



PORTSMOUTH CITY COUNCIL

ADULT & FAMILY LEARNING DEVELOPMENT PLAN

AUGUST 2008 TO JULY 2011

20th May 2008

This document should be read alongside related AFL Service documents, particularly the annual Self-Assessment Report, the annual Quality Improvement Plan and the Curriculum Strategy

1 INTRODUCTION, CONTEXT, MISSION

1.1 Introduction

Portsmouth is the most densely populated district outside London (48.8 persons per hectare), with a population of almost 196,400, and an adult population (aged 19 and over) of 154,000 (2006 mid-year population estimate). 23.3% of Portsmouth's adult population is aged 60 or above.

2001 Census data indicated that 5.2% of Portsmouth's population were from black or ethnic minority backgrounds. This figure is now considered to be a significant under representation of the true situation. Experimental data from National Statistics estimated that 8.1% of Portsmouth's adults were black or ethnic minority backgrounds. In 2007 12% of Portsmouth school pupils are from minority ethnic families; a 50% increase in the last 4 years. The city is becoming more culturally diverse with more than 70 different languages spoken in the city.

In March 2008 the unemployment rate in the Portsmouth was 2.2%, below the national rate of 2.3% but above the South East rate of 1.4%. Additionally, there are still elements of the low skill, low wage syndrome on which Portsmouth's historic economy rested.

Approximately one quarter of the adult population suffers from poor numeracy and literacy, which is high for the region and sub-region. The city's GCSE results have recently improved but until 2006 were well below the national and regional averages. The City Council's 2007 ward learning profiles indicate that in seven of the 14 wards there are over 50% of 20+ year olds who have no or only Level 1 qualifications and in more than a third of the wards, over 30% of 20+ year olds have no qualifications at all. Overall, 39% of Portsmouth's residents are estimated to be sub-level 2 qualified. The city therefore has a major challenge to achieve government skills targets and compete in the knowledge economy.

The 2007 Index of Multiple Deprivation puts the city at 92nd worst off out of 354 local authorities in England. The most deprived areas in Portsmouth are located in Charles Dickens, Paulsgrove, Cosham and St Thomas wards. Levels of deprivation in Portsmouth are the 5th highest in the South East and 2nd highest in Hampshire.

1.2 Context

The Adult and Family Learning team is part of Community Learning located in the Directorate for Children, Families and Learning and contributes to the City Council's overall vision to make Portsmouth a great place to live, work and visit. A re-structuring of the City Council's directorates is currently taking place.

1.3 Mission and Strategic Objectives

The mission of the AFL Service and its strategic objectives remain unchanged. Key policies have been reviewed and updated for 2008-09 including the Curriculum Strategy, Fees and Remissions Policy, Accommodation Strategy, and the E- Learning Strategy.

This 3 Year Development Plan identifies how the Adult and Family Learning Service will, in partnership with other key stakeholders, seek to secure the delivery of a coherent, locally

available, high quality Community Learning programme which will increase and widen participation in learning, develop knowledge, skills and confidence, encourage progression to further learning, improve employability, develop community leadership skills, and support children's achievement through the involvement of parents.

The Adult and Family Learning service aims to widen participation in learning by:

- Encouraging and promoting partnerships in order to develop a locally available, coherent and needs-led curriculum for adults and families.
- Assuring and improving the quality of teaching and learning.
- Promoting and securing equality and diversity in learning.
- Contributing further to the development of the City Council as a Learning Organisation.

2 DEVELOPMENTS OVER 3 YEAR TIMEFRAME: STRATEGIC COMMENTARY

2.1 Overview

The AFL Development Plan for August 2008 to July 2011 builds on successful completion of the key actions identified in the 2007-08 development plan. The following are areas identified for specific development over the next three years:

- Extension of the contribution of non-formal learning to Local and Multi Area Agreements and to Developing a Learning Organisation, through improved partnerships and new ways of working with other City Council teams such as regeneration and business, adult social care, culture, housing and learning & development.
- Provision of support for the Adult Learning and Skills Strategy for the council and the city in the context of the Partnership for Urban South Hampshire (PUSH) Skills Strategy, through non-formal learning and through Train to Gain.
- Implementation of a PCDL Innovation and Development Fund to enable small providers in the city to access LSC funding for low volume, innovative provision.
- Production of corporate quality assurance systems to deliver a high grade in Ofsted multi-remit inspection of learning and skills delivered within the council.
- Identification of ways in which AFL expertise in management information and other functions might be shared with other local authorities' adult and family learning services.
- Maximisation of the use of the Omega Centre and the NEAL Centre for the delivery of PCDL, including identification of ways of generating income from learners who can afford to pay.
- Improvement of systems to track learners and to provide robust impact and progression data.
- Enhancement of the support for the delivery of the Parenting Strategy.
- Enhancement of the delivery of information and advice from within the AFL Service.

2.2 Vision for the Future

It is proposed that in 3 years time the AFL Service will:

- Be a recognised and respected (Ofsted grade 1) Community Learning provider with a clear focus and curriculum, which effectively addresses the AFL Service's mission and objectives.
- Be a respected direct deliverer of Family Programmes (FLLN & WFL) to a grade 1 standard.
- Deliver an AFL curriculum clearly linked to the PUSH agenda, the city's Adult Learning and Skills Strategy, Local and Multi Area Agreement outcomes, the Local Strategic Partnership and PCC internal priorities.
- Work effectively in partnership with a variety of providers, voluntary and statutory organisations, Further Education, Work Based Providers and others to secure the delivery of adequate Post-19 provision within the city.
- Have secured a sustainable PCDL delivery model, with an effective PCDL operational group, supporting the strategic role of the Lifelong Learning Partnership Board
- Manage a successful Adult Safeguarded Learning programme from the NEAL Centre and from the AFL rooms at the Omega Centre.
- Secure the delivery of an accessible Adult Safeguarded Learning (ASL) curriculum which is responsive to needs and available to all and includes the use of e-learning, blended learning and distance learning where appropriate.

2.3 Key issues for the AFL service

The Service has recently undertaken an assessment of its role, which took into account both external and internal issues, and identified the following challenges and opportunities:

- A continued real-term decrease in PCDL LSC funding with no likelihood of change until 2010
- A lack of clarity about the longer term future funding of PCDL and of the Adult Safeguarded Learning Fund. The outcomes of the DIUS consultation on the future of informal learning and the consultation on the reform of the LSC, adds to the uncertainty for informal adult learning
- The City Council budget, including the impact of the local pay review started in 2006 and yet to be concluded which may increase costs
- The implementation of the Framework for Excellence and especially the requirement from the Sector Skills Council for a fully qualified workforce by 2010 which has funding implications, which are as yet unresolved.
- The changes in the priorities of external funding sources, e.g. ESF, which have currently reduced the opportunity for the AFL service accessing such funds.
- LSC priorities – the focus on the Leitch skills agenda, to the detriment of informal adult learning
- The high priority given locally and by the LSC to Skills for Life. AFL has a significant role to play, but this is limited by the lack of resources available
- The Development of a Learning Organisation for PCC
- The review of the City Council's adult and family learning service and of service delivery across the council as a whole

- The need to continue to link and evidence the contribution of Adult and Family Learning to the City Council objectives and the ten Local Strategic Partnership (LSP) priorities, in particular the key contributions the service can make to:
 - Improving opportunity and achievement in education, skills and lifelong learning,
 - Developing Portsmouth as a city of innovation and enterprise, with a strong economy and employment opportunities for all
 - Enhancing Portsmouth's reputation as a city of culture, energy and passion, offering access for all to arts, sports and leisure
- The reduced staffing capacity in the AFL team as at April 2008
- The LSC requirement to increase fees for some PCDL learning. This may have an adverse effect on enrolment numbers and lead to a reduction in the range of programmes available and to a subsequent reduction in fee income, leaving less to fund further learning opportunities or learner support.

2.4 Contributions to local, regional and national strategies and priorities

The Adult and Family Learning (AFL) curriculum will contribute to a wide range of local, regional and national strategies and priorities.

One of the major priorities for the city council is to improve opportunity and achievement in education, skills and lifelong learning. Adult and Family Learning activity in Portsmouth contributes to this priority through the courses it funds and delivers. Family Learning programmes contribute directly to raising achievement levels of both children and parents.

The AFL service contributes to the delivery of the extended services in and around schools and to the learning activities for adults and families available via the Community Improvement Partnerships. AFL activities support a wide range of local authority priorities e.g. health, community safety, celebrating diversity. In addition the service is working with a variety of Directorates within the council to identify the role of learning and skills in achieving specific objectives and on the development of a collaborative approach to the delivery of learning and skills across the council (Developing a Learning Organisation).

Adult and Family Learning is not only recognised as a cross-cutting theme of the current Local Area Agreements, but AFL activities contribute to Portsmouth's Adult Learning and Skills Strategy, the designation of Portsmouth as a Learning City, the city's response to the SE Skills Vision for the 2012 Olympics, the work of the Partnership for Urban South Hampshire (PUSH).

Locally, regionally and nationally, there is recognition that deprived neighbourhoods need specific help; the AFL Service will continue to use its funding to target those over the age of 19 and families, who live in deprived areas of the city, those who do not have qualifications above a level 2 and those who are under-represented in education and training.

2.5 Funding & resources

The LSC have provided indicative allocations for the 2008-09 academic year as being the same overall value as in 2006-07 and 2007-08. They have indicated that the First Steps allocation of £12,203, which has previously been a separate funding stream, will be subsumed into the PCDL allocation. Therefore the total LSC revenue funding received will

remain the same as in the previous three years. As in the previous three years, there is no increase to the budgets to allow for inflation.

The following revenue allocations are therefore expected:

- Personal Community Development Learning £122,031
- Neighbourhood Learning in Deprived Communities £45,000
- Wider Family Learning £37,945
- Family Literacy Language and Numeracy £100,269

The AFL team seeks to direct as much of this funding as possible towards the direct costs of learning.

The AFL team is currently awaiting the results of a bid to the LSC Adult Safeguarded Learning Challenge Fund 2008-10 – Major Capital Works for the major refurbishment of the North End Adult Learning Centre (NEAL Centre). The bid is for £883,800 LSC capital funding and requires £98,200 of further City Council funding as the agreed minimum contribution.

The local LSC have informed the AFL team that there will be no Local Intervention Development (LID) funding for the 2008-09 year. LID funding has previously been used to support crucial quality improvement and curriculum development activities (including Quality Improvement Plan actions) and the loss of this budget will impact on the scale and scope of delivery by the AFL team, as other budgets will need to absorb some of these costs.

The AFL Service is allocated £134,200 towards its costs by Portsmouth City Council's, Children Families and Learning Directorate.

The AFL team will continue to seek funding to supplement these budgets.

2.6 Assumptions

The core assumption the AFL team has made in this Development Plan is that funding levels will continue at broadly the same level through the lifetime of this plan.

Planning assumptions:

- First Steps funding and its equivalent learner target numbers will be incorporated into PCDL funding and numbers
- PCC budget for AFL remains stable for the lifetime of this plan
- Delivery of the same learner numbers and Guided Learning Hours at 2007-08 levels, despite standstill budgets and rising costs
- No LSC LID funding to support quality and curriculum development
- A reduced core AFL team, with a limited staffing resource to bid for further funding
- A reduced core provider network, comprising statutory and voluntary sector providers, but work with other city council sections and teams will increase

Other service pressures include:

- Meeting the costs of learner and learning support associated with widening participation and improving Information, Advice and Guidance (IAG).
- Administration costs and security of fees and remissions
- Increased future costs of accreditation
- Some aspects of proposed quality assurance and improvement initiatives
- Supporting the development of part time staff.

3 THE AFL CURRICULUM

3.1 OVERALL SUMMARY

The Adult and Family Learning service draws funding from the LSC via the national Adult Safeguarded Learning allocation. This funding covers Personal & Community Development Learning, Neighbourhood Learning in Deprived Communities, Wider Family Learning and Family Literacy, Language and Numeracy. From 2008-09 the AFL curriculum will focus on community learning and family programmes rather than on Sector Subject Areas (SSAs). The provision will be targeted towards widening participation in learning by those who have benefited least from learning, improving employability of local people and supporting children's achievement through the involvement of parents. The service will also continue to support a broad range of learning opportunities for the wider community of learners in the City through fee paying programmes.

LSC funded learning will be delivered through a network of quality-assured providers, contracted to deliver PCDL and NLDC provision, these will include colleges, schools, voluntary and community organisations, private training providers and city council sections and teams, who will collaborate to meet the diverse need of local residents. Family Programmes will be directly delivered by the AFL team itself. A broad range of opportunities from workshops to long courses, from introductory level to more advanced levels, in both accredited and non-accredited programmes will be secured and delivered along with clear progression pathways where appropriate.

Adult and Family Learning will seek to ensure that a wide range of learning opportunities are locally available across the city. The intention will be to make the best use of familiar, accessible, risk assessed, local venues and to encourage and to widen participation. Priority wards will remain a focus for delivery in the city. The service will continue to use a range of data sources including; regularly updated Ward Learning Profiles, consultation with users, non-users and stakeholders within the city, to identify needs.

The AFL team will work with providers to ensure that learning opportunities are offered at a range of appropriate times of the day and evening, through the week and the year, depending on the location, and on the needs of the learners.

The AFL team will work with the emerging PCDL Partnership to develop mechanisms for ensuring that there is a planned adult learning curriculum that is coherent with other adult learning opportunities across the city and levers in funds from a range of sources as well as the LSC and is delivered by FE colleges, private, voluntary and statutory providers and Portsmouth City Council.

3.2 PERSONAL & COMMUNITY DEVELOPMENT LEARNING (PCDL)

PCDL is learning for personal development, cultural enrichment, intellectual or creative stimulation and enjoyment. It is also learning developed with local residents and other learners to build the skills, knowledge and understanding for social and community action. There is no requirement that learners must necessarily progress to other learning or achieve accreditation.

The AFL service will use this funding to provide an accessible Community Learning programme which engages adults in learning, with a particular focus on those adults who

have benefited least from the education system and those who are in greatest financial need. The Community Learning programme will offer a wide range of opportunities designed to engage adults and families in learning which will develop their skills, enhance their quality of life, enable them to play a full part in the development of their local economy and community and to progress to other learning and training.

3.2.1 PCDL Partnership Developments

The strategic body for the local PCDL Partnership is the Education and Lifelong Learning Board, with a broad and representative membership, which reports to the Local Strategic Partnership. The Laying the Foundations project has enabled the setting up of an operational group of providers of PCDL, called The Portsmouth Hub. During the lifetime of this plan, this group will strengthen its links and reporting processes back to the Lifelong Learning Partnership Board, whilst further developing its role in support of a wide ranging, accessible and coherently planned PCDL curriculum for Portsmouth residents. The Portsmouth Hub is chaired by the Chief Executive of a local VCO and supported by the Adult and Family Learning team through the Laying the Foundations project. The membership extends across three levels:

1. Partners (those who supported the NIACE ESF bid for Laying the Foundations project)
2. A steering group (drawn from partners)
3. A wider membership group (which has expanded over the lifetime of the project to include more than 50 local stakeholder organisations)

The Laying the Foundations project has enabled the Hub to fund a number of activities and initiatives, which will continue to be developed to enable the PCDL operational partnership to fulfil its role in mapping existing provision, planning provision, helping to avoid duplication and eliminating gaps in provision, contributing to levering in additional funds, whilst targeting those who in the past have benefited least from publicly funded learning opportunities.

3.2.2 Neighbourhood Learning in Deprived Communities (NLDC)

The NLDC curriculum seeks to engage those in disadvantaged communities, and enable them to progress, through a wide variety of arts, media and publishing based provision. NLDC work in the City is labelled 'Art in the Community' and supported by an NLDC action plan and strategy. In line with LSC guidance up to 75% of provision will target the Skills for Jobs agenda through improving confidence in learners and improving readiness for employment.

3.2.3 Family Programmes

The AFL Family Programmes' team, in partnership with families, schools and other agencies, will directly deliver all LSC funded Family Programmes. The **Wider Family Learning (WFL)** curriculum supports and encourages parents¹ and families to enjoy lifelong learning. The **Family Literacy, Language and Numeracy (FLLN)** curriculum targets families with specific needs and will work with parents and children to break the cycle of educational deprivation and contribute to skills for life outcomes by offering literacy and numeracy support to achieve a national test based qualification. Provision will be offered which complements the PCDL curriculum. In addition support will be offered to the Skills for Life elements of a Train to Gain contract, if secured.

¹ 'Parent' is taken to mean anyone who has responsibility for the care of a child.

3.3 CURRICULUM DEVELOPMENTS 2008-2011

- Should the service be successful in obtaining funding from the Big Lottery for a major three year Family Learning project, this will enable some significant curriculum development within Wider Family Learning to take place.
- The proposed major capital project at the NEAL centre will also enable a review to take place of PCDL provision within the city and an enhanced curriculum to be delivered which will increase participation and deliver some fee income.
- If secured by the City Council, a Type C Train to Gain contract will provide a key role in the delivery of a Skills for Life curriculum for City Council employees by the AFL team.
- Achieving accredited NCFE Investor in Quality status by December 2008 will enable the service to further develop a broader, more responsive and accredited curriculum for learners across the city via its own direct delivery and that of others.
- A "PCDL Partnership Innovation and Development Fund" will be established and managed by the AFL service to develop new curricula, delivering community learning in partnership with the voluntary sector and other city council directorates.
- The contribution which the AFL service will make to the work streams of the City Council's "Developing a Learning Organisation" plan will also develop the curriculum offer.

3.4 PROGRESSION & ACHIEVEMENT AND ACCREDITATION

3.4.1 Recognising and Recording Progress and Achievement (RARPA)

The service will work with its provider partners and own direct delivery unit to ensure that robust and reliable systems and processes are in place for recording the progress and achievement of learners.

3.4.2 Tracking

Further work will be undertaken to build on progress already made with providers and the use of the Management Information System (MIS) to enhance the tracking of learners as they proceed on their learning journey. This will be enhanced with the introduction of the unique learner reference number planned for 2008.

3.4.3 Accreditation

Accreditation opportunities are currently available through the contracted provider network. The AFL Service will achieve accredited NCFE Investor in Quality status by December 2008. This will enable the Service to accredit learning opportunities in Family Programmes and provide support for NCFE accreditation to its provider network, PCC Directorates and other stakeholders. The Service will work with the three other local LSC Adult Education Services to explore ways in which further accreditation opportunities may be developed. If the Service secures a Train to Gain contract, further developments of accreditation will be required.

3.5. LEARNER AND PERFORMANCE TARGETS FOR 2008/09 (based on LSC tables)

3.5.1 Portsmouth population characteristics

Adult population (aged 19+)	153,780
% male	49.0%
% of adult population aged 60+	23.3%
% black & minority ethnic backgrounds #	8.1%
% with physical, learning or mental health difficulties*	5.1%
% unemployed	2.2%
% sub level 2 qualified	39.0%

The figure for adults from Black and ethnic backgrounds is based on experimental data from National Statistics.

* The figure for adults with physical, learning or mental health difficulties is an estimate based on figures provided by PCC Adult Social Care team.

3.5.2 Learner number summary for LSC funded provision

	2007-08 target	2007-08 expected	2008-09 target	2009-10 target
Total learner numbers for LSC ASL provision	2,350	2,350	2,300	2,300
Total enrolment numbers for LSC ASL provision	3,650	3,650	3,750	3,750
% male	26%	24%	28%	28%
% aged 60+	23%	30%	23%	23%
% black & minority ethnic backgrounds	10%	10%	10%	10%
% with physical, learning or mental health difficulties	11%	11%	10%	10%
% unemployed	n/a	not fully recorded 07-08	9%	9%
% sub level 2, including those with essential skills needs (below)	n/a	not fully recorded 07-08	48%	48%
% on essential skills provision	12%	12%	13%	13%
% new learners (not involved in formal learning or completed a course of 12+ hours in the previous 2 years)	n/a	40%	43%	43%
% from the more deprived areas of the city (22 most deprived SOAs for education, skills & training)	n/a	19%	34%	34%

Note: the "learner" figures in this table sums to less than the total of each provision type and provider breakdown to allow for movement between provision types / providers.

3.5.3 Summary of provision by provider / geographical area and provision type

To be completed once contracts have been agreed with providers (June).

Provider & geographic area of delivery	Total learners 2008-09	% of total learner numbers	PCDL	NLDC	WFL	FLLN
Family Programmes DDU. City-wide delivery, generally school based with some community extension for WFL in particular	650	27%			350	300
TBC. City-wide with some targeting of the deprived areas of the city alongside open access courses	1500	62%	1500			
TBC. Predominantly focussing on the deprived areas of the city (SOAs) and closed disadvantaged groups / communities	275	11%		275		
	0	0%				
Totals	2425	100%	1500	275	350	300

Note: The “learners” figures in this table sum to more than overall learner figure to allow for learners to move between providers and provision types.

3.5.4 Provision distribution by guided learning hours (GLH)

Course GLH	Total courses	PCDL	NLDC	WFL	FLLN
<5	87	55	5	15	12
6-20	290	180	45	35	30
21-40	19	15	0	0	4
41-60	0	0	0	0	0
>60	4	0	0	0	4
Totals	400	250	50	50	50

There is no significant shift in the distribution of courses by the GLH bands defined by the Local LSC in this table. The AFL Service however, are continuing to require contracted providers to increase the GLH of the provision they are delivering with a reduction in the number of workshops (in particular stand-alone workshops).

3.5.5 Targets by area of activity (LSC provision types)

	Learners	Enrolments
Number <u>PCDL</u>	1500	2500
% male	30%	29%
% aged 60+	28%	40%
% black & minority ethnic backgrounds	7%	7%
% with physical, learning or mental health difficulties	8%	8%
% unemployed	2%	2%
% sub level 2, including those with essential skills needs	40%	40%
% new learners	40%	35%
% from most deprived SOAs for education, skills & training	30%	30%
% retention	n/a	98.4%
% achievement	n/a	99.2%
Full fee paying enrolments	n/a	25%
Remitted fee paying enrolments	n/a	50%
Zero fee paying enrolments	n/a	25%
Fee income	n/a	£ 50,625

	Learners	Enrolments
Number <u>NLDC</u>	275	400
% male	38%	36%
% aged 60+	23%	23%
% black & minority ethnic backgrounds	20%	20%
% with physical, learning or mental health difficulties	18%	16%
% unemployed	50%	50%
% sub level 2, including those with essential skills needs	50%	50%
% new learners	36%	38%
% from most deprived SOAs for education, skills & training	63%	63%
% retention	n/a	95.0%
% achievement	n/a	98.7%

	Learners	Enrolments
Number WFL	350	450
% male	20%	16%
% aged 60+	7%	6%
% black & minority ethnic backgrounds	12%	11%
% with physical, learning or mental health difficulties	10%	8%
% unemployed	2%	2%
% sub level 2, including those with essential skills needs	30%	33%
% new learners	40%	36%
% from most deprived SOAs for education, skills & training	25%	25%
% retention	n/a	98%
% achievement	n/a	98%
Number of children	175	250

	Learners	Enrolments
Number FLLN	300	400
% male	7%	6%
% aged 60+	3%	3%
% black & minority ethnic backgrounds	7%	5%
% with physical, learning or mental health difficulties	7%	5%
% unemployed	10%	10%
% sub level 2, including those with essential skills needs	90%	90%
% new learners	50%	50%
% from most deprived SOAs for education, skills & training	25%	25%
% retention	n/a	99%
% achievement	n/a	99%
Number of children	300	400

FLLN breakdown as required by LSC:

Literacy Workshop	Autumn	Spring	Summer	Total
	learners	learners	learners	learners
Total	24	48	24	96
% Male				10%
% Ethnic				13%
% LLDD				13%
% 60+				6%
% Retention				100%
% Achievement				100%

Literacy Long	Autumn	Spring	Summer	Total
	learners	learners	learners	learners
Total	49	98	49	196
% Male				4%
% Ethnic				1%
% LLDD				1%
% 60+				2%
% Retention				98%
% Achievement				100%

Numeracy Workshop	Autumn	Spring	Summer	Total
	learners	learners	learners	learners
Total	12	24	12	48
% Male				10%
% Ethnic				8%
% LLDD				8%
% 60+				4%
% Retention				100%
% Achievement				100%

Numeracy Long	Autumn	Spring	Summer	Total
	learners	learners	learners	learners
Total	12	30	18	60
% Male				3%
% Ethnic				3%
% LLDD				3%
% 60+				2%
% Retention				98%
% Achievement				100%

Target number of NQF successes from FLLN programme	80
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3.5.6 Progression table

	To PCDL	To NLDC	To WFL	To FLLN	To employment / volunteering	To other, non-AFL funded, recognised level 1	To other, non-AFL funded, recognised level 2	To other (non PCC) learning
From PCDL	1000					25	50	25
From NLDC	50	125			12	6	6	6
From WFL	20	10	100	50				10
From FLLN	10			100		10	20	

Ref LSC FTE and SSA tables which will form an annexe to the LSC version of 3 Yr DP but mean very little to us (other than compliance) so probably not worth including here...

4 QUALITY

The AFL Service seeks to ensure the highest quality of delivery in all aspects of its work. The Service will continue to implement inclusive self-assessment processes and produce an annual self-assessment report that identifies areas for improvement and development. The learner involvement strategy and annual action plan will ensure that learners' views inform both the developments to the curriculum and improvements in quality. The annual Quality Improvement Plan identifies the key priorities for improvement in each succeeding year. The Service will continue to build on its robust systems of contract support and management, to assure and improve quality including the setting of challenging targets for staff CPD, Equalities, Observations of Teaching and Learning and the implementation of Recognising and Recording Progress and Achievement.

The AFL Service will only contract with providers who are able to meet the robust quality requirements of its Quality Assurance Framework. The Service will monitor providers to ensure that all tutors are appropriately qualified and undertake Continuing Professional Development. The Service will continue to promote the sharing of good practice through provider and tutor networks and to provide support for staff through coaching and mentoring opportunities, the provision of staff development. The Service will develop the use of its Moodle-based website for use by staff.

External validation of aspects of its work will be sought where appropriate, e.g. for its direct delivery of Family Programmes the AFL Service will achieve accredited NCFE Investor in Quality status by December 2008 and will work towards implementing the Matrix Standard for IAG.

It is of paramount importance to the AFL Service that all learners are able to access a course or programme that will allow them to realise and achieve a learning aim that is fulfilling and relevant to them. The Service's Quality Assurance Framework uses Ofsted's Common Inspection Framework for the inspection of Adult Learning.

As a primarily contracting-out Authority, the AFL Service will continue to provide capacity building support for its network of providers and for other organisations involved in delivering adult learning across the city, via the PCDL partnership operational group and by working to support a variety of City Council teams who are engaged in the delivery of learning. In particular, quality assurance processes will be assessed and improved in preparation for multi-remit inspections.

Over the lifetime of this plan the LSC Framework for Excellence will increasingly inform the developments of overall standards for the AFL Service.

5 EQUALITY & DIVERSITY AND LEARNER SUPPORT

The AFL Service will continue to place emphasis on provision targeted towards under-represented groups and set challenging, widening participation targets. Over the next three years the Service will work with others particularly in the PCDL partnership to make the broader curriculum more accessible to widening participation groups, including residents from Black and Minority Ethnic (BME) communities and European accession states. All learners are entitled to appropriate support to enable them to fully access learning opportunities and allocations will be made to providers through the funding and tendering process to include a proportion of funding to meet learner support needs.

6 HEALTH & SAFETY

The AFL Service believes that learning should take place in a healthy, safe and supportive environment and that safe learning is essential to maximise learners experience and achievement. The Service complies with PCC Health and Safety policies and will continue to require its providers to evidence an equivalent commitment to assure the Health and Safety of staff and learners. A Service Health and Safety action plan, which identifies key priorities, is in place, and is regularly monitored and reviewed.

7 LEARNER INVOLVEMENT

The action plan, which supports the Learner Involvement Strategy, will ensure learners' views are better reflected in the development of policies, quality improvement and curriculum development, and will contribute to the achievement of a high-quality, responsive service. In 2008-09 the strategy will build on existing arrangements to involve learners, such as:

- Course review, including induction, mid-course and end-of-programme activities
- Learner satisfaction surveys and questionnaires
- Postcard surveys, covering progression, satisfaction levels and the impact of learning on participants and their families
- Observation of Teaching & Learning
- Fora and focus groups

The implementation of the strategy will be in two phases. The first phase will particularly focus on issues affecting the quality of the learning experience at the point of delivery:

- the effectiveness of course and programme marketing / publicity
- approaches to enrolment
- on-course support
- facilities and resources
- equality and diversity related issues
- the quality and 'fit' of their learning experience to their individual needs
- progression opportunities and the quality of IAG available

In subsequent years, the strategy will be developed to encompass a wider range of issues and use a broader range of approaches.

8 INFORMATION, ADVICE AND GUIDANCE

Portsmouth City Council aims to offer clear, accurate and impartial information and advice about learning opportunities for Portsmouth residents to help them to choose learning that is right for them. The AFL Information and Advice policy defines the role of the service and that of partner organisations in delivering this aim. An information, advice and guidance action plan addresses the development needs of the service. Within the lifetime of this plan the AFL Service expects to achieve the accredited Matrix Standard.

9 FEES

The AFL service publishes an annual Fees and Remissions Policy which provides a clear framework for providers to work with in the provision and delivery of Adult & Family Learning in Portsmouth. It is coherent with the Adult & Family Learning Curriculum Strategy, is informed by research into fees in local colleges and amongst other providers and reflects the requirements of the National Skills Strategy.

For 2008-09:

- Family Programmes and Neighbourhood Learning for Deprived Communities will have no fee.
- Approximately 75% of Personal and Community Development Learning will be subject to a fee. The AFL team recognises that different providers, provision types, levels and curriculum areas can support a different fee rate and therefore the AFL team does not require a provider to apply a standard fee. A range statement for what would be considered as an appropriate fee for AFL funded PCDL would be in the region of £3.50 per hour to £4.50 per hour.
- Of the 75% of PCDL courses charging a fee, it is envisaged that approximately one third of the learners will pay the full fee and two third of learners will be eligible for remission. The remaining 25% of PCDL courses will have no fee.
- A remitted fee of 25% will be offered for learners on a means tested benefit, i.e. such a learner will pay a fee of £1.00 per hour if the full fee is £4.00 per hour. In addition providers will be able to offer individuals an increased remission rate and/or widen the range of eligible criteria for individuals to receive remission at their discretion so long as it is documented, applied consistently and is covered by the AFL allocation of funding or funded by the provider (e.g. to include other low income related benefits). It is envisaged that a minimum of one third of learners on fee charging courses are expected to be eligible for remission.
- Any fee income collected by a provider in excess of the costs of the agreed programme and any management / administration allocation made by the AFL team should be used for: further learning opportunities offered as part of the contract with the AFL team, improving Information and Advice to learners or to fund learning support or learner support etc.

10 ACCOMMODATION

The Accommodation Strategy for 2008-11 aims to ensure that all of our learning opportunities are delivered in high quality, accessible and welcoming venues. In particular it seeks to:

- Improve the quality of venues with particular focus on accessibility and e-learning.
- Increase the number and range of venues used to host learning, particularly in areas of the city where there is limited number of venues available to host learning opportunities.
- Maximise the use of existing venues / potential venues in the City.
- Maintain the use of community venues as well as supporting the increased use of schools to provide learning for adults and families (the Extended Schools agenda).

In January 2008 the service submitted an application for "Adult Safeguarded Learning Challenge Fund 2008-10, Major Capital Works" for the major refurbishment of the North End Adult Learning Centre (NEAL Centre). The flagship centre will focus on widening participation and recruiting those at greatest disadvantage to engage in learning and

provide a base for them to improve their knowledge, skills and behaviours to enhance the quality of life for themselves, their families and the community in which they live. If successful, the refurbished centre is planned to open in January 2010 and forecasts the delivery of up to 1,900 enrolments by July 2010 and up to 7,800 per academic year in 2011-12.

The AFL service, through an NLDC capital grant, leases 3 rooms at the Omega Centre and will work with the WEA (the buildings' main lease holder) and the centre user group to support providers across the city to develop additional learning opportunities for the local Somerstown community and the city as a whole. Current activity levels in these rooms is estimated at 40% of available weekday sessions. Taking into account the specialist nature of the rooms (ICT, print and art) a challenging usage level of 80% has been set to be achieved for the 2010-11 academic year. There will be an extension of activity that will include weekend and school holiday period usage.

The Building Schools for the Future programme is currently in the planning phase and will undoubtedly impact on the geography, quantity and quality of learning venues available in the city. The needs of AFL are included in the planning process and the team will continue to inform the proposed developments as opportunity arises.