



WIRRAL

**Wirral Lifelong and
Family Learning Service**

**Strategic Development Plan
Summary**

2007-8

Introduction

This plan outlines how Wirral Lifelong and Family Learning Service (WL&FLS) will develop its Learning and Skills Council funded adult education provision over the period 2007 - 2008.

This plan covers LSC funded activity under Personal and Community Development Learning (PCDL) which includes Family Learning and Neighbourhood Learning in Deprived Communities funding streams. The Lifelong and Family Learning Service, funded through the Learning & Skills Council's PCDL budget, seeks to widen participation in learning by offering first rung learning opportunities of high quality, and to assist learners to progress on to further opportunities. The Lifelong Learning Service is a direct deliverer of LSC funded adult learning.

1 Summary of key strategic issues for WL&FLS

1. Continue to take a targeted approach based on local priorities and seek ways to work in partnership to meet wider needs
2. Develop a flexible curriculum to meet identified needs
3. Work with voluntary and community organisations to offer first steps learning opportunities at local community level
4. Work in partnership with other local providers to develop curriculum pathways and progression routes
5. Develop a curriculum that prepares targeted groups of people for work and links to local employment needs
6. Develop and promote e learning
7. Embed skills for life across curriculum areas
8. Set and meet improvement targets for retention and success
9. continue strategic links with partner local authority services to share good practice and develop quality improvement strategies
10. Promote and mainstream equality and diversity through widening participation and inclusion
11. Work strategically with colleagues in the Children and Young People's Department to support families and carers to develop their skills and support their children's learning
12. Work with Extended School Clusters to develop adult learning opportunities
13. Work with colleagues to develop Skills for Life provision across the local authority
14. Review charging policy in light of national funding priorities and local needs

Mission Statement, Aim and Strategic Objectives of Wirral Lifelong and Family Learning Service.

Mission Statement

***Realising Potential
Increasing Inclusion
Supporting Regeneration
Promoting Well being***

The Aim of the Lifelong and Family Learning Service is: -

To contribute to the continuing development of a learning culture throughout Wirral; to promote equality and inclusion, to assist regeneration and to support family and

community well being, by providing and facilitating relevant, accessible opportunities for lifelong and family learning.

The Strategic Objectives of the Lifelong and Family Learning Services are:

SO 1 To promote a learning culture

SO 2 To increase and widen participation and promote inclusion and access in learning and promote Skills for Life

SO 3 To support progression and achievement in adult and family learning

SO 4 To assure quality in teaching and learning and aim for continuous improvement

SO 5 To actively work with partners to develop coherent, relevant, local provision

The service will target work with the identified priority groups

- Adults who are disengaged from work, community or family life, for whom learning and skills development are a prerequisite to reintegration
- Adults whose low skills levels are a barrier to progression or employment
- Adults with Skills for Life needs, especially where these needs contribute to a continued cycle of deprivation within localities.
- Target groups for Family Learning are: Schools, children's centres and families in areas of social and economic disadvantage and those families who need to develop communication, numeracy and language skills. Schools where there is underachievement are targeted through the Primary Strategy group

Approach to inclusion and widening participation

Alongside the development of a range of curriculum and learning opportunities across Wirral, there will be targeted work with the aim of increasing the numbers of people from specific groups of people who are under-represented in adult learning.

Specific target groups for widening participation: -

- Needing to improve their Skills for Life
- With English as a second language
- With no/low level qualifications
- From the most disadvantaged areas of Wirral
- With disabilities, learning disabilities or mental health problems
- Who are unemployed or in low paid work
- Parents, families and carers needing to develop their own skills to better support their children's learning

Collaborative and partnership working

The service aims to continue to develop the effective working relationships with a wide range of partners at different levels

Work with

- other local providers on the Aspire model,
- colleges and other providers on curriculum content, progression routes
- Extended school clusters, schools and children's centres to develop courses that target parents and families new to learning
- Wirral Multicultural Centre to develop ICT and other courses, targeted at people from black and minority ethnic groups.
- Social Services on developing provision for adults who have been excluded to identify and develop learning activity that will enhance employability and progression to employment
- colleagues to integrate lifelong learning with other local strategies and priorities.

Also

- continue successful partnership work and multi agency working with schools and children's centres for Family Learning
- identify opportunities to develop new partnerships
- develop partnership activities with the local voluntary and community sector to develop ways of encouraging first steps

The work undertaken through Neighbourhood Learning in Deprived Communities funding has enabled a wider range of organisations to become involved with WLFLS through project funding over the last 3 years and to breakdown barriers to learning through grassroots activity with local groups.

Volume and mix of provision

The Lifelong Learning Service will continue to take a targeted approach to priorities and to seek ways to work in partnership to meet wider needs

Provision to meet LSC targets

- Develop the curriculum across the current areas, particularly in Skills for Life and other areas
- Attract new learners & look at ways of increasing participation to new groups
- Offering an extended first steps and introductory course curriculum.
- Support for progression from tasters and first level

Progression

Progression routes within the service at level 1 and Entry level are built into many subjects through the ABC model of 3 term courses. Skills for Life and Family Learning progress from non accredited courses to national tests. Higher level ICT courses are available up to level 2. Additional non accredited language courses have been added to enable continuation. Developing links to Wirral Metropolitan College and Birkenhead 6th Form College and partnership with Next Step and Job Centre + offer support for progression.

Addressing equality, diversity and widening participation

Specific partnership activities have been developed and will continue to target and support groups of learners with disabilities, people from ethnic minority groups and people from under disadvantaged wards. These will include:-

- Courses that can enhance employment possibilities offered in social services centres for people with disability.
- ESOL and basic ICT in English and other languages through the Multi Cultural Centre
- Targeted family learning for families most in need of support in literacy, language and numeracy development, identified through LA and schools.
- Work with Children's Centres to provide for parents families and carers
- Skills for Life and embedded skills courses to reach wider groups of learners
- Learner support developed to develop the response of the service to the needs of individuals.

Equality and Diversity Impact Measures

Equality and Diversity Impact Measures and an action plan for implementation are updated annually.

Progress as % of enrolments against EDIM areas:-

EDIM areas	2003/4	2004/5	2005/6	2006/7	2006/7
% of enrolments	Actual	Actual	Actual	target	Actual term 1
BME	5.27%	8%	7%	8%	8.6%
Disability	13.42%	13%	17%	18%	17.8%
Deprived wards	30.71%	34.38%	36%	40.5%	39%
Male	25.06%	28%	29%	30%	26%

2 IMPROVEMENT INDICATORS

Key Actions from Self Assessment Report and Quality Improvement Plan Oct 2006

Area	Action
1 Retention achievement & success	Continue to develop strategies to improve retention and achievement in all courses. Set targets and monitor
2 ILPs	Review use of new Personal Learning Record across all curriculum areas
3 Learning Outcomes/ achievement	Ensure challenging learning outcomes set and recorded in all courses. Encourage learners to record additional learning outcomes. Share good practice in development of practical skills in Sfl
4 Initial Assessment	All tutors undertake initial assessment for all learners and use in planning. Support tutors in introductory FL courses to use appropriate initial assessment
5 SFL IA	Extend trial of SFL initial assessment across other courses
6 Moderation	Embed alternative methods of presenting evidence at moderation
7 Accreditation	Encourage take up of entry level Sfl accreditation –
8 Teaching and learning Teaching resources	Continue with Observations to identify and highlight good practice. Support tutor needs through SD programme Check on quality and range of resources used Support tutors to work together to share good practice
9 Resources	Review resources and accommodation in light of curriculum needs. Ensure availability of ICT in all venues
10 Recruitment of staff	Develop human resources planning strategy to ensure continued high quality teaching staff and subject specialists
11 Progression	Continue to develop internal progression. Liaise with Wirral Met and others to plan progression opportunities
12 Curriculum Planning	Review all curriculum areas annually. Continue to develop courses to meet identified local needs/ priorities. Identify curriculum pathways for courses/ curriculum areas Promote contextualised courses for different sectors
13 Strategic Planning for partnership work	Plan funding for subcontractors based on priority areas- to reach target groups & meet local needs.
14 Targeting groups	Identify key targets. Build on courses successful at attracting new/ target learners
15 Marketing	Develop marketing strategies
17 Partnerships	Continue and build on successful partnership working with other organisations to target different groups of learners eg with Multicultural Centre, Schools, Social Services
18 Quality improvement	Ensure all staff and subcontractors are aware of and comply with QA procedures. Ensure all staff and subcontractors observed. Ensure improvement feedback in place
19 Learner views	Ensure learner feedback is returned from all courses. Use feedback to inform curriculum development and continuous improvement

Area	Action
20 Support for learners	Continue to identify ways to remove barriers to support widening participation and to encourage learners to achieve
21 Strategic planning	Continue to develop strategic plans to fit with local and national priorities. Integrate equality and diversity and E learning in wider planning
22 Target setting and review	Monitor improved system of setting and reviewing targets Equality and Diversity forum to monitor achievement

Post inspection action plan

The service was inspected by the Adult Learning Inspectorate in March 2006, achieving a grade 2 (Good) overall. The actions identified in the post inspection action plan, addressing the areas identified in the inspection, have been integrated into the Quality Improvement Plan 2006

Key challenges for Wirral identified during inspection are:-

- maintain the very good partnerships and initiatives that promote social inclusion and widen the participation of learners from under-represented groups
- continue to improve the good quality improvement processes
- continue to improve the quality of teaching and learning and teaching resources
- improve strategic and operational target-setting
- improve the monitoring of individual learners through the consistent use of individual learning plans
- improve the way good practice is shared across the organisation

Current performance against targets

Learner numbers volumes 19+ (Current at Jan 2007)

Targets and actuals	Target learner numbers 2006/7	Sept - Dec 2006 enrolments	Sept - Dec 2006 Individuals
Lifelong Learning	1243	895	893
Family Learning	797	291	267
Neighbourhood Learning in Deprived Communities	442	198	177
Total	2482	1384	1337

Retention rate

Targets %	2005/6	2006/7	2007/8
Lifelong Learning	81	87	88
Family Learning	95	95	95
Total all courses	83	88	89

Retention rate (current at Jan 07)

Actual %	Retained 2004/5	Retained 2005/6	Achieved term 1 2006-7
Lifelong Learning	84	87	91
Family Learning	94	92	97
Total all courses	86	88	92

Achievement rates (current at Jan 07)

Actual %	Achieved 2004/5	Achieved 2005/6	Achieved term 1 2006-7
Lifelong Learning	89	92	96
Family Learning	93	95	97
Total all courses	90	92	96

Success rate

Targets %	2005/6	2006/7	2007/8
Lifelong Learning	81	81.5	82
Family Learning	90	90	91
Total all courses	83	83.5	84

Success non accredited and accredited Defined as achievers /All starters x100/1

Success rates(Current at Jan 07)

Actual %	Success 2004/5	Success 2005/6	Success term 1 2006-7
Lifelong Learning	70	78	88
Family Learning	87	86	93
Total	75	81	88

3 Employer engagement target

To work with Wirral MBC employees who do not have Level 2 Literacy or Numeracy to contribute to Skills for Life targets

4 Teacher qualification target

To raise qualification rates for teaching staff from 84% in 2004 to 93% by 2007.
As of April 2006 95% of staff had or were working towards teaching qualifications.
(The teaching workforce is largely part time and not static)

3 Summary Statement of activity

Learner targets for 2007-8

Targets agreed with for 2007-8

Number of learners undertaking Safeguarded Adult Learning (Total)	2,408
of which: Number of learners undertaking FLLN	773
of which: Number of learners undertaking NLIDC	429
of which: Number of learners undertaking Personal / Leisure Learning	1,206