Draft

**BRACKNELL FOREST
BOROUGH COUNCIL**

Three year Development Plan for Adult Learning 2004 - 2007

Contents:

PREFACE

Adult Learning in Bracknell Forest takes many forms. For some it is a step towards a personal goal, for others a way to help family members make progress in their own learning. In all its forms it enriches the community.

This three-year Development Plan for Adult Learning is Bracknell sets out the vision, priorities, approaches and funding arrangements for the provision, development and quality assurance of Adult and Community Learning in Bracknell Forest and builds upon the success of previous years. It is also a pre-requisite of grant funding from the Learning and Skills Council (LSC) and follows a nationally prescribed format. However, it is written to reflect local needs at the time of publication, set against the context of the 2002 inspection of the leadership, management and quality of provision by the Adult Learning Inspectorate.

The funding of this plan is by a fixed sum LSC grant for the period August 2004 to July 2005. It is based upon the previous years funding; there are no indications of funding beyond 2005.

Organisational details:

The Director of Education is responsible for this strategic plan and the LEAs contact for matters relating to the plan is:

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DEVELOPMENT PLAN
FOR ADULT LEARNING
2004 - 2007

BRACKNELL FOREST BOROUGH COUNCIL

1.0   Executive Summary

The three-year Development Plan for Adult Learning sets out ways in which individual participation and progression in learning new skills can contribute to the development of the community and to raising standards of achievement.

1.1   Adult learning in Bracknell Forest is secured by the following means:
- A mainstream programme of over 700 non-accredited courses is provided to an agreed specification by Bracknell and Wokingham College and directly funded by the Berkshire Learning and Skills Council.
- A developing programme of responsive outreach and community learning is provided, within a Partnership agreement with the College, aimed at widening participation in hard to reach groups.
- 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 and delivered through partnership working between the local authority, the College and other partners from the Bracknell Forest Lifelong Learning Partnership.
- Through the provision and support of Open Learning Centres, other community venues and schools that encourage adult 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, etc.
- Through an on-going programme of Family Learning, initially focusing on Literacy, Numeracy and computer 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.
- Collaboration of other BFBC departments

1.2   This vision and strategy was recognised by inspectors who reported in 2002 the following key strengths for Adult and Community Learning in Bracknell Forest:

- Effective strategic direction of adult and community learning
- Productive partnership arrangements to widen participation
- Good use of scarce resources to target hard-to-reach learners
- Good teaching and learning
- Achievement of significant personal development and social skills
- Good resources for community learners.

1.3   The development of adult learning in Bracknell Forest is in response to identified need. Since 1998, the nature of provision has changed to better reflect the needs and wants of the community, which have been determined by consultation and research undertaken by the Council and its partners. Particular emphasis has been given to implementing new learning opportunities for families, for those reluctant to learn as a result or poor

basic skill levels and for those often excluded from learning by circumstance. A fuller description of the needs analysis is set out in Section 6 on Page 21.

1.4 Strategic development is directly linked to the local context. Programmes of new learning opportunities, funded through this plan, reflect the availability and success of existing services and seek to compliment the work of other providers. Resources are deployed to meet specific need identified in sectors or targeted groups within the local priority. New strategies are piloted providing greater understanding of need; this involves risk but overall has proved successful in increasing participation and developing effective ways of supporting new learners. A fuller description of the planning context is set out in Section 6 on Page 21.

2.0   Strategic Management

2.1   Mission Statement:

The vision for Bracknell Forest in the Community Plan is:

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

The three-year Development Plan for Adult Learning 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.

The focus of five years development work has been to extend the range, appeal and accessibility to learning opportunities, including those that enable, motivate and build self-confidence in new learners. There has been a determined approach to de-institutionalise adult education and take learning to where the people are in the local community. This has been supported by the capital development of Open Learning Centres, the grant funding of UKonline centres, and ICT facilities in Day and Residential Care settings each providing high quality learning facilities. Partnership working with schools and other community groups has further widened the list of learning venues and has confirmed the value of 'non-threatening' settings for hesitant learners. Adult Learning supports the third objective by recognising the mutual benefits of linking adult learning to the learning of pupils and students through family activity. The fourth objective emphasises that learning is for all and than learning has a significant contribution to play in the development of the local community.

2.3   **The Strands for developing Adult and Community Learning to achieve this are:**

1. To enhance individuals' quality of life by providing a range of learning opportunities in areas of personal development, recreation and leisure.

2. To widen participation in learning through opportunities that motivate learners and offer a variety of progression routes.

3. To develop and implement a Skills for Life Strategy (formerly Adult Basic Skills).

4. To influence attitudes to learning and enhance families' ability to support their children's education.

5. 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 strands are based on local consultation and research, which is on going, and under constant review.

This table shows the links between the activity described in the Development Plan for Adult Learning, the Strategic Plans of the Borough Council and the current areas of focus for the Lifelong Learning Partnership.

		Bracknell Forest Borough Council Strategic Planning Themes				
		Regeneration	Health & Well-being	Raising Attainment	Cultural	Community Cohesion
	Bracknell Forest Lifelong Learning Partnership areas of focus 2003 - 2006	✓	✓	✓		
	Strands of this Development Plan for Adult Learning					
1	**Quality of life –** personal development, recreation and leisure		✓		✓	✓
2	**Widen Participation** – motivating learners and offering progression	✓	✓	✓	✓	✓
3	**Skills for Life** (formerly Adult Basic Skills)	✓		✓		
4	**Family Learning** including Literacy, Numeracy and ICT			✓		✓
5	**Information, advice, guidance and learner support**	✓	✓	✓	✓	✓

2.4 **In order to achieve this, the three-year Development Plan for Adult Learning incorporates 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, inside and outside the Council.

- Increased participation results from taking learning to where people are.

- Innovative use of ICT resources and connectivity increases flexibility for learners.

- Efficient planning is based upon good management information systems.

- Effective quality assurance systems underpin strategic decisions and high quality service provision, which evolves to meet changing needs.

- The local action specified in this plan makes a significant contribution to meeting the national and local priorities of the Learning and Skills Council.

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

- Has a reputation for innovation and making a difference.

- Is best placed to gather information on local community needs and aspirations through interdepartmental working.

- Can join up Council services in complementary provision.

- Has a role in community leadership that enables it, through strategic partnerships and local networks, to reach consensus on achievable priorities that are set out in the Community Plan.

- Has a wide range of external contacts and is able to lever in significant additional funds to build and sustain capacity.

- Has expertise in managing learning programmes and quality assurance.

- Has developed effective working arrangements with the Berkshire Learning and Skills Council and is well represented at Board and operational levels.

2.6   **Working in Partnership.** From the beginning of the new unitary authority in 1998 the Council has sought to achieve these objectives by working in partnership with the community, with business and with other providers. From the formal establishment of the Bracknell Forest Lifelong Learning Partnership in July 1999, the Council's approach has been to work through it and with it and the LEA is 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'.

In March 2003, BFLLP agreed three key themes for cohesive action as part of a new three-year strategic vision. These are to focus partnership working and activity on:
- Regeneration
- Adult Basic Skills
- Learning for life

A new learning plan for 2004 – 2007, to express the three-year vision, has been drafted and will be agreed in July 2004.

2.7   **National Priorities for Adult Education**

The Borough Council recognises the importance of the following national priorities for the adult learning sector:
- basic skills
- widening participation
- family learning provision
- neighbourhood renewal
- citizenship
- ICT skills at all levels and
- modern foreign languages (MFL)

The Council has already embraced these as areas of action in previous adult learning plans and further reference to future developments is given within this plan in section 5.

2.8   **Local Priorities for the Berkshire Learning and Skills Council**

The Borough Council similarly recognises the importance of the following key issues set out in the Berkshire LSC's 2004 – 2005 Draft Business Plan for this learning sector. Of the six issues identified, five have significance within this plan; these are to:

- Relatively low levels of basic skills persist in some areas and low retention and achievement levels need improving.
- More tailored, differentiated and flexible adult and community learning is needed to meet the cultural, social and economic diversity of Berkshire.
- There are pockets of disadvantage throughout Berkshire area and some specific groups are particularly hard to reach – new routes to them to engage them in learning are needed, such as through community groups.
- There is low capacity for inclusive learning and a lack of parity in learning outcomes for groups such as BME, disabled and those with special needs.
- There are travel and access problems, including between local authority areas. Childcare and funding also continue to be barriers for some learners.

The Council has already embraced many of these as areas of action in previous adult learning plans and further reference to future developments is given in section 5.

2.9   **Areas for action identified by the Adult Learning Inspectorate (ALI)**

Following the inspection of Adult and Community Learning by ALI in November 2002 and the publication of the Inspection Report on 28 February 2003, the Borough Council produced a Post Inspection Action Plan by May 2003. These issues are reviewed and reported in Borough's ACL Business Plan for 2004 -2005.

2.10   **Coherence with other provision - External partners:**
Bracknell Forest Borough Council is the designated lead body in the Bracknell Forest Lifelong Learning Partnership. The BFLLP provides a forum for consideration of this plan as partners work collaboratively to develop adult learning in the local community. Partners include:

- Bracknell Forest Borough Council   Education and Libraries Department
                                             BFBC Schools
                                             Leisure Services Department
                                             Social Services & Housing Department
- Bracknell & Wokingham College
- CfBT – Advice and Guidance
- Education Business Partnership
- Early Years Development and Childcare Partnership
- Bracknell Forest Chamber of Commerce
- Retail Organisations
- The Prince's Trust
- South East Berkshire MIND
- University of the Third Age (U3A)
- Local Churches and Industrial Chaplaincy
- Learning Disability Forum
- Job Centre Plus
- Bracknell Forest Voluntary Action
- Primary Care NHS Trust
- Employers in the Bracknell Forest Community
- Berkshire Learning and Skills Council

2.11 **Within the LEA/local authority:**
Given the small size of the Council and the co-terminus boundaries of the Bracknell Forest Lifelong Learning Partnership, 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 BFLLP, 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.

This three year Development Plan of Adult Learning is a contribution to the three-year Strategic Lifelong Learning Plan. There are also 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
- The Policy and Performance Plan which includes Lifelong Learning Goals
- The Annual Library Plan & Medium Term Strategy
- The Cultural Strategy

2.12 **Supporting organisations and specialist provision**

2.12.1 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.

2.12.2 Music Therapy is provided for people with severe or profound and multiple learning disabilities and physical disabilities at Brakenhale Open Learning Centre. A specialist music therapist funded by the Berkshire NHS Trust leads this work. Bracknell Forest provides, through Partnership, specialist accommodation within a supportive learning environment.

2.12.3 Bracknell Forest Voluntary Action (BFVA) provides a programme of training to support leaders and voluntary participants in voluntary organisations; this is provided in collaboration with the College. The work also recognises the important role that voluntary sector organisations play in identifying and supporting potential learners through networking and sign-posting activity.

2.12.4 In 2001, BCVS (now BFVA) was responsible for the setting up a Bracknell Forest branch of the University for the Third Age (U3A) with financial support from the Council. This is now a self-managed group that has in excess of 120 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.

2.13 **Externally funded activity**

2.13.1 The development work undertaken over the last five years has led to a series of successful applications for externally funded projects. These projects build learning 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. This responsibility extends to monitoring, evaluation and the development of strategies to plan sustainable provision.

2.13.2 Significant capacity building projects have received substantial grants for activity over the next two 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:

- 'STEPFORWARD' 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 £3,100,000.

- 'ON-TRACK' 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 facilities and 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.

3.0 Population data and trends from the 2001 census

3.1 The following information is taken from a key statistics analysis of 2001 census data, documented by the Borough Council's Performance and Improvement Team.

3.2 **Population statistics from the 2001 census**

Out of the 6 Unitary Authorities in Berkshire, Bracknell Forest had the lowest population (13.70%), whereas Wokingham who also 'sub-contract' with Bracknell and Wokingham College had the highest population in Berkshire, 150,229 (18.76%).

Year	Females	Males	All people
1991	48,104	47,845	95,949
2001	54,738	54,879	109,617
Number difference	6,634	7,034	13,668
% difference	13.79	14.70	14.25

3.3 In 2001, 95.05% of the Bracknell Forest population was white compared to 97.30% in 1991. Between the two census dates the Black African population rose by 415, representing a 242.69% increase and the Indian population rose by 743, representing a 144.55% increase.

Year	White	Non-white/Other
1991	93,356	2,593
2001	104,194	5,423
Number difference	10,838	2,830
% difference	11.61	109.14

3.4 The largest age group band is 25 to 44 but the most significant increase was in the 45 to 64 age group.

Year	All people	0-14	15-24	25-44	45-64	65+
1991	95,949	20,059	13,522	33,546	18,410	10,412
2001	109,617	22,857	13,101	37,971	23,824	11,864
Number difference	13,668	2,798	-421	4,425	5,414	1,452
% difference	14.25	13.95	-3.11	13.19	29.41	13.95

3.5 Percentage difference

Year	All people	0-14	15-24	25-44	45-64	65+
1991	95,949	20.19	14.09	34.96	19.19	10.85
2001	109,617	20.85	11.95	34.64	21.73	10.82
% difference	14.25	-0.26	-15.19	-0.92	13.27	-0.26

3.6   In 2001, Bracknell Forest had the highest percentage of population in the economically active category in Berkshire (77.41%) and the lowest economically inactive population (22.59%). There was a significant increase in the number of females in the economically active category.

Year	Females		Males		All people	
	Economically					
	Active	**Inactive**	**Active**	**Inactive**	**Active**	**Inactive**
1991	22,340	15,490	29,760	6,630	52,100	22,120
2001	27,772	11,700	33,979	6,320	61,751	18,020
No. diff.	5,432	-3,790	4,219	-310	9651	-4,100
% diff.	24.32	-24.47	14.18	-4.68	18.52	-18.54

3.7   After excluding students, the permanently sick or disabled and retired people, 5.84% of the total population of 109,617 were not economically active in 2001.

Year	All	Students	Permanently Sick/Disabled	Retired	Other
1991	22,120	2,730	1,910	9,890	7,590
2001	18,020	2,247	2,068	7,308	6,397
Number difference	-4,100	-483	158	-2,582	-1,193
% difference	-18.54	-17.69	8.27	-26.11	-15.72

3.8   **Qualifications**

The information about qualifications is taken from an analysis of the 2001 census data by the Joint Strategic Planning Unit of the Berkshire Unitary Authorities. In the 1991 census Berkshire existed as a county, but for the 2001 census, Berkshire County had been replaced by six unitary authorities. In the following tables references to the former county of Berkshire relate to the area comprising the six unitary authorities.

3.9   **Qualification levels for people aged 16 to 74**

	None	**Level 1**	**Level 2**	**Level 3**	**Level 4/5**	**Other/ Unknown**
Bracknell Forest 2001	20.33	18.68	22.84	8.80	23.20	6.15
Former county of Berkshire 1991	21.36	16.32	20.93	9.51	26.08	5.81

3.10   **Qualifications by gender**

Higher level refers to NVQ equivalent levels 4/5 and lower level refers to NVQ equivalent levels 1, 2 and 3

		Higher	**Lower**	**None/ unknown**
Bracknell Forest 2001	All People	23.2	50.3	26.5
	Females	20.6	53.1	26.3
	Males	25.7	47.7	26.6
Former county of Berkshire 1991	All People	26.1	46.8	27.2
	Females	24.0	48.7	27.4
	Males	28.2	44.9	27.0

3.11   **Economic Activity rate by level of qualification**

	All People	**Higher**	**Lower**	**None/ unknown**
Bracknell Forest 2001	77.4	86.6	82.7	59.3
Former county of Berkshire 1991	73.8	83.8	78.9	55.3

3.12   **Unemployment rates by level of qualification**

	All People	**Higher**	**Lower**	**None/ unknown**
Bracknell Forest 2001	3.5	2.1	3.5	5.8
Former county of Berkshire 1991	2.6	1.7	2.6	3.7

3.13   **Summary of implications**

The population data confirms trends that had already been identified by internal work undertaken by the Borough Council. These have particular implications within the wider context of Lifelong Learning but less so in the ACL sector.

Two areas of investigation that are to be undertaken in 2004 relate to the significant population increase in the 45 – 64 age range identified in paragraph 3.4, and the more modest increase in ethnic minority population identified in paragraph 3.3. The latter issue had already been planned; the former results from this analysis.

4.0   Quality assurance and quality improvement

4.1   The inspection of adult and community learning, by ALI in November 2002, highlighted significant expectations for the quality assurance of 'contracted out' provision which far exceeded the practice in this and indeed all Berkshire Unitary Authorities.   Sub-contracting arrangements, as used by the Borough Council with Bracknell and Wokingham College, require an additional layer of external quality assurance to the Common Inspection Framework specification over and above that achieved by internal college procedures, LEA contractual monitoring arrangements and existing formal inspections by Ofsted and ALI.   This could imply a further 'mini-inspection by ALI registered, curriculum specialist consultants, at an additional cost estimated at 8% of the sub-contracted sum.

4.2   Following a formal proposal made by Berkshire LSC on 24th March 2004, the Borough Council has agreed, in principle, to explore a new funding arrangement with effect from 1st August 2004.   The LEA will retain the strategic responsibility for determining the nature of the Adult Education programme to be provided by the Bracknell and Wokingham College, whilst the activity would be directly funded to the same level by the Berkshire LSC.   This would negate the requirement for this additional level of quality assurance to be funded from the ACL grant managed by the LEA.   Work is in hand to establish a protocol which describes the operational detail required to make such a funding method effective and the safeguards to secure entitlement of opportunity to Bracknell Forest residents.

4.3   The LEA would retain full quality assurance responsibility for all of the Family and Community Learning programmes which it manages directly using partnership arrangements with the College, The Ark and with other agencies.

4.4   The Post Inspection Action Plan for Adult and Community Learning was approved by the Berkshire LSC in May 2003.   The Action Plan set out a series of actions to address weaknesses and areas for development identified by Inspectors.   Some of these involved direct action by the LEA, some required action by the College and some involved working in partnership with the College to ensure a greater consistency of monitoring of quality procedures throughout the contract period.   This plan has been updated and appended to the ACL Business Plan for 2004-05 and the commentary identifies those actions which are now voided by the change in funding methodology described in paragraph. 4.2 above

4.5   The Borough Council is required to complete a Self-assessment Report (SAR) for the LSC, identifying actions that are planned to further improve the quality of local provision. This is an on-going process and involves all providers and organisations that work with the Council in providing adult learning. The SAR for the academic year 2002 – 03 has been submitted to the LSC in March 2003 setting out improvements to be implemented in the following year. This SAR will inevitably replicate and reflect the work identified in the Post Inspection Action Plan.

4.6   Actions to implement quality assurance arrangements

4.6.1   Adult Education Contract with Bracknell and Wokingham College.
With effect from August 2004, the previously sub-contracted provision with the College will be directly funded by the LSC (subject to establishing an agreed protocol) and further work to strengthen the quality assurance procedures is unnecessary.

4.6.2   Service Level Agreement with The ARK. With effect from August 2003 the SLA with the ARK included the Council's requirements for strengthening the quality assurance procedures. This work is ongoing.

Further actions will include:

- Continue the SAR and development process as is supportive to the organisation.
- Schedule a sample of class observations, which will be the subject of 'inspection' using the Common Inspection Framework.
- The appointment of independent ALI trained consultant/s to conduct class observations, and a review policies and procedures.
- Further development of the provision of learner data, enabling the compilation of the statutory ILR which is a requirement of LSC funding.

4.6.3 Family and Community based learning managed by the LEA. With effect from August 2003 the Council retains responsible for strengthening the quality assurance procedures in the areas of learning which are managed centrally. This work is ongoing.
Further actions will include:

- Provision of a SAR for each area of activity giving specific information for the further development of learning.
- A schedule of termly minuted meetings to review evidence of progress against the targets for learner volumes and the actions identified in the SAR.
- A schedule for a sample of class observations, which will be the subject of 'inspection' using the Common Inspection Framework.
- The appointment of independent ALI trained consultant/s to conduct class observations, and a review of curriculum documentation and procedures.
- Further development of the provision of learner data, enabling the compilation of the statutory ILR which is a requirement of LSC funding.

4.7   Management Information System for Adult and Community Learning.

4.7.1   The Council implemented a new web-based Management Information System (MIS) in September 2003, recording and tracking all participants in adult and community learning, funded from the Council's ACL grant. The MIS is used to compile an Individual Learner Record (ILR) which is sent to the LSC three times per year. This ILR will become the LEAs main data set to analyse volume and sector targets; in future years the LSC may use this data and a national formula to determine the level of ACL grant.

4.7.2   This MIS will enable the Council to monitor more effectively 'contracted' and managed provision and identify trends and progression in learning. It is anticipated that as this system develops further, it will support quality assurance procedures and the management of local provision.

4.7.3   The MIS will enable the Council to generate the performance indicators required by the LSC, the Audit Commission and by the Adult Learning Inspectorate, as part of any subsequent Inspection of ACL provision.

5.0 Planned developments and changes in 2004-07 to address Equality and Diversity in provision.

5.1 Skills for Life (formerly Adult Basic Skills [ABS]) contributing to **Strand 3**

5.1.1 In 2000 the Basic Skills Agency 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%.

5.1.2 Working through the Bracknell Forest Lifelong Learning Partnership, the Borough Council has fulfilled the requirement to develop a local Basic Skills Strategy, with an Action Plan that will seek to meet the government targets to address the issues raised through the Moser Report. This Action Plan was considered by the BFLLP 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.

5.1.3 BFLLP established a ESF pilot project to develop methods of engaging new groups of learners with ABS needs, providing entry level work to build sufficient confidence to engage with more structured ABS learning. This project ended in December 2003. The project report, together with the lessons learned from the BFLLP ABS conference in Autumn 2003 has provided a new basis for the revision and updating of the ABS Action Plan.

5.1.4 As part of the LSC funded Skills for Life development initiative, ACL officers have met with consultant critical friends to review progress to date, identify current actions and issues for further discussion. This work is in hand.

5.2 Widening Participation contributing to **Strand 2**

5.2.1 The Council has the following plans to **widen participation in learning:**
- To establish a series of promotional events including Adult Learners' Week and Summer Schools and 'Spring Collections' in collaboration with recruitment activity organised with Bracknell and Wokingham College. For summer 2004 this takes the form of a festival of learning.
- 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 and seek every opportunity to gather the 'voice of the learner'.
- 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.

5.2.2 Widening participation remains a key area of work in the Borough. Participation rates in learning remain low, particularly in the less qualified and younger age ranges. Low regard for the value of learning remains a characteristic of particular sectors of the residential population. The Council will continue to promote outreach activity, strategies to reach new groups, and promotional projects will be used to increase the size of the learning community. This will provide a critical volume needed for more structured progression pathways to accredited courses.

5.3   **Family Learning** contributing to **Strand 4**

5.3.1   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 resources and aimed at enabling them to confidently return to learning;
- To further develop the Family Learning projects which focused on a wider curriculum that includes parenting skills, family health issues, learning skills and behavioural issues;
- To pilot more family learning programmes that support cohorts of 'gifted and talented' pupils in particular secondary schools.

5.3.2   This is a well-established successful programme delivered through partnership. There is potential to expand this programme within available resources to constantly renewable cohorts. An investigation into developing greater economies of scale in June 2003, resulted in some reorganisation of childcare facilities at Brakenhale Open Learning Centre being expanded to facilitate the delivery of two cohorts of family learning at any time.

5.4   **Family Literacy and Numeracy** contributing to **Strand 4**

5.4.1   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.

5.4.2   This is another successful programme delivered through partnership. There is similar potential to expand this programme within available resources to constantly renewable cohorts. An investigation into developing greater economies of scale in June 2003, resulted in some reorganisation of childcare facilities at Brakenhale Open Learning Centre being expanded to facilitate the delivery of two cohorts of family learning at any time.

5.5   **Neighbourhood Renewal** contributing to **Strand 2**

5.5.1   This is one of the three main themes for the BFLLP in 2003/4. Development work continues relating to implementing learning within local communities, linking through the LSP to the wide range of renewal issues. The needs of adult learners relating to the forthcoming regeneration of the town centre and increasing of the pool of potential

employees by encouraging 'returners to learning' to gain the necessary skills will begin as the time-scale for this development becomes clearer during the summer of 2004.

5.6   **Citizenship** contributing to **Strand 1**

5.6.1   This is a feature of work with the Voluntary Sector LIF funded project, in partnership with BFVA. There are plans to develop a programme of training for leaders and managers of voluntary sector organisations, including work to enable volunteers to be signposters, advocates and mentors to members of their organisations.

5.7   **ICT programmes at all levels** contributing to **Strands 1 - 5**

5.7.1   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 operating UKonline service and connectivity and community centres have Internet capable PCs.

5.7.2   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.   These have been used effectively for adult and family learning activities out of school hours, within the limitations of working in Primary School environments.

5.7.3   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 LearnDirect Centre, offering the UfI branded range of on-line learning activities.

5.7.4   The Borough has established three UKonline Centres in the local community. These 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 local community association.

5.7.5   All nine Libraries in Bracknell Forest have UKonline connectivity and public access to the Internet and to Internet based learning. Library staff can provide informal support to users and encouragement to access on-line services. The Library service regularly provide 'Net for Novices' courses to Library users, often in conjunction with Adult Learners' Week.

5.7.6   Following a very successful pilot project introducing ICT learning to 4th age learners, the Borough Council has placed on-line ICT facilities in 1 Day Care and 3 Residential Care Centres. This is managed within the scope of the UKonline programme, and provides supported access and learning opportunities within the wider care package. This work is effectively supported by care staff and voluntary mentors and is affectionately known as the 'Silver Surfers' programme.

5.7.7   The Brakenhale Open Learning Centre also has 2 portable WAN computer systems, which are deployed, in community venues as part of developing new pilot ICT projects and computer assisted learning programmes. These facilitate taster and access activity without the need to permanently install new facilities. The system is fully Internet capable with the installation of connectivity at the venue for the duration of the activity.

5.7.8   The Borough continues to use individual laptop computers to provide basic ICT training at community venues and in voluntary sector groups. This still links to the original DfEE Adult Laptops scheme and to the Basic Skills Agency pilot projects.

5.8   **National languages strategy** contributing to **Strand 1**

5.8.1   Currently, all modern foreign language (MFL) learning is provided through the Adult Education programme where Bracknell and Wokingham College offer a range of courses from beginners to accredited levels.

5.8.2   Responding to the needs of the strategy, a new range of taster courses were included in the 'Spring Collection' promotional programme in 2003, in UKonline extension courses and are to be included in the planned Festival of Learning 2004 and future promotional events.

5.8.3   As a result of the ACL inspection, the course literature and brochures for MFL programmes have been reviewed and improved to better support new learners in choosing appropriate courses for their level of skill and potential.

5.9   **Ethnic Minority Achievement Grant (EMAG) for Adults**

5.9.1   The Council does not receive grant in this category.

5.9.2   The Council recognises the importance for new research and development to assess need in this sector, particularly as there has been a significant increase in the ethnic minority population over the last 10 years based upon comparative Census information.

5.10   **Other Adult and Community Provision**

5.10.1 The Borough and its partners continue to attract significant external funding to build capacity within the Borough. An effective partnership with Bracknell & Wokingham College and with other agencies is used to underpin planning and development of provision. This capacity building activity currently brings in a comparative level of external funding per year that is available through the LSC for ACL. Specific projects in the Mental Health Sector, in ESF programmes, and through DfES and NOF for UKonline all continue to build learning capacity. This work is overseen by the core team.

5.10.2 Further work is due to be planned with the Borough's Library Service which merges with the Education Department from April 2004, with Leisure Services and with the Primary Care NHS Trust during the life of this plan. This results from the recognition that other adult learning does take place within the Borough, in both formal and informal settings, such as Sports Centres and at South Hill Park Arts Centre. It is anticipated that further development work will lead to greater collaboration and cohesion in provision with improved information concerning potential learning pathways to higher achievement or greater personal development.

5.10.3 Outreach work has been a significant feature of ACL in the Borough for several years; this will continue subject to financial and human resources. All current programmes have the potential to be expanded. Key areas for development are:

- Further work with schools and community groups as centres for adult learning for the 'hard to reach groups', using local knowledge to target those with greatest need;
- Identification of further 'adult learning venues' particularly where these include childcare facilities;
- Further expansion of the provision for the 4th Age Learners in day or residential care homes;
- New learning pathways for those attracted to learning through the UKonline centres;
- Expansion of IAG provision 'at source' and directly related to taster course programmes;
- Development of U3A provision and its potential role in providing learning mentors to other projects.

5.10.4 Specific Learning Provision aimed at under-represented audiences

The LEA and the partners working through the BFLLP 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 through a current European Social Funded project; further funding will be sought to sustain the work in this sector.

- 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. Pilot work in this field is currently funded by LSC LIF Grant.

- Young Adults whose progress and transition from full time education, whether mainstream or from alternative curriculum initiatives, requires further specialist provision or sign-posting to existing national and regional programmes e.g. 'E2E – Entry to Employment'. Liaison with the BFBC Youth service and with Connexions is implicit in this action.

5.11 **Disability statement**

5.11.1 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's 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.

5.11.2 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 that are accessible to all.

5.11.3 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.

5.11.4 Whilst this policy is applied to all Adult Education activity, and the LEA expects all partner organisations to adhere to these principles, further development work is due to be undertaken in the summer term 2004. This will determine the need for an ACL policy document which will then be the subject of consultation.

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

5.12 **Implementation of the Disability Discrimination Act**

The premises used by the Borough Council, and the premises used by Bracknell and Wokingham College have been the subject of audits for DDA. The LSC funding for Capital works related to the requirements of DDA have been used to rectify all issues that are not in parts of the premises that are not subject to demolition or major refit with 2 years.

6.0 **Resource Management**

6.1 Needs Analysis

6.1.1 Bracknell Forest is one of the fastest growing towns in the UK and is materially advantaged when compared to many parts of Great Britain. There are current proposals for further large housing developments and the plans for the renewal of the town centre will have a significant impact on the learning and skills needs of the residential community and the commuting workforce. The average household income in Bracknell Forest is £35,600 – 36% above the national average. 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.
- The 2001 Census indicates 20.3% of the population have no qualifications, whilst 23.2% have degree or higher qualifications.
- 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. The 2001 Census indicates 5.5% of the households are of lone parent families whilst the average occupation of households is high for the south east at 2.46.
- 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. Indicators are that these people are among the 20.3% unqualified in the population.
- Many people in the Borough are characterised by a "Cash rich, time poor" ethos.
- Participation in the mainstream programme of adult courses provided by the College is below national norms and despite increased publicity and promotional activity this figure is only climbing slowly. For 2001-02 the figure for College based provision was 30.8 enrolments per 1000 of the population. It has been noted that the provision of daytime courses excludes those adults in full or part-time employment.
- A programme of community and family learning activity and taster courses provided in community venues and primary schools has proved extremely successful in recruiting new learners. 'Reluctant learners' value non-threatening environments and informal settings. Four years of such activity is now impacting on mainstream recruitment. 'Learning to support your child/grandchild' has provided worthwhile motivation to adult learners. In 2002-03 community development added a further 1769 enrolments, an additional 55% to that provided by mainstream provision.
- The overall participation rate for all work funded by the Adult Learning Plan for 2002-03 is 61.66 enrolments per 1000 of the adult population.

6.1.2 Bracknell Forest has an increasing ethnic minority population. In 1991, 2.7% of the Borough's population were from minority ethnic groups; the 2001 Census indicates a figure of 4.95%.

6.1.3 Bracknell Forest and surrounding areas have experienced rapid and successful economic growth. The local economy is strong; only 5.84% of the Borough's population are economically inactive. Large, multi-national companies play an important part in that success. 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.

6.1.4   Nearly a third of the resident workforce commutes out of the Thames Valley each day to London. These tend to be the more highly skilled and well educated. 71.3% of the population travel to work by car.

6.1.5   Conclusions

- The results of a 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.

- 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. Progression in learning results from building confidence and self-esteem.

- 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 LearnDirect Centre and the establishment of three UKonline centres during 2002 offers further 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.

6.2   Fees and fee policies

6.2.1   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 Programme 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 Programme 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.

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

6.2.3 Specific promotional programmes such as the "Spring Collection" providing free taster courses are linked to the use of the Council 'Edge Card' (SMART Card). This pilot project enables each learner progressing to a mainstream learning programme to claim a further fee subsidy as an incentive to continue learning. Consideration will be given to extending this approach when the evaluation of this programme is completed.

6.3 Learner Support

6.3.1 Within the Adult Education Programme, 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.

6.3.2 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.

6.3.3 The Borough Council, through the Bracknell Forest Lifelong 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 BFLLP, by ACL, by component of external grant funding and by the College.

6.4 Information advice and guidance

6.4.1 The current provision of IAG services is available through the Berkshire IAG Partnership of which Bracknell Forest is a member. The future of this service is uncertain as the LSC will, from August 2004, issue a new service contract on the basis of competitive tendering procedure. The future of existing local services are therefore difficult to predict at this time.

6.4.2 BFBC intends to plan for the IAG Matrix accreditation for the ACL team responsible for Family and Community learning through the provision of Open Learning Centres. This work is in hand.

6.5 Additional Learning Support

6.5.1 Provision is made within the Adult Programme 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 facilitating their mainstream learning. This additional learning is generally at no extra cost to the learner and the funding of the learning support activity is supported by the LSC

6.5.2 A similar approach occurs on family and outreach projects, although in reality the tutors selected for these courses 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 Family Learning Coordinator, additional time or alternative sessions have been made available in response to identified need.

6.5.3 One of the efficiencies of smaller unit partnership working is the ability to respond quickly to the needs of the individual learner.

6.6 Subcontracting

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

Provider	Terms	Value	Learner Numbers	Volume (weighted guided learning hours)
The Ark Charitable Trust	S.L.A	£50,000	80	3600
All figures are provisional pending contractual discussions				

6.6.2 SLAs are negotiated annually on the basis of monitoring, out-turn and quality assurance review. The composition of areas of provision within a 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.

6.7 Accommodation Strategy

6.7.1 No BFBC 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.

6.7.2 The main part of the programme of Adult and Community Education, for residents of Bracknell Forest, is provided through an annual protocol with the local FE College (Bracknell & Wokingham). The programme is strategically planned by the LEA. The LEA and the College are key members of the Bracknell Forest Lifelong Learning Partnership. The college owns, manages and maintains premises on eight sites across two local authorities.

6.7.3 The Borough Council's strategy has established 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 Bracknell Forest Lifelong 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.

6.7.4 The Brakenhale Open Learning Centre has been operating for 4 years following the Council's capital investment for refurbishment of what was originally a primary school building at a cost of approximately £180,000. This centre now supports a significant level of Adult & Community Learning and is a UKonline site.

6.7.5 The Sandhurst Open Learning Centre was the subject of a major BFBC capital building programme completed in October 2002 at an overall cost of £430,000. This now

enhances the provision, for collaborative use by the College FE Centre, the School and community learning programmes all in one venue. It is also a UKonline site.

6.7.6   Both premises have been subject to the Council's regular inspection for assessment of condition and are covered by reactive maintenance programmes.

6.7.7   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.

6.7.8   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 still leaves some accommodation which has been 'refreshed' but where access issues remain; some of these issues will be resolved using the 2004-05 DDA/SEND grant and some will be subject to future development under capital programmes.

6.7.9   As part of the redevelopment of the town centre, the Council is in the early stages of designing a new Civic Centre (Hub) which will include a focus for learning and for the provision of information, advice and guidance relating to learning, training and employment.

6.8   **Locations where learning is offered**

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

6.8.2   The College uses seven 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 (shared site with Open Learning Centre)

Partnership sites
> Open Learning Centre at Brakenhale School, Bracknell
> Adult use of Edgbarrow School, Crowthorne
> Crownwood Community Centre
> Greta Hollands Primary School

6.8.3   Open Learning Centres and UKonline sites
The Borough Council has established and manages two Open Learning Centres dedicated to providing specialist accommodation for family and community learning programmes. These underpin the ACL funded activity and are located on Secondary School sites in areas of high need.   Both are equipped as UKonline Centres providing open access and structured ICT learning activity. These are:
> Brakenhale Open Learning Centre
> Sandhurst Open Learning Centre

The Borough supports a third site as a UKonline centre, working in partnership with Great Hollands neighbourhood association at the Great Hollands Talk Shop.

6.8.4   The Borough Council has established four sites in Day and Residential Care Homes

providing ICT learning activities for 4th age learners – our 'Silver Surfers'. These are:

    Sandhurst Day Care Centre
    Dennis Pilcher House
    Heathlands Residential Centre
    Ladybank House

6.8.5   As part of the development of new learning opportunities for adults, the LEA and the College, working within the BFLLP, have and will be providing learning opportunities at a significant number of community venues. The activity range includes promotional taster activities for Adult Learner's Week, widening participation courses, community outreach programmes and family learning. These include:

    LEA Primary and Infant Schools
    LEA Secondary Schools
    BFBC Libraries
    BFBC Community Centres
    Retail Shopping outlets
    Langley Hall Church of England Centre

6.8.6   Whilst the main College sites help to secure the main programme of the Adult Education; 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 ICT access and Internet training to their local communities.

6.9   **Staffing**

6.9.1 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;
       some also take responsibility for addition learning activity 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.

	Working	ACL Funded
Lifelong Learning Officer	1.0fte	80%
Lifelong Learning Support Officer	1.0fte	90%
Family Learning Coordinator & OLC Manager	1.0fte	100%
Open Learning Centre Administrator	1.0fte	100%

6.9.2 The Director of Education takes responsibility for Adult and Community Learning and the
       core team work in the Learning, Achievement and Libraries Branch of the LEA, managed
       by an Assistant Director. The structure chart follows.
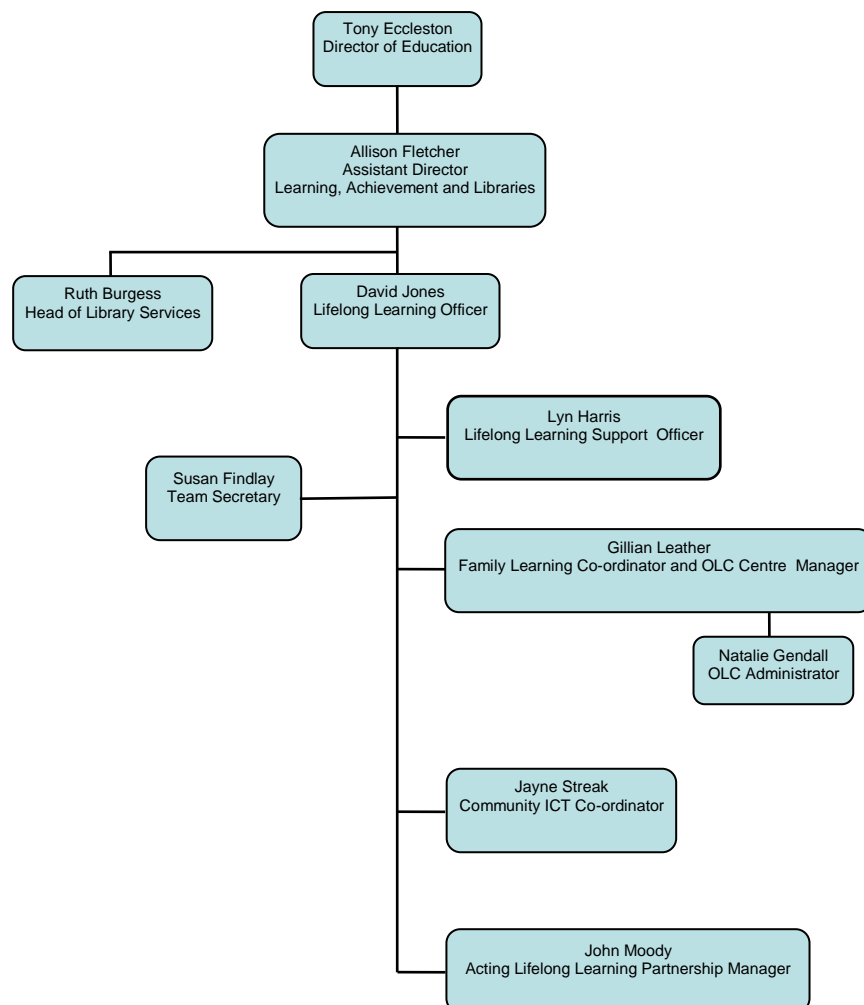
7.0 Accountability and Governance

7.1 The constantly changing format and planning timescales for Plans related to Adult and Community Learning has made it difficult for officers to match of the LSC submission dates with the ability to take these documents through the Borough Council's due process for statutory plans.

7.2 For the academic year 2003-04 the Adult Learning Plan was a statutory plan of the Borough Council and was approved by the full council following consideration by:
   The Executive Member for Education
   The Executive of the Borough Council.

7.3 The current tranche of planning documents required by the Berkshire LSC at the end of March 2004 which contribute to this Development Plan have not been through this process and are accepted by BLSC as working drafts pending Borough Council approval. In the first instance they were written to be compliant with LSC grant requirements.

7.4 This Development Plan for Adult Learning, together with the costed Action Plan for the academic year 2004-05 will begin a process of approval by the Borough Council as it is presented to the Executive on 18th May 2004 by the Director of Education.

Bracknell Forest LEA 867							Year 2004 - 2005

LEA Objective *(and related LSC objective/s)*	Activity	Timescales	Lead Person	Resourcing	Key Milestones	Success Criteria	Intended outcomes
1. To enhance individuals' quality of life by providing a range of learning opportunities in areas of personal development, recreation and leisure.	Provide strategic planning for a mainstream programme of non-accredited courses directly funded by Berkshire LSC to Bracknell & Wokingham College. Programme covers all areas of learning AOL 1 – 14.	August 2004 to July 2005	LLO	Directly funded by Berkshire LSC (c£161,000)	Programme launched and promoted via Festival of learning June 2004.	MIS returns to LEA confirm volume of activity.	Target provision of c40,000 glh to estimated 1600 learners via 3200 enrolments.
(Provide a wide range of social, cultural, life and work skills related learning opportunities to meet the needs of individuals an communities cost effectively.)	Develop new 'outreach' learning activities in community settings, in response to need, for new learners using College tutors managed by LEA staff.	August 2004 to July 2005	LLSO	Estimated £25,000	c170 guided teaching hours (gth) per term with learners data recorded in MIS.	Programme attracts new learners who achieve new skills and new confidence.	Provision of 500 gth to estimated 400 learners via 1200 enrolments
(More tailored, differentiated and flexible adult and community learning is needed to meet the cultural, social and economic diversity of Berkshire.)	Develop a programme of short introductory courses for adults to promote learning in local schools and community venues.	Termly Autumn 04 Spring 05 Summer 05	FLC	Estimated £6,000/term £18,000/year	Termly programme published & enrolled.	Programme attracts new learners who achieve new skills and new confidence.	Provision of 288 gth to estimated 320 learners via 480 enrolments
	To support the voluntary leadership, activity and promotions organised by BF's local branch of University of the Third Age (U3A).	August 2004 to July 2005	LLO FLC	Estmated £2,000 indirect costs	Termly branch meetings and recruitment to other learning programmes.	U3A Branch continues to recruit new members and extend range of interest groups.	A lively U3A branch that is informed about and involved in developing local learning opportunities.

Bracknell Forest LEA 867							Year 2004 - 2005
LEA Objective *(and related LSC objective/s)*	Activity	Timescales	Lead Person	Resourcing	Key Milestones	Success Criteria	Intended outcomes
2. To widen participation in learning through opportunities that motivate learners and offer a variety of progression routes. *(There are pockets of disadvantage throughout Berkshire and some groups are particularly hard to reach – new routes to engage them in learning are needed, such as through community groups.)*	To plan and manage promotional programmes, in partnership with the College, to widen the learner base. This will extend beyond taster courses to intermediate (6-10hr) progs.	At least one planned 'Festival' in Spring or Summer 05	LLO	Estmated £24,000	Festival programme planned, published, promoted & enrolled.	Programme attracts new learners who achieve new skills and new confidence.	Provision of c400 gth to estimated 300 learners via 500 enrolments.
	Develop focused and targeted outreach projects with community groups and support agencies such as PACT or Carers.	On-going	LLSO	Typically £15,000/year	Target group and focus of learning identified; prog. planned & recruited.	Target group achieve learning objectives.	Provision of c150 gth to estimated 50 learners via 140 enrolments.
	Develop partnerships to support pilot projects such as 'learning for health' to reach the disengaged and socially excluded.	On-going	LLSO	Typically £8,000/year	Partnership and focus of learning identified; prog. planned & recruited.	Pilot project evaluated and future provision integrated to mainstream or sustainable funding.	Provision of c100 gth to estimated 70 learners via 130 enrolments.

LEA Objective *(and related LSC objective/s)*	Activity	Timescales	Lead Person	Resourcing	Key Milestones	Success Criteria	Intended outcomes
3. To develop and implement a Skills for Life Strategy (formerly Adult basic Skills) *(Relatively low levels of basic skills persist in some areas and low retention and achievement levels need improving.)* *(There is low capacity for inclusive learning and a lack of parity in learning outcomes for groups such as BME, disabled and those with special needs)*	In partnership with the College to link all learners reached through other activity (objectives 1,2, & 4) to access additional support for Basic Skills.	On-going	LLO LLSO	Needs driven but estimated £5,000/year	Referrals to College based ABS provision	Identified adults with ABS learning needs receiving learning support and achieving success.	Referrals to ABS courses and certification.
	Expand the UKonline prog. to provide more free first step ICT courses in non-threatening community locations.	On-going	UKOL CICTC	NOF funded or included in 'outreach gth'	Termly returns to NOF reporting use of UKonline centres	Number of new learners registered with UKonline.	Estimated 200 new learners.
	In partnership with THE ARK, support a prog. of multi-sensory, cross-arts workshops for learners with PMLD through a Service Level Agreement. (SLA)	August 2004 to July 2005	LLSO	Still under negotiation Provisional £50,000	New SLA negotiated. On-going recruitment to specialist provision.	SLA agreement signed. Recruitment reaches target numbers.	Estimated 80 learners from 240 enrolments recorded in ILR.
	Maintain support for community learning activities such as Music Therapy, BROC and Silver Surfers for adults with additional or special learning needs.	On-going	LLO	Estimated as £3,000 indirect costs	Reports of wider successes of individual learning.	Sustaining and celebrating wide range of community learning.	Sustaining wider community learning network.

Bracknell Forest LEA 867							Year 2004 - 2005
LEA Objective *(and related LSC objective/s)*	Activity	Timescales	Lead Person	Resourcing	Key Milestones	Success Criteria	Intended outcomes
4. To influence attitudes to learning and enhance families' ability to support their children's education. *(There are travel and access problems….Childcare and funding also continue to be barriers for some learners.)*	Plan and deliver in partnership with the College a programme of Family courses focusing on the adults Literacy & Numeracy needs with complimentary provision for pre-school children. Plan and deliver in partnership with the College a programme of Family courses focusing on wider family issues that provide for the learning needs of adults to support their child's learning process.	Termly programmes August 2004 to July 2005 Termly programmes August 2004 to July 2005	FLC FLC	Estimated £70,000 FLN grant plus £15,000 ACL Estimated £43,000 FL grant	Recruitment 'hosts' identified (eg infant schools-nursery settings), courses recruited and learners retained. Recruitment 'hosts' identified (eg infant schools-nursery settings), courses recruited and learners retained.	Demand for places exceeds capacity. Learning gains for adult and child. Adults progress to further learning opportunities with 2 years. Ditto.	Provision of 220 learners from 220 enrolments to courses of 60 or 72 hours duration over one term. Provision of 94 learners from 94 enrolments to courses of 12 to 30 hours duration over one term.
5. 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. *(Maximise progression of learners to accredited programmes through implementing changes in the pattern of ACL funded provision.)*	To seek Matrix accreditation for the community based work managed and staffed by LEA team working from Borough's Open Learning Centres. To explore with the College, other provides and the LSC the means by which MI systems can demonstrate the progression in learning that is known to take place. To work with all partners to maximise the promotion of progression opportunities for all learners.	April 04 to December 04 August 2004 to July 2005 On-going	LLSO LLSO LLO	Estimated £3,000 Estimated £3,000 Estimated £3,000	Project plan to support accreditation. Project specification for data exchange. Promotional materials published.	Matrix accreditation achieved. Factual data on existing progression capable of supporting planning and target setting. Evidence of increased progression in learning.	Accredited IAG services available to all community based learners. Baseline for improved planning and targeting of resources. Overall rise in learner numbers attending higher level courses.

Planned activity for 2004 – 2005 (and preliminary estimates for 2005 – 2007)

	2004 – 2005 Activity Forecast		2005 – 2006 Preliminary estimates		2006 – 2007 Preliminary estimates	
	Enrolments	Learners	Enrolments	Learners	Enrolments	Learners
Adult Contract *(LSC funded to College)*	3200	1600	3200	1600	3200	1600
The Ark	240	80	240	80	240	80
Community Learning	2750	1340	2900	1440	3050	1540
Family Literacy & Numeracy	220	220	220	220	220	220
Family Learning	94	94	104	104	114	114
Totals supported by MI data	**6504**	**3334**	**6664**	**3444**	**6824**	**3554**
Other supported learners not included in MI data	300	300	300	300	300	300

Summary of proposed expenditure for academic year 2004-05

Berkshire LSC - Indicative Funding Allocation 2004-05	
Adult and Community Learning Grant (ACL)	£540,911
ACL Family Learning Grant (FL)	£42,875
ACL Family Literacy, Language and Numeracy Grant (FLLN)	£70,350
Total Berkshire LSC ACL Grant	**£654,136**

Activity costs	
Adult Education Protocol	£161,000
A mainstream programme of Adult Education Classes provided by Bracknell and Wokingham College to BFBC specification but funded directly LSC to the College.	
Service Level Agreements	
The ARK	£50,000
Community Learning	
Contract with Bracknell & Wokingham College for providing tutors for Community Outreach managed by LLL team	£25,000
Family Literacy & Numeracy	£85,000
Family Learning	£43,000
Promotional activities to widen participation	£42,000
Learning Development Projects	£23,000
Additional support for Skills for Life	£5,000
Development of IAG services and learner tracking	£9,000
Support for the wider learning community	£5,000
Open learning centres	
Brakenhale	£10,000
Sandhurst	£12,000
Quality assurance and management information systems	£13,000
Salaries and on-costs	£127,666
Corporate Recharges	£43,470
Accommodation, Infrastructure and Services	
Total Spend	**£654,136**

List of Acronyms used in this report

ABS	Adult Basic Skills
ACL	Adult and Community Learning
ACLF	Adult and Community Learning Fund
ALI	Adult Learning Inspectorate
ALP2	Adult Learning Plan 2 (2002 –2003)
BCVS	Bracknell Council for Voluntary Service (Now BFVA)
BFBC	Bracknell Forest Borough Council
BFLLP	Bracknell Forest Lifelong Learning Partnership
BLSC	Berkshire Learning & Skills Council
BFVA	Bracknell Forest Voluntary Action
DDA	Disability Discrimination Act
DfEE	Department for Education and Employment (now DfES)
DfES	Department for Education and Skills
ESF	European Social Fund
FE	Further Education
IAG	Information, Advice and Guidance
ICT	Information Communication Technology
ILR	Individual Learner Record
LEA	Local Education Authority
LIF	Local Initiative Fund
LSC	Learning and Skills Council
LSP	Local Strategic Partnership
NGfL	National Grid for Learning
NHS	National Health Service
MFL	Modern Foreign Language
MIS	Management Information System
NOF	New Opportunities Fund
OLC	Open Learning Centre
PCs	Personal Computers
SAR	Self-Assessment Report
SEND	Special Educational Need or Disability
SLA	Service Level Agreement
U3A	University of the 3rd Age
UfI	University for Industry
UKonline	A programme of computer learning centres in the community
WAN	Wireless Access Network