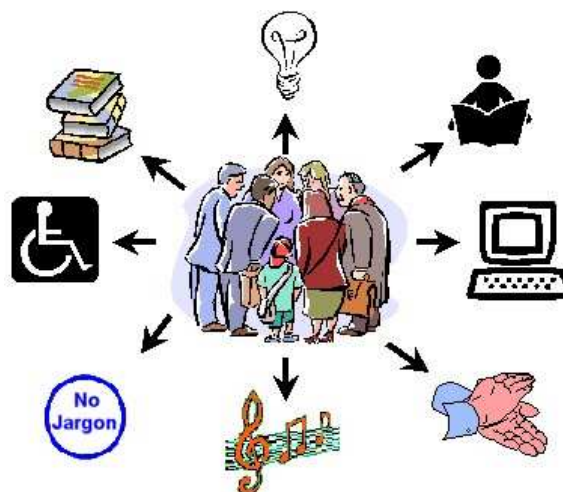
If you need some support to take an exam or assessment, we will apply for special consideration on your behalf.

If you are unhappy about something at your Centre you should tell your tutor or the office staff. If you are still unhappy, contact **Liz Chaffer** ((**0161 253 7503**). She will meet you to talk about your complaint and to try to find a solution.

To arrange a time to talk about what you need to make your learning successful, contact your tutor or the office staff, or telephone Learning Support and ask for **Liz Chaffer, Lynne Lowther or Nicky Naylor**. The number is (**0161 253 7503**.
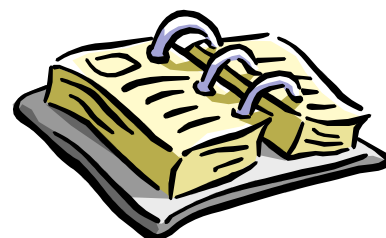
20. NEEDS ANALYSIS

20.1 Key points included in the Greater Manchester LSC Strategic Plan 2002-2005 that may impact on Curriculum Planning in the Adult Education Service.

- Employers are increasingly demanding higher-level vocational skills, at level 3 and above.

- The Basic Skills Agency has estimated that 27.3% of the population in Greater Manchester have poor numeracy levels, compared with the North West average (26.5%) and the national average (24%). Similarly, poor literacy levels in Greater Manchester are estimated to be 26.2%, compared to the regional and national averages of 25.6% and 24% respectively.

- The percentage of 16 year olds entering further education in Greater Manchester is lower than the national average with the exception of Bury, Stockport and Trafford, although the percentage has increased in every area over the last three years.

- There will be a higher proportion of older people in Greater Manchester. Over the last ten years there has been a fall in the number of 15-29 year olds. Population projections show there will be significant growth in 40+year old age groups between 2000 and 2010.

- A higher than average proportion of 50+year olds which will contribute to an increase in the proportion of 'third 'age residents over the next decade, and as such will impact upon public services etc.

20.2   The most frequently listed jobs relating to hard-to-fill/skill-shortage vacancies were:

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- **Managers:** General managers, project managers, contract manager.

- **Professional/Associate Professional:** teachers & assistants, nurses & assistants, care assistants.

- **Clerical and Secretarial:** general clerical/administration, accounts clerks, receptionists.

- **Sales/Customer services/Personal services:** general sales assistants, bar/restaurant staff.

- **Skilled Craft and Machine Operatives:** construction -joiners, skilled engineer (mechanical, electrical and metals),machine plant operatives, driver.

(Source: Greater Manchester LSC Strategic Plan 2002 – 2005)

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20.3   People who were on average more likely to have taken part in learning during the last three years were:

<div style="background:yellow; border:3px solid black; padding:1em;">

- Aged between 16 and 49 years old.

- Were economically active and those in full time or part-time employment.

- Held a Level 2 or higher level qualifications (including equivalents)

(Source: Greater Manchester LSC Strategic Plan 2002 – 2005)

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20.4   The table below shows the skill needs which Greater Manchester residents anticipate they will require over 2/3 years.

Base All Respondents Aged 16 &Over
Main Sample (3,136)

FUTURE SKILLS	NET BALANCE REPORTING INCREASE
Basic It/Computer Skills	44%
Working With Other People	39%
Job Specification Skills	38%
Leadership Skills	37%

Management Skills	37%
Customer Care	37%
Technical/Practical Skills	37%
Problem Solving Skills	36%
Advanced It/Computer Skills	34%
Management Of Own Learning	30%
Spoken Communication	30%
Numeracy Skills	29%
Written Communication	28%
Reading	27%
Foreign Language Skills	14%

(Source Greater Manchester LSC Strategic Plan 2002 – 2005)

20.5 The Learning Partnership has revealed the following general picture of needs, barriers and issues:-

- A disappointingly low penetration of basic skills provision in the areas of greatest need;
- Similarly low participation overall in the socially deprived wards of Redvales, East and Besses;
- Barriers associated with childcare and caring commitments;
- Motivational barriers associated with low school attainment;
- Poor progression rates for adults from the Asian community;
- Limited integration and progression routes for people with learning difficulties and disabilities;
- Limited access to ICT and IAG services;
- Inadequate provision for people with mental health needs.

20.6 There is a clear unmet need for literacy and numeracy tuition for residents living in the Borough. The demand for people without significant skills will continue to decline during the period of this plan.   Recent research, particularly by NIACE, indicates that those already well qualified continue to take further opportunities to acquire more skills and qualifications. The gap between the learning rich and learning poor is likely to grow with serious social and political implications. According to the Basic Skills Agency, 15% of

the adult population have problems with literacy and approximately 20% have problems with numeracy. There are pockets of high basic skills needs in the wards of Besses, East, Moorside, Redvales and parts of Radcliffe. Currently, only 0.8% of adults in Bury with perceived literacy and numeracy needs are accessing basic skills tuition. The Service will increase its focus on supporting those people at risk of social exclusion through innovative delivery of basic skills and first rung learning opportunities. The Service's target number of learners for basic skills has increased and is being met.

20.7 A target has been set to increase the number of learners with learning difficulties and/or disabilities. This target has been influenced by Bolton and Bury Chamber Household Survey 1998/99, which indicated that 4% of respondents were disabled. A high proportion of these people are unemployed.

20.8 Household Survey also found that:

Learners are most likely to be:-

- under 25 years old;
- qualified to at least NVQ Level 4;
- in full-time employment;
- graduates;
- employed in Managerial, Professional, Associate Professional and Technical occupation;
- employed in the sectors : Financial, Public Administration, Education, Health and Social Work;

Non-Learners are likely to be

- 45 years plus;
- without an NVQ qualification;
- discouraged workers;
- early retired;
- looking after the home/children/dependants;
- unemployed;
- employed in 'other' (unskilled) occupations;

- employed in the sector, Hotels and Restaurants.

Key reasons amongst respondents for wanting to gain or improve skills are:-

- self-fulfilment/self-development;
- to improve job performance.

Barriers to participation in learning include:-

- lack of time (21%);
- family circumstances, especially amongst females (15%)
- cost was mentioned by only a minority of respondents (2%).
- information technology and keyboard skills emerge as the types of skill the latest proportion of respondents would like to gain or improve (48%).

20.9 The following are extracts from the "Trends, Learning Needs and Provision in the Metropolitan Borough of Bury " report (August 2002) produced by the Bury Learning Partnership.

- Basic Skills needs within Bury reflect the national average for perceived literacy and numeracy needs at approximately 24%. Only 8% of adults with these perceived needs are currently accessing basic skills tuition.

- Of every 100 adults in Bury with perceived literacy and numeracy needs, only 8 are accessing basic skills tuition.

- There is a noticeable gap in access to local training provision in the north/north west of the borough.

- Industry growth areas in Bury are expected to be within:
  - Finance and public services.
  - Public administration (including education)
  - Service industries (including hotels and restaurants)

- Declining areas are anticipated for:
  - Manufacturing
  - Construction.

- The most commonly identified local skills shortages are in:
  - Customer handling
  - Oral/verbal/literacy communication.
  - Problem solving.
  - IT
  - Skilled engineers and electricians.

20.10 The following tables represent current information available to the Service concerning barriers to learning:

Lack Of Time	16%
Family Commitments	16%
The Cost Of Learning	11%
Lack Of Interest	10%
Illness Or Disability	8%
The Time Of Day That Learning Is Available	4%
Other Family Commitments/Caring For Other Dependants	4%
Lack Of Information About Learning Opportunities	3%
The Location Of Learning Opportunities	3%
The Relevance Learning Opportunities	2%
Lack Of Confidence	2%
Do Not Like Taking Exams	2%
Lack Of Existing Qualifications To Get On A Course	2%
The Choice Of Learning Opportunities Available	2%
Lack Of Transport	1%
The Environment Within Learning Institutions	1%
Providers Do Not Cater For My Disability	0%
Other	12%
No Barriers	36%
(Source: Greater Manchester LSC Strategic Plan 2002 – 2005)	

The main barriers appear to be cost, time and family/caring commitments. Interestingly, 10 per cent of respondents said it was a 'lack of interest in learning' that prevents them from taking part in learning and 36 per cent said there were no barrier preventing them from participating in learning.

(Source: Greater Manchester LSC Strategic Plan 2002 – 2005)

Those respondents who on average were less likely to have participated in learning during the last three years were:

- People aged over 49,especially those over 65 years old.
- The economically inactive, retired and the unemployed.
- People with disabilities.
- People whose first language is other than English.

(Source: Greater Manchester LSC Strategic Plan 2002 – 2005)

BARRIERS TO LEARNING

Physical and Structure Factors

- Too old to learn.
- Unable to read the advertising posters.
- Types and level of classes available.
- Location of delivery venue.
- Travel costs.
- Timing of classes available.
- Style of delivery.
- Access to course and enrolment.
- Demands expected on the course.
- Attitudes to equal opportunities.
- Delays between referral date and starting date.
- Availability to clients who need additional support.
- Entry standards too high.
- Language barriers.
- The lack of relevance of the course.

(Source: "Trends, Learning Needs and Provision in the Metropolitan Borough of Bury " report (August 2002) produced by the Bury Learning Partnership.)

BARRIERS TO LEARNING

Personal Factors:

- Lack of confidence.
- Fear of the unknown.
- Uneasy / anxious.
- Perceived ideas of classes.
- The need for childcare.
- Attitudes of friends / workplace.
- Domestic arrangements.
- Cultural constraints.
- Previous bad experience.
- Physical problems.
- Reluctance to learn due to length of unemployment.
- Low resilience / inability to cope with change.
- Little work history for various reasons.

(Source: "Trends, Learning Needs and Provision in the Metropolitan Borough of Bury " report (August 2002) produced by the Bury Learning Partnership.)

21. FEES AND FEE POLICIES

21.1 The LEA policy for charging tuition fees has remained consistent over a number of years with minor adjustments annually to consider inflation. In response to indications that this type of provision would eventually be subject to a funding methodology, the LEA reviewed its' charges in the academic year 2002/2003. The funding methodology has an expectation that learners would contribute 25 per cent to the cost of the course. The LEA therefore, reduced its fee from £1.94 per hour to £1.75 per hour as a measure to align the tuition fees of non-vocational and vocational provision over a two-year period. The LSC had intended to transfer to a comparable formula funding system from September 2003. The implementation of this has been postponed to enable further piloting. The consultative circular (LSC Circular 02/16) proposed that a different fee assumption should be made in any formula for non-accredited provision and suggested that 40% may be about right. The circular recognised the variation in the fee remission policies currently operating in LEA's. As a consequence of the postponement of this funding formula and pending future guidance from the LSC, the LEA therefore, intends to raise the level of fees for the academic year 2003/2004 by an inflationary amount only.

21.2 A 40% reduction of tuition fees operates to the following learners in receipt of:-

- Job Seekers / income based job seekers allowance
- Income Support
- Council tax or housing benefit
- Family working tax credit or disabled persons tax credit with an award notice of £70.20 or less deducted from the maximum credit
- Un-waged persons substantially dependent on people in receipt of the above benefits

In addition, a 20% reduction of tuition fees operates to the following learners who are: -

- sixty years of age and over

- a young person who has attained the statutory school leaving age and are under nineteen prior to commencement of their course of study

21.3   In the academic year 2002/2003, an inclusive learning remission category was introduced to support progression for up to one hundred students into mainstream provision. Each student would receive full remission of fees against the interview criteria. In 2001/2002 the learner must have participated in adult education provision for six or more guided learning hours in one of the following areas: -

- Community provision under the Widening Participation Agenda
- Basic Skills / ESOL provision
- Family Learning provision
- Have accessed provision via the SLDD Coordinator

21.4   The LEA does not remit tuition fees for non-residents of the borough i.e. those learners whose address is outside the Bury MBC boundary for election and council tax purposes.

21.5   The above remission categories will remain unchanged for the academic year 2003/2004.

22. LEARNER SUPPORT AND IAG

22.1 All learners have access to:

- Information and advice on all courses offered in the main programme
- Information on and referral to courses offered by other providers in Bolton and Bury
- Career/training/progression in-depth guidance. As members of Bolton/ Bury Information, Advice and Guidance Partnership a guidance worker attends on a regular basis for pre-booked appointments at any Centre and Outreach venues
- Access to I.T. facilities, Internet, reference materials etc. at Bury College, Holy Cross, Bury libraries and Art Gallery as part of the Passport to Learning Scheme
- Quality childcare available in 4 Centres and in crèches organised at Outreach venues by the Widening Participation Team and FLLN provision
- Help with study skills such as time management and preparation for study.

23. ADDITIONAL LEARNING SUPPORT

23.1 Learners with additional support needs are referred on-entry or at any time during the course. Additional support is provided in a variety of ways in order to enable learners to achieve the learning goals appropriate to them and to the course on which they are enrolled. Particular attention will be paid to providing support for new learners who have mental health difficulties, and for the increasing number of learners who are blind or have visual impairment. Currently, ALS cannot be funded from the main LSC allocation. Some funds are allocated from the ACL grant to provide support, but this is necessarily at a lesser level than that provided within qualification provision.

23.2 Aids & Adaptations are provided for individual learners as required and include tape recorders, dictaphones, tape recorders, Magnification IT software, Alphasmart notetaker, table-raisers, Induction loop system etc. The Service's library of aids and adaptations is being improved upon year-on-year and anticipating requirements is seen as a priority.

23.3 Individual support for learners with learning disabilities and/or learning difficulties are supported in class by:
- Learning Support Assistants where this is most appropriate.
- Learning Support Volunteers as appropriate. Volunteers themselves are supported with regular input from the Student Support Assistant.

23.4 Support for learners with Basic Skills needs is provided through attendance at additional basic skills sessions.

23.5 Regular reviews are held with learners receiving additional learning support to monitor progress, set targets and identify problems. Individual reviews are used to identify progression routes and to adjust the level of support as required.

23.6 Staff training is to be offered to all staff during the current academic year in disability awareness and differentiated teaching and learning. The Tutor Handbook contains guidance for tutors on working with people with a variety of disabilities and/or learning difficulties,

23.7 By July 2003 all Learning Support Assistants will hold appropriate qualifications. The preferred qualification is CGLI 7321/01 Certificate in Learning Support. Five LSAs have achieved the CGLI 9281 Initial Certificate in Teaching Basic Skills. Learning Support Volunteers receive initial training and are encouraged and funded to take the Introduction to Learning Support course.

23.8 Course outlines will make clear when/if a certain level of language skill is needed to successfully complete final assessments.

24. SUB-CONTRACTING

24.1   The Service does not sub-contract any provision.

25. ACCOMMODATION STRATEGY

25.1 There is an Adult Education Centre in each of the towns of the Bury Borough with the exception of Tottington where use is made of the local library. The Service makes use of a community centre in East Bury. Some use is made of schools but this has declined in recent years. Maintaining these centres ensures that the learners of Bury have access to local provision which is perceived as being a key element of the widening participation strategy.

25.2 Of the six main centres used by the Adult Education Service, three centres have serious access issues. The Borough Council recently rejected a proposal to move from two of these Centres (Prestwich and Ramsbottom) into accommodation that would be shared with libraries. However, the projects will be resubmitted for inclusion in the 2004-2005 capital programme. A proposal to share accommodation with the Lancashire Fusiliers is being considered for the Arts and Crafts Centre. A decision on this project is expected in June 2003.

25.3 The Service makes use of a wide range of venues to support its widening participation strategy. These include primary and secondary schools, community centres, voluntary organisations, religious meeting places, day centres, libraries, workplaces and six neighbourhood adult education centres. In addition to five ICT suites, the Adult Education Service has an ICT mobile facility which takes equipment to community and workplace settings. During 2003-2004, the Service will be delivering an increasing number of I.T. courses within local libraries.

ADULT EDUCATION CENTRES

Ramsbottom
Centre

Arts and
Crafts
Centre

New
Kershaw
Centre

Radcliffe
Centre

Whitefield
Centre

Prestwich
Centre
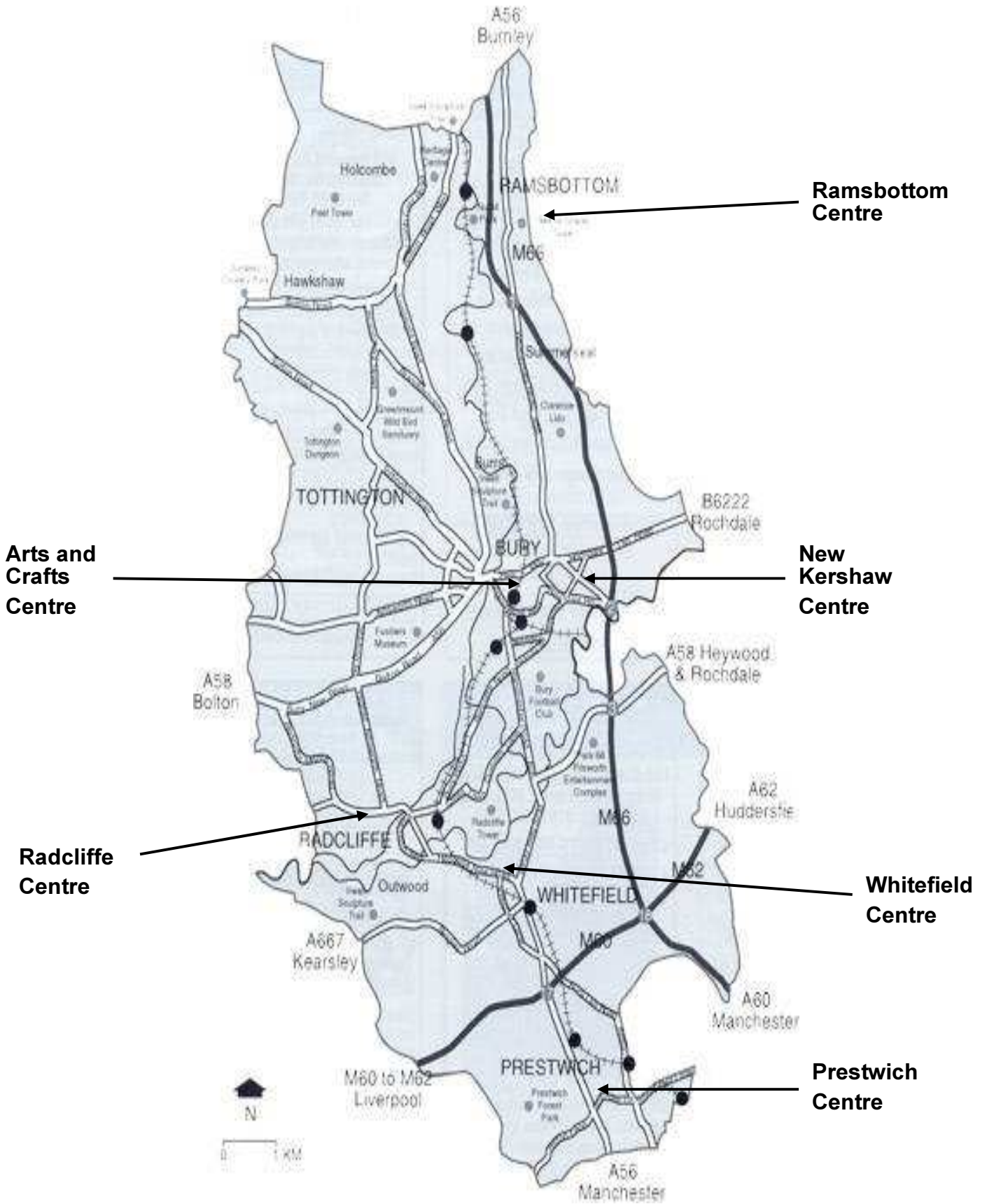
26. STAFFING AND MANAGEMENT

26.1 The Lifelong Learning Service is part of the Education and Culture Department. The Head of the Lifelong Learning Service reports to the Director of Education and Culture who, in turn, reports to the Cabinet Member for Lifelong Learning.

26.2 The Manager of Adult and Community Learning is responsible for the operational management of the Service, drafting Strategic and ACL plans and the SAR.

26.3 The Service is currently reviewing the staffing structure. A copy of the proposed structure is included on the following page. While the structure chart is not complete, it clearly identifies responsibilities and names which are unlikely to change during the next twelve months.

ADULT AND COMMUNITY LEARNING
STAFFING STRUCTURE

Head of Lifelong Learning
Des Finn

Administrative Officer
Giovanna Kerwin

Manager - Adult and Community Learning
Kevin Anderson

Manager – Youth Service
Barbara Lewis

AE Co-ordinator (Curriculum)
David Norris

AE Co-ordinator (Widening Participation)
Julie Kenrick

AE Co-ordinator (Inclusive Learning)
Liz Chaffer

AE Co-ordinator (Student Services)
Cath Wilks

Principal Administrative Officer
Sue Riley

AE Co-ordinator (Basic Skills)
Judy Atherton

Centre Managers

MIS Officer Des Towers

Programme Manager (Arts & Crafts) (Vacancy)

Programme Manager (Textiles) Gill Hughes

Programme Manager (ICT) Barbara Harvey

Programme Manager (Languages) Joyce Patchias

Programme Manager Julie Brick

Programme Manager Julie Hartley

Programme Manager Rachel Davies

Student Support Worker Lynne Lowther

Student Support Worker Nicky Naylor

Programme Manager (Student Services) Mary Murphy

Programme Manager (Flexible Learning) Mary Murphy

English Programme Manager Mandi Davies

Family Lit, Lang and Numeracy Programme Manager Elaine Peluch

ESOL Programme Manager Anne Starkie

Literacy Programme Manager Liz Lever

Numeracy Programme Manager Barbara Aitkin

Family Learning Programme Manager Mandi Davies/Ann Kirkpartrick

Arts & Crafts Tutors

Textiles Tutors

I.T. Tutors

Language Tutors

Widening Participation Tutors

I.T. Technicians

Co-Student Volunteers

Flexi Learning Tutors

English Tutors

Family Lit, Lang and Numeracy Tutors

ESOL Tutors

Literacy Tutors

Numeracy/ Maths Tutors

Learning Support Assistants

60

27. ACCOUNTABILITY AND GOVERNANCE

27.1   The Adult Education Management Team (AEMT) is collectively responsible for the management of the Service. The Adult and Community Learning Manager is a member of AEMT and is accountable to the Head of Lifelong Learning who, in turn, is accountable to the Director of Education and Culture. The Director is a member of the Management Board which comprises Directors of Borough Council Departments and other senior officers. Issues that are referred to Management Board may be referred to the Executive Committee of the Council.

27.2   The Council appoints the Leader and Cabinet to form the Executive. The Executive is the part of the Council which is responsible for most day-to-day decisions. The Executive is made up of a Leader and a Cabinet of nine Councillors appointed by the Council. There are five Scrutiny and Review Panels who carry out the overview and scrutiny function in support of the work of the Executive and the Council as a whole.

27.3   Certain issues can be dealt with by the Cabinet Member for Lifelong Learning. The Cabinet Member will be asked, for example, to approve changes to fees policies and will be asked to approve, or otherwise, changes to the ACL provision. Officers also have a role in day-to-day operational decision making and any key decisions made by officers will be available for inspection by members of the public within a week.

27.4   In order to give local citizens a greater say in Council affairs, six Area Boards have been created. These cover the Bury East, Bury West, Prestwich, Radcliffe, Ramsbottom and Tottington and Whitefield and Unsworth areas of the Borough and act largely as consultative forums with limited powers

delegated to them. Area Boards can discuss issues of local concern and can advise and be consulted by the Executive or Scrutiny and Review Panels on issues affecting the local community. They also lead the community planning process at local level.

27.5   Each Area Board has produced a Local Community Plan that reflects and promotes the seven themes of the Community Strategy into action for their locality and this ensures a strong relationship with the six townships. The Adult Education Management Team has met with the Area Board Co-ordinator Team to discuss the contribution of the service to the Area Plan. As a consequence a number of projects and courses have been included in the 2003-2004 programme, including:-

- Asian Culture.
- Better Meetings.
- Community Participation.
- Crime Prevention.
- Drug Awareness.
- Living in a Changing Society.
- Making democracy work for you.
- Running a Committee.

BURY LIFELONG LEARNING SERVICE 2003-2004

Objective *(and related LSC objective)*	Activity	Timescales	Lead person	Resourcing	Key milestones	Success criteria	Intended Outcomes
Increase adult participation (Raising Demand for Learning)	Increase number of courses offered	June 2003	ACL Manager	£40,000 ACL Budget	Programme agreed. Prospects published.	Increase of 80 viable courses	Meet the needs of learners by offering more choice in ACL Provision.
	Increase awareness of learning in areas of low participation	July 2004	Adult Education Co-ordinator (Widening Participation)	£120,000 ACL Budget	Projects agreed with partners	600 new learners participating in taster/short course provision	30% progress to other provision.
	Increase number of learners with disabilities/learning difficulties	July 2004	Adult Education Co-ordinator (Inclusive Education)	£5,000	Training for tutors. Advice included in Tutor Handbook.	Increase from 1.1% to 2.5%	Develop inclusion across more areas of curriculum.
To increase participation in Family Learning programmes	Evaluation of 02/03 activity	July 2003	Adult Education Co-ordinator, (Basic Skills)	ACL budget		03/04 programme identified	Focussed FLP programme 03/04
	Partnership activity with NCH	By July '04	Adult Education Co-ordinator, (Basic Skills)	ACL budget	'Positive Parenting' course & participants determined	2 'Positive Parenting' courses on programme	Increased participation of socially disadvantaged families

Objective (and related LSC objective)	Activity	Timescales	Lead person	Resourcing	Key milestones	Success criteria	Intended Outcomes
	Local Family Learning residential Weekend delivered	By July '04	Adult Education Co-ordinator, (Basic Skills)	ACL budget	Delivery model determined & participants identified	2 weekends completed	Participants identified as Family Learning Ambassadors
	National Family Learning Weekend	October '03	Adult Education Co-ordinator, (Basic Skills)	ACL budget	Partners identified Activity identified	Raised awareness of Family Learning	Increased participation in Family Learning
To increase participation in FLLN: a) **families** b) **schools**	To ensure active support of Quality & Advisory Service	By Sept '03	Adult Education Co-ordinator, Basic Skills			Quality & Advisory Service actively supporting FLLN	Increased schools uptake of provision
	Participant schools identified	By July '04	Adult Education Co-ordinator, Basic Skills	ACL budget	October '03 December '03 March '04	Increased number of participating schools	Increased participation of targeted groups
	Menu offer determined	By April '04	Adult Education Co-ordinator, Basic Skills	ACL budget	September '03 November '03 February '04	Package offered to targeted schools	Streamlined delivery pattern
	Delivery accommodation determined	By July '04	Adult Education Co-ordinator, Basic Skills	Schools budget. ACL budget	September '03 November '03 February '04	All accommodation issues determined	To encourage increased ownership by schools

Objective (and related LSC objective)	Activity	Timescales	Lead person	Resourcing	Key milestones	Success criteria	Intended Outcomes
	Schools targeted & parents identified	By April '04	Adult Education Co-ordinator, Basic Skills	ACL budget	September '03 November '03 February '04	Full cohort of schools determined	Increased participation
	Retention, participation & achievement targets met	By July '04	Adult Education Co-ordinator, Basic Skills	ACL budget	December '03 April '04 July '04	All data recorded	Targets met
	To deliver: - 6 Lit/Num courses (72-96hrs) - 20 KUC (30hrs) - 20 KUC (12hrs) - 36 workshops (2-3hrs)	Dec '03 April '04 July '04	Adult Education Co-ordinator, Basic Skills	ACL budget	Schools identified Families identified Provision delivered	Targets met	To increase participation
To increase participation of ethnic minority learners	To deliver SD&T programme for teaching staff.	By Dec '03	Adult Education Co-ordinator, Basic Skills	ACL EMAG budget	Identify programme Identify teachers	SD&T programme delivered	To raise skill level of teachers
	To develop provision and progression routes for ethnic minority learners	By July '04	Adult Education Co-ordinator, Basic Skills	ACL EMAG budget	Provision identified Progression routes determined	2 new courses delivered	To increase participation To have clearly defined progression routes

Objective *(and related LSC objective)*	Activity	Timescales	Lead person	Resourcing	Key milestones	Success criteria	Intended Outcomes
	To develop links with schools to increase ethnic minority participation	By July '04	Adult Education Co-ordinator, Basic Skills	ACL EMAG budget	Partners identified Outreach worker appointed	Successful partnerships developed Families identified Provision & activities identified.	Increase participation of ethnic minority families
Improve the quality of provision	Review monitoring of learning outcomes	Dec 2003	ACL Manager	£2,000	Agree parameters of review. Training for tutors.	100% of tutors report confidence in implementing system of monitoring.	Clear progression opportunities identified for learners.
	Review courses with less than 80% retention during 2003-03	Dec 2003	ACL Manager	-	Production of statistics. Completion of action plans.	90% of courses achieve 85% retention rate.	Increase in efficiency.
	Investigate retention of new learners.	Dec 2003	ACL Manager	£2,000	Agree project outline	Retention rate of new learners is benchmarked.	Clear identification of reasons for lower retention of new learners.
Improve Management of the Service	Increase awareness of issues arising from C.I.f and self-assessment process.	Dec 2003	ACL Manager	£2,000	Ensure all managers are clear about responsibilities. Arrange mock inspection.	Achieve a Grade 3 in leadership and management.	Improved systems of performance monitoring.

Objective *(and related LSC objective)*	Activity	Timescales	Lead person	Resourcing	Key milestones	Success criteria	Intended Outcomes
	Increase participation of partners/ communities in curriculum planning	Jan 2004	ACL Manager	-	Agree framework for participating within the service.	Partner organisations sign-up to planning framework.	Increased coherence of provision with objective of partners, LSC, community groups and departments of the Borough Council.
	Increase accessibility to courses	May 2003	Adult Education Co-ordinator (Inclusive Learning)	£1,000	Plans for alternative venues in place.	90% of learners are offered appropriate alternative venues for the same course.	Learners applying to courses that are in inaccessible rooms are offered the same course in an accessible room.

Appendix 2: Learner Numbers: Council-funded 19+ 2002/03 to 2003/04

Name of Provider: BURY LIFELONG LEARNING

Enter learner numbers as full-time equivalents (FTEs). An LSC-defined full-time course is 450glh.
Include numbers from your ACL budget only. Do not include learners from former External Institutions' budgets.

		1 Sciences and Mathematics	2 Land-based provision	3 Construction	4 Engineering, technology and manufacturing	5 Business Admin, Management and Professional	6 ICT	7 Retailing, customer service, and transportation	8 Hospitality, Sports Leisure and Travel	9 Hairdressing and Beauty Therapy	10 Health, Social Care and Public Services	11 Visual and Performing Arts and Media	12 Humanities	13 English Languages and Communications	14 Foundation Programmes
Entry level	2001/02			2.89			0.5				2.97	3.78		2.96	3.72
	2002/03			2.48			0.75				2.51	4.00		11.91	4.96
	2003/04						7.12								25.32
Learners LEVEL 1	2001/02		4.27				0.25		83.49	9.09	2.81	26.46		2.96	
	2002/03		8.26				0.25		66.40	2.72	2.72	29.12		11.92	
	2003/04		11.67	1.38			63.51	0.39	41.39	8.72	8.72	34.77	0.94	13.62	
Learners LEVEL 2	2001/02											26.16			
	2002/03											28.32			
	2003/04								17.52			33.39			
Learners LEVEL 3	2001/02											3.78			
	2002/03											4.00			
	2003/04									1.65		4.00			
Learners LEVEL 4	2001/02														
	2002/03														
	2003/04														
Learners LEVEL 5	2001/02														
	2002/03														
	2003/04														
Total Learners*	**2001/02**	**0**	**4.27**	**2.89**	**0**	**0**	**0.75**	**0**	**83.49**	**9.09**	**5.78**	**60.17**	**0**	**5.92**	**3.72**
	2002/03	**0**	**8.26**	**2.48**	**0**	**0**	**1.00**	**0**	**66.40**	**5.23**	**5.23**	**65.44**	**0**	**23.83**	**4.96**
	2003/04	**0**	**11.67**	**1.38**	**0**	**0**	**70.63**	**0.390**	**60.56**	**1.38**	**8.72**	**70.16**	**0.94**	**13.62**	**25.32**
of which — Basic Skills	2001/02														
	2002/03														
Collaborative Provision	2001/02														
	2002/03														
Franchised Provision	2001/02														
	2002/03														
Ufi	2001/02														
	2002/03														
Bitesize	2001/02														
	2002/03														