



**Adult  
Learning  
Plan  
2002 - 2003**

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# ADULT LEARNING PLAN

August 2002 to July 2003

## BRACKNELL FOREST BOROUGH COUNCIL



### 1.0 Summary statement

The Borough Council's vision for education is:

**to make Bracknell Forest a Learning Community in which:**

- **All learners will have appropriate opportunities;**
- **All learning will be in a suitable environment;**
- **All schools will be good schools;**

**and all plans will contribute to the corporate social inclusion strategy.**

Adult learning in Bracknell Forest is secured by the following means:

- A mainstream programme of some 800 courses is provided under an Adult Education Contract with Bracknell and Wokingham College.
- A developing programme of outreach and community learning is provided, as a component of the above Contract with the College, aimed at widening participation.
- Support grants are provided to organisations that are responsible for providing or promoting learning within particular sectors within the Borough.
- A range of development projects is planned in response to local needs identified by the Community Education Manager. These are delivered through partnership working between the local authority, the College and other partners from the Lifelong Learning Partnership.
- Through the development of Open Learning Centres, other community venues and schools that encourage learners to re-engage or return to learning, particularly where there is evidence of educational deprivation.
- Through the creation of significant capacity building projects that meet sectoral needs and are the subject of external grant funding from ESF, DfES, NOF, BSA etc.
- Through an on-going programme of Family Learning, initially focusing on Literacy and Numeracy skills, but more recently through the development of parenting and learning skills which are provided and supported on a multi-agency basis. Schools are vital partners in this area of activity.

**A summary of the proposed areas of activity is given as Annex A.**

This includes a provisional allocation of the budget in Annex B as a guide to future planning.

### Plan format

The format of this plan follows the prescriptive headings determined by the national Learning and Skills Council as described in the guidance notes to LEAs for the submission of Adult Learning Plans.

## **2.0 Mission Statement**

2.1 The vision for Bracknell Forest in the Draft Community Plan is:

**'To make Bracknell Forest a place where people can thrive and take pride in living, learning and working in a clean, safe and healthy environment.'**

The Adult Learning Plan contributes to the Community Plan's aim of making learning a vital part of community development. This is because learning is fundamental to personal, community and economic growth and development. For this reason the over-arching aim is to encourage learning for all and learning for life.

2.2 The Borough Council's Key Objectives for education are:

**to make Bracknell Forest a Learning Community in which:**

- **All learners will have appropriate opportunities;**
- **All learning will be in a suitable environment;**
- **All schools will be good schools;**

**and all plans will contribute to the corporate social inclusion strategy.**

This plan makes a significant contribution to meeting all aspects of these objectives. Whilst fulfilment of the first two are more obvious, the third recognises the mutual benefits of linking adult learning to the learning of pupils and students through family activity and the fourth emphasises that learning is for all.

2.3 **The Strategic Objectives for Adult and Community Learning to achieve this are:**

- To enhance individuals' personal development and quality of life by providing a range of accredited and non-accredited learning opportunities.
- To support the implementation of the Borough's cultural strategy by raising awareness of the value of learning and by providing access to recreational and leisure courses.
- To widen participation in learning through opportunities that motivate learners and offer a variety of progression routes.
- To foster social inclusion and economic competitiveness by developing and implementing an Adult basic Skills Strategy.
- To support the raising of standards in schools by influencing attitudes to learning and enhancing families' ability to support their children's education.
- To provide advice, guidance and learning support to enable more people to access learning at appropriate levels and progress to higher or complementary levels of qualification.

These strategic objectives are based on local consultation and research. The resulting pattern of provision reflects this and is shown in Annex A.

2.4 **In order to achieve these objectives the Adult and Community Learning Plan embodies the following principles:**

- Ensuring appropriate opportunities for all requires a clear understanding of local needs and the potential for community development.
- Effective provision is based on working strategically and collaboratively with a wide range of partners.
- Increased participation results from taking learning to where people are.
- Innovative use of ICT increases flexibility for learners.
- Efficient planning is based upon good management information systems.
- High standards of delivery are essential.

2.5 **Bracknell Forest Borough Council adds value to Adult and Community Learning because it:**

- Is best placed to gather information on local community needs and aspirations.
- Has a role in community leadership which enables it, through strategic partnerships and local networks, to reach consensus on priorities.
- Has a wide range of external contacts and is able to lever in significant additional funds to build and sustain capacity.
- Has a reputation for innovation and making a difference.
- Has expertise in managing learning programmes and quality assurance.

2.6 From the beginning of the new unitary authority in 1998 the Council has sought to achieve this objective by working in partnership with the community, with business and with other providers. From the formal establishment of the Lifelong Learning Partnership in July 1999, the Council's approach has been to work through it and with it as the designated lead body for the Partnership. Whilst the Council has retained statutory responsibilities, the Partnership has provided a valuable vehicle for co-ordinated action and collaborative activity. The Bracknell Forest Lifelong Learning Partnership (BFLLP) has set out its own complementary vision statement as:

***'Bracknell Forest: a community learning together for a successful future'.***

2.7 **Borough Council's priority areas for Adult Education**

This plan will provide a range of courses that help to meet the following priority areas for lifelong learning identified by the Council:

- leisure and personal development;
- special educational needs;
- information communications technology;
- literacy;
- numeracy;
- pre-vocational
- vocational.

### **3.0 Needs Analysis**

- 3.1 Bracknell Forest is one of the fastest growing towns in the UK and is materially advantaged when compared to many parts of Great Britain. The material advantages of the area mask other characteristics that have a significant impact on the aspirations and attitudes to learning beyond statutory school age.
- In 9 out of the 19 wards within Bracknell Forest Borough, the proportion of adults with low or very low literacy and numeracy skills is well above the national average.
  - The Basic Skills Agency has calculated that there are 15,654 adults in the Borough with basic skills needs. This is 22.2% of the adult population.
  - There is high movement of families in and out of the area, particularly of families with children of school age.
  - A large proportion of families with school age children, either new to the area or second and third generation inhabitants, live some distance from other close family. There is a high proportion of lone parent families and families who live in overcrowded households.
  - There is significant evidence that there are 'reluctant learners' in the adult population as a direct result of previous educational experience. They do not put any value on education and this attitude has passed through the generations to influence the young people in schools.
  - Many people in the Borough are characterised by a "Cash rich, time poor" ethos.
  - Participation in the mainstream programme of adult courses is below national norms and despite increased publicity and promotional activity this figure is only climbing slowly.
  - Promotional activity and taster courses provided in community venues and primary schools have proved extremely successful in recruiting new learners. 'Reluctant learners' value non-threatening environments and informal settings. Three years of such activity is now impacting on mainstream recruitment. 'Learning to support your child/grandchild' has provided worthwhile motivation to adult learners.
- 3.2 Bracknell Forest has a very small ethnic minority population. In 1991, 2.7% of the Borough's population were from minority ethnic groups.
- 3.3 Bracknell Forest and surrounding areas have experienced rapid and successful economic growth. The local economy is strong. Large firms play an important part in that success. In 1993, whilst 21% of workers were employed in firms with less than 25 workers, firms with more than 500 workers provided nearly a third of jobs. Bracknell Forest has an established reputation as an important location for high technology industries. This reliance on relatively narrow employment sectors has reduced the range of job opportunities available to the local workforce.
- 3.4 Nearly a third of the resident workforce commute out of the Thames Valley each day to London. These tend to be the more highly skilled and well educated.
- 3.5 In January 2002, just 1% of the workforce was registered as unemployed. There has been a significant rise in the percentage of economically inactive adults in Bracknell between November 2000 (10% of the population) and August 2001 (21% of the population).
- 3.6 The 2000 TVE Household Survey indicated that Bracknell Forest is dominated by Service and Industrial sector employment with a higher standard occupational classification than the Thames Valley. Workplace training is taking place. The survey indicated that 51% would undertake training in the next 12 months, but 53% of these felt that any form of certification was unimportant. Training was significantly for professional development and during working hours.

- 3.7 Positive motivation to undertake training was proportionally higher at the higher levels of qualification with the clear understanding that 'learning pays!' However, 38% of the population indicated no interest in accessing future learning. Knowledge about learning through vocational courses (NVQs) was low; only 14% understood their potential. The 2000 Household Survey recognised the potential that ICT provided to aid flexible and vocational training opportunities.
- 3.8 A review of educational provision for adults with learning difficulties was undertaken at Bracknell and Wokingham College in October 2001 in conjunction with Bracknell Forest Borough and Wokingham District Councils. Whilst the consultants report made a number of recommendations which the college are addressing in future practice, the report confirmed that the College, as a provider, do work well with specialist partners to plan work appropriate to learners needs and do take account of the views of ALD students when planning future courses.
- 3.9 There was a major consultation with the community between March and July 2000. It was conducted on behalf of the Lifelong Learning Partnership and included the production of a range of documents, extensive coverage in the Council's newspaper, 'Town & Country' which is delivered to 44,000 households, and a major conference with providers and the voluntary sector in July. There was also a contribution to a conference for older people run by the Council in March 2000.

### **3.10 Conclusions**

- The results of the consultation exercise in 2000 identified potential target audiences for learning within community groups, and the value of taking learning to where the people are is seen as a critical strategy to improve participation in learning over the next few years.
- The take up of mainstream course provision within the adult education contract was broadly static for three years but there was a significant rise in participation during the 2000/1 academic year and current levels for 2001/2 are positive.
- Planning the important first steps to undertaking learning are seen as essential if the longer-term levels of achievement are to be raised. There is no quick fix to overcome attitudes embedded in the local learning culture.
- The general move to develop more taster and access courses in local community venues is very significant in developing strategy. Considerable effort is used promote learning opportunities and offer adult pathways to accredited learning and training.
- It is recognised that there are groups of reluctant learners, groups who have a low regard for education and training and groups who are disadvantaged by social or economic circumstances for whom historical and traditional patterns of provision is inappropriate.
- The value of working in partnership with schools, particularly in the primary sector, has been confirmed by the success of Family learning pilot projects, and by the extensive programme of Adult ICT courses promoted on the basis of 'learn to help your child'. Parental motivation is high and schools value the opportunities to enhance their own school community outreach.
- ICT remains a significant growth area for all sectors. The development of the College's Learn Direct Centre and the successful application to establish three UKonline centres during 2002 offer the opportunity to build capacity in this area of

learning. ICT training remains a popular incentive to many adults and the Borough's commitment to providing community access to information systems in schools, libraries and community venues is paramount in the developing strategy.

### **Consultation**

- 3.11 The Borough Council is the lead body on the Bracknell Forest Learning Partnership that shares the co-terminus boundary. This Adult Learning Plan is compatible with the strategy and vision of the Partnership and there is a real synergy in the planning of local action. The Plan takes account of the Partnership's most recent 'visioning exercise' during November 2001. The principles of the Plan were agreed by the Partnership at its meeting on 21<sup>st</sup> March 2002.
- 3.12 Bracknell Forest Borough Council has recently restructured its decision-making processes as it has moved to 'Cabinet style' local government. The first draft of the Adult Learning Plan has been accepted, as the basis for the application for funding from the Adult and Community Learning Fund, by the Lifelong Learning Select Committee of the Borough Council at its meeting on 12<sup>th</sup> March 2002. The final version of this plan will be tabled for approval, by the Borough Council Executive, at its meeting in June 2002.

## **4.0 Coherence with other provision**

### **4.1 External partners:**

Bracknell Forest Borough Council (LEA) is the designated lead body in the Bracknell Forest Lifelong Learning Partnership. The partners involved in the preparation and consultation on this Adult Learning Plan are:

- Bracknell Forest Borough Council      Leisure Services Department (Libraries)  
    Social Services Department
- Bracknell & Wokingham College
- CfBT – Thames Careers Guidance
- Bracknell Forest Schools
- Education Business Partnership
- Early Years Development and Childcare Partnership
- Bracknell Forest Chamber of Commerce
- Retail Organisations
- The Prince's Trust
- MIND in Bracknell
- University of the Third Age (U3A)
- Local Churches and Industrial Chaplaincy
- Learning Disability Forum
- Employment Service
- Bracknell Council for Voluntary Service
- Employers in the Bracknell Forest Community

### **4.2 Within the LEA/local authority:**

Given the small size of the Council and the co-terminus boundaries of the LLP, the officers and partners are able to provide a coherent vision for Adult and Family learning. With the direct involvement of other council services and with the unified approach taken by schools to promote and support lifelong learning, the Council is able to integrate the planning of adult and family learning opportunities into wider educational strategies. In sharing mutual planning processes with the LLP, the Council is able to deploy resources effectively and avoid unnecessary duplication of provision. This supports a cohesive approach to learning from early years through to activities for the elderly.

The adult learning plan is seen as a subset of the Lifelong Learning Plan. There are also strategic links to the following local authority plans:

- The Education Development Plan
- The Early Years Development & Childcare Plan
- The Community Safety Strategy – section of Breaking the cycle of offending
- The Community Plan (still in development but inclusive of lifelong learning)
- The Best Value Performance Plan which includes Lifelong Learning Goals
- The Annual Library Plan & Medium Term Strategy

### **4.3 Supporting organisations and specialist provision**

4.3.1 The Ark is a charitable trust which offers specialist provision through a combined arts education programme for people with severe or profound multiple learning disabilities, physical disabilities or who are recovering from mental illness. The Ark's services help to fulfil a number of the Borough's objectives and priorities for adult education. Responsibility for the overall management of The Ark lies with the Board of Trustees. The Ark will provide services to the Borough on the basis of a service level agreement covering a range of adult learning activities targeted to meet the needs of this sector.

4.3.2 Music Therapy is provided for people with severe or profound and multiple learning disabilities and physical disabilities at Brakenhale Open Learning Centre. This work is



led by a specialist music therapist funded by the Berkshire NHS Trust. Bracknell Forest provides, through Partnership, specialist accommodation within a supportive learning environment.

4.3.3 The Bracknell Council for Voluntary Service (BCVS) provides a programme of training to support leaders in voluntary organisations, in collaboration with the College. This work also recognises the important role that voluntary sector organisations play in identifying and supporting potential learners through networking and sign-posting activity.

4.3.4 In 2001, BCVS were responsible for the setting up a Bracknell Forest branch of the University for the Third Age (U3A). This is now a self-managed group that has in excess of 100 members and meets regularly at the Brakenhale Open Learning Centre as well as in members' homes. U3A is supported and encouraged in its linking with other learning provision.

#### **4.4 Externally funded activity**

4.4.1 The development work undertaken over the last three years has led to a series of successful applications for externally funded projects. These projects build capacity in sectors where needs have been identified, where appropriate research has been undertaken and where the opportunity to engage more learners cannot be met from existing resources. It is however within the core function and responsibility of the Council to lead and co-ordinate the planning and application process by bringing together sectoral partners, and research findings, with those that can manage and deliver the new opportunities.

4.4.2 In recent months, significant capacity building projects have received substantial grants for activity over the next three years. These projects are one demonstration of the added value achieved by the Borough Council, in working with local partners to meet identified learning needs. The projects include:

- Mental Health Project - a brokerage service providing new learning opportunities, sheltered employment and support for the employed. This is ESF funded to the sum of £347,579.
- Childcare Project - to establish and develop training facilities, the range of training schemes and increase the volume of training for childcare staff. This is ESF funded to the sum of £125,539.
- UKonline Centres - to provide capital funding to establish three centres (located at Brakenhale Open Learning Centre, Sandhurst Open Learning Centre and Great Hollands Talk Shop) and the revenue funding for a Community ICT worker to plan, develop and support community outreach activity and sign-posting to other learning opportunities. This is funded by the DfES Capital Modernisation Fund and by the New Opportunities Fund to the sum of £239,000.
- The Basic Skills Agency continue to provide funding support for the well established programme of Family Learning activities, particularly those based at the Brakenhale Open Learning Centre. These are often smaller grants but amount to £25,000 in the current financial year.
- Further grants have been made available through the Berkshire LSC's Local Initiative Fund.

An analysis of the additional learning capacity that these projects will provide is still being co-ordinated with the project teams and will be subject to the reporting

requirements of the external funding bodies. The learner information will be included in subsequent versions of this plan as an appendix.

## **5.0 Basic Skills**

- 5.1 The Basic Skills Agency has calculated that there are 15,654 adults in the borough with basic skills needs. This is 22.2% of the adult population. The data set shows considerable variation between electoral wards with 9 of 19 wards having levels of adult basic skills needs significantly higher than the national average of 24%.
- 5.2 Working through the Learning Partnership, the Borough Council has fulfilled the requirement to develop a local Basic Skills Strategy, with an Action Plan that will meet the government targets to address the issues raised through the Moser Report. This Action Plan was considered by the Learning Partnership in March 2002 with the recommendation to seek external ESF funding to build the capacity necessary to make a significant impact on the scale of local need.
- 5.3 In the whole range of adult learning activity funded by ACL, there is an implicit focus on supporting all adults with basic skills needs who take part on current learning. Whether through the mainstream programme of adult courses, through the range of community-based taster courses or the family learning activities, there is provision to provide individual support that facilitates access to the activity. There are also opportunities to extend family learning courses by additional learning opportunities leading to certificated qualifications in word-power and number-power where adults have seen the importance of consolidating what are clearly basic skills deficits.
- 5.4 The Adult Education Contract with Bracknell and Wokingham College includes a range of specific provision for learners with Special and Basic skills needs. Those attending are often those who have joined another mainstream course and then realise that they have additional needs. This area of activity continues to be a source of support to those who are 'within the learning community'.
- 5.5 This plan includes funding provision for additional basic skills activity. There is a recognition that within a local culture where there is a reluctance to learn, the engagement and support of basic skills students is challenging. The intention is to fund pilot activities within community groups or sectoral groups during the coming year to further inform longer-term strategy, pending the external funding being available.

## **6.0 Widening Participation**

- 6.1 The Council has the following plans to **widen participation in learning**:
- To establish a series of promotional event – a 'Festival of Learning' in 2002 to encompass Adult Learners' Week, Bitesize in collaboration with the LSC and recruitment activity organised by Bracknell and Wokingham College.
  - To continue to raise the profile and value of learning and to celebrate the success of individual learners with a view to them taking on the role of 'community champions'. This is delivered through publicity, press coverage and promotional activity throughout the community.
  - To produce more targeted information leaflets that demonstrate the value of learning to individuals in their lives, their workplace and their family.
  - To use the specific communities of local Primary Schools (parents and families), Community Groups and Voluntary Sector Groups to create new learning opportunities and pathways to other learning provision.

## 6.2 Learner recruitment

Learners	Expected 01/02	Planned 02/03
Number of learners	4639	4870
% learners who have disabilities and/or learning difficulties	Anticipated 13%	Estimated 15%
% learners who are male	Anticipated 29%	Estimated 30%
% learners who are from ethnic minorities	Data not collected	Estimated less than 1%
% learners aged 60 +	Anticipated 29%	Estimated 29%

MAKE-UP OF ADULT POPULATION			
Total Adult Population 19+	% with learning difficulties and/or disabilities	% from minority ethnic groups	% 60 +
81070	This data is not collected by BFBC	Estimated 2.7%	22.01%

## 7.0 Family Learning

### 7.1 The Council has the following plans to support family learning:

- Courses based in Primary Schools or Open Learning Centres, to develop the basic ICT skills of Parents and families.
- Working with schools to target families with low basic skills, promoting the value of learning on the basis of 'to help your child' learn more effectively, particularly targeting the parents of children in Key Stage One.
- To continue to support targeted learning for single mothers, supported by childcare and aimed at enabling them to return to learning.
- To further develop the Family Learning project piloted this year at Holly Spring Infants School which focused on a wider curriculum which included parenting skills, family health issues, learning skills and behavioural issues. This was very much a multi-agency approach and is seen as a real opportunity to impact on adult learning and pupil performance in schools.
- Working with Parents to provide better study support to young people when home circumstances prevent them from extending their learning skills, particularly focusing on pupils in Year 10 to Year 13.

#### Performance indicators for family learning 2002/3

Number of participating adults	72
Number of participating children	144
% of adults and children with disabilities/learning difficulties	20%
% of male adults	2%
% of adults and children from minority ethnic groups	1%
% adults 60+	1%
% primary school children	85%
% secondary school children	15%

## **8.0 Family Literacy and/or Numeracy**

- 8.1 The Council has the following plans to **support family literacy and numeracy**:
- To continue to provide focused activities on developing Family Literacy skills, particularly targeting the parents of children of pre-school age and those in their formative years.
  - To continue to provide focused activities on developing Family Numeracy skills, particularly targeting the parents of children of pre-school age and those in their formative years.
  - To work in partnership with Infant and Primary Schools, with catchment areas that equate with identified wards where low levels of adult basic skills exist. Success is dependent upon use of the host school's local knowledge of family needs to target the most appropriate families. Planning for this process will take place late in the term prior to the project when the accommodation and resources of the partner school are more clearly evident.
  - To pilot such an activity in partnership with a Secondary School, focusing on a cohort of pupils and their parents, where support for learning at home is lacking and where the family unit will benefit from learning together.

## **9.0 Working in Partnership**

- 9.1 The strong working relationships established within the Bracknell Forest LLP, and the small size of the population being served has provided an ideal opportunity to work in close partnership. In particular, the Council has a productive partnership with Bracknell & Wokingham College at all levels. As already stated, the main contract for adult education is provided by the College. There are weekly contacts at officer level and development projects are jointly managed. As the promotion of lifelong learning advances, the Council & LLP have formed useful partnerships with:

The Open University  
The University of the Third Age  
South Hill Park Arts Centre  
The Princes Trust  
The Berkshire IAG Consortium  
The Bracknell Industrial Mission  
MIND in Bracknell  
Parents and Children Together (PACT)  
The Early Years Development & Childcare Partnership  
Primary Schools

- 9.2 Working with each individual partner has enabled the Council & LLP to target particular adult groups to promote, engage or progress in learning. As these partnerships develop, the Council & LLP will be able to use the sector expertise to provide more learning opportunities.

## **10.0 Access to IT for Learners**

- 10.1 Bracknell Forest Borough Council has an advanced corporate and community ICT infrastructure which makes a significant contribution to learning. All Libraries have public access terminals and all community centres have Internet capable PCs.
- 10.2 In developing adult learning within school communities, the Borough continues to exploit the use of the excellent computer resources, provided to schools as part of the NGfL. Computer networks with Internet access have been used effectively for adult and family learning activities out of school hours.

- 10.3 Working in partnership with Bracknell and Wokingham College, a wide range of ICT training courses are provided within the mainstream programme; these include courses starting with 'ICT for the terrified', generic ICT skills and range of applications. The College also manage the Bracknell Learn Direct Centre, offering the Ufl branded range of on-line learning activities.
- 10.4 Through a successful application for external funding under the UKonline programme, Bracknell Forest will soon have three UKonline Centres across the Borough. These will provide structured, supported and open access learning opportunities for local residents. Two are located within Open Learning Centres, a crucial part of the Borough's promotion of learning; a third is located within a 'Neighbourhood Centre' in partnership with a community association.
- 10.5 Following a very successful pilot project introducing ICT learning to 4<sup>th</sup> age learners, the Borough Council has recently provided £30,000 to place on-line ICT facilities in 4 Day Care and Residential Care Centres. This will become operative in June 2002.
- 10.6 The Brakenhale Open Learning Centre has a 6-station portable WAN computer system, which is deployed, in community venues as part of developing new and pilot ICT projects. This facilitates taster and access activity without the need to permanently install new facilities. The system becomes fully Internet capable with the temporary installation of ISDN connectivity at the venue for the duration of the activity.
- 10.7 The Borough continues to use laptop computers to provide basic ICT training at community venues and in voluntary sector groups. This still links to the DfEE Adult Laptops scheme and to the basic Skills Agency pilot projects.

## **11.0 Fees and Fee Policies**

- 11.1 The LEA has the following policy on fees and fee concessions:
- Access to development and taster courses, including those which target adults with basic skills needs, is free of charge to all adults as part of the widening participation strategy.
  - The Adult Education Contract with Bracknell and Wokingham College funds a programme of courses at subsidised costs for residents of Bracknell Forest as opposed to non-residents joining the courses. This subsidy is for approximately one third of the cost, rounded to the nearest convenient sum.
  - The Adult Education Contract includes provision for concessions. The current rate of concession is 50%. Concessions are provided to students resident within the Borough who are:
    - over the age of 60 years and not in full time employment
    - in receipt of unemployment benefit, income support, family credit or disability allowances.

Provision in cases of specific hardship will be considered individually by the College within existing welfare guidelines.

## **12.0 Learner Support**

- 12.1 Within the Adult Education Contract provision is made for concessions. The current rate of concession is 50%. Concessions are provided to students resident within the Borough who are over the age of 60 years and not in full time employment or are in receipt of unemployment benefit, income support, family credit or disability allowances.

Provision in cases of specific hardship will be considered individually by the College within the existing welfare guidelines.

- 12.2 Within the planned approach for Family Learning, including Literacy and Numeracy parents are supported through the provision of free childcare and free transport, where a local venue does not have the appropriate standard of facilities to the support learner.
- 12.3 The Borough Council, through the Learning Partnership, is part of the Berkshire Information, Advice and Guidance Consortium. Working with Bracknell & Wokingham College the partnership funds a peripatetic guidance worker who supports adult learners within the mainstream programme and is deployed off-site venues to support learners on all developmental, outreach and taster sessions. As the local IAG network expands, the Borough is aware that demand will soon outstrip supply, and there are plans to increase the staffing in this area and increase the training for community tutors as front-line IAG providers and sign-posters. This work will be jointly funded by the LLP, by ACL, by component of external grant funding and by the College.

### **13.0 Learning Support**

- 13.1 Provision is made within the Adult Contract to support adult students to access the programme of mainstream courses. Tutors are trained to identify additional educational needs and the College has a referral system that allows for students to take further courses of supportive learning to facilitate their mainstream learning. This additional learning is generally at no extra cost to the learner and the funding of the learning support activity is included in the Contract.
- 13.2 A similar approach occurs on family and outreach projects, although in reality the tutors selected for these course have proved very able at providing a differentiated curriculum to each adult in the relatively small groups (maximum 12). In a number of cases, and by arrangement with the Community Education Manager, additional time or alternative sessions have been made available in response to identified need.
- 13.3 One of the efficiencies of smaller unit partnership working is the ability to respond quickly to the needs of the individual learner.

### **14.0 Risk Analysis**

- 14.1 The Borough takes the view that the actions indicated and the working arrangements in place provide a secure basis for meeting the objectives set. Whilst the enrolment of individual learners remains entirely at their discretion, the established methods and forecasting suggest that the learner numbers are a reliable estimate. As the demand for learning through outreach activity continues to rise, then this is unlikely to fall below expectation.
- 14.2 Capacity is only limited by the available funding, particularly in specific activity areas like Family Literacy and Numeracy programmes where the real terms funding is reduced from last year. However, the Borough is always seeking further external funding as a means of building capacity in learning outside of that funded by ACL.

### **15.0 Data Collection and MIS Infrastructure**

- 15.1 The Borough welcomes the opportunity to develop, with Bracknell and Wokingham College as its main contractor, a MIS system that brings each Individual Learning Record into an intelligent data set. The Borough has indicated its willingness to act as a

LEA pilot in this respect. The Borough has had discussions with the College to explore whether the additional MIS data from the outreach and pilot projects can be assimilated with the mainstream programme. A decision on this is pending the determination of national and regional LSC requirements.

- 15.2 Depending on these contextual decisions, the Borough intends to set up a task group and exploratory pilot project to collect sample ILRs and collate and interrogate the emerging data set.

## 16.0 Sub Contracting

- 16.1 The Borough plans to provide ACL funded learning through arrangements with the following bodies:

Provider	Terms	Value	Learner Numbers	Volume (in guided learning hours)
Bracknell & Wokingham College (FE)	Contract	£199,000	2970	50400
The Ark Charitable Trust	S.L.A	£30,000	60	1800
<i>All figures are provisional pending contractual discussions</i>				

- 16.2 Contracts and SLAs are negotiated annually on the basis of monitoring, out-turn and quality assurance review. The composition of areas of provision within a contract/SLA is determined by agreement with the provider, based upon recruitment data, targeted developments and cohesion with other learning capacity within the Borough, funded by alternative means.

## 17.0 Accommodation Strategy

- 17.1 No provision is being withdrawn in the next year. Any changes to venues results from rolling programmes of development or the location of new pilot activities.
- 17.2 The main part of the programme of Adult and Community Education, for residents of Bracknell Forest, is provided through an annual contract with the local FE College (Bracknell & Wokingham). The contract is managed and monitored by the LEA. The LEA and the College are key members of the Bracknell Forest Learning Partnership. The college owns, manages and maintains premises on nine sites across two local authorities.
- 17.3 The Borough Council's strategy is to establish two 'Open Learning Centres' on secondary school campuses, which are used for outreach activity in adult learning. Locations were selected in clear areas of educational deprivation and where opportunities for partnership working between the Council and College were readily available. The venues are used for a range of activities that underpin the Learning Partnership's strategies for widening participation and developing new ways of learning for identified target groups. e.g. Family Learning and ICT for the terrified. The College, as a partner, provides staff and curriculum resources to facilitate these activities; it also uses the venue for some mainstream programmes where additional capacity is required.
- 17.4 The Brakenhale Open Learning Centre has been operating for 18 months following the Council's capital investment for refurbishment of what was originally a primary school

building at a cost of approximately £120,000. This centre now supports a significant level of Adult & Community Learning. It will be a UKonline site.

- 17.5 The Sandhurst Open Learning Centre is the subject of a major capital building programme, beginning on 8<sup>th</sup> February, to be completed in July 2002 at an overall cost of £430,000. This will enhance the provision, for collaborative use by the College FE Centre, the School and the outreach activity of the Learning Partnership on one site. It will also be a UKonline site.
- 17.6 Both premises have been subject to the Council's regular inspection for assessment of condition and are covered by reactive maintenance programmes.
- 17.7 Bracknell Forest Borough Council is committed to community based locations for learning, particularly where this provides for new learners and the development of new approaches to learning. The use of LSC funding to support this development and enhance facilities by contributing to the cost of the minor works programme is valued.
- 17.8 Where existing accommodation is refurbished, for adult and community use, through the Council's capital programme and in the case of new-build, the requirements of DDA and SEND Act compliance are taken into account. This leaves some accommodation which has been 'refreshed' but where access issues remain and there is no further funding currently available to address.
- 17.9 **Locations where learning is offered**

*A map setting out the distribution of the learning venues listed is in preparation and will be attached to the plan.*

Adult and community learning is provided at both Bracknell and Wokingham College sites and community venues as part of the LLP strategy to promote learning to the residents of Bracknell Forest.

The College uses five sites within the Borough boundary and Bracknell Forest residents have equal access to a further four sites in neighbouring Wokingham. The Bracknell Forest Sites include:

**College sites:**

Church Road Centre, Bracknell  
Wick Hill Centre, Bracknell  
Adult Centre at Sandhurst School (this will become part of a collaborative Open Learning Centre during 2001)

**Partnership sites**

Open Learning Centre at Brakenhale School, Bracknell  
Adult use of Edgbarrow School, Crowthorne

As part of the development of new learning opportunities for adults, the LEA and the College, working within the LLP, have and will be providing learning opportunities at a significant number of community venues. A table, setting out the range and variety of venues which have been used to provide adult learning activities is given below. This list continues to grow in response to need.



List of community-based Adult Learning Venues which have been used in Bracknell Forest. The activity range includes promotional taster activities for Adult Learner's Week and Bite Size, widening participation courses, community outreach programmes and family learning.

**19 of 33 Primary or Infant Schools:**

Binfield CE Primary  
 College Town Junior  
 Crown Wood Primary  
 Crowthorne CE Primary  
 Great Hollands Infants  
 Great Hollands Junior  
 Harmans Water Primary  
 Holly Spring Infants  
 Meadow Vale Primary  
 Qwlsmoor Primary  
 The Pines Junior  
 Sandy Lane Infants  
 St. Michael's Easthampstead CE Primary  
 Uplands Primary  
 Whitegrove Primary  
 Wildridings Primary  
 Winkfield St Mary's Primary  
 Wooden Hill Primary

**7 Libraries:**

Ascot Heath  
 Binfield  
 Birch Hill  
 Bracknell  
 Crowthorne  
 Harmans Water  
 Sandhurst

**5 Community Centres:**

Bullbrook  
 Easthampstead & Wildridings  
 Forest Park  
 Great Hollands  
 Priestwood

**4 Retail outlets:**

Princess Square Shopping Centre  
 Sainsbury's - Bagshot Road  
 The Foresters Pub  
 Tesco Superstore - Warfield

**Other venues:**

South Hill Park Arts Centre  
 Sandhurst Day Care Centre  
 Langley Hall Church of England Centre  
 The Whitmarsh Centre (MIND)  
 Learn Direct Centre – Charles Square  
 Open Learning Centre – Brakenhale School

*Further venues are being developed as new target groups are identified as appropriate sites for establishing learning activities.*

17.10 Whilst the main College sites help to secure the main programme of the Adult Education Contract; the significant number of other venues identified reflects the priority to promote learning and provide taster activities for adults reluctant to enter more formal learning institutions. Primary Schools have been identified as ideal, non-threatening venues and will be exploited in the next year to link adult learning to support for school improvement. Libraries are providing access training to their local communities

**18.0 Staffing**

18.1 The following core staff support the development, management and quality assurance of adult learning within Bracknell Forest. These members of staff are funded through ACL but also take responsibility for the much wider range of learning funded by external grant to build capacity in particular sectors. They also take line management responsibility for the specialist staff funded as part of external projects.

Lifelong Learning Officer	1.0fte
Community Education Manager	1.0fte
Open Learning Centre Manager	1.0fte but ACL funded to 0.6fte

- 18.2 It is planned to appoint a further professional officer (1.0fte) from September 2002 to assist with the oversight of the significant increase in volume of activity as a result of successful applications for external funding.

## **19.0 Accountability and Governance**

- 19.1 The Adult Learning Plan requires the agreement of:
- The Executive Member for Education
  - The Select (Scrutiny) Committee for Lifelong Learning
  - The Bracknell Forest Borough Council (Full Council)

## **20.0 Audit**

- 20.1 All Adult and Community Learning Funds are subject to the full internal audit of the Borough Council and to the agreed schedule of external audit verification by and externally appointed contractor - currently Deloitte & Touche.
- 20.2 Income by monthly profile and expenditure by invoice or rechargeable service is detailed on monthly Quaestor financial reports. The monthly income is allocated to a series of cost centres that are managed and monitored by the Lifelong Learning Officer, operating with the Borough's Financial Regulations.
- 20.3 Paper copies of all transactions are kept on file with the internal voucher system used to verify individual payments. A full audit trail for all expenditure is available.

## **21.0 Quality Assurance**

- 21.1 The following processes are in place to analyse need and promote quality development:
- All programmed, developmental and promotional learning activities include evaluative procedures that contain needs analysis and feedback to tutors.
  - Participation and learner satisfaction rates are recorded and statistic provided within the terms of the adult education contract.
  - The Adult Learners' Week programme, information and advice centre and promotional literature provide for needs analysis and feedback.
  - The Community Education Worker is able to meet individuals and groups to determine need and opportunity for development.
  - The council's newspaper 'Town & Country' provides articles, information and opportunities to highlight learning needs.
  - The College's Strategic Plan and Quality Assurance Procedures provide for continuous quality assessment in terms of need and delivery.
- 21.2 The Council and Bracknell and Wokingham College will, in partnership, work towards the achievement of the following standards over the three-year period 1999 - 2002. Quality and value for money judgements will be based on:
- 21.3 Ofsted and Audit Commission service indicators:
- a) expenditure per head of adult population;
  - b) unit costs of provision of a learning hour;
  - c) participation rates - proportion of adults using the provision
    - proportion of adults using provision in specified target groups;
  - d) attendance rates - actual learning hours as a proportion of potential learning hours;
  - e) achievement rates - percentage of students achieving learning outcomes;
  - f) completion rates - percentage of students completing courses;

- g) satisfaction rates - percentage of students satisfied with courses;
- h) other such indicators as may be required by Ofsted, ALI and the Audit Commission.

21.4 Performance measures and success criteria determined by Bracknell Forest Borough Council in partnership with Bracknell and Wokingham College:

- a) Session observations:
  - A sample of between 5 - 10% of sessions will be observed. A representative sample of sessions at each of the relevant College sites will be observed.
  - Sessions will be judged on the quality of teaching, the progress made by students, the students' response to their learning, the suitability and adequacy of resourcing and accommodation.
  - Bracknell Forest requires that at least 90% of the observed classes should be judged satisfactory or better.
- b) Course availability:
  - A wide range of courses will be offered to meet known student preferences and the Council's stated priorities.
  - The relative distribution of student places, across the identified categories, is contained in the terms of the adult education contract that is renewed annually to reflect changing priorities.
- c) Staffing details:
  - All tutors will be appropriately qualified and experienced to teach the course to which they are assigned.
- d) Enrolment:
  - Enrolment levels will achieve a minimum of 95% of the target wfte student numbers. If less than 95% of the target number is achieved the provider will refund the Council as specified in the adult education contract.
- e) Attendance:
  - Average attendance levels for all courses will equal 80% or better.
  - Retention rates expressed in hours attended of set course time
- f) Financial management:
  - The budget available for adult education provision is specified in the contract.
  - The contract provider will make financial data relating to the contract available to the Council, at specified times, for monitoring purposes.
  - Spending must remain within the annual budget approved by the Borough Council.
- g) Course evaluations:
  - Student evaluation sheets will contain the following questions required by the Audit Commission:
    - Do you feel you gained from the course?
    - i) Greatly    ii) Moderately    iii) Slightly    iv) Not at all
    - Did the course meet your expectations?
    - i) Definitely    ii) Mainly    iii) Partly    iv) Not at all
  - Course evaluations will also be judged against the following performance measures:
    - i) overall evaluation summary of all courses = 90% satisfactory or better;
    - ii) evaluation reports of all observed sessions = 90% satisfactory or better;
    - iii) evaluation reports of a sample of 10% of all other courses = 90% satisfactory or better.

## **21.5 Leadership and Management**

The following procedures are established to lead and manage the development of Adult and Community provision:

- The Strategic Planning Group meets to consider the developments needed to sustain and improve provision. This group includes the Director of Education, the Lifelong Learning Officer, the Community Education Worker and the TEC consultant working with Bracknell Forest LLP.
- The LLP Providers' Advisory Group meets twice per term to oversee and drive the work of the Partnership. There are agreed protocols for approving new joint projects and developments. This group includes representatives and officers of the Council, the College, and the Careers/Connexions service. This provides synergy between Council and LLP priorities.
- Council officers meet with Business Development Team of the College on a frequent basis to monitor progress and lead on project implementation. This provides for joint management responsibility for developing activities.
- The Director of Education is required to provide routine reports on all educational matters to the Council. Adult and community learning issues are included in quarterly operations reports. The adult education contract requires Council approval to amend the categories, terms and cost of provision.
- The Lifelong Learning Partnership provides a forum for considering major shifts in policy and for the securing of match and associated funding streams.

## **21.6 External Quality Assurance**

The Adult Education Contract now includes provision for the external inspection of programmed, developmental and taster courses, in a deliberate move to provide consistency and detachment in this assessment of quality issues. This consultancy will be used to supplement the work of LEA officers. An external consultant is appointed annually.

## **22.0 Quality Awards**

- 22.1 Bracknell Forest Borough Council was awarded Beacon Council status in 2001-2002. Bracknell Forest Library Service (part of BFBC Leisure Services department) has just been awarded its Guidance Accreditation Board quality mark relating to the provision of Information, Advice and Guidance (IAG).

## **23.0 LSC Performance Review**

Information to follow from Self-assessment and Review Report and the subsequent Development Plan for 2001/2.

## 24.0 Equality and Diversity

24.1 The Borough Council has a Policy on Fair Access for Service Delivery supported by departmental action plans

The LEA works within the Council's Policy which states that:

**Bracknell Forest Borough Council recognises the diversity of the local community and acknowledges that it has a duty to ensure that its services are responsive to the different needs of all individuals and sections of the community. The Council undertakes to ensure that all its services and facilities are accessible and delivered in a way that is appropriate to meet the different needs of local people.**

To this end, the Council:

- requires all parts of the organisation to develop and monitor a strategy for delivering services which are accessible and appropriate in meeting the diverse needs of the community;
- believes that the local community has an important role to play in helping to make this happen. The Council will consult with local people in the development of services that recognise their needs;
- believes that its ability to deliver effective and responsive services is enhanced by having a work force that generally reflects the local community.

24.2 The Council is committed to developing and training its employees to support them in meeting its objectives for fair access in service delivery. All those associated with, or working for the Council, have a responsibility to support the successful delivery of services which are accessible to all.

24.3 The LEA is opposed to discrimination in all its forms. It is committed, therefore, to:

- promoting and understanding the principles and practices of equality and justice throughout the education service;
- identifying and removing practices and procedures which may result in direct or indirect discrimination;
- providing equal access to key resources and opportunities throughout the education service;
- encouraging active participation and involvement in decisions about educational priorities for all members of the community;
- ensuring that recruitment, employment, promotion and training systems provide equality of access throughout the education service;
- securing compliance with all relevant legislation;
- monitoring and evaluating the implementation of Borough Council policies and making changes and corrections where necessary.

24.4 This policy is applied to all Adult Education activity, and the LEA expects all partner organisations to adhere to these principles. Whilst individual partners will have established their own Policy Statements, these will be compatible with that of the Council, in terms of the education services provided.

24.5 The LEA will support the Learning and Skills Council in providing information, regarding equal opportunities, to the DfEE.

## **25.0 Specific Learning Provision aimed at under-represented audiences**

25.1 The LEA and the LLP have identified the following priorities that are supported by specific actions that bridge the Adult Learning Plan and the Lifelong Learning Plan:

- Adults, whose earlier experiences of education or training have resulted in their adoption of real or perceived barriers to learning for themselves and for their children. This group has a low regard for learning, often have basic skills needs, or will benefit from training to support their economic effectiveness.
- Single Parents, where the provision of economic childcare will enable them to re-engage with learning, gain confidence and self-esteem and progress to further learning opportunities.
- Reluctant learners, who for reasons of self-confidence or low motivation can see no value in learning; this is a critical group in actions aimed at widening participation.
- Individuals with severe or profound multiple learning disabilities, whose needs for sustained support programmes have been recognised and need to be further developed.
- Adults who are suffering or recovering from mental illness who need more flexible learning arrangements to enable them to be re-skilled or to be trained for future employment. Capacity building provision for this group is the subject of a current application to the European Social Fund.
- Carers, whether operating professionally, in a voluntary capacity or as a family member, whose role prevents them from accessing mainstream provision, and who need more flexible learning arrangements to enable them to study or train to support their current or future needs. This groups is being considered for a future application to the European

## **26.0 Disability Statement**

The Borough Council is currently reviewing this issue within the context of the Policy for Fair Access outlined in paragraph 24.1 above.

## **27.0 Health & Safety**

27.1 The Adult Education Contract includes the following condition, placed upon the contractor - Bracknell and Wokingham College:

- The Provider's arrangements to deliver the programme of Adult Education shall meet the Learning and Skills Council's objective to provide a safe, healthy and supportive environment. This requires the provider to:
  - a) recognise and assess risks posed by the provision; and
  - b) implement preventative and protective measures to control risks.
- The provider shall, on request and where they are required to be in writing, make a copy of their policy statement on health and safety, record of risk assessment and any records of health and safety arrangements to the Learning and Skills Council.
- The Provider shall comply with practices and procedures set out from time to time in guidance issued by the Learning and Skills Council relating to health and safety.

Further information on this issue will follow.

**BRACKNELL FOREST BOROUGH COUNCIL**

**THE ADULT LEARNING PLAN**

**August 2002 to July 2003**

The following areas of activity are proposed. Annex B provides a summary of the provisional costs of these areas of activity.

**Adult Education**

1. A mainstream programme of Adult Education Classes provided through a contract with Bracknell and Wokingham College. The programme covers a range of approximately 800 courses at over 9 centres throughout the Borough. The funding of this area provides subsidised access to learning for all Bracknell Forest residents who then pay a reduced course fee. Following three years of under-recruitment to this programme, the final report for 2000/1 indicates recruitment exceeding contractual capacity and a preliminary survey of the current contractual period to the end of July 2002 again indicates a higher level of participation. This programme is funded per student per guided learning hour, with some specialist or intensive provision 'weighted' to better meet the needs of the student.
2. Further funds provide concessions to support adult students to access the mainstream programme. These funds enable Bracknell and Wokingham College to reduce, by 50%, the hourly fees charged to students in certain sectors and who are resident within the Borough. These include those aged 60 or over and not in full time employment and those adult students in receipt of unemployment benefit, income support, family credit or disability allowances pursuing the course from the Programme during the academic year.

**Widening Participation**

3. A range of new Adult learning activities as outreach to the community provided through a contract with Bracknell and Wokingham College. This reactive programme of courses is established in partnership with the Bracknell Forest Community Education Manager in responding to new opportunities to take taster courses to where people are. The funding of this area provides free learning for adults as part of the widening participation strategy. This programme is funded per guided teaching hour, with the college tutors working off-site in a range of community venues.
4. Promotion of Lifelong Learning to adults within Bracknell Forest remains a priority and is central to engaging more adults in learning activity. This development work was originally funded by the DfES Standards Fund but is now part of the ACLF. Work in this sector falls into two areas - promotional activity and the development of pilot projects. Promotional activity includes such activities as Adult Learners' week, the Bite size campaign, and the publication of local literature. Pilot programmes include developing Adult Learning activity in Primary Schools, Skills Retail projects in the Town centre and working with single mothers in partnership with PACT.
5. Development Grants to other organisations promoting and developing learning opportunities are a critical aspect of partnership working, especially when focusing on particular target groups. Bracknell Forest has always supported the creative learning

activities provided by The Ark for adults with learning disabilities and will continue to do so through a service level agreement. In the current year further support has been given to establish and support a local branch of the University of the Third Age (U3A), to support BCVS in establishing training programmes for voluntary and community organisations and to support MIND in Bracknell to develop a successful ESF bid. These have all contributed to the capacity building of learning in Bracknell Forest. Future support will sustain these initiatives and develop further learning activities by responding to need and opportunity.

6. Open Learning Centres. Bracknell Forest has developed the use of Open Learning Centres as a valuable resource in promoting community based education programmes. Brakenhale OLC has been operating effectively for 18 months. Sandhurst OLC will open, in newly built accommodation adjacent to the Bracknell and Wokingham College Adult Centre on the Sandhurst School campus, in September 2002. Open Learning Centres provide economically efficient venues for adult and family funded programmes and for projects externally funded by successful application to external agencies. Brakenhale OLC is managed by the Bracknell Forest Community Education Manager and an administrator; Sandhurst OLC will be managed through a service level agreement with Bracknell and Wokingham College. Open Learning Centres are a critical part of the infrastructure that supports widening participation activity.
7. The investigation of new ways of learning is vital as the needs of learners are identified and new technologies emerge to meet these needs. This aspect of core activity enables the LEA to conduct research, develop new strategies and plan for new areas of activity. This area of work supports the medium and longer-term strategy to widen participation, as identified groups need more complex solutions to providing meaningful and accessible learning.

### **Adult Basic Skills**

8. Increasing participation in basic skills programmes is a government priority. The Basic Skills Agency data indicates that 15,654 adults in Bracknell Forest have basic skills needs. The Learning Partnership is developing a Basic Skills Strategy for the Borough and will be seeking additional external grants to fund this volume of activity. There is an immediate need to develop and pilot basic skills programmes which can be used to encourage participation by potentially reluctant adults and to identify, within existing approaches to attracting new learners, ways of promoting the basic skills agenda.

### **Adult Guidance and Learning Support**

9. Bracknell Forest is involved as part of the Berkshire Consortium providing a quality assured Information, Advice and Guidance (IAG) service for local learners. Additional LSC funding supports this service although the provision for adult guidance is limited. Given the relatively low participation rate in mainstream adult learning and yet the success of our strategies to engage more learners, it is important to increase the capacity of the guidance service to support more learners in their progression to further learning. The employment of a peripatetic guidance worker is jointly funded with Bracknell & Wokingham College and the IAG service grant.

### **Quality Assurance**

10. The LEA has a statutory responsibility to ensure that the adult education, which is funded through ACLF, meets the quality requirements of the Common Inspection Framework. There is a need for the LEA to provide this information for the LSC and to



complete a Self-assessment and Review Report of each year's provision. Whilst some aspects of this work are done by officers, it has proved valuable to have external verification by consultants to ensure that quality standards are maintained. Further sectoral reviews take place each year, as required, and these are conducted for the LEA by external consultants.

### **Management and Infrastructure**

11. The range of Lifelong Learning activity has developed in scope and volume significantly in the last two years. The range of funding sources and transitional funding arrangements have increased considerably this year as the LSC takes increasing responsibility for funding of adult learning. This complex scenario requires the development and implementation of strategic plans to provide adult learning appropriate to the needs of the local community. The Borough Council acts as the 'lead body' on the Lifelong Learning Partnership; this brings cohesion to planning and new opportunities to work collaboratively with partners to build learning capacity through applications for additional external funding.

This work is currently undertaken within the Education Department by the Director, the Assistant Director (CQA) and by the Lifelong Learning Officer. The significant increase in volume of activity requires additional staffing and it is proposed that a further officer post be costed into the new plan.

### **Additionally funded activity to be described within the Plan**

#### **Family Learning**

12. Family Literacy and Numeracy programmes, which have been run successfully in Bracknell Forest since 1999 will be funded by additional grant from the LSC. This area of activity targets parents with pre-school children to work together on developing these particular skills. Further information on this work will follow, when the final allocation of this additional grant is known.
13. Family Learning is a new area of LSC funded activity in addition to the ACLF allocation. This focuses of learning within family units over three generations and offers greater opportunity to broaden learning opportunities to counter disadvantage and to develop the value of learning as a skill in itself. There is an opportunity to funding co-ordination, planning and venue costs to facilitate this activity. Further information on this work will follow, when the allocation of this additional grant is known.

#### **Data collection and MIS infrastructure**

14. This area of activity will be funded by an additional grant from the LSC. Bracknell Forest has indicated to the LSC that it is prepared to be a 'Pilot' for the development of and new system for recording and tracking adult learners. Further information on this work will follow, when the national specification for data collection is known.

**Summary of proposed expenditure for each area of activity**

para.	<b>Adult Education</b>		
3.2	A mainstream programme of Adult Education Classes		£168,000
	Provision of funding concessions		£14,000
	<b>Widening Participation</b>		
3.3	A range of new Adult learning activities as outreach		£17,000
3.4	Promotion of Lifelong Learning		£46,500
3.5	Development Grants to other organisations		£50,000
3.6	Open Learning Centres	Brakenhale	£25,000
		Sandhurst	£17,500
3.7	The investigation of new ways of learning		£20,000
3.8	<b>Adult Basic Skills</b>		£25,000
3.9	<b>Adult Guidance and Support</b>		£9,000
3.10	<b>Quality Assurance</b>		£10,000
3.11	<b>Management and Infrastructure</b>		£90,000
	new professional officer post		£28,000
	<b>Total spend</b>		<b>£520,000</b>