

London Borough of Bromley

Report No.
DE04103

PART I - PUBLIC

Agenda
Item No.

5

Title:	ADULT LEARNING DEVELOPMENT PLAN: 2004/05 TO 2006/07		
Decision Maker:	Local Economy Policy Development and Scrutiny Local Economy Portfolio Holder		Decision Date: 24 June 2004 30 June 2004
Decision Type:	Non-Urgent	Executive	Non-Key
Budget/Policy Framework:	Within policy and budget		
Chief Officer:	Director of Education and Libraries		
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Ward:	Boroughwide		

1. SUMMARY

- 1.1 From 2004/5 the Authority is required to provide an over-arching three year development plan for Adult Learning. Part of its purpose is to set out what the Authority agrees to provide in return for the Learning and Skills Council's (LSC's) funding in the 2004/5 academic year totalling £1,096,889. The attached plan has been prepared in accordance with the detailed requirements of the LSC and has been submitted to them in draft, subject to the comments of the Policy Development and Scrutiny Committee and the approval of the Portfolio Holder.

2. RECOMMENDATIONS

- 2.1 That the Policy Development and Scrutiny Committee comment on the draft plan.
- 2.2 That, subject to the comments of the PDS, the Portfolio Holder approve the draft.

3. COMMENTARY

3.1 Adult and community learning and further education are funded by the Learning and Skills Council. The former encompasses a diverse range of learning activities which are predominantly part-time and non-accredited, while the latter (formerly under Schedule 2 of the Further and Higher Education Act 1992) leads to qualifications. Until this year, the LSC had required a very detailed annual Adult Learning Plan. From this year, every Local Education Authority is required to provide a relatively brief but over-arching three year development plan for the period from 2004/5. It is described as a high-level strategic document and is to be accompanied by a "business plan", providing an outline of recent progress and objectives against priorities. It is also viewed as an "executive summary" of a detailed dialogue which has taken place between the Authority and the LSC. As an over-arching plan, it refers to the Adult Education College's further education work (which itself is the subject of a separate strategic plan) but concerns specifically adult and community learning.

3.2 The national priorities for adult and community learning remain unchanged from those identified for 2003/4, namely:

- basic skills
- widening participation
- family learning
- neighbourhood renewal
- citizenship
- IT skills
- modern foreign languages.

3.3 Approval of the plan by the LSC will secure the indicative allocation for 2004/5 academic year as follows:

Main Grant	£832,192
Family Learning	£102,913
Family Literacy, Language and Numeracy	£141,850
Adult Ethnic Minority Achievement	£19,934
TOTAL	£1,096,889

The plan has been prepared to address the detailed requirements of the LSC and has been discussed with contract management staff at the London South Regional Office. The draft was submitted in accordance with the LSC timetable and copied to the former Portfolio Holder and Chair of the PDS. It was submitted subject to the comments of the PDS and approval by the Portfolio Holder.

- 3.4. Further education is eligible for three-year funding from 2003/4 to 2005/6 and the LSC wishes to move towards a similar arrangement for adult and community learning as quickly as possible. However, this will not take place before 2005/6, as the pattern of provision nationally is extremely varied and further data modelling needs to take place. Initial indications are, however, that due to its relatively low cost base, this Authority would be likely to gain financially through convergence of funding.
- 3.5 The Skills Strategy White Paper, published in July 2003, committed the LSC to develop “a consistent, coherent pattern of lifelong learning opportunities in each area across the country”. The strategy recognises that evening classes, extra mural courses and learning for its own sake are currently delivered by a variety of providers and intends that future arrangements should take all of this provision into account.
- 3.6 The draft plan emphasises the importance of the Authority and its College working in partnership with other providers and agencies. The Adult Education College works closely with the two further education colleges in an effort to ensure the coherent planning of provision across the borough and clear progression pathways for learners. The Lifelong Learning Partnership has recently commissioned a review of adult learning which is examining provision at National Vocational Qualification Level 1 or below and all first-rung or non-accredited courses organised by the three colleges. The aims of the review are:
- to establish the level and range of curriculum provision available to adult residents and other potential adult learning across the borough, including progression routes to further education;
 - to establish whether a new framework could be created which would add value to the work which is currently taking place within the three colleges, to the benefit of the local community, and if so, make recommendations accordingly;

Following an initial validation meeting, the consultants are finalising their report for consideration by the Partnership. The outcome of the review will be reported to the Portfolio Holder and the Governors of the three colleges in due course, with a view to establishing the appropriate framework for the future.

4. POLICY IMPLICATIONS

- 4.1 The Authority’s main strategic objectives for adult learning in 2004/5 are incorporated in the Local Economy Portfolio Plan. These include objectives concerning support to business and raising the skill levels of residents and the workforce.

5. FINANCIAL IMPLICATIONS

- 5.1 The LSC’s funding allocations (see paragraph 3.3) are by academic year. The sum delegated to the College in this financial year as a contribution to its costs for ACL is £508,049. The College itself generates fee and other income. Other elements in the budget funded from the ACL grant include:

Education Department Charges	£159,633
Partnership and Projects	£154,568
Insurance	£2,490

An income budget of £157,400 is included in the 2004/05 Education Budget for rental of Adult Education Centres. A rental charge of £150,000 was first introduced in 2002/03 as a budget option, following an assessment of the market rent of the three main centres (Kentwood in Penge, Widmore in Bromley and Poverest in Orpington) at £470,000 per annum. The position with regard to premises is being reviewed as part of the consultancy referred to in paragraph in 3.6 above.

6. LEGAL IMPLICATIONS

- 6.1 The Authority has a duty under Section 23 of the Learning and Skills Act 2000 to secure education, training and organised leisure occupation for the local population.

Non-Applicable Sections:	Personnel Implications
Background Documents: (Access via Contact Officer)	LSC Guidance issued 15.01.04 Review of Adult Learning: Terms of Reference (23.12.03)

**Education and Libraries
Directorate**

**Adult Learning
Development Plan:
2004/05 to 2006/07**



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A. Review of Strategic Issues

1. Mission

1.1 The Authority aims to establish new learning opportunities through partnership, and to increase the participation of adults in learning, especially those who have missed out on basic skills at school. By working with families, employees and in community settings, it aims to promote social inclusion by breaking down barriers which work against participation in learning and progression. To promote greater coherence in the post-16 education and training sector, it works in collaboration - with other providers locally, through the **Bromley Lifelong Learning Partnership**, and in neighbouring authorities. It works through the **South London Learning Partnership**, linked to the Learning and Skills Council regional and national framework.

1.2 Lifelong Learning in Bromley aims to:

- address inequality and social exclusion in the most deprived areas of the Borough such as Penge, Anerley, Mottingham and the Cray Valley;
- meet the diverse needs of its community, including ethnic minorities, refugees and travellers;
- meet the needs of the local population, to ensure that Bromley has a workforce that better matches the skill needs of the local economy;
- maximise the contribution to regional and national work-related targets;
- encourage the development of community activity and learning, to build community capacity.

1.3 These aims will be implemented by:

- building on existing partnerships and developing new ones, to ensure that there are planned and coherent learning opportunities available to all;
- enabling collaboration between providers and beneficiaries through established networks;
- generating and fostering an interest in lifelong learning, and stimulating an increased demand for learning opportunities;
- engaging with the London South Learning and Skills Council in the strategic area review, and ensuring that organisations and individuals within the Borough have the opportunity to contribute;
- ensuring that the needs of the learner determine the provision on offer;
- fostering support for the development of community learning in all areas, but specifically by supporting and encouraging community organisations in areas of regeneration;
- developing the local workforce by initiating and maintaining links with local employers;
- ensuring equality of access and widening participation in learning, by assessing needs and targeting learning opportunities for the benefit of marginalised groups such as older men, the disabled and ethnic minorities;

- developing a multi-agency approach to family and community learning, for example the Bromley Children Project;
 - sharing good practice locally and within the South London area.
- 1.4 The Local Authority is a member of the **Local Strategic Partnership** and endorses its vision for a prosperous borough economy. The Portfolio in which lifelong learning is located is that of the **Local Economy** and it contributes to its delivery plan. The vision is that of a local economy in which the growth of existing businesses is supported; an enterprise culture and inward investment are encouraged; the skill level of residents and the workforce is improved, and is attractive to business, residents, investors and visitors.
- 1.5 To realise the vision, Council recognises the need to increase the skill levels of all its residents, but specifically those in areas of the Borough where levels are low, such as Penge, Anerley, The Crays and Mottingham. This can only be achieved through partnership with other providers; with employers; with learners and potential learners and the **Learning and Skills Council**. The Local Authority's role is not only about directly providing education, but also about nurturing its vibrant voluntary sector; helping adults with learning difficulties learn through effective links between Social Services and Education; linking learning with economic regeneration through libraries and museums, and through supporting neighbourhood renewal. The Local Authority has a lead role as a major employer, in developing the skills of its employees. It has developed a human resources strategy, which will link with the three-year development plan.
- 1.6 We aim to produce motivated learners who value the opportunities to learn new skills, by establishing effective partnerships with community groups, and thus supporting learners in their own environments. Adult learning opportunities will be provided in response to the demands of local communities rather than be supplier driven. Evidence from existing provision indicates that what begins as learning for leisure has provided a route back into formal learning and then into employment, and the Authority is therefore committed to increasing the amount of non-accredited learning opportunities in local communities. Several innovative programmes to promote inclusion in lifelong learning, such as taster provision for older residents, have been expanded to meet demand, and through partnership with local Health, Social Services and Housing Associations, this under-represented group is now able to access a wide range of tailor-made learning experiences.
- 1.7 Specific groups of learners have been targeted in previous Adult Learning Plans, viz., Older Learners, Women Returners, Ethnic Minorities (particularly refugees and asylum seekers) and Travellers. Women returners will be particularly encouraged to participate in learning through family learning initiatives. All other groups will be reached through existing community initiatives and projects, subject to continued funding. Success will be measured by the achievement of key performance indicators set through the Local Economy Portfolio Plan, reflecting national and local targets.
- 1.8 **Scope of the Plan**
- This plan concerns provision within the Adult Education College, Bromley College of Further and Higher Education and Orpington College of Further Education. Within the plan, each section contains relevant contributions from each key partner.

- 1.9 **Bromley Adult Education College's** Mission is "To be the leading provider of adult education in the London Borough of Bromley by extending lifelong learning opportunities to all". Its objectives are to
- (i) Increase demand for learning by adults and equalise opportunities through better access:
 - Enable people to remain active citizens into old age
 - Support family learning
 - Offer flexible learning opportunities
 - Widen participation by taking learning out into the community and targeting new sections of the community
 - Become an inclusive College by responding to the diverse needs of learners and the requirements of the Disability Discrimination Act and the Race Relations (Amendment) Act.
 - Promote progression within the college and to other providers.
 - (ii) Raise skill levels for national competitiveness:
 - Help establish a local workforce which is adaptable to change to meet the needs of employers and the wider economy
 - Offer opportunities for obtaining or improving qualifications
 - Build on existing skills and develop potential
 - Address the Government's agenda to improve literacy and numeracy skills
 - Develop the application of new learning technologies and associated initiatives
 - Promote the uptake of National Level 2 tests.
 - (iii) Raise participation and achievement by young people:
 - Consolidate current provision for young people with learning difficulties.
 - Develop enhanced provision for a group of young people with learning difficulties.
 - Develop provision for young people with profound physical or learning disabilities, using innovative learning technology.
 - (iv) Improve the quality of education and training delivery:
 - High standards of teaching and learning
 - A curriculum that meets the needs and interests of learners, employers and other agencies.
 - High quality of governance, leadership and management
 - A safe and healthy environment
 - Equality of opportunity

- Appropriately guided and supported learners
- Appropriately qualified and supported staff.

(v) Improve effectiveness and efficiency

- Improve the use of physical and human resources
- Set financial targets for all College activities
- Set targets for student participation, retention and achievement
- Access funding from a wider range of source
- Ensure value for money and financial probity

1.10 **Bromley College of Further and Higher Education** revised its vision and mission in 2003 to provide a clearer statement of its role in the local area.

Vision:

“A future in which Bromley College becomes a regional centre of vocational and educational excellence, and plays a key role in the economic development of the local area.”

Mission:

“To deliver skills and qualifications for working life – enabling learners and employers to build a better future.”

Strategic Objectives

- (i) To provide work-related education and training in response to the economic development needs of the local area.
- (ii) To improve continuously our rates of student retention, achievement and progression.
- (iii) To ensure equality of opportunity for students and employees.
- (iv) To invest in the development of the staff, and the learning environment, required to deliver high quality provision.
- (v) To provide best value in the use of public funds.
- (vi) To work in partnership with other providers to ensure a comprehensive range of educational and training opportunities for local people and local businesses.

1.11 **Orpington College of Further Education**

Mission:

“Orpington College provides a quality learning experience for your future success.”

It will ensure that:

- all learners will have access to the highest quality learning opportunities;
- diversity will be celebrated and valued;
- we have high expectations of all learners and staff;
- the future success of the College will be founded on the achievements of all who learn and work here.

Strategy:

To ensure social inclusion and widening participation:

- Orpington is, and will continue to be, a general further education college with its own distinctive ethos and reputation.
- It will continue to view improving student retention and achievement as key objectives of equal significance. Within a context of continuous improvement, it will concentrate on poorly performing areas and hence improve the overall success of the college. It will continue to develop a value-added culture in order to provide a quality learning experience.
- To secure sustainable financial viability and staff employment, the College will seek to attract as many learners as funding and accommodation allow.
- Adult provision has grown significantly in recent years with 52% growth in adults in 2001/2002. This has been achieved through neighbourhood renewal strategies, leading to new community provision in targeted areas of multiple deprivation. This widening participation approach brings learning to the locality and facilitates progression opportunities into mainstream provision for all learners. This has been achieved in partnership with the local authority and a range of voluntary groups.
- The College believes wholeheartedly in the value of basic skills teaching as a means of improving the life chances and career opportunities of young people and adults, particularly from disadvantaged backgrounds. It will monitor the national developments and changes to funding inherent in this area and continue to provide high quality basic skills provision.
- It will work with community and funding partners in order to promote its stated objectives. New course proposals will be scrutinised to ensure that they can be delivered to required quality standards, are financially feasible, and promote the direction of the College.

2. Range and Nature of Provision

- 2.1 Central to achieving coherence of provision is the Lifelong Learning Partnership, the Chair of which is the Director of Education and Libraries. In addition, a key member of the Lifelong Learning Partnership sits on the Local Economy Portfolio Officer Team, and is also a member of the local Connexions Management Committee. The Management Group of the Partnership meets regularly to discuss key strategic issues relating to the education and training of adults in the Borough. Membership of the Working Group's partnership is open to any organisation involved in learning in the Borough and there are currently over 60 active members. These organisations come together at an annual conference and have contributed to the Borough's learning needs analysis.

2.2 The Lifelong Learning Partnership selects applications for Adult and Community Learning Fund projects, which meet both the priorities of the Borough as identified in the Adult Learning Development Plan and those of the London South Learning and Skills Council. New projects are supported by the Lifelong Learning Partnership if they match the Borough's lifelong learning priorities. All the main providers sit on the Partnership and the three College principals meet with the Director of Education and Libraries on a regular basis to ensure collaboration and coherence of adult learning provision.

2.3 The Working Groups which underpin the Partnership are: Community Learning; the Skills Forum (replacing the Workforce Development Group); the Basic Skills Forum and Family Learning Network. The groups have spawned a great deal of multi-agency partnership working and new providers such as the Museum have been supported in developing provision. The Working Groups take an active role in the Strategic Area Review process.

2.4 **Initiatives - Meeting Local Priorities**

The Education Service works closely with, and supports the work of, a wide variety of learning organisations within and outside the Council. Examples of current initiatives are as follows:

- A range of first rung learning opportunities is to be provided at **The Centre, Cotmandene, St Paul's Cray**. This is one of two new one-stop-shops for adult learners, employers and employees under the brand name of Link Local.
- The **Orpington Advice Centre** in The Walnuts has received an injection of Learning and Skills Council funding to secure its contribution to the Link Local concept.
- Funding has been secured to extend the **Penge Training and Job Shop** for another year following the cessation of the Single Regeneration Budget grant. Negotiations are under way to move the project from the Local Authority to Prospects Adult Guidance Unit.
- **Children's Centres** will be introduced to the Ramsden Estate on the site of the former Blenheim School and into Anerley at the relocated James Dixon Primary School.
- The **Mottingham Learning Shop** is a community based facility offering first-rung learning provision and progression up to Level 2, in partnership with Orpington College. Courses include Childcare, Information and Communication Technology, Literacy and Numeracy. A wide range of further services is available at the Shop including information, advice and guidance, childcare for students and Councillors' surgeries. Many of the reception staff are volunteers from the local community.
- The **Bromley Training Truck** is a mobile ICT facility offering a range of provision including tasters. It is managed by the Partnership, including the Library Service and the three Colleges. Its current programme includes visits to Biggin Hill, Mottingham, the Cray Valley area and Penge.

2.5 Libraries and Museum Service

This service is to implement a new operational structure in 2004/05 which, in line with Government priorities for these services, will focus on the support and development of reading, learning, e-services and community cohesion. A strategic management post to lead on learning and children is to be created, with dedicated staff to work on these two priorities across the service in co-operation with facility-based staff. Partnership working with relevant agencies is a key element of the new management post. Similar posts are being created for reader development and museum/library heritage services. Whilst implementation of the structure and its bedding-in should take a little time, it is anticipated that by 2005/06, a wider range of activities and partner programmes, focusing on basic skills, IT, older learners and support for children, will have started to become established and to link to LSC priorities.

Meanwhile, the service will continue to focus on its current learning activities:

- Support for and operational management of the Training Truck, a Lifelong Learning Partnership project, with a particular emphasis on increasing access to the vehicle during school holidays as part of a wider activity programme.
- Maintenance of the Silver Surfer and other introductory IT sessions for older people.
- Completion of the Right 2 Read project, now in its first year, which is targeting looked-after children in six South East London boroughs and for which Bromley Libraries is the lead authority.
- Completion and follow-through on the Need to Read project, a London-wide investigation, funded by the DfES, into basic skills provision and the role of library services, which Bromley is undertaking for the London Libraries Development Agency.
- Developing a further range of IT skill sessions in partnership with a private sector, Easy PC, which is now relocated in the Central Library after a successful programme of similar activities at its Beckenham location.

2.6 Extended Schools

Funding has been allocated to the Council by the Department for Education and Skills to develop a full service extended school, and the nominated school will be identified by 31 March 2004. Extended schools can help improve student behaviour and can also contribute to a range of other priorities, including increasing levels of adult skills and education. They can also play an important role in developing better community relations.

2.7 Neighbourhood Renewal

The Single Regeneration Budget schemes in the **Cray Valley** and **Crystal Palace** areas of the Borough are being wound up for closure in March 2004. The Crystal Palace scheme was a seven-year scheme containing over 70 projects aimed at revitalising the areas around Crystal Palace Park including Penge, Anerley, Upper Norwood, Central Hill, Gypsy Hill and Sydenham. The scheme has had a formal, independent evaluation which demonstrated that it had made a significant impact on training and learning opportunities in the area, with the majority of targets either met or exceeded. For instance, the target for the number of young people benefiting from projects to promote social and personal development was exceeded by nearly 200% over the seven years. The area also continued to benefit from a successful extension of the Borough's European Social Fund Partnership project as well as specific projects providing learning opportunities for marginalised communities, eg Foundation for Human Development, which worked primarily with young black, minority and ethnic people in the area, and the Penge Job Shop which provided additional support and guidance for individuals with a record of unemployment.

The Cray Valley scheme has received just under £1.8 million over the last five years for the regeneration of the area. Parts of the area are characterised by some of the lowest educational achievements and basic skills in the Borough. These barriers to learning are compounded by other factors such as poor health, high levels of crime and above average levels of unemployment. The SRB scheme has made major inroads on opening up and delivering opportunities for learning to local people through a platform of key projects specifically geared to helping individuals overcome the barriers to learning and training in the area. These projects include the creation of an IT Centre of Excellence in Orpington with a number of locally based and easily accessed outreach centres across the area and targeted at people living on the local housing estates. This project was fundamental to providing people with an opportunity to access tailor-made and often basic IT skills in an open, accessible and local environment, thereby opening up opportunities for personal development and learning in the future. Other significant projects providing learning and training opportunities include: the development of carpentry apprenticeships through a furniture recycling project (RECITRAVE) targeted mainly at the large traveller community in the area, opportunities to develop skills and training in sustainability through the highly successful Field Studies Centre. The success of this work has led to further investment from key regional agencies (eg Learning and Skills Council and the London Development Agency) in this area to support learning and training opportunities into the future.

Succession work is already being carried out to sustain the positive benefits of the schemes. For instance, The Learning and Skills Council has provided funding support for a year to help develop an innovative approach to encouraging, sign-posting and delivering training opportunities in the Cray Valley area under their Link Local programme. The Link Local centres are located at The Walnuts in Orpington and in the heart of the Crays at The Centre in Cotmandene Crescent. The centres offer a unique approach to joined up work, incorporating as they do services specifically geared to businesses and to individuals looking for advice and support in accessing learning and training opportunities. This work is directed by a broadly-based partnership of key stakeholders, eg Business Advice Service, Broomleigh Housing Association, Primary Care Trust, voluntary groups, Information, Advice and Guidance, Business Links, Orpington College, Job Centres, the Police, etc and is looking not only at integrating learning into customer service for those who most need it but in the longer term, with LDA support, building a stronger network of accountable, relevant and flexible neighbourhood service and learning centres in the areas of deprivation within the Borough.

2.8 Bromley Adult Education College

The Council delivers Adult and Community Learning (ACL) through Bromley Adult Education College, an arms length service of the Local Authority. The College is also a provider of Further Education, as a former External Institution. It provides ACL and Further Education to approximately 14,500 learners each year, with a total of 26,000 course enrolments at over one hundred locations across the borough. These learners are predominately adults resident in Bromley; only 1.2% of learners under 19 and 10% of learners are non-Bromley residents. Further Education (accredited) provision now accounts for about 35% of learner enrolments. There is no intention to increase the proportion of young people or of non-Bromley residents attending the college. College enrolments are in a range of curriculum areas, from Gardening and Floristry to Languages, Information Technology and Essential Skills. The College also has a substantial group of learners with Learning Difficulties and Disabilities. There is also a large section of community-based provision, encouraging widening participation and progression to mainstream education and training, where appropriate. In the next three years it is planned that:

- Learner numbers on **social, leisure and cultural courses**, largely funded by learners, will be maintained at the current level. Subsidies to potential learners on low incomes will be retained. Other fees may need to be increased as the national funding methodology for ACL is revised. As College facilities are at capacity for most of the year, any further increase in numbers will require increases in the number of buildings and other resources made available to the College.
- **Essential skills** programmes, including English for Speakers of Other Languages will be developed further to help to meet the national targets. The number of learners and number of qualifications will be increased. There will be an emphasis on training staff to deliver essential skills provision. The target for 2003/2004 is a total of 1700 enrolments on Essential Skills provision, an increase of 32% over the 2001/2002 in total. The reclassification of some English as a Foreign Language Provision to English, Speakers of Other Languages, and therefore included in the Essential Skills area will affect the targets for 2004/2005. The expansion of the European Community to include 10 additional countries will also increase the numbers of learners eligible for LSC funding for ESOL courses. A 10% growth in the number of learners achieving Essential Skills qualifications is expected in each of the next three years. In 2002/2003, 1300 learners enrolled on Essential Skills classes, of these 470 entered examinations and 85% of those achieved accreditation. The targets for the three years are:

2003/04:	517 entries	(439 achievements)
2004/05:	568 entries	(438 achievements)
2005/06:	624 entries	(530 achievements)

- **Information and Communication Technology** will be a focus for development.

Particular aspects will be:

- foundation and intermediate office based skills, including Advanced European Computer Driving Licence Link
- skills for small businesses, including accounting and book-keeping

- access technology for learners with disabilities, both for Information and Learning Technology and for work based skills, including the further development of VISIT centres for learners with visual impairment.
 - ILT in the curriculum
 - development of staff skills in delivering IT and in using ILT in the curriculum.
- **Widening participation:** the College plans to maintain the development of learning in the community and with non-traditional learners. The number and location of delivery venues may change as the full implications of the Disability Discrimination Act come into effect. One third of those learners with disabilities enrolling on college courses attend venues other than the three main college sites. The number and focus of courses delivered in community venues will depend on the funding. The current ACL grant from LSC is partly used to provide older learner, and other community projects.
 - If funding is available the college will maintain the current level of **community provision** and plans to increase it by 3% per year, with an increased focus on attracting new learners, from a base of 2822 enrolments, with 734 new learners, in 2001/02. The target for 2003/2004 is 2,900 and 900 new learners. Specific initiatives such as Family Learning, Family Literacy and Numeracy and Ethnic Minority Achievement Grant are in addition to these numbers. Those targets are:

	2003/4	2004/5	2005/6	2006/7
Family Learning (Adults)	1000	700	700	700
Family Literacy (Families enrolled)	42	156	156	156
Family Numeracy (Families enrolled)	36	78	78	78
EMAG (Learners engaged)	65	150	150	150

The trend is towards longer courses and more engagement with hard to reach groups. From 2004/5, all of the additional EMAG funding will be directed to provision.

The Family Learning Programme for 2002/2003 has been innovative and has developed links between the Adult Education College and other agencies including the Bromley Children Project, individual schools and the Library and Museum Service.

Provision for **Learners with Learning Difficulties and Disabilities.** The College currently makes provision for mostly adult learners with a range of learning difficulties or disabilities of varying severity. The College is committed to developing and extending this work to meet the needs of local residents, for whom there is not other provision. All provision is mapped to the Essential Skills curriculum and progression is encouraged. Negotiations with the Bromley Social Services Department are continuing; the aim is to develop training provision for adult learners with disabilities and learning difficulties to replace day centre provision. The provision for students with LLDD is being revised to include courses, funded by Prospects and LSC, to extend the abilities and increase the self-esteem of adults with disabilities. The total number of learners with LLDD has increased rapidly in the last two years and is now expected to remain stable.

Actuals:	
2000/01:	146 enrolments
2001/02:	169 enrolments
2002/03:	673 enrolments
Targets:	
2003/04:	700 enrolments
2004/05:	720 enrolments
2005/06:	750 enrolments
2006/07:	775 enrolments

Partnership and Collaborative activity: a review is being undertaken by external consultants across the three main providers of adult learning in Bromley. This may indicate some areas where collaborative activity could be developed. These will be explored in the next few months and where appropriate, new provision will be established. The implications of the 'Valuing People' initiative for adults with learning difficulties and disabilities on the provision of education for clients of Social Services is still uncertain, but the College is committed to working with Social Services to provide this group of learners with appropriate education and training.

Employer Engagement: a co-ordinator has been appointed to develop relationships with businesses and to identify training needs, using the resources of the College and Local Authority links. Specific targeted training programmes will be developed to meet these needs.

Information and Advice: the College is accredited through the Guidance Accreditation Board to deliver Information and Advice in all of its centres and is a member of the London South IAG Partnership. The College will be re-accredited under the new Matrix scheme by March 2004. Staff attend regular training sessions.

2.9 **Bromley College of Further and Higher Education** is a partner with Kingston College as a Centre of Vocational Excellence for Management and Professional Studies. In 2004-5 the College is offering free training needs analysis and distance learning management and business training to local businesses through the 'Success for Business' programme funded by the European Social Fund. Its contribution to 'widening participation' and social inclusion is as follows:

- College staff work with other agencies and the voluntary sector to identify local needs and develop provision in response.
- The College has two substantial local centres, and operates through other local venues, to provide basic skills and introductory level vocational courses, to encourage residents to take up learning opportunities at a local level.
- In 2002-03 Bromley College enrolled almost 4,500 people at level 1 and below, on basic skills and 'first step' vocational courses. More than 300 of these students were on specialist English courses for speakers of other languages (ESOL).
- College programmes are designed to provide progression routes from introductory level through to advanced qualifications in each subject area.

- The College is keen to work in partnership with other local providers of discrete basic skills programmes to ensure that they provide opportunities to progress to the vocational provision available at the College.

The Hawthorn Learning Centre was established in Penge in partnership with Bromley College. The Centre has gone from strength to strength and has been sustained and developed further by Bromley College since the SRB funding ceased. Local people are able to access flexible training opportunities throughout the day and evening which give them the skills they need to obtain employment. The vocational areas offered include ICT, ESOL programmes for the substantial local refugee population, childcare and health and social care. In the last academic year there were more than 800 enrolments on ICT courses at the Centre, with 286 enrolments on ESOL courses and over 50 on Classroom Assistant qualifications. In addition, the Centre has delivered life and employability skills training for a number of ESF and borough-funded projects aimed at helping vulnerable groups (such as those with mental health difficulties) return to work or further education and training. The Job Shop is located within the learning centre, allowing local people to get advice and information on training and job opportunities in one location. Good relationships are fostered and referrals between the two services are made regularly.

Venues

Main campuses:

- Rookery Lane, Bromley, BR2 8HE
- The Old Town Hall, Tweedy Road, Bromley, BR1 3PP

Local Centres:

- Hawthorn Learning Centre, Hawthorn Grove, Penge, SE20 8LB
- Beckenham Learning Centre, 28a Beckenham Road, Beckenham BR3 4LS

Provision is also delivered through premises owned by schools and voluntary sector organisations including:

- Acorn Trust
- Association of Bromley Care Homes
- Bromley Children Project
- Bromley Refugee Network
- Bromley Training Truck
- Broomleigh Housing Association
- Community Café, Penge
- Penge schools
- Platform Penge
- Surestart, Penge
- Welcome Centre, Penge

Information, Advice and Guidance

Teams of information, advice and guidance staff are based at Rookery Lane: this includes college staff and staff from Connexions and the IAG Service. The College is a Quality Assured IAG Service Provider, within the South London IAG Network. IAG Advisers are also based at Hawthorn Learning Centre. The College provided one-to-one advice for more than 1,000 adults, and six open advice days, resulting in 10,000 adult student enrolments in 2002-03.

Learner Support

A team based at Rookery Lane provides a wide range of learner support services (welfare advice, financial advice, counselling, etc). Support is available to all students studying on LSC-funded programmes.

- 2.10 **Orpington College of Further Education** will strive to provide its learners with programmes which meet their needs, whether academic or vocational. It will ensure that it responds positively to external influences on its provision, such as strategic area review and area inspection. It will make sure that provision is flexible enough to ensure that learners are well prepared for their chosen careers and that they have access to lifelong learning opportunities.

The College is committed to full compliance with the requirements of the Race Relations and Disability Discrimination legislation, and beyond this, wishes to fully embed the best principles of equality and diversity. To this end an Equality and Diversity Co-ordinator has been appointed. This postholder will chair the Equality Forum, an addition to the permanent committee structure of the College. The College has constructed race equality and disability action plans with 'smart' targets, responsibilities and due dates identified. These action plans will be implemented over the next two years and should further promote the responsive, sensitive and inclusive culture for which the college is recognised. A high priority task for the Equality Forum is to update the equality and diversity policies of the College and review equality content in other College policies and publications. Revised statements will be approved through the Academic Board over the next three years.

The College provides Work Based Learning for London South and within the life of this development plan it intends to increase this provision by 40%. Orpington College currently provides Business Administration Advanced Modern Apprenticeships and intends to widen the provision of AMAs to the financial and business sector.

Learndirect activity has been a success for the college. It is a member of the Learndirect London South Hub and has delivered 209% of its target in 2002/2003, making a significant contribution to the overall delivery of The Hub. As part of a separate initiative, it has also delivered 34% of the Small Firms Learning Account for the London South Hub, which has seen Learndirect incentives given to small firms to enable their employees to engage in learning activity.

- 2.11 **Lifelong Learning Partnership Project Funding**

The Authority allocates approximately £75,000 each year from the former Standards Fund element of the Adult and Community Learning allocation to fund projects which target the groups of residents identified as priorities. Current projects include:

- The **Bromley Training Truck** aims to reduce social isolation and build self-esteem by offering basic IT and literacy/numeracy provision and information, advice and guidance into specific wards. It also targets older learners, and works with small to medium enterprises. The target number of new learners in 2004/05 is 150.
- The **Mottingham Learning Shop** aims to provide local training provision and progression, and improve the employment prospects of local residents. The target number of new learners in 2004/05 is 100.

- The **Bromley Adult Education and Broomleigh Older Learners Project** is a partnership between the Adult Education College and Broomleigh Housing Association to develop lifelong learning opportunities in sheltered housing accommodation. It encourages older people to develop new skills and interests, encourage progression and social inclusion. The target number of learners in 2004/05 is 100.

3. Improving Employer Engagement

3.1 Within the framework of the Council's Local Economy Portfolio Plan, the Adult Learning Development Plan will contribute to economic regeneration and the improved employability skills of the local population. Initiatives include:

- The "**Bromley Business Big Breakfast**" seminar for local employers, which was designed to raise awareness of the impact of staff development on the business "bottom line". Over 100 attended.
- Implementing actions arising from the Lifelong Learning Partnership **Workforce Development Conference**.
- Work across **Local Authority departments** to raise the awareness of basic skills issues amongst the Council's own employees.
- Pilot "**Move On**", a national project designed to promote tests in English and Mathematics. This involves the use of recruiters to engage higher level literacy and numeracy learners, ie those within the top 60% of basic skill needs.
- Work with the **Early Years and Childcare Development Partnership** to promote training and employment in the childcare industry. The aim is to meet the childcare needs of parents who want to work, and the promotion of careers in childcare to those who might wish to work in the sector, many of whom have children themselves.
- Work in partnership with **Social Services** and the Adult Education College to plan the sustainability of lifelong learning in elderly care homes.
- Extend links with Bromley's community and voluntary sector (**Community Links**) to engage community and voluntary sector organisations as small businesses and as a method of engaging isolated groups and individuals in learning.

3.2 The **Adult Education College** has upgraded its computer suites to meet current office and employer training needs, including Windows XP. Teaching staff have been retrained to deliver the new software. A manager has been appointed with responsibility for developing relations with local employers and improve the marketing of courses which are appropriate for employees. It has increased the dialogue with employers through Business Focus and other groups. The College and Local Authority will work with Business Focus and the Business Information Service to identify employer training needs, particularly for small and micro businesses and start-ups, which have been identified as a target area in Bromley. The College will work with the Local Authority to increase the number of employees participating in training. 100 new Local Authority employees will be enrolled each year. Progression routes from school at 16 plus have been identified as an area of concern, particularly for students with disabilities. The College and Local Authority will work with schools and colleges to ensure that appropriate students are enrolled on provision in Bromley Adult Education College, Bromley College of Further and Higher Education or Orpington College of Further Education. The Adult Education College has worked with the Local Authority, other providers including the FE Colleges, and the LSC to prepare an action plan for 14-19 education in the borough following the recent OfSTED Inspection. The role of the three colleges in 16-19 education may change as the action plan is implemented in the next three years.

3.3 **Bromley College's** contribution to the economic development of the area will be as follows:

- The biggest provider of vocational qualifications and training in the area.
- Qualifies people to join a skilled workforce, and provides professional updating for employees.
- Provides courses directly in response to the needs of local businesses.
- Well-established work based learning programmes for apprentices in motor vehicle engineering and hairdressing, and expanding provision in other subjects including business administration.
- One of the largest employers in the borough, directly employing more than 600 people.

The College has a Business and Partnership Unit, operating out of the Old Town Hall, to develop all aspects of partnership working. College staff participate in Business Focus activities and a wide range of local groups, thereby ensuring clear dialogue with all the major bodies (statutory, voluntary and commercial) in its locality.

It provides NVQ Care programmes for employees in many local organisations including Bromley Social Services (and Social Services departments in surrounding boroughs), Bromley NHS Primary Care Trust, and a number of community organisations. The College also provides distance-learning courses that allow local people to gain relevant qualifications in the workplace. These qualifications include:

- Call Centre Operations
- Care Practices
- Care Skills
- Cleaning and Support Services
- Effective Customer Care
- Infection Control
- Moving and Handling
- Safe Handling of Medicine
- Safety Compliance, and
- Supervisory Management.

3.4 **Orpington College**

The local economy is dominated by the small business sector. The College reviews training needs with local business through a range of partnerships. Of the key sectors identified in the London South Strategic Plan 2002-2005, the College is increasing its share in three of the growth areas; health and social work, financial and business services and computing. The knowledge and learning strategy, highlighted in the LDA's recent Economic Development Strategy, will inform our planning in these areas, especially in relation to the entrepreneurial culture exhibited by the high self-employment levels and rates of new business formation in the area.¹

¹ London South Competitiveness Audit – The Local Futures Group, November 2001

With the increased emphasis on knowledge-intensive sectors (66% of total employment in London is now concentrated in these sectors) the college will work with its local employers to assess their future needs within this framework. The overwhelming interest in the micro-business sector is for IT skills in general and specific applications (eg Excel, Sage) in particular. There is also a demand for one-day, one-to-one, gap-filling courses. Management courses also feature in the needs analyses of local businesses, from supervisory through to Level 4. Half-day workshops, such as leading meetings and team building, are also becoming popular.

Strategy

- Ensure programmes are customised and fit for purpose.
- Continue to develop practice to meet employers' differing circumstances by developing a system of regularly updated employer needs and satisfaction surveys.
- Develop a dedicated contact point for employers.
- Develop college managers and curriculum leaders to promote employer engagement and ensure that opportunities for the development of employability and work readiness are integral aspects of the curriculum for young learners.
- Investigate, with London South LSC, a dedicated service for local employers seeking to accredit in-house training schemes.
- Involve employers in the development of provision.
- Develop programmes to support the Public Service Agreement to ensure that adults achieve level 2 or equivalent qualifications by 2010.

4. Quality Improvement

- 4.1 The **Adult Education College** utilises the **Common Inspection Framework** to identify its strengths and weaknesses and has set targets for improvement. It has developed a comprehensive system for ensuring that learners experience high quality in its provision. Each class tutor maintains a quality folder, to record class aims and objectives, with lesson plans and records of individual achievement against these objectives. Experienced and trained tutors carry out classroom observations, to ensure that standards of tuition and classroom practice are acceptable, and to identify any training needs. The observation results are moderated at a termly meeting and a lead moderator observes a sample of classes to ensure consistency across the curriculum areas. If there are concerns about a teacher's classroom practice or skills, coaching and mentoring are offered. All new teachers have a mentor and are offered a full induction.
- 4.2 The **complaints procedure** is well embedded and there is support available to those who require it when they have a complaint. Termly monitoring reports are sent to Governors to enable them to monitor the quality of the College's performance. The response times to customer complaints during 2002/03 was improved against that of previous years, and there were fewer complaints overall.

- 4.3 A new system for capturing the views of learners was piloted during the summer term 2002/03, with students and other centre users encouraged to complete feedback forms. 66% of responses were positive and the findings and action taken as a result of negative comments were publicised on notice boards in the centres for all users to see. New software was used to produce a student survey, comprising questions similar to those used by national LSC in the 2001/2002 national survey. This enabled the College for the first time to benchmark against national survey outcomes in the adult and community learning sector.
- 4.4 In addition to the review undertaken by the College, the Local Authority will complete a Self-Assessment Review of its activities by December 2004 and will engage a consultant to assist in the process (to be funded by the LSC). This project will incorporate a review of current processes, in relation to Leadership and Management, Quality, Equality and Diversity systems. The consultant will assist in the development of the needs analysis for quality improvement and advise on self-assessment/development planning practices. Staff training needs will be identified. This work will lead to the preparation of a Development Plan.
- 4.5 **Bromley College of Further and Higher Education** closely monitors the quality of its provision through monthly reviews by the senior management team of a range of key performance indicators. Action is taken if any specific concerns are identified. The indicators include:
- student attendance rates
 - student retention rates
 - student achievement rates
 - the findings arising from the systematic observation of teaching and learning activities (all staff are observed on a regular basis)
 - information arising from student surveys
 - information arising from the complaints system
 - reports from external agencies (eg OfSTED inspectors, external verifiers from awarding bodies, QAA reports, etc).

The College has an extensive range of quality improvement strategies, and the implementation and effectiveness of these strategies is also monitored at the monthly meetings. These include:

- a Quality and Learning Development Unit, with a Director and a team of professional tutors, that leads the process for observing teaching and learning; and provides direct support and training for staff where required;
- a wide-ranging staff development programme that allows staff to acquire relevant qualifications, and keeps staff up-to-date with industrial and educational requirements;
- detailed review of course and student performance in each subject area, often using external specialist consultants, to inform self-assessment and detailed improvement planning;
- the setting of annual improvement targets for student attendance, retention and achievement at all levels;
- the increasing use of ILT to enrich the learning process;

- a wide range of student support strategies, ranging from one-to-one support for students with specific needs through to financial, welfare and personal advice services to help students resolve issues that might prevent them from completing courses successfully;
- the production of annual self-assessments identifying strengths and issues for improvement, and action plans with mid-year reviews to monitor progress at course and whole college level.

4.6 Orpington College

Following significant improvements in the success rates achieved for both long and short course qualifications over the years 99/00 to 01/02, the college has entered a period of consolidation. This reflects a need to embed the new procedures and processes introduced over the past few years and ensure that all curriculum areas are fully involved. By concentrating on those aspects of provision that are performing least well against college, national or qualification benchmarks, it should still be possible to secure further, if more modest success rate improvements, as suggested in its headline targets and intermediate milestones.

Strategy

- Introduce an attendance improvement strategy designed to instil a high attendance culture. The target is to improve attendance on full-time courses by 4.5 % to 2005/2006.
- Implement a three-year training programme for curriculum leaders in ACL provision to ensure the embedding of quality assurance philosophy and practice and hence secure success rate improvements. The new post of ACL quality co-ordinator will operate from September 2004 and this post-holder will be responsible for the training strategy.
- The nationally established floor targets will be applied to college provision. Long and short qualifications that performed below the floor target in 2002/2003 will be required to produce an Improvement Action Plan. This will be monitored on a half termly basis by curriculum managers, and be subject to rigorous scrutiny through a mid-year review. Revised floor targets will be applied and the same process implemented in 2004/2005 and 2005/06. It is aiming for 50% of IAP areas to improve to the level of the relevant floor target each year.
- The College will continue to deploy advanced practitioners to support any grade 4 curriculum areas, or qualifications operating to an Improvement Action plan. However, in addition, they will be key contributors to an approach to staff development designed to facilitate and promote the sharing of best practice.
- The College's self assessment reporting processes will be amended to reflect the requirements of development planning between curriculum area, area of learning and college-level identification of key strengths, weaknesses and action points. It is expected that to fully embed these revised arrangements will take up to three years.
- The College will continue to implement its Post-Inspection Action Plan designed to address the key findings of the OfSTED inspection of April 2002. The College is also aware that it may be due for a further institution inspection towards the end of the development planning period and is already actively preparing for this eventuality.

5. Health and Safety

- 5.1 In line with the Health and Safety Act 1974, the **Adult Education College** accepts that it has a duty to ensure, as far as reasonable, the health, safety and welfare of its employees. Learners are informed of health and safety arrangements through leaflets, notices and guidance provided by College staff. The policy is to provide and maintain safe and healthy working conditions, equipment and systems of work for all College employees and to provide such information, training and supervision as they need for this purpose. It also accepts responsibility for the health and safety of students and other people who may be affected by its activities. The allocation of duties for safety matters and the particular arrangements which will be made to implement the policy are set out fully in a published statement. The policy will be kept up-to-date, particularly as the curriculum, staff and procedures change. To ensure this, the policy and the way in which it has been operated will be reviewed annually. The document is to be read in conjunction with the Council and Education Department Safety Policies, which are displayed in the administrative offices of the Widmore, Kentwood and Poverest Centres, as well as satellite centres.
- 5.2 A Health and Safety Committee is in place and reports are submitted regularly to Governors. Health and safety training is made available to all staff, whether teaching or non-teaching, and awareness events are organised for learners. In 2004/05 the implications of the new building work at the Kentwood Centre will be disseminated to all concerned.
- 5.3 Health and Safety and Access issues may reduce the number and range of community venues used by the College in the next two or three years. All venues are being inspected and assessed for suitability and accessibility. If the owners of the properties cannot make them safe and accessible for all learners by September 2004 the College may not be able to use them.

6. Key Assumptions and Risks

- 6.1 The Adult Education College and the Authority have a shared understanding of the key assumptions and risks facing the service.

Assumptions

- The review of adult learning provision, which commenced in February 2004, will establish the future role of the College as a major provider on behalf of the Local Authority.
- The economy remains stable and grows steadily.
- Funding for adult and community learning is maintained at current levels but targeted at less affluent learners, those in need of essential skills and those returning to work.
- Learners on social, cultural and leisure programmes will need to be prepared to fund their own learning to a greater extent.
- Co-operation between providers locally to allow cohesion and progression will develop through the Lifelong Learning Partnership.
- Continued improvement in the responsiveness to learner needs is inherent in all target areas, particularly in relation to the implementation of the Disability Discrimination Act and health and safety requirements.

Risks

- The Adult Learning review will inevitably bring a period of instability, pending its outcome.
- The funding methodology for adult and community learning nationally will involve an element of formula funding from 2005/06.
- The outcomes of the Strategic Area Review will not be known until 2005.
- The appointment of a new Principal for the Adult Education College may herald further changes in its management.
- There are implications for changes in the role of Social Services in relation to adults with learning disabilities.
- Increased costs for the Adult Education College will have an impact on the number and range of learning opportunities provided free of charge in the community.
- Resistance to increased levels of bureaucracy and costs will deter some adult learners.
- The developing 14-19 Strategy Boroughwide will have implications for the work of the College.
- There is potential for further growth within the private training sector.

6.2 **Bromley College of Further and Higher Education**

The planning assumptions that form the basis of the College's Development Plan and associated targets are for steady but small growth in learner numbers over the life of the plan coupled with continuous quality improvement in terms of success rates. The senior management team has adopted a rigorous approach to risk management with the approval of the Audit Committee and the Corporation. A comprehensive risk assessment has been undertaken on all areas of college activity (with advice from internal auditors) and a risk management action plan has been formulated by the Senior Management Team. This action plan is reviewed regularly at senior management team business meetings and is updated accordingly as external and internal factors change.

6.3 **Orpington College**

The main threat to the College's provision is from neighbouring schools and colleges. The threat is mitigated by its strong quality of provision and its reputation as a quality provider.

OfSTED has undertaken a review of 14–19 year old provision in Bromley. The report identifies the growth capabilities of **Orpington College** and highlights the shortage of space at the college. These recommendations have been accepted by the local and National LSC and they have offered their support for a feasibility study to be carried out on additional accommodation.

The review of adult provision in Bromley could lead to its being delivered in a new structure. This course of action could affect the existing college structure and its financial viability. It could mean the loss of up to 16% of LSC income.

The College has assumed significant growth in its employer engagement strategy and has committed significant resources to meet London South LSC targets in this area. The difficulties experienced with this learner group make this a demanding target.

The teacher qualifications target reflects the relatively stable staffing profile whilst retaining the ability to recruit staff with professional expertise who may not be teacher trained. Staff falling into this category will be trained during their initial employment at the college.

(a) Learner Numbers

Assumptions

- Assumed modest growth in full time 16-18 learners – limited space for potential growth
- Assumed 5% increase in unit price – 2.5% inflation plus 2.5% to cover increased costs.
- Assumed plateau in adult learner numbers due to capped funding.
- Assumed increase in WBL numbers due to diversification of offer.

Risks

- Learner numbers not achieved / provision affected by area inspection = funding reduced
- Reputation damaged – increased costs to rectify

(b) Success Rates

Assumptions

- Assumed 64.8% success rate in long qualifications in year one, rising to 66.4% in year three of this development plan – 1.8% to 3.4% above LSLSC target.
- Assumed 90% success rate in short qualifications rising to 91.1% in the third year of the plan.
- Modest increases in success rates for WBL as Orpington College is already 30% above the local and national targets.

Risks

- Success rates not achieved, funding reduced.
- Reputation damaged – increased costs to rectify.

(c) Employer Engagement

Assumptions

- Assumed 20% growth in year one, rising to 80% in year three.
- Increases in WBL provision assumed at 400% due to increased resources and diversification of offer.

Risks

- Employer engagement target not achieved, funding reduced and non-LSC income targets affected.

(d) Teacher Qualifications

Assumptions

- Assumed 95% qualified permanent staff in year one rising to 97% in year three.
- Assumed 50% qualified part-time staff in year one rising to 60% in year three.

Risks

- Teacher qualifications target not achieved – funding reduced.

7. Management Information Systems

The Local Authority will provide timely and accurate data to meet the Learning and Skills Council deadlines. It has reviewed its systems for providing individual learner record data and the Adult Education College is providing the MIS systems for recording and reporting Adult and Community Learning enrolments on behalf of the Local Authority, by extending and modifying the current Further Education system. Collection and verification of learner data is undertaken by Adult Education College staff. The inclusion of ACL learners in the LSC data collection process has tripled the amount of information processed, although a reduced data set is required for ACL learners, and has met some resistance from both tutors and students and therefore greater checking for both accuracy and completeness is required. There is particular resistance to declaring dates of birth and ethnicity and substitution of students on courses is an ongoing problem. The measurement of achievement by learners on ACL courses requires the development of new ways of defining learning objectives, measuring outcomes and recording achievements.

8. Accommodation Strategy and Human Resources Plan

- 8.1 The Authority has allocated three main centres for the dedicated use of the Adult Education College. These are the Kentwood Centre, in the north-west of the Borough, The Widmore Centre in the middle and Poverest Centre in the east. These serve the Borough's main centres of population. The College also delivers its services through a wide range of school and community premises, often on a lettings basis. As part of the review of Adult Learning, the arrangements for the use of accommodation by the College are currently being examined. The College has been successful in securing capital funds to bring one of the main centres up to an appropriate standard. The hatted accommodation at the Kentwood Centre will be removed and replaced with a purpose-built block, mainly for language courses, with appropriate facilities including disabled access and toilets. A resource room, containing computers with internet access and other learning materials will be included. The new building will be open to students in September 2004. As part of the review of accommodation the Local Authority and College will examine the possibility of replacing the huts at the Poverest site with new, purpose-built accommodation. The Adult Education College also delivers community learning with a range of partners through over one hundred community venues.

- 8.2 The Council's vision for the organisation is to enhance the quality of life in the Borough. As the staffing of the Council is a major resource, the deployment and development of staff requires strategic planning to optimise the benefits to the Council and its customers. The purpose of the Human Resources Strategy is to set the direction and content of the Council's human resources activities, policies and procedures, to address the Council's objectives and priorities and contribute to the future shape and direction of the Council. The main aim of the Human Resources Strategy is to employ and develop staff to work innovatively, flexibly and enthusiastically to provide best value services to Bromley's customers. To achieve a dynamic, well-managed organisation, the Council aims to focus on:
- leadership
 - management
 - performance management
 - information and planning.
- 8.3 The **Adult Education College** has set internal targets for teachers' qualifications, although as the College is not a further education institution it is not required to set formal targets. All tutors teaching adult and community learning courses will be encouraged to extend their training and all new tutors will be required to enrol on a City and Guilds 7407 course as a minimum teaching requirement. Funding has been agreed with the London South LSC to enrol and train 30 basic skills and ESOL volunteers and teachers to at least Level 2 by August 2004. Staff development to meet the requirements of the Disability Discrimination Act will continue, as will training in Health and Safety matters. A Staff Development Plan is prepared and monitored annually. The Education Services Department and the College are accredited Investors in People.
- 8.4 Other providers, such as the Bromley Children Project and the Libraries Service, deliver programmes on behalf of the Authority, for example, under Family Learning and Family Language, Literacy and Numeracy. Quality Assurance visits are made to all projects. All tutors, irrespective of the agency delivering the project, are required to be qualified or working towards qualifications.

B. Historical Performance and Projected Improvement Targets

1. Learner numbers

1.1 Bromley Adult Education College: Adult and Community Learners

Curriculum Area	Enrolments (2002/03)	FTE	Projected ACL Enrolments 2003/04	2004/05	2005/06	2006/07
1+2 (Science and Land)	432	19.3	425	425	430	435
3+4 (DIY and Mechanical Skills)	406	36.5	400	390	395	390
5 (Business and Professional Skills)	37	1.2	40	45	50	50
6 (ICT)	562	24.5	450	400	390	390
7+8 (Food Fitness and Outdoor Pursuits)	4,174	175.2	4,250	4,250	4,280	4,300
9+10 (Mind, Body and Spirit)	740	24.5	740	730	740	750
11 (Creative Arts and Crafts)	4,784	333.5	4,800	4,800	4,850	4,950
12 (Humanities)	688	23.7	700	700	710	710
13 (Languages and Literature)	2,310	140.3	2,400	2,500	2,550	2,550
14 (Community Projects, Essential Skills and LLDD)	2,952	245.6	2,800	2,700	2,600	2,550
Total	17,085	1,024.3	17,005	16,940	16,995	17,025

Estimated 2002/03		Target 2003/04		Projection 2004/05		Projection 2005/06	
Nos	FTEs	Nos	FTEs	Nos	FTEs	Nos	FTEs
17085	1024	17005	1021	16940	1019	16995	1020

1.2 Bromley Adult Education College: Further Education Learners

Curriculum Area	Enrolments 2002/03	FTE	Projected FE Enrolments 2003/04	2004/05	2005/06	2006/07
1+2 (Science and Land)	281	12.6	290	295	295	295
3+4 (DIY and Mechanical Skills)	0	0.0	0	0	0	0
5 (Business and Professional Skills)	128	4.0	130	135	130	130
6 (ICT)	1,574	68.6	1,600	1,620	1,625	1,625
7+8 (Food Fitness and Outdoor Pursuits)	264	11.1	260	265	270	270
9+10 (Mind, Body and Spirit)	177	5.9	170	180	185	185
11 (Creative Arts and Crafts)	86	6.0	90	80	80	80
12 (Humanities)	0	0.0	0	0	0	0
13 (Languages and Literature)	2,792	169.6	2,800	2,850	2,900	2,900
14 (Community Projects, Essential Skills and LLDD)	2,498	249.0	2,550	2,575	2,600	2,625
Total	7,800	526.8	7,890	8,000	8,085	8,110

Learner numbers will be maintained at the current level. Student fees currently provide most of the funding for the ACL non-accredited courses. Proposals to focus Adult Learning funding on people with less than level 1 qualifications, and encouraging widening participation will mean that ACL fees for social and leisure focused ACL courses will have to rise. Maintaining learner numbers will be a challenge, with fewer or no subsidies available, especially for older people.

Additional funds for Family Learning, Family Literacy and Numeracy and EMAG will be used as appropriate when available. These programmes will be delivered in partnership with other local providers and agencies.

Learner numbers will remain static, within 1 or 2%, except in Basic Skills, where there will be a 10% growth each year in learners taking courses leading to National Tests. In 2001/2002 a total of 231 essential skills qualifications were achieved.

2. Bromley Adult Education College: Employer Engagement

Employer engagement is more important in FE provision than in ACL. The Adult Education College offers tailor-made IT provision to local employers either at the college or on employer premises. In 2002/3 three employers commissioned five IT courses for 44 learners. In addition, 45 learners were sponsored by employers on 59 courses in the programme of which around 20% were IT. The Adult Education College has demonstrated its commitment to developing business engagement by the appointment of a Manager for training opportunities for local employers. The College's target is to double the number of courses commissioned by employers in 2003/04 and to increase this by 50% over the following two years. For employer-sponsored enrolments on programmed courses the target is a 10% increase each year.

3. Success rates

Retention rate for non-accredited ACL classes:

Actuals:	
2001/02:	87%
2002/03:	95%
Targets:	
2003/04:	95%
2004/05:	95%
2005/06:	95%
2006/07:	95%

Success rates for Further Education provision:

Based on entries the scores are:

Actuals:	
2001/02:	92%
2002/03:	96%
Targets:	
2003/04:	96%
2004/05:	96%
2005/06:	96%
2006/07:	96%

4. Professional qualifications for teachers' training and lecturer

In 2002/03, overall, 51% of tutors had intermediate qualifications and 25% had full professional qualifications. The targets for 2003/04 are 55% and 27%. As the C&G 7407 is going to be the minimum acceptable qualification for tutors, other than PGCE, BEd etc, requirements for new and existing tutors to achieve 7,407 will be introduced. From September 2003 all new tutors are required to achieve 7,407 within one year. Up to 50 new tutors will be trained each year. Existing tutors will be required to enrol on C&G 7407 course within three years.

C. Business Plan for Implementation of Local Adult Learning Strategy

Ref	LEA Objective (Related LSC Objective)	Activity	Timescales	Lead Person	Resourcing	Key Milestones	Success Criteria	Intended Outcomes
LEA1	Increase adult participation in learning in target wards (LSC 2:3)	Introduce range of 1st rung learning opportunities at the Centre, Cotmandene and additional courses at Mottingham Learning Shop	Initial range of courses April 2004 Second range of courses Sept 2004 Third range of courses Jan 2005	CU/JK (Orpington College)	LSC £22,000	Monthly data collection – analysis of returns to ensure target wards and learners achieved Monitoring and evaluation reports to LLPMG quarterly	Enrolment and progression of learners onto accredited courses and/or employment	100 new learners (2004/05) Progression targets to be set
LEA2	Facilitate the provision of careers guidance and learning opportunities to individuals and businesses in target wards (LSC 2:1)	Establish 2 x Link Local one stop centres in Orpington and St Paul's Cray	Shops open for business March 2004	AM	LSC/LDA/LBB	LBB funding due April 2004 LDA funding due April 2004 Both centres operational Feb 2004	Quarterly KPI monitoring	600 beneficiaries (2004/05)
LEA3	Evaluate and review provision of learning across Borough to ensure cohesion and accurate targeting of resources (LSC, SfA, StARS)	Review adult and community learning across BCFE, OCFE, BAEC to level 2, all 1st rung and non-accredited	Feb to Spring 2004	MC, Principals	£17,000 (separately funded by LSC/LEA/Colleges)	Recommendations produced April 2004; consultation Summer 2004; implementation from September 2004	Agreed development plan for adult learning across institutions	Comprehensive analysis of adult learning/cost benefit analysis of options
LEA4	Increase adult skills levels (LSC 4:3, LSC, SfA)	Adults new to learning undertaking basic skills training	2004/05	CU	LSC (Partnership element)	Quarterly KPI report to Local Economy Portfolio Holder	New learners on basic skills programmes	900 (2004/05)
LEA5	Engaging local employers in learning agenda (LSC 3:4)	Raising awareness of workforce development opportunities (Conference)	March 2004	CU/ME	LSC (Partnership element)	Identify local businesses, send invitations, Feb	10% take-up of places on conference	Feedback from employers about needs, gaps. Extending LLP to include more employers

Ref	LEA Objective (Related LSC Objective)	Activity	Timescales	Lead Person	Resourcing	Key Milestones	Success Criteria	Intended Outcomes
LEA6	Widen adult participation; social inclusion; skills development (LSC WP strategy LSC 6:1)	Bromley Training Truck – target isolated wards and groups	September 2003 – August 2004 September 2004 – August 2005	CU/Colleges/Libs	LSC £39,000 (03/04) £27,500 (04/05)	Half termly data returns, analysis of postcodes and learner details Reports to LLPMG quarterly Review of Memorandum of understanding termly	Increased learner numbers from target areas, progression onto mainstream provision Press coverage Increase in use by community groups Additional funding to continue project post Sept 2004	250 new learners (2003-4) 150 new learners (2004-5) IT tasters; accredited programmes; basic skills; workforce development for SMEs; confidence building; social inclusion; encouraging lifelong learning
LEA7	Increase adult participation in learning and work (LSC 2:1)	Raise awareness of learning and work opportunities	May 2004 - Adult Learners Week	CU/ME and Lifelong Learning Partners	LSC (Partnership element)	Organise 2 events in high footfall areas with partners by April	Monitor number of enquiries and referrals	Increased take-up of opportunities by non-learners
LEA8	Review of adult learning in Borough (LSC, Sfa, StARS)	Organise StARS consultation event in Borough	Event held March 2004 Papers circulated for approval April 2004	CU/ME	Separately funded by LSC	Event organised, all LLP members invited to participate Advertise event outside	At least 30 people participate	Give wider picture of learning in Borough, contribute to Review
LEA9	Extend links with CVS/widen participation (LSC, CVS strategy, LSC 5:5)	Increase networking with CVS as method of engaging SMEs and isolated groups in community	April 2004 – March 2005	CU/ME	LSC (Partnership element)	Identify groups to prioritise	Increase membership and joint working/bidding with CVS	Widen participation in learning
LEA10	Mainstream NIACE Older Learner project (LSC WFD)	Partnership work with BAEC and Social Services to launch training programme for Care Home staff	Launch event April 2004 Training starts Sept 2004	ME/CU/JG/Soc Serv	£89,000 (LSC/SS&H)	Organise event to raise awareness of Lifelong learning, celebrate success	Attendance numbers	Care Home staff participation in training to support 600 residents

Ref	LEA Objective (Related LSC Objective)	Activity	Timescales	Lead Person	Resourcing	Key Milestones	Success Criteria	Intended Outcomes
LEA11	Workforce development: engaging local employers (LSC 3:4, 4:3)	Promote Bromley Training Truck as venue for training, to SME and CVS	September 2003 – August 2004	CU/ME	LSC (Partnership element)	Advertising, promotional events, press coverage	Increased take-up by employers	Workforce skills development
LEA12	Increase adult participation. Celebrate achievement (LSC 2)	Community Learning Awards	Planning April 2004 Application forms distributed June 2004 Panel early November Event - November 2004	CU/ME	LSC (Partnership element)	Application forms June. Nominations in by end October	Increased nomination forms Press coverage promoting Lifelong Learning Continuation of event	Press coverage, 6 learning awards
LEA13	Ensure cohesion of planning of adult learning (LSC 4:1, 2:4, 2:3)	Maintain and extend LLP network, continue working groups and review remits Maintain Bromley Adult Learning Consortium	April 2004 April 2004 - July 2005	CU/ME Principals of BAEC, OCFE and BCFHE	LSC (Partnership element)	LLPMG to agree remits April BALC to authorise establishment of additional curriculum groups	Attendance by all major providers and wide range of partners New curriculum groups established	Undated remits for groups, improved focus for meetings, better attendance Transparent progression routes; reduced duplication of provision
LEA14	Promotion of lifelong learning in Borough (LSC 2:1, 3:2, 4:1, 5:3, 5:4)	Newsletters, press releases, good news stories	March 2004 – March 2005	CU/ME	LSC (Partnership element)	Collect data from ACLF projects, analyse, any learner stories	Press coverage	5 items of press coverage about lifelong learning in Bromley over the year
LEA15	Extend workforce development activity within LBB as one of largest local employers (LSC 3:4, 4:3)	Negotiate 'Move On' project as a pilot	March/April 2004 - Initial discussions with Move On Co-ordinator July 2004 - Progress work on pilot with dept	CU	LSC (Partnership element)	Meet with London co-ordinator, liaise with internal departments	Pilot scheme agreed, staff training Workforce development activity extended	Libraries service established as test bed for "move on" project

Ref	LEA Objective (Related LSC Objective)	Activity	Timescales	Lead Person	Resourcing	Key Milestones	Success Criteria	Intended Outcomes
LEA16	Ensure close working with LSC, SLLP, regional organisations (LSC Quality and Performance Improvement Measure)	Participation in Task Groups, promote activity in LBB, share good practice	Ongoing	CU/ME	LSC (Partnership element)	termly meetings	Joint working, ensure cohesion across SL area	Continuous improvement, current awareness
LEA17	Increase adult participation (LSC 2)	Preparation of joint funding bids, supporting partner organisations in developing bids	As appropriate	CU	LSC (Partnership element)	Prospectus for funding applications, deadlines	Funding approved	Continuation funding for existing projects, new funding for initiatives
LEA18	Self Assessment and Development Plan (LSC Quality and Improvement measure)	Preparation of plan	Plans to be produced by December 2004	MC	£3,000 (separately funded by LSC)	Tender for consultant: April 2004 Review processes: July 2004 Recommendations: August 2004	Identify strengths and weaknesses, added value. Forward strategy identified	Improved quality assurance processes for LEA, better value for learners
LEA19	Facilitate the provision of adult guidance for learning and work opportunities in target wards	Continuation of Penge Training and Jobshop	Funding identified and in place April 2004	Prospects Adult Guidance	LSC (Prospects)	Secure funding for 2005 onwards	Funding achieved	200 people placed into work
LEA20	Develop libraries as a community learning service	Create strategic management post (Service Manager, Children and Learning)	Appointment May 2004	Chief Librarian	Funding from review (LEA)	May 2004 appointment	New structure in place	Better targeting of library services to learners and children. Better coordination of key areas in Framework for the Future

Ref	LEA Objective (Related LSC Objective)	Activity	Timescales	Lead Person	Resourcing	Key Milestones	Success Criteria	Intended Outcomes
LEA21	Widening participation/social inclusion, skills development	Mottingham Community and Learning Shop	September 2003 – August 2004 September 2004 – August 2005	Janis Kent, Orpington College/CU	LSC £22,700 (2003/04) £22,700 (2004/05)	Half termly data returns; Reports to LLPMG; Quarterly review of memorandum of understanding	Achieving target learner numbers from target areas. Learner achievement/retention. Progression on to other courses. Progression into employment.	100 new learners (2003/04) 100 new learners (2004/05). Basic skills LOCN or National Tests in literacy and numeracy. IT (CLAIT, LOCN, ECDL). Classroom Assistants' and Teaching Assistants qualifications (NCFE).
LEA22	Widening participation/social inclusion	Bromley Adult Education and Broomleigh Older Learners Project	September 2003 – August 2004 September 2004 – August 2005	Joan Gatfield, BAEC/CU	LSC £22,000 (2003/04) £25,000 (2004/05)	Half termly data returns; Reports to LLPMG; Quarterly review of memorandum of understanding	Achieving target learner numbers. Learner achievement. Progression onto further opportunities. Retention.	100 new learners (2003/04) 100 new learners (2004/05). Over 50 years old in sheltered housing units. Including disabled residents and those on low incomes. 80% expected to complete at least one ten week course. Gaining skills and confidence. Qualification courses in First Aid, IT, Food Hygiene, Basic Skills. Non accredited courses – certificates of attendance.

Ref	LEA Objective (Related LSC Objective)	Activity	Timescales	Lead Person	Resourcing	Key Milestones	Success Criteria	Intended Outcomes
AEC1	Development of ILT and e-learning	Implementation of e-learning/ILT strategy	September 2004-2006	ILT Manager BAEC	LSC	Connection to Super-JANET system, Summer 2004. Training of tutorial and support staff, September 2004	E-learning embedded into curriculum	Learners have access to e-learning and ILT in all curriculum areas
AEC2	Improved access to buildings	Review of community learning venues for accessibility and H&S	September 2005-2005	Principal BAEC	LSC DDA funding	Venues assessed for accessibility and safety, September 2005	Unsafe and inaccessible venues are identified	All learning takes place in accessible and safe environment
AEC3	Accommodation strategy is reviewed	Investigation of possible new building of Poverest AE site	September 2004-2005	Principal BAEC	LSC Capital funds	Plans prepared for submission to LSC	Funds identified	All learning takes place in buildings fit for the purpose
AEC4	Development of MIS system to meet LSC needs for ACL and FE (SAR)	Investigation of MIS systems for ACL and FE	December 2004-2005	Information Manager BAEC/LEA	LSC	Report prepared for Governors and LA – December 2004	Suitable system identified	Integration of recording of enrolment, registers and achievement data
AEC5	Raise standards of teaching and learning (SAR)	Improved procedures for teacher training, classroom observation and recording of achievement	September 2004-July 2005	Principal BAEC	LID and BAEC	Achievement data recorded for ACL learners – July 2005	Achievement data collected and analysed for 80% of ACL provision	Learner achievements can be mapped to curriculum areas
AEC6	Increased employer engagement	Development of contacts and focused provision for employers, especially in basic skills	September 2004-2006	Principal BAEC	LSC/income generated	Production of programme of employer focused materials	Increased demand from employers for training and support. 50% increase in course participants	Employer engagement in adult learning is increased
AEC7	Maintain learner numbers	ACL programme	2004/5	Principal, BAEC	Subsidy of £508,050 for ACL provision	Reporting and monitoring via LSC ILR returns	Target numbers achieved (total 16,940: see Section B1.1)	Numbers achieved in context of nil growth in funding and shift towards qualification courses

Ref	LEA Objective (Related LSC Objective)	Activity	Timescales	Lead Person	Resourcing	Key Milestones	Success Criteria	Intended Outcomes
AEC8	Provide programmes for families to learn together	Family Learning and Family Language, Literacy and Numeracy	2004/5	Principal BAEC; Helen Lewis (Pupil Support Services)	(FL) £102,910 (FLLN) £141,850	Reporting and monitoring via LSC ILR returns	Target numbers achieved (children): FL Pre-school 160 Primary 200 Secondary 40 Families 700 FLLN Pre-school 30 Primary 160 Secondary 0 Taster/Workshops (2-4 hours) Joint Programmes Parent/Carer only 0 Introductory (9-13 hours) Joint Programmes Parent/Carer only 72 Short (30-49 hours) Joint Programmes Parent/Carer only 162 Intensive (72-96 hours) Joint Programmes Parent/Carer only 0	Numbers achieved Jointly arranged by BAEC and Pupil Support Services

Ref	LEA Objective (Related LSC Objective)	Activity	Timescales	Lead Person	Resourcing	Key Milestones	Success Criteria	Intended Outcomes
AEC9	Provide programmes for ethnic minority groups	Vocational and non-vocational provision Classroom support Childcare support	2004/5	Principal, BAEC	£19,930	Reporting and monitoring via LSC ILR returns	Target numbers achieved; Learners : 150 Receiving classroom support : 15 Receiving childcare support : 25	Numbers achieved

Key:

AM	Alfredo Mendes, Regeneration Manager, LBB
ACLF	Adult and Community Learning Funding
BAEC	Bromley Adult Education College
BCFE	Bromley College of Further and Higher Education
CU	Chris Upton, Lifelong Learning Development Manager, LBB
CVS	Community and Voluntary Sector
FL	Family Learning
FLLN	Family Literacy, Language and Numeracy
IAG	Information Advice and Guidance
JG	Joan Gatfield, Older Learners Project Manager, BAEC
JK	Janis Kent, Community Learning Manager, Orpington College
KPI	Key Performance Indicators
LDA	London Development Agency
Libs	Bromley Libraries
LLP	Bromley Lifelong Learning Partnership
LLPMG	Lifelong Learning Partnership Management Group
LSC	Learning and Skills Council
MC	Mike Carney, Planning and Communication Manager, LBB
ME	Molly Edwards, Lifelong Learning Network Co-ordinator, LBB
OCFE	Orpington College of Further Education
Soc/Serv/SS	Social Services staff, LBB
SfA	Success for All
StARS	Strategic Area Review
SLLP	South London Learning Partnership
SME	Small and Medium Enterprise
WFD	Workforce Development
WP	Widening Participation

Funding:

£154,568 to be retained in 2004/5 from the ACL grant (equivalent to the former Standards Fund) to meet the cost of Bromley Lifelong Learning Partnership activities. Details as follows:

	£
Projects	75,000
Salaries (1.7 FTE staff)	66,900
Training and Development	1,500
Staff Travel Expenses	500
Books, newspapers etc	800
Stationery/Equipment	2,000
Subscriptions and Memberships	200
Advertising (non-staffing)	2,500
Hospitality/Conference	4,000
Contingency	1,168
Total	154,568