



Swindon Borough Council
Adult Community Learning Plan
2018 – 2021

February 2019

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Adult Community Learning

1. Introduction

1. This Adult Community Learning (ACL) Plan sets out Swindon Borough Council's (SBC) plans for ACL for the period 2018 – 2021. The refreshed strategy has been developed to take account of our recent Ofsted inspection; national changes in policy and funding; our local priorities and a review of Swindon's changing social and economic needs. It sets out our vision for SBC ACL and the role and contribution of the ACL sector in achieving local priorities.

Background

2. Funded through the Adult Education Budget (AEB), ACL has a distinctive role, focused on working within communities and engaging individuals in learning to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:
 - progress towards formal learning, employment or volunteering and/or
 - improve individuals' health and well-being, including mental health and/or
 - develop stronger communities and promote social inclusion.¹
3. Community learning can transform people's attitudes and ambitions about the future for themselves and their families, deliver long-term economic benefit, improve health and wellbeing, build personal confidence and independence, and ease pressure on other public services. Through delivery in local communities it reaches out to adults who find difficulty engaging with more traditional forms of learning. In Swindon, our aim is to target priority learners to ensure that learning delivers not just individual outcomes but outcomes which also contribute to Swindon's strategic priorities and support the service delivery of our strategic partners and stakeholders.
4. In order to effectively capture data on those outcomes, the Plan seeks to ensure that information is collected which clearly demonstrates ACL's impact on its residents, communities, economy and Swindon as a whole, and to inform quality improvement and curriculum planning.
5. From 2018/19 SBC has moved away from fully subcontracted provision to a mix of subcontracted provision and direct delivery, with the aim of moving towards a 50:50 split by 2019/20. This development has been introduced in response to:
 - Swindon's 30/30 commitment to delivering Organisational Excellence
 - The need to implement service improvements faster, particularly in the light of our Ofsted Inspection, October 2017.
 - The targeting of adults known to SBC requiring an intensive approach to planning and joint working that is easier to achieve with internal staff.
6. The retention of some subcontracted provision is designed to provide us with the breadth of specialisms and innovation to achieve a progressive and responsive curriculum.
7. In the following document, our Plan sets out:
 - Our evidence-based assessment of needs and how ACL can address these needs.
 - Our vision for Swindon Borough Council Adult Community Learning (SBC ACL)

¹ ESFA: Adult education budget: funding and performance management rules, 2018-19

- Our intent – the focus of our activities to support the strategic outcomes of SBC and our partners and support learners progress into positive outcomes that equip them well to meet these strategic outcomes
 - Implementation – how we target our learning and design a curriculum framework to meet learner needs.
 - Our impact - our approach to measuring outcomes.
8. Our approach to ACL is designed to maximise the impact of the funding, ensure accountability; avoid duplication of effort and renew our drive to improve learner outcomes and progression.

2. The challenges we face

9. A review of the latest local and national data shows that whilst some areas of Swindon have longstanding issues to be addressed such as social exclusion, there are also emerging issues which ACL is well-placed to address and can support partners in their work in tackling these challenges. Many of these issues are not unique to Swindon but reflect national economic and social trends. The issues and demographic groups affected are set out below.

Rising skills shortages, unemployment and economic inactivity

10. In recent years, Swindon has experienced strong levels of business growth with a 27% increase² in businesses between 2012 and 2017 – a rate of growth outstripping the national average. However, there are indications that the labour market is being squeezed by growing levels of economic inactivity and unemployment, which in turn is accentuating skills shortages and hindering employment prospects.
11. During 2017/18 the local unemployment rate rose above the British rate for the first time since 2010. Although currently the difference is marginal (4.3% Swindon compared with 4.2% in Great Britain, June 18), ONS estimates show that around 5,000 people are unemployed in Swindon (between July 2017 and June 2018). A further 5,600 people are on long-term sick leave which is equivalent to one in four of the economically inactive and a higher total than two years ago. One in five of the economically inactive would like to work³, with the vast majority of these being women. Taken together (the unemployed and inactive who want a job), the data shows that an estimated 9,700 people out of work would like to work – equivalent to 7% of the working age population.
12. At the same time, the national Employer Skills Survey 2017 shows that Swindon has some of the highest rates of skills shortage vacancies in England, with 10% of local employers experiencing skills shortages, more than twice the national rate of 4%. 47% of employers in Swindon with hard to fill vacancies said that the reasons for their shortages were a lack of skills and 25% said that applicants lacked the right attitude and motivation. In response, almost one in three have sought to recruit non-UK nationals to fill their employment gaps and currently an estimated 9% of staff in Swindon are estimated to be EU nationals (other than UK).
13. With the full impact on the labour market of the UK leaving the European Union not yet clear and a rising demand for higher skill and qualification levels there is a risk that mismatches between the supply and demand for labour are putting Swindon's economic growth at risk. It is clear that there is a pressing need to support people's skills development and employability

² SWLEP Local Economic Assessment

³ ONS Annual Population Survey June 17 - 18

amongst those looking for work. Since many of those out of work are not eligible for support from JobCentre Plus, ACL has a central role in helping support people out of work develop the skills to move into or closer to employment as well as a new role in helping the lower paid progress at work into the skilled occupations employers demand.

Worklessness, social exclusion and family learners

- 14.** In Swindon 15% of children are in workless families⁴, significantly more than national average of 12%. In 2016, Ofsted feedback placed Swindon in the "bottom 10 LAs nationally" and our 7-year olds were classed as the "joint lowest performers in reading in the South West". Data for 2017 shows that the percentage of pupils aged 16 years achieving grade 5 or above in English and Maths was 35% compared to 42% in England.
- 15.** Research has shown that parental involvement in their child's literacy practices positively affects children's academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education⁵. Reaching and engaging adults and parents with low skills has to date proved successful in engaging a range of hard to reach learners and their families, enabling them to better support their children.
- 16.** With the percentage of Swindon pupils eligible for Free School Meals above the national average, targeted action to work closely with schools with above average proportions of pupils eligible for Free School Meals or where English is not the first language is important in supporting parents and their children develop the skills they need for life, work and well-being, through short engagement courses and learning in English, Maths, IT, ESOL and Employability.

The ageing population and older learners

- 17.** Swindon's demography is changing, and the workforce and wider population are ageing. Over the past decade to 2015, people over 65 have increased by 28%, and by 2021 it is estimated that the proportion of the labour force below the age of 45 will fall to 56 per cent, compared with 59 per cent in 2011⁶. Absence of qualifications rises with age and 36% of the over 50s are qualified to below Level 2⁷.
- 18.** Whilst work rates for the over 50s are above the national average, in the past two years, rates have fallen back from an all-time high in 2015, almost entirely due to a fall in economic activity rates amongst men⁸.
- 19.** The number of unemployed aged over 50 has now overtaken the number of young people unemployed in Swindon, and at October 2018 there were 740 people over 50 unemployed, the highest number since 2011⁹.

⁴ ONS: Children in poverty estimates, July - Sept 17

⁵ National Literacy Trust, A research review: the importance of families and the home environment by Angelica Bonci, 2008, revised June 2010 by Emily Mottram and Emily McCoy and March 2011 by Jennifer Cole

⁶ SBC Population Projections to 2031

⁷ ONS: Annual Population Survey, Jan – Dec 2017

⁸ ONS: Annual Population Survey, July 2017 to June 2018

⁹ NOMIS Claimant Count by sex and age October 2018 (Note: Under Universal Credit a broader span of claimants are required to look for work than under Jobseeker's Allowance. As Universal Credit Full Service is rolled out in particular areas, the number of people recorded as being on the Claimant Count is therefore likely to rise.)

20. Increased automation and digital transformation mean that low and basic-skilled workers face a far steeper learning curve in order to remain productive in the changing workplace. A recent report estimated that up to 30% of UK jobs are at high risk of automation by the 2030s.¹⁰ With skills shortages already high, ACL can play a key role in engaging learners in first steps learning as the foundation for progression to reskilling and upskilling older workers, as well as providing older residents with the digital skills needed for modern life.

Young people aged 19-25 who are NEET

21. Nationally, care leavers are three times more likely to be NEET and in 2016 only 14% gained 5 GCSEs including English and maths compared with 53% of the student population¹¹. Not only is there a gap between care leavers and the wider youth population but in Swindon, care leavers perform less well than their national counterparts with an average Attainment 8 score 13.9% compared with England (19.3%).¹²
22. Research by the Learning and Work Institute¹³ shows that the nature of care leavers' lives means that they often experience a range of barriers to progression into FE and HE. The nature and scale of the challenges faced by care leavers mean it is difficult for them to be tackled by individual service providers and ACL can support partners in developing effective and integrated approaches to supporting care leavers through learning.

Those with multiple support needs and a targeted approach

23. Worklessness and living in a lone parent family are key determinants of child poverty. 80% of children living in poverty in Swindon live in families who are in receipt of out of work benefits such as income support or job seekers allowance rather than in work benefits. 71% of children living in poverty in Swindon live in lone parent households.¹⁴ This is slightly higher than the national rate of 68.5%.
24. The proportion of families living in poverty who are lone parent families varies considerably across the borough from 50% in Ridgeway ward to 83% in St Andrews and Priory Vale wards.¹⁵
25. Although Penhill has the highest proportion of people with low qualification levels, numerically, the largest numbers of people qualified to below Level 2 are to be found in the Parks, Gorse Hill and Pinehurst wards.
26. English language proficiency is lowest in Walcot and Park North Ward; Penhill and Upper Stratton; Rodbourne Cheney; Priory Vale, Central and Gorse Hill and Pinehurst.
27. Four out of ten people claiming out of work benefits live in Walcot; Gorse Hill and Pinehurst; Central and Parks wards. The Index of Multiple Deprivation 2015 shows that Penhill and Upper

¹⁰ Berriman, R. and Hawksworth, J. (2017), 'Will robots steal our jobs? The potential impact of automation on the UK and other major economies', in 'UK Economic Outlook March 2017', PwC, available at <https://www.pwc.co.uk/economic-services/ukeyo/pwc-uk-economic-outlook-full-report-march-2017-v2.pdf>

¹¹ <https://www.learningandwork.org.uk/our-work/life-and-society/improving-life-chances/care-leavers/>

¹² Outcomes for children looked after by local authorities in England, 31 March 2017; SFR 20/2018 published March 2018

¹³ <https://www.learningandwork.org.uk/our-work/life-and-society/improving-life-chances/care-leavers>

¹⁴ SBC JSNA Rapid Review of Child Poverty, 2016

(http://www.swindonjsna.co.uk/Files/Files/Child_Poverty_Rapid_JSNA_2016_-_FINAL.pdf)

¹⁵ Ibid

Stratton; Walcot and Park North and Gorsehill and Pinehurst are the most deprived wards in Swindon.

28. Overall, Swindon is ranked 141st out of 324 authorities (where 1 = the most socially mobile) but is ranked 324th and last on the proportion of young people eligible for Free School Meals (FSM) at age 15 who enter higher education by age 19. Nine percent of 15-year olds eligible for FSMs in Swindon enter higher education by age 19 compared to a crude average of 18% in England overall and 51% in the highest performing area in the country (Ref: JSNA, Swindon's Inequalities).
29. By delivering ACL in community settings and in local schools with high proportions of disadvantaged pupils ACL can reach out and help address the above needs by targeting areas in Swindon that have the most need for skills and employment interventions up to Level 2.

Adults with learning difficulties and disabilities

30. Swindon Borough Council's Supported Employment Strategy aims to double the percentage of adults with a learning difficulty/disability in paid employment from 5.6% in 2018 to 10% by March 2022. It also wants to be more ambitious for people with disabilities and care leavers to achieve a significant increase in those leaving care into paid work.
31. Through ACL we can support that ambition and help people with learning difficulties or disabilities to develop their skills for independence and to improve their health and well-being as a foundation for progression into further learning and/or meaningful work.

The digital economy and digital skills shortages

32. With the launch of the national Digital Skills Strategy in 2017 the government has prioritised action to tackle digital exclusion and to develop the full range of skills amongst *"Those who have basic digital skills and connectivity, but lack the confidence and knowledge to make the most of the digital economy, whether at work or beyond."*
33. Digital technology is changing every aspect of life whether for work, life or leisure from emails to booking appointments, benefit applications or keeping in touch with family and friends. Digital services are becoming the default option for accessing public services, information, entertainment and each other.
34. Reducing digital exclusion improves people's job prospects and job security as well as helping address many wider equality, social, health and wellbeing issues such as isolation. According to the Lloyds Consumer Digital index 2018, 33% of people over 60 say digital skills help them to manage and improve their health and to feel less alone.
35. Digital learning is a key element of our ACL programme and as well as delivering digital courses, IT is embedded in many programmes. In 2017/18, 94% of ACL learners stated that they have been encouraged to use technology in their learning and everyday lives.

ESOL learners

36. A wide range of statistics point to increased ethnic diversity in Swindon suggesting an on-going need for ESOL. 15.4% of the Swindon population are from BME groups almost twice the proportion in 2001 (8.5%). Although the workforce is more diverse than it ever has been, the employment rates for the Black and Other Ethnic Group categories are below the Swindon average.
37. The annual schools survey, which includes data on the number of children with English as an Additional Language (EAL) attending Swindon schools highlights the extent of change. The proportion of primary school pupils with EAL has increased from 14% in 2007 to 18% in 2018. The average disguises significant disparities across the borough and in many of Swindon's primary schools more than 30% of pupils have English as an Additional Language.

3. Our vision: How Adult Community Learning will address the challenges we face and contribute to other strategic priorities

38. In response to these challenges we have developed a vision for SBC ACL as a framework for our curriculum. Our vision is:

To provide high quality learning to support learners develop the skills and knowledge to achieve outstanding outcomes to enable them to progress in life, work and well-being regardless of their starting points.

39. This vision and our service is informed by a range of existing partner and stakeholder strategies, including the overarching strategy for Swindon set out in the **Vision for Swindon 2030** which the Council adopted in September 2015. The Vision for Swindon sets out how the Council will shape the Borough and deliver growth that allows communities to prosper, families to live healthy and happy lives and children to fulfil their potential. Updated in September 2018, ACL can make an active contribution to three of the strategy's four priorities and their accompanying relevant pledges:

Priority 2: Right Skills, Right Job, Right Place

Relevant pledges

Pledge 8. Improve educational attainment, in particular at ages 16-19 so we are above the average in England by 2021.

Pledge 11. Work with partners to increase the level of skills of Swindon's workforce to support all our residents, including the most vulnerable, to access employment.

40. ACL will support these pledges by delivering:
 - Family learning to give parents the skills to support their children's learning, thereby contributing to the raising of achievement levels in the long term. This type of learning supports the development of a positive home learning environment in line with the ambitions set out in the HMG/National Literacy Trust publication, "Improving the Home Learning Environment: A Behaviour Change Approach, 2018". The report notes that the quality of the home learning environment is a key predictor of a child's future success

and that there are specific activities and ways of communicating which can help support a child's early language development.

- ESOL to help individuals acquire spoken and written English skills which in turn enables parents to better support their children's schooling; reduces social exclusion and improves their employability.
- Opportunities and programmes for young adults lacking level 2 qualifications who are NEET to develop the skills they need to become economically active and progress into employment, volunteering or training.
- Learning for those without a Level 2 qualification through which skills can be improved leading to clear progression routes, providing opportunities and programmes for learners to develop the skills they need to become economically active and to compete for jobs.

Priority 3: Ensure clean and safe streets and improve our public spaces and local culture

Relevant pledge

Pledge 12. Work with partners to promote healthy lifestyles for the population of Swindon.

41. Through ACL we will seek to equip and empower those who are socially excluded e.g. through ill health, addiction or lone parenthood to gain the confidence to learn; improve their mental health; reduce their vulnerabilities and increase their ability to operate independently and to progress.
42. Our curriculum is designed to promote/maintain independent living and support carers.

Priority 4: Help people to help themselves while always protecting our most vulnerable children and adults

Relevant pledges

Pledge 18. Deliver a borough-wide approach to increase the impact of volunteering, enabling more people to be active in supporting vulnerable people.

Pledge 19. Ensure that more people and their carers are supported to live as independently as possible and reduce the length of time people need to spend in residential care.

Pledge 21. Ensure that there is a partnership approach to early prevention and intervention across Swindon so that more children and families are supported early.

Pledge 23. Ensure that Swindon's vulnerable adults are safeguarded and protected.

43. ACL will contribute to these pledges in many different ways including the following:
 - By engaging/re-engaging people with learning, raising aspirations about how they can contribute to society through progression to volunteering.
 - Targeting people with learning difficulties or disabilities to engage them in community learning to reduce their vulnerabilities, improve their self-confidence and increase their ability to live independently and to progress.
 - Delivering Family Learning helps create a positive home learning environment and gives parents the skills to support their children's learning.
 - Working in partnership with others in the council enables priority learners to be targeted thereby supporting outcomes for our target groups.

- Providing learning to meet the needs of people with multiple support needs, giving them the confidence to better manage their lives and feel more part of the community, engendering positive attitudes about learning and progression to work.
- 44.** As well as contributing to Swindon’s priorities and pledges our ACL adds value to many other services and supports wider council objectives. Our priorities for 2018-2021 complement those detailed in other council and partner policies and strategies, so that our outcomes will bring about change and have a wider positive impact. Relevant policies and ACL’s role include:
- **SWLEP Strategic Economic Plan:** Realising the potential of residents with barriers to employment; improving progression routes to employment **and** improving educational attainment.
 - **SWLEP LEA:** Tackling the underlying causes of deprivation and economic exclusion.
 - **Swindon Supported Employment Strategy:** Focusing on supporting those with vulnerabilities including adults with LDD.
 - **Swindon Digital Capabilities Strategy 2018:** Ensuring that digital skills are accessible to residents who need support to access council online services and to all ACL learners by embedding digital learning into courses.
 - **Strategic Priorities of the Skills for Inclusion group detailed in the Skills and Employment Board Strategy 2017-20.**
 - **Swindon Learning Town:** Swindon aims to be the first town in England to become part of the UNESCO Global Network of Learning Cities. Its aim is *“To engage the whole community of Swindon in a campaign to improve education in the borough, recognising its value and importance economically, socially and culturally. Its aim is to raise the aspirations of everyone living in the Borough of Swindon, whatever their age, to enjoy and achieve in learning.”* Our ACL strategy supports this aim providing opportunities to learn within local communities.
 - **Swindon Stories (National Literacy Trust Hub):** Designed to encourage the whole town to make ‘reading, writing and talking’ a priority, it encompasses a range of projects and initiatives to give young people the literacy skills they need to succeed in life. ACL is represented on the Strategic and Operations Group meetings which examines how different stakeholders can contribute to the project. Our ACL provision supports the programme’s aims by working in partnership with Swindon Stories and other stakeholders to create a 0-5 years Literacy Pathway.

4. Our intent: How Adult Community Learning will address the challenges we face

- 45.** To address the issues identified through a review of the evidence and to deliver our vision, three priorities have been identified for ACL. These are:
- 1. To target provision** to widen participation and meet the needs of local people who are disadvantaged and least likely to participate in learning or to be able to self-help.
 - 2. To aspire** for all our learners to achieve outstanding outcomes no matter what their starting point, supporting all adults to make progress towards their first L2 English and Maths qualification.

3. To **progress** learners by working with partners and stakeholders to develop accessible progression routes that meet all learner's needs.

5. Implementation: Designing and delivering the curriculum

46. Through our curriculum we will implement these priorities through:

1. Targeting the right learners

47. By fostering close working with partners and stakeholders we will:
- Identify and reach our priority groups and meet local needs
 - Create holistic approaches that support learners to progress
 - Create joined up routes into work, volunteering and further learning
 - Working with local colleges to ensure that a universal adult education curriculum is available for everyone.
48. Our SBC internal partners and stakeholders include: Education Team and School Improvement Managers, Adult Social Care (ASC), ASC Transitions team, ASC Supported Housing, SBC Housing, Early Help, Children in Care and Care Leaver team, Supported Employment, Public Health, the Health Ambassador Team, Voluntary Sector commissioners, Libraries, Customer Service and Digital Hub teams, Family Services, Family Nurse Partnership, Health Visitor and Benefits team.
49. External partners and stakeholders include Swindon and Wiltshire Local Enterprise Partnership (LEP), Primary and Secondary schools, New College and Swindon College, training providers, Jobcentre Plus, DWP Providers, Great Western Hospital, voluntary sector, the Swindon Skills and Employment Board and its subgroup members.
50. We will target our provision on the following priority learner groups:
- Adults, regardless of age, who are unemployed, economically inactive or in low paid employment, including those who may not be currently job seeking but are at risk of social exclusion, and where learning will enable adults to develop new skills including literacy and numeracy and build learner confidence.
 - Those aged 19-25 years such as Care Leavers or those who have had an Education Health and Care Plan (EHCP) who are NEET
 - Residents with multiple support needs: including those recovering from mental illness, drug and alcohol addiction, single parents, ex-offenders
 - Adults with learning difficulties and/or disabilities
 - Those where a lack of digital skills could result in isolation and limit entry to the labour market
 - Those eligible learners who are unemployed where English is a barrier.
51. We will target Swindon's priority and most deprived areas:
- Penhill
 - Parks
 - Pinehurst
 - Central
 - Upper Stratton
 - Walcot
 - Gorse Hill

- Rodbourne Cheney
- Toothill

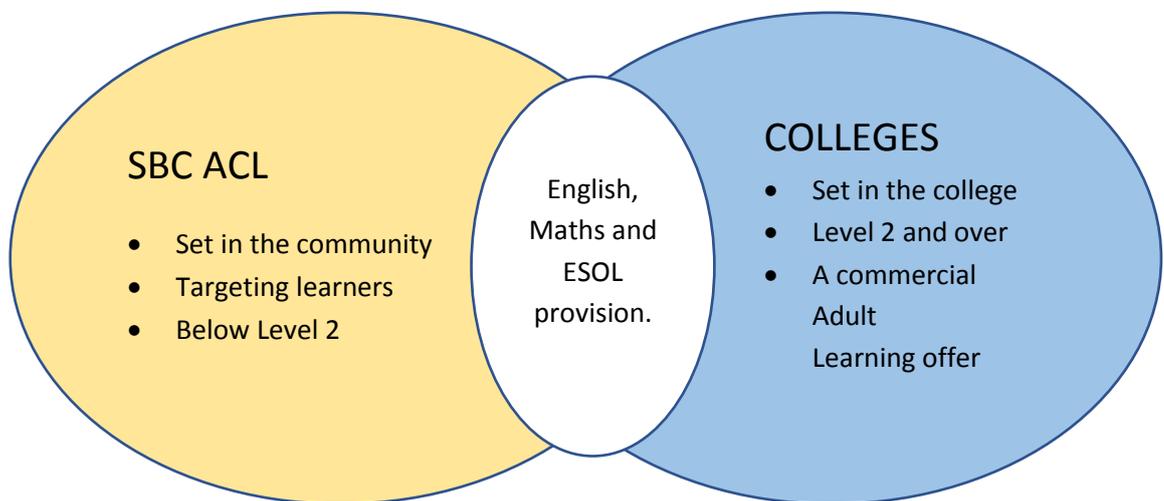
2. Aspiring for all regardless of individual starting points

52. In order to achieve our priorities, we will work with partners to keep up to date a Curriculum Framework that will meet needs, attract and engage learners, and support our priority groups to progress regardless of their starting point. The Framework will identify the types and mix of courses, times, locations and modes of delivery on offer to meet the priorities outlined below and in compliance with the Education and Skills Funding Agency Rules, published annually.
53. Our direct and subcontracted provision will be led and managed to deliver courses that achieve outstanding learner outcomes and will:
- Consistently apply continual quality improvement using a quality improvement cycle; this cycle is a planned sequence of activities aimed at improving a process or the outcome of a process. The cycle is embedded in all activities from procurement through to learner outcomes and is detailed in our Quality Policy August 2018.
 - Use the results of this cycle to inform the annual Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) which is reviewed and updated at least monthly.
 - Teaching, learning and assessment is based on effective use of initial assessment resulting in good planning and delivery to meet the needs of learners.
 - Meet the needs of our priority groups by ensuring that learners have clear objectives based on each learner's starting points, abilities and aspirations and that achievements are accurately assessed.
 - Ensure that evaluations make use all available evidence including observations, data and quality assurance activities.
 - Leaders motivate tutors to take pride in their work and do their best.
 - Ensure that we invest in our tutors and that they are supported and able to deliver outstanding outcomes for their learners.
 - Enable learners to develop, retain and apply the skills and knowledge that they need to progress to successful entry to the labour market, training or further learning; and/or volunteering.
 - Include the collection and analysis of information about the impact of the provision on learners, including specific outcome measures, progress to other courses and other destinations so that managers and leaders know the impact of their courses on learners and can use the information to inform future curriculum.
 - Celebrate the success of learners, tutors and managers.

3. Progressing and moving forward

54. People need easy access to high quality impartial Information Advice and Guidance (IAG) to enable them to make effective decisions and choices about their next steps to progress to:
- Education and training
 - Employment or self-employment
 - Volunteering
 - Personal development
55. In accordance with our IAG strategy, Information Advice and Guidance will be embedded in our ACL programme and will adopt the following principles:

- Be accessible and timely
 - Be impartial and transparent
 - Be service user centred and encourage autonomy
 - Be fair, inclusive and promote equality and diversity
 - Be respectful of the service user’s privacy and clear on the limits of confidentiality and data sharing at the outset (including Safeguarding and Prevent issues)
 - Raise aspirations
 - Support the 6 Stage RARPA process
56. Our objective is to ensure that all IAG supports outstanding outcomes and accordingly partnership work is essential to ensure that there are clear lines of sight to further learning, employment, volunteering or personal development opportunities. We will work closely with our partners to deliver these progression opportunities. A review of learning provision has been undertaken and this work will continue with our local colleges to clearly map and provide learning pathways from each of our ACL courses.



5. Delivery for impact

57. A key task in the light of our recent Ofsted inspection is to ensure that we collect and collate better information to illustrate impact for Swindon and its learners, which in turn will inform curriculum development and quality improvement. In the short-term, our view is that the focus should be on measuring engagement of learners from priority groups, tracking educational and/or employment-related progression, whilst developing our social metrics to demonstrate improvements in inclusion and wellbeing.
58. Our outcome measures need to be meaningful, and ACL will need to have in place rigorous processes both for planning their learning offer to meet local need, and for collecting, recording and reporting on the outcomes they achieve.
59. We have high expectations for our learners and have consequently set a range of challenging targets for ACL that are reviewed annually, including for 2018-19:
- 98% retention

- 95% achievement
- 95% attendance
- 45% learners who are job seeking move into a positive progression
- 80% of our repeat learners make progress - enrolling on additional courses which are more challenging than their initial engagement. (SBC repeat learner monitoring within MIS)

60. In the table below we have set out how ACL will actively measure the delivery of our 3 priorities of Target, Aspire and Progress:

TARGET	ASPIRE	PROGRESSION
Target Swindon's most disadvantaged learners and communities	Aspire for our learners to achieve outstanding outcomes	Progression opportunities through effective partnerships
Measures		
Postcodes, age, gender, skill level, employment status, ethnicity and LDD status	Achievement, attendance and retention rates, other outcome measures, e.g. improved confidence and wellbeing, developing the independence to access local services and jobs, parents developing the skills and knowledge to work effectively with their children to improve their literacy, maths and ICT	Move to progressive learning either internal or external, progression to other positive destinations including employment or volunteering.

61. Our provision is subject to Ofsted and our recent inspection judged that our outcome measurement required improvement, lacking reliable destination data and not accurately reporting the impact of learning on learner progression.
62. Going forward we will ensure that our learning is quality assured through the six step RARPA process (Recognising and Recording Progress and Achievement). In broad terms, RARPA expects community learners, with support from their tutors as appropriate, to identify and record their learning goals, and periodically to determine progress towards achieving them.
63. We will measure:
- Impact as set out in a Theory for Change below
 - Learner satisfaction against a number of measures
 - Progression and destination including:
 - Internal progression within the ACL curriculum
 - Follow up progression and destination survey two months plus after their course ends for all learners. Report separately on learners who declare that they are unemployed and job seeking at the start of their course.
 - We will work with other Local Authorities in the Southwest through the Southwest Learning and Skills Network to benchmark outcome and progression measures.
64. Drawing on the toolkit developed for the UK Financial Capability Strategy and work by the Learning and Work Institute (LWI), commissioned by the DfE, we propose to ensure that our

learning captures a wider number of social metrics for community learning which have been identified as producing validated data for demonstrating the impact of community learning. In particular we will seek to address the need for metrics on:

- **Confidence and Progression** – Although we already capture confidence questions, additional questions could focus on people’s attitude to being ambitious for themselves and their family.
 - **Health and wellbeing**, which includes questions about improved mental health/ wellbeing, including for example, being able to find solutions to problems.
 - **Social Relationships** asks questions such as the breadth of friendships, and people’s sense of ‘belonging’ to their community/social inclusion, for example their readiness to join a club or a local activity
65. Implementing these changes will require the development of a Theory of Change model, spending time with tutors explaining their potential value, and embedding social metric questions alongside other evaluative questions to relieve the burden of multiple surveys. Our goal is to have revised our evaluation materials by the end of 2018/19.

Annex B - Community Learning Objectives

- Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - improved confidence and willingness to engage in learning
 - acquisition of skills preparing people for training, employment or self-employment
 - improved digital, financial literacy and/or communication skills
 - parents/carers better equipped to support and encourage their children's learning
 - improved/maintained health and/or social well-being
- Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
 - Increased volunteering, civic engagement and social integration
 - reduced costs on welfare, health and anti-social behaviour
 - increased online learning and self-organised learning
 - the lives of our most troubled families being turned around
- Commission, deliver and support learning in ways that contribute directly to these objectives, including:
 - bringing together people from backgrounds, cultures and income groups, including people who can/cannot afford to pay
 - using effective local partnerships to bring together key providers and relevant local agencies and services
 - devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
 - involving volunteers and Voluntary and Community Sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
 - supporting the wide use of online information and learning resources
 - minimising overheads, bureaucracy & administration