SOUTHAMPTON CITY COUNCIL

Southampton Adult Learning and Skills Plan 2009-2012

Preparation for life and work

September 2009

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FOREWORD

We recognise that Southampton residents face multiple challenges and opportunities over the coming years. The pace of technological, economic, social and global change is faster than at any time in the past, and we need to enable all our residents to be resilient, creative, enterprising, confident and adaptable to change, and equip them with the skills needed by local employers and the emerging global economy.

Increasingly, higher level skills will be demanded by employers and, whilst Southampton has two universities, strong research and development bases and growth in sectors including marine technologies, many of these jobs are likely to be taken by people who live outside of the city, or even outside the United Kingdom, unless we raise aspirations and achievement of local people. We also need to narrow the gap in the quality of life of those who face poverty or social disadvantage, so that, in addition to progressing in employment, they can take full advantage of leisure, health and social opportunities.

This is an enormous challenge and responsibility for all involved in the development, delivery and integration of learning, skills and employability. We recognise and accept this challenge. In so doing, we commit to collective and collaborative activity to ensure that all our residents are fully prepared for life and work and are, in turn, equipped to contribute to the life and prosperity of their city.

We thank all those who have contributed, and who continue to work with us in taking forward this important agenda.

Clive Webster, Executive Director of Children's Services and Learning

Councillor Terry Matthews, Cabinet Member for Young People and Skills

1   INTRODUCTION

1.1   The Learning and Skills Act 2000 requires the local Learning and Skills Council to secure provision for Adult and Community Learning. The Learning and Skills Council has contracted Southampton City Council to provide Adult and Community Learning across the City.

1.2. The Apprenticeships, Skills, Children and Learning Bill 2009 will dissolve the Learning and Skills Council and create the Skills Funding Agency to commission post 19 learning and skills, and funding arrangements post 2010 are being developed. Therefore, The Action Plan covers Learning and Skills Council allocation for Adult and Community Learning provision in Southampton for 2009/10, whilst the strategic direction covers 2009-2012.

2   KEY DRIVERS

National policy context

2.1   Local authorities now have responsibility for commissioning learning and skills from early years right through to older age, through a number of statutory frameworks, including: The Learning and Skills Act 2000; The Education and Inspections Act 2006; The Education Act 2006; The Further Education and Training Act 2007; The Children and Young Persons Act 2008; The Apprenticeship, Skills, Children and Learning Bill; 'The Learning Revolution' White Paper 2009; The Leitch Review of Skills 2006 and Houghton Report 2009.

2.2. The White Paper 'The Learning Revolution', 2009, reinforced the role of local authorities in planning and delivering informal adult learning opportunities for their local residents. It states:

      'To put the national vision into practice across the country, we will ask local authorities to provide the local leadership and necessary infrastructure to create a joined-up, innovative and broad local learning offer'.

2.3   Local authorities now also have a clearly defined role in tackling worklessness through implementing the recommendations of the Houghton Report, 2009.

2.4   The Department for Innovation and Skills will place new duties on local authorities to plan and commission English for Speakers of Other Languages (ESOL) from September 2009, to ensure that services meet the needs of local communities and that no groups are under represented in receiving support.

Local policy context

2.5   The plan sits within the context of the Partnership for Urban South Hampshire (PUSH) Skills for Employability and Growth Strategy and

the South East England Development Agency Regional Economic Strategy 2006-2016.

2.6 The plan reflects and contributes to the aims of the City of Southampton Strategy, particularly with regard to developing Southampton as:

- A city with excellent education from the earliest years through to schools and colleges which encourages people to value learning throughout their lives.
- A city at the forefront of developing knowledge based economy.

2.7 The Plan also addresses Southampton City Council's six priorities, including:

- **Delivering value for money:** External funding for adult learning and skills is commissioned against outcome measures for learners against defined unit costs.
- **Promoting economic prosperity in the City:** Targets are set to enable workless adults to progress to further learning and employment, and to link local people with the opportunities created by major developments. The plan includes priorities to foster a culture of learning within employers and encourage on-going up-skilling of the workforce.
- **Raising educational standards:** The Family Learning programme is particularly aimed at raising educational standards through increasing the learning and skills of parents and carers, with key performance measures.
- **Reducing crime and anti social behaviour:** Learning and skills are targeted at priority neighbourhoods to increase social cohesion and a sense of ownership in areas disproportionately affected by crime and anti social behaviour.
- **Improving the well-being of all residents including supporting children in poverty, in care and at risk:** Contractual requirements are in place which provides for safeguarding children and vulnerable adults, and multi agency training available for staff. Delivery is targeted at priority neighbourhoods and groups.

2.8 Through this plan, learning and skills provision will be developed to link with the key objectives of the six key Southampton Partnership Strategic Plans. These include skills development to meet the needs of the economy, encouraging healthy lifestyles, supporting parenting and educational achievement, community cohesion, economic wellbeing and active ageing. Groups of adults will be prioritised to receive learning and skills support in line with the target groups specified in these strategies.

'The Southampton learning and skills journey' from early years to older age

2.9 From 2010, local authorities will commission learning and skills for all

ages of the population. This is a unique opportunity to develop a unified 'learning and skills journey' for individuals to progress through their lives gaining the skills they need for life and work. Within Southampton City Council, the strategic and operational responsibility for learning and skills for all ages in the population rests with the Directorate of Children's Services and Learning, working closely with other directorates and divisions as well as a range of external partners.

2.10 The Action Plan at Appendix 1 identifies activities to allow for a smooth transition and continuous learning and skills development for all Southampton residents, from school age to later years.

'Every learner matters'

2.11 The every child matters agenda sets a framework to ensure that all aspects of a child's wellbeing are addressed through partnership approaches to achieving outcomes. Through this plan, provision will be commissioned against the same outcomes in an 'every learner matters' framework, to ensure holistic support and development for adults and contribution to the outcomes for children and young people.

3   VISION

3.1   The Adult Learning and Skills vision is:

'To reduce the number of city residents with low level skills, narrow the skills gap of Southampton residents against their counterparts, and increase residents' employability.'

3.2   Adult and Community Learning is often informal and non accredited, as a means of engaging disadvantaged communities and meeting a wide range of social objectives, it offers progression to further skills and employment and underpinning formal work preparation programmes. Given the circumstances currently facing the City and its residents this year the plan includes additional targets for progression to accredited provision and employment, as well as targeted interventions for those who are 'workless' and/or low skilled.

3.3   In the development of this plan, we are also involving partners within and outside the Council to develop and deliver provision in recognition of learning as an enabler in relation to:

- culture, sport and creativity;
- active citizenship and community empowerment;
- active and healthy living;
- economic and social inclusion.

3.4   Our core strategic priorities are to:

Priority 1
Jointly commission Adult learning and skills provision through main

providers, and ensure all provision:

- narrows the gap in skill levels including literacy and numeracy; and
- addresses employers' needs, is delivered in local communities, and is linked to 0-19 education provision in the city.

Priority 2
Continuously improve the quality of teaching, training and learning**.**

3.5   The following principles will underpin the delivery of our vision and priorities:

- Support and flexible delivery to improve outcomes for all;
- Learning and skills of relevance to current and future demands of employers and the needs of communities.
- Referral processes to enable progression for the learner and avoid repeat assessment.
- Partnership approaches to promote collaborative, inclusive and complimentary provision, including continuous professional development.
- Up to date and available course information and application processes.
- Maximising opportunities from capital investment (including Building Schools for the Future, new developments, community based improvements) and procurement for learning and skills delivery.

3.6   Throughout the coming year we aim to move towards a smaller provider base to reduce direct delivery by the City Council and simplify contract management.

4   WHERE ARE WE NOW?

Economic context

4.1.   The Economic Development Action Plan gives details regarding challenges and opportunities to the local economy.

4.2   Within the next five years new developments planned for Southampton will provide for the creation of new jobs in the marine sector; the retail, leisure and hospitality sectors; and construction sector.

4.4   Employment will also be in:

- Medical services, higher and further education, and in the long term central and local government.
- Finance, IT and other business services .
- Wholesale and retail distribution, hotels and restaurants.

Population context

4.5   Southampton is home to 234,600 people speaking over 40 languages. Nearly 8% of the population was recorded as being from black and minority ethnic (BME) communities in the 2001 Census. In January 2008, 24% of children in primary schools were from BME groups, and 19% in secondary schools. The number of migrants from Eastern Europe has grown rapidly over recent years and it is estimated that there are between 10,000 and 14,000 people from Eastern Europe living in city.

4.6   Eleven areas across the city have been designated as priority neighbourhoods. Southampton is ranked 91st most deprived out of 354 Local Authorities in England (Index of Multiple of Deprivation) and is ranked as the most deprived area in Hampshire.

4.7   Disadvantage for residents and households continues to be concentrated in the priority neighbourhoods, see Box 1, particularly Woolston (Weston), Bevois (Northam), Bitterne (Thornhill), Millbrook and Redbridge include smaller pockets which are within the 10% most deprived in the country.

Box 1: Priority neighbourhoods

Priority Neighbourhoods

1 - **Bevois & Bargate** (includes West Itchen Community Trust area)
2 - **Freemantle & Polygon**
3 - **Portswood & St Denys**
4 - **Flower Roads, Hampton Park & Mansbridge**
5 - **Townhill Park**
6 - **Harefield**
7 - **Lordshill**
8 - **Shirley Estate**
9 - **Weston** (ActionPlan area, includes Weston Shore Single Regeneration Budget 6)
10 - **Thornhill** (New Deal for Communities)
11 - **Outer Shirley** (Single Regeneration Budget 6)

4.8 Around 2/3 of Southampton's residents are of working age. Age profiles are given in table 1 and in boxes 4, 5 and 6.

Table 1: Population Distribution 2007

	Total	Children	Working Age	Older People
All Residents	231,200	34,800 (15.05%)	160,600 (69.46%)	35,800 (15.48%)
Males	117,100	17,600 (15.03%)	86,300 (73.70%)	13,200 (11.27%)
Females	114,100	17,200 (15.07%)	74,300 (65.12%)	22,600 (19.81%)
Source: ONS Mid-year Population Estimates				

Adult learning and skills context

4.9 The UK Commission for Employment and Skills, July 2009, reported that those with higher skills levels have been less likely to face unemployment in the current recession, whilst the largest job losses have occurred for unskilled workers. The UK report found that levels of numeracy and literacy have a particular impact on earnings and job security. People with Level 1 numeracy and/or literacy skills earned around 15–19% more than those with skills below this level and were around five percentage points more likely to be employed.

4.10 The Learning and Skills Council Annual Business Plan 2008/09 indicated that 1 in 10 of working age residents in Hampshire and the Isle of Wight had no qualifications, whilst in Southampton that figure was higher at 12%.

4.11 The Partnership for Urban South Hampshire Skills for Employability and Growth Strategy noted that, at the time of the last census (2001), 15,400 economically inactive Southampton residents had no qualifications, of which 2,200 were aged 16-24.

4.12 The Leitch Review of skills set a national target of 90% of the working age population achieving a level 2 qualification by 2020, whilst the Partnership for Urban South Hampshire set a target of 68.9% of the working population holding a level 2 qualification by 2011 and 30.4% holding a level 4, with year on year improvement targets thereafter to meet the predicted skills demands. Table 2 shows the percentages of qualification levels of the working age population in Southampton.

Table 2: Qualification levels: Southampton (2008)

	% of all working age	% of males (working age)	% of females (working age)
NVQ4+	25.6	25.6	25.7
NVQ3	19.1		20
Trade Apprenticeships	4.7	7.4	1.7
NVQ2	16	12.6	19.8
NVQ1	13.6	12.8	14.6
Other Qualifications	8.7	9.4	7.8
No Qualifications	12.3	14	10.3
Source: ONS Annual Population Survey			

[1]

4.13   The Partnership for Urban South Hampshire Strategy for Skills and
Employability identified that 18% of employers in the South Hampshire
area reported skills gaps.

4.14   The Learning and Skills Council notes the following skills being
reported by percentages of employers, as indicated, as the most
difficult to obtain from recruits in Hampshire and the Isle of Wight:

- team working (42%);
- oral communication (41%);
- written communication (33%);
- literacy (33%).

Therefore, the skills most often demanded are those which underpin
technical skills. This Adult Learning and Skills Plan includes
programmes to promote literacy, numeracy and communications skills
as well as increase confidence, motivation and aspiration. The
Learning and Skills Council also reports that Health, Public Services
and Care account for 22% of all skills provision in Southampton.

4.15   Southampton City Council and its partners have been taking forward a
wide range of initiatives to develop the learning and skills of residents
including:

- The Skills Development Zone collaborative approach to workforce
development and recruitment across the public sector;

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[1] Key to qualifications levels:

- NVQ 4 equivalent and above: Higher National Diploma, Degree and Higher Degree level qualifications, or equivalent.
- NVQ 3 equivalent: Two or more A levels, advanced GNVQ, NVQ3, two or more higher or advanced higher national qualifications (Scotland) or equivalent.
- NVQ2 equivalent: Five or more GCSEs at grades A-C, intermediate GNVQ, NVQ2, intermediate 2 national qualifications (Scotland) or equivalent.
- NVQ1 equivalent: Fewer than 5 GCSEs at grades A-C, foundation GNVQ, NVQ1, intermediate 1 national qualification (Scotland) or equivalent.
- Other qualifications: Includes foreign qualifications and some professional qualifications.

- Section 106 Employment and Training Plans for all major developments in Southampton;
- Future Jobs Fund support for 18-25 year olds to access jobs with training;
- Activity to widen employment and training gains to procurement arrangements;
- Partnership for Urban South Hampshire programmes led by Southampton City Council and partners to support adults and young people in learning and employment;
- Delivery of Pre-Employment Training in relation to Jobcentre Plus Local Employer Partnership agreements;
- Targeted partnership support to provide information advice guidance and support with Children's Centres, social housing tenants, offenders, tower blocks;
- Train to Gain contracts to support workforce development;
- Jobcentre Plus partnership delivery including Flexible New Deal, Reach Out, Pathways aimed at supporting disadvantaged groups into learning, skills and employment; and
- Co-ordination and delivery of English for Speakers of Other Languages (ESOL).

These activities are included within the Action Plan at Appendix 1.

4.16 In June 2009, Southampton City Council's Adult and Community Learning was inspected by Ofsted and graded as 3 (satisfactory) overall, with contributory grades of 2 (good) for quality assurance and for teaching and learning respectively. In 2009-10, the service will seek to build on strengths and address areas for improvement through the implementation of a post inspection action plan in partnership with its sub-contractors. The activities in the post inspection action plan have been incorporated into this action plan.

5 Targets and Performance management arrangements

Learner numbers and priority groups

5.1 The Learning and Skills Council contracts provision for Adult and Community Learning under the following funding streams. Each has specific criteria for eligibility and delivery and relate to Priority 1 of this Plan.

Family Language Literacy and Numeracy: The aim is to work with schools, children's centres and community groups to deliver literacy and numeracy to parents alongside their children, to improve outcomes for adults and children/young people.

Neighbourhood Learning in Deprived Communities: This programme intensively targets priority neighbourhoods to deliver learning and skills to residents and develop community cohesion.

Personal Community Development Learning: The major part of the Adult and Community Learning programme in terms of learner

numbers which, this year, will be mapped and delivered against 'every learner matters' criteria to meet social, health and economic objectives.

5.2 Through these funding streams a number of targeted programmes have been developed to meet the learning needs of specific groups, for example jointly funded provision with Southampton Day Services for people with learning difficulties and disabilities, family learning activities with black and minority ethnic communities and with parents and carers of young people who are excluded from school. The following targets are proposed for the total 5,000 learners in 2009-2010:

Table 3: Learning Skills Council Adult and Community Learning Targets 09/10

Learners	Percentage	Number
Black and minority ethnic communities	10%	500
Priority neighbourhoods	50%	2,500
Learning difficulty/disability	10%	500
Gender	58% F, 42% M	2,900 F, 2,100 M
Age	19-24: 30%	1,500
	25-39: 30%	1,500
	40-59: 20%	1,000
	60+: 20%	1,000
Opportunities for accredited provision	30%	1,500
Achievement/retention	85%	4,250
Progression to further learning/employment (evidenced)	25%	1,250

Resources

5.3 The Learning and Skills Council funding allocation to Southampton City Council for informal adult learning for 2009-2010 is given in Table 4 below.

Table 4: Funding allocation to informal adult learning 2009-2010

Learning and Skills Council funding stream	Value
Personal and Community Development Learning	£178,000
Wider Family Learning	£59,000
Family Learning Literacy and Numeracy	£126,200
Neighbourhood Learning in Deprived Communities	£45,000
Total	£408,200

5.4 There are a wide range of resources dedicated to the development and delivery of adult learning and skills, including Government funded provision, employer or privately contracted delivery, or full cost recovery courses funded by individual learners. This Plan focuses primarily on the Adult and Community Learning provision delivered through the City Council. Implementation of the Adult Learning and Skills Plan will be funded from the Young People and Skills portfolio budget. In addition, other external funding has been secured to help implement the Plan.

5.5 Southampton City Council has been successful in attracting additional Learning and Skills Council funding for skills delivery for 2009-2010 as given in Table 5 below, with separate targets.

Table 5: Additional funding for adult skills delivery

Programme	£	Timescale
European Social Fund – adults into work	540,000	2009/10
Jobcentre Plus – Reach Out (priority neighbourhoods)	260,000	2008/10
Train to Gain	200,000	2008/11
Jobcentre Plus – Pre-employment Training and Integrated Employment and Skills	500,000	2008/11

5.6 As a number of new developments are approved and commence in Southampton, opportunities will be maximised for learning and skills delivery related to new employment prospects through the negotiation and agreement of Section 106 Training and Employment Plans. Where appropriate, these plans will include financial contributions towards the cost of up skilling local people, and all will seek to resource a range of training interventions through dedicated funding or in-kind contributions. Employment and skills gains are also currently being sought through procurement contracts. Where a financial contribution is not possible, external sources will be sought to support learning and skills delivery through existing contract holders or negotiation of additional outputs.

Quality assurance

5.7 All Learning and Skills Council funded Adult and Community Learning provision will be subject to quality assurance through inspection by Ofsted within the Common Inspection Framework.

5.8 The City Council supports sub contractors under the terms of their contracts to meet specified quality assurance measures. These will be assessed through monitoring visits and returns, and through self-assessment.

5.9 The service falls within the Young People and Community Support Division of Children's Services and Learning and, as such, will be evaluated within the European Foundation for Quality Management (EFQM) model of quality monitoring and assurance.

Safeguarding procedures

5.10 All delivery, including sub-contracted provision, will be required to comply with policies and procedures to safeguard children, young people and vulnerable adults with respect to the checking and training of staff, risk assessment and reporting procedures. Delivery partners will be made aware of staff training and support regarding safeguarding procedures.

Performance monitoring arrangements

5.11 The Action Plan at Appendix 1 gives activities and measures for 2009-10. Overall, the measures to be used to indicate success are generally based on the national indicator set. This allows comparison of progress against statistical neighbours.

Outcomes

5.12 Delivery of the two priorities will have a direct impact on five National Indicators, which are a priority of the local strategic partnership and the Local Area Agreement. Table 6 sets out the National Indicators relating to adult learning and skills.

Table 6: Southampton Local Area Agreement statutory and designated targets relating to adult learning and skills.

National Indicator	Descriptor	Activity
NI 13	Migrants English language skills and knowledge.	Identify supply and demand of English language learning and jointly commission to address needs.
NI 52	Working age people on out of work benefits.	Targeted support for workless adults to gain skills and progress to employment.
NI 153	Working age people claiming out of work benefits in the worst performing neighborhoods.	Targeted delivery in areas of deprivation.
NI 163	Working age population qualified to at least Level 2 or higher.	Additional Level 2 delivery and progression routes to Level 2 qualification.
NI 164	Working age population qualified to at least Level 3 or higher.	Progression routes to Level 3 qualifications.
NI 165	Working age population qualified to at least Level 4 or higher.	Progression routes to Level 4 qualifications.

Achievement against the outcomes will be monitored quarterly and

reported to the Local Strategic Partnership through the
- Children and Young People's Trust Board – through the Achieve Economic Wellbeing and 14-19 Partnership; and
- Economy and Enterprise Board.

These indicators are reported to Southampton City Council's performance management framework, relevant senior managers and Southampton Partnership.

6 CONCLUSIONS

6.1 This plan identifies the priorities for adult learning and skills in Southampton from 2009-2012 within wider policy and delivery frameworks to 2012.

6.2 At this time of significant change in the national organisation and delivery of learning and skills provision, the plan is a transitional one.

6.3 The Plan will be implemented by the City Council in partnership with a wide range of partners, with an overall objective of increasing the skills, employability and opportunities of all our residents.

Appendix 1: Action Plan: Please note that this plan is being developed through consultation

Implementing the Adult Learning and Skills and Employability Plan

Preparation for life and work

Action Plan

September 2009 - July 2010

Priority one: Jointly commission adult learning and skills provision through three main providers, and ensure all provision:

- narrows the gap in skill levels including literacy and numeracy
- addresses employers' needs, is delivered in local communities, and is linked to 0-19 education provision in the city

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
1.1 Prioritise learning and skills delivery to target groups and communities, priority neighbourhoods,	By September 2009 * Analyse recruitment, retention and achievement of target groups against funding	By July 2010: 5,000 learners engaged 2,500 from priority neighbourhoods 500 black and minority ethnic	SCC Core staff, subsidised through £17,000 PCDL funding	Southampton City Council

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
care leavers 19-25, disabled people, black and minority ethnic communities, carers, workless adults and those aged 60+	streams, 2008-09. * Analyse learning and skills labour market information for target groups to identify gaps. * Consult in localities to determine need * Commission learning using commissioning framework	community 500 learning difficulty/disability 1,500 aged 19-24 1,500 aged 25-39 1,000 aged 40-59 1,000 aged 60+ 1,500 progression to accredited provision 1,250 progression to further learning/employment		
1.2. Promote learning opportunities for all	By November 2009 • Hold a Learning Festival to promote recruitment, targeting communities and groups • Commit to and implement actions from Adult Learning Pledge By April 2010 • Celebrate success through awards and communications	• Numbers engaged • Numbers enrolled on programmes	£1,000 external funding through PCDL	
1.3. Develop support to enable participation	By November 2009 • Identify barriers to participation • Capacity build community organisations to engage and support groups • Provide learning assistance (ICT, aids/adaptations, travel, childcare)	Target numbers achieved 1000 of total 5000 learners requiring learner support @ £100 per learner.	£100,000 external funding through PCDL	
1.4. Consult learners and potential learners regarding motivation and barriers	By December 2009 • On going feedback through evaluations • Focus group	Feedback analysed, service re designed.	Core funded SCC staff	
1.5. Meet new obligations	By November 2009:		Core funded	

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
to plan delivery of English for Speakers of Other Languages	• Map ESOL provision and analyse gaps through CLEAR project • Re establish New Communities Employment Training and Education Group for strategic lead • Produce base line and ESOL strategy for LSC/Skills Funding Agency • Link with Migration Impact Project and LAA indicator project management • Commission Services By August 2010 • Report on year one delivery	Analysis of demand. Base line set. Strategic governance. Plan produced. Services commissioned Increase in uptake of services by under represented groups. ESOL for targeted groups	Core funded SCC staff. Migration Impact Funding through New Communities Team, SCC £45,000 NLDC external funding	
1.6 Develop specific provision to meet needs of priority groups	By October 2009: Develop and commission services through locality working with groups/communities	Analysis of representation by priority groups: • those from poorer socio-economic groups; • care leavers, particularly those aged 19-25; • disabled people/people with learning difficulties/disabilities including people with mental health problems and those who misuse substances; • black and minority ethnic communities including those who are not fluent in English and asylum seekers/refugees; • offenders;	External funding: £180,000 Family Learning, PCDL, FLLN	

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
		• carers; • people experiencing domestic violence; • those living in the 11 priority neighbourhoods; • 'workless' adults; • homeless people; • those aged 60+; • gender 60% of total learner numbers		
1.7. Develop and support Learning Champions to promote learning to under represented groups	By December 2009: * Engage, train and deploy Learning Champions in community settings		Learning Revolution funding	
1.8 Develop commissioning through three colleges in three areas of the city	Commissioning framework with colleges for 2010/11 delivery	5,000 learners commissioned in line with strategic objectives	Core staff SCC	
1.9 Negotiate and deliver Section 106 Employment and Skills Plans	**By July 2010:** • Negotiation and delivery regarding current developments planned for this phase, and any new opportunities. Current include Maylflower Theatre, Antelope Park, Police Command Centre. • Develop and commission learning and support from providers • Work with community organisations to undertake outreach, engage and support local people to participate. • Monitor performance.	Young people and adults to receive learning and skills support including apprenticeships, placements, pre employment training, continued workplace training.	Core staff SCC-YPCS, Regeneration, Planning	
1.10 Develop framework to include learning and skills	By October 2010: • Have agreed framework in place to include	Young people and adults to receive learning and skills support including	Core staff SCC	

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
considerations in procured services	learning and skills requirements in procured services By December 2009 • contracts and monitoring in place	apprenticeships, placements, pre employment training, continued workplace training.		
1.11 Systematically broker learning and skills with employers	By July 2010 • Engage employers and SMEs through existing networks and promote learning and skills • Broker training and support through existing brokerage services and Train to Gain	Increased workforce training Increased relevance of skills training Reduction in skills gaps	Core staff SCC inc other Council departments	
1.12 Take forward the Skills Development Zone activities and Future Jobs Fund	By October 2009 • Identify and recruit to apprenticeship opportunities across public sector agencies in SDZ By July 2010 • Implement actions to reduce worklessness through public sector Local Employer Partnership initiatives • Retain graduates through joint initiatives • Links learning and skills provision to enhance Future Jobs Fund.	Increased opportunities for learning, skills and employment through public sector in partnership with third sector agencies	Core HR, Regeneration, Economic Development, YPCS activity.	
1.13 Maximise opportunities arising from Building Schools for the Future.	By November 2009: • input to Phase 2 Submission to include learning and skills in design and procurement By July 2010: • Agree learning, skills and employment gains to be included in contracts	Young people and adults to receive learning and skills support including apprenticeships, placements, pre-employment training, continued workplace training. Design to incorporate adult learning and skills and family learning	Core staff BSF and YPCS.	
1.14 Take forward Sector Skills initiatives to link with	By December 2009: • Continue to work with national construction	Centres of excellence for sector specific areas. Opportunities for local	Core staff SCC	

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
local need	skills pilot for Construction Skills Academy • Explore National Retail Skills Academy opportunities	people to gain accredited sector skills. Opportunities for funding.		
1.15 Identify, and commission against, employer need	By December 2009: * Identify, with partners, existing networks and consult regarding local employer skills demand		Core staff SCC	
1.16 Develop joint commissioning with key agencies	By November 2009: • Dialogue with City Council Directorates/Divisions and Southampton Partnership (inc VCS agencies) to identify joint commissioning arrangements.	Joint commissioning established and services commissioned. Wider outcomes achieved.	Core staff SCC	
1.17 Identify every learner matters criteria, and build in to commissioning process	By December 2009: • Map provision against outcomes • Prioritise outcomes • Commission services	Holistic support linking with whole family support	Core staff SCC	
1.18 Promote concept to partners/wider audience to gain collective buy-in and increased commissioning opportunities	By Feb 2010 • Communications Plan to partners/stakeholders, and implementation.	Joint commissioning, awareness and increased outcomes	Core staff SCC	
1.19 Identify learning options for all ages, transferability and modules	By December 2009: • Map local learning and skills provision through existing websites re. course availability • Identify synergies, gaps and transition points (particularly post 19)		Core staff SCC	
1.20 Work with learning providers to encourage flexible delivery and recognition of previous learning and progression	By January 2010: • Hold workshop with providers, take forward recommendations		£2,000 external PCDL	

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
to Level 2, 3 and 4				
1.21 Develop certificates and accreditation routes	By July 2010 • Take forward local and national certification and accreditation		£1,000 PCDL	
1.22 Develop combined application process	By July 2010 * Develop adult common application process to link with 14-19 developments		Core staffing SCC	
1.23 Further develop inter generation learning to take forward joint approaches	By October 2009-07-30* Programme of family learning and inter generational learning in place		£54,000 Family Learning Literacy and Numeracy external funding	

Priority two: Continuously improve quality of provision

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
2.1 Use of data to develop and improve provision (Area of improvement Inspection 09)	By September 2009: • Contract review forms to be revised to address issues raised at inspection. The review forms will be submitted termly, with timely feedback in order to set targets and review and feedback on evidence collected. By July 2010: • Collect and analyse data. Data to be collected at the end of each course and analysed to include: • Enrolments by priority groups and neighbourhoods; • Retention; • Attendance; • Achievement on accredited programmes; and • Achievement on non accredited programmes progress against targets. • Share data analysis with subcontractors at termly contract review meetings. Development Coordinators will work with subcontractors to set and review targets for: enrolments, retention, attendance and achievement.	• Improve collection of data. Collect and analyse data from **all** subcontractors and direct delivery programmes at the end of each term (December 2009, April 2010 and July 2010). • Share performance data with **all** subcontractors in order to review agreed targets, improve	Collection and sharing of data to be delivered through existing Learning and Skills management and business support resources.	Southampton City Council
2.2 Develop arrangements for information, advice and guidance regarding learning options and future life choices (Area of improvement Inspection 09)	By November 2009: • Improve the quality of information advice and guidance by developing staff and increasing access to formal advice and guidance. • Promote and fund opportunities for centre staff and tutors to access information advice and guidance qualifications.	Learners to be informed about their sources of support. Audit of **all** subcontractors in the autumn term 2009. This information to inform support budget for the remainder of 2009-10 and beyond.	£1350 for organisation, publicity and accommodation. To be delivered through existing	Southampton City Council

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	• Ensure that each subcontractor is able to signpost learners to formal information, advice and guidance. • Tutors and centre staff will have received information about how they can access accredited information, advice and guidance courses. By December 2009: • All subcontractors will report on how their learners receive formal information, advice and guidance and the organisations that they signpost their learners to. • Implement Adult Advancement Careers Service to provide information advice and guidance • By January 2010: • Tutors and learners will receive guidance on how they can access support to remove barriers to learning. *Support could include:* 　• *In class support for basic skills needs* 　• *Translators* 　• *Assistive technologies* 　• *Resources* 　• *Fee remission* 　• *Childcare** ** Childcare applicable only to some courses from the family learning programme. These costs included in the course delivery budget.* • All tutors to receive an update document for	Support to be signposted for **all** learners with a recognised learning need by the second week of their course at the latest. 90% learners to report that the pre course information they received was good or better. Enable tutors and subcontractor staff to advise their learners about opportunities for further study. 　• **All** tutors to be invited to learning fair and at least 15 to attend. 　• **All** subcontractors to attend the fair and produce information about their programmes and centres. 　• The three city colleges to attend. 　• Third sector organisations delivering learning to be invited and at least 6 to attend. 　• Learner feedback activities to report that 70% of learners report receiving information about progression opportunities in 2009-10 raising to 90% in 2010-11. To improve the level of formal information, advice and guidance that learners receive. 　• We will fund bursaries for 5	management and business support resources. £1500 for research, design and production of transition/progression guidance leaflet. £1000 (5 training bursaries @ £200.) On line training materials: £750 (30 hours design and development at £25 per hour for consultant).	

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead

	their tutor course file outlining the current procedures for accessing support.
	• September to December 2009 audit levels for support required/barriers to participation and report on what support can be offered and how learners can access this.
	• Audit of in class support conducted and clear and costed protocols and processes agreed. This information to be shared with subcontractors.
	• All learner handbooks to include a learner support statement outlining their entitlement and how they can access support.
	• A learning fair for all organisations providing adult learning in the city. The purpose of this fair will be for organisations to share information about the programmes they offer with other organisations and tutors.
	By July 2010:
	• Learners will receive timely information about their courses:
	  • Pre course information advice and guidance
	  • Information about progression opportunities during and at the end of their course
	• Subcontractor contract reviews will include the monitoring and quality assurance of the information advice and guidance available to learners and their analysis of learner feedback on information advice and guidance.
	• All learners, tutors and learning providers will receive an end of course guidance leaflet outlining the opportunities available at other learning centres across the city.
	• Analysis of learner feedback.
		people to attend level 2, 3 or 4 information advice and guidance training.
		• We will produce training materials on support4tutors on information advice and guidance.		

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	• Tutors and learning providers will receive information about the learning/progression opportunities available across the city. • Tutors and learning providers will access information from other tutors and providers • Learner feedback to be analysed to monitor awareness of learning opportunities available in other centres.			

2.3 Develop the setting and reviewing of learning goals in all non accredited learning (Area of improvement Inspection 09)	By October 2009:
	• Delivered at least one tutor training session on personalised learning.
	• Updated the tutor course file with guidelines on RARPA (Recognising and Recording Progress and Achievement)
	By February 2010:
	• Delivered a second tutor training session on personalised learning
	By March 2010:
	• Work with another authority as part of a peer development and review activity to highlight good practice in RARPA (Recognising and Recording Progress and Achievement) across the region. We will:
	  • Highlight excellent activity.
	  • Disseminate good practice across all subcontractors in the city, including initial assessment, and setting skills focussed individual learning targets.
	  • Highlight a set of reliable measures for success in non accredited learning.
	By April 2010:
	• Provide professional development and guidance for tutors on how to:
		• Observation analysis to show improvement of grade profile from 2.2 to 2.00 in 2010-11
		• Curriculum support review confidence analysis to show 25% tutors reporting increased confidence in RARPA in 2010-11.
		• **All** tutors to have received guidance in tutor course file before the start of their course.
		• At least 10 tutors to have attended the half day training course in September and 10 in February.
		• At least 20 tutors to have accessed the on line guidance materials (logins will enable us to track).
		• Work with at least one other authority.
		• Improve teaching and learning. Ensure **all** tutors receive guidance materials on what is good practice and that they use this in their teaching.
			£300 for the production of tutor course files (stationery, printing and file costs
			
			Training courses: 20 tutors to be paid £50 attendance = £1000. Trainer costs £200 per session = £400. Cost of room hire and resources for two sessions £400. Total = £1800.
			
			On line training materials: £750 (30 hours design and development at £25 per hour for consultant).
			
			To be delivered through existing management and
				Development Coordinators, Learning and Skills

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	• Conduct initial assessment. • Develop skill centred personalised learning plans. • Evaluate and record progress within programmes and highlight further progression opportunities. • Developed a folder of resources and guidance materials for tutors on support4tutors (Hampshire and Isle of Wight local authority learning platform for adult learning tutors). • Report on good practice and produce a good practice guideline document to supplement existing documents in the tutor course file. By July 2010 • Agree and develop plans to links with roll out of JCP/LSC initiatives. • Promote Plans to providers and individuals		business support resources and curriculum support team budget. 200 briefing sheets to be produced for tutor course file in September 2009: £100 publication costs. Signposting seminar to be held for tutors from existing resources.	
2.4 Develop data sharing and referral protocols for providers	By July 2010 • Agree protocols • Implement	•		
2.5 Ensure all providers complete Self Assessment Report	By June 2009: • Have revised the Self Assessment Handbook and sent this to providers By August 2009: • Have received self assessment reports from all providers • Have used the providers' self assessment reports to inform future commissioning	• All subcontractors to receive Handbook and offer of support by the end of June each year. • 100% of providers to have completed self assessment reports by the end of August each year.		Development Coordinator
2.6 Conduct observations of teaching and learning and use the data effectively to improve provision. (Area of	By September 2009: • Have revised the Curriculum Support Handbook • Have held a briefing meeting of the Curriculum Support Team to highlight the focus,	• All tutors teaching over 12 hours to have received a curriculum support review and all tutors teaching over 20 hours to have received an observation	Curriculum support team from existing staffing base plus £500 of external moderation costs.	Development Coordinator

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
improvement Inspection 09)	protocols and processes of support reviews and observations By end of December 2009: • Have held a moderation and analysis meeting with the Curriculum Support Team • Have completed a curriculum support review with all tutors teaching over 12 hours • Have completed 15 observations of tutors teaching over 20 hours By end of April 2010: • Have held a second moderation and analysis meeting with the Curriculum Support Team • Have completed a curriculum support review with all new tutors teaching over 12 hours • Have completed 15 further observations of tutors teaching over 20 hours By end July 2010: • Have held the end of year moderation and analysis meeting with the Curriculum Support Team • Have completed a curriculum support review with all new tutors teaching over 12 hours • Have observed all tutors teaching over 20 hours • The Curriculum Support Team* will moderate and analyse teaching and learning observation reports and feedback to Development Coordinators on a termly basis. Feedback to include: • Attendance at observed sessions and reasons given for non attendance; • How well the tutor/centre monitors attendance;	• Improve retention and attendance by 10% in 2009-10. • Observation reports analysed termly. • Observation forms capture data on enrolment, Equality and Diversity, attendance, retention, initial assessment and recording progress and achievement. • performance and plan future delivery. •		

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	• Retention issues; and • How well tutors are conducting initial assessment and recording progress and achievement. • Curriculum support team to meet in September 2009 for planning meeting, then in December 2009, April 2010 and July 2010 for moderation and analysis meetings. ** Curriculum Support team is made up of practitioners and a recent inspection nominee.*			
2.7 Provide support and training for tutors	By end September 2009: • All tutors and provider managers to have received updated tutor course file • Family Learning tutors to have attended person centred planning training By end December 2009: • All tutors teaching more than 12 hours in the autumn term to have received a curriculum support review and received a login for support4tutors By end of April 2010: • All new tutors teaching over 12 hours in the spring term to have received a curriculum support review and a login for support4tutors By end July 2010: • All new tutors teaching over 12 hours in the summer term to have received a curriculum support review and a login for support4tutors • All tutors teaching more than 20 hours per year to have been offered training in recognising and recording progress and achievement and 50% of these tutors to have completed the training	• 50% of tutors to have attended training or coaching session offered by Learning and Skills • All tutors to have completed the required amount of annual professional development as required by their Institute for Learning membership (hours of professional development proportionate to teaching hours)	Costs for support reviews noted above. Training and coaching support costs £750 (based on 30 tutors receiving training)	Development Coordinator

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
2.8 Harness technology to maximise benefits of teaching and learning	By end December 2009: • To have established a technology resource base for tutors at The Warren Centre • To have updated the e learning positioning tool By end of June 2010: • To have offered e-guide coaching to all tutors who are identified as having a need at their curriculum support review • To have developed the support4tutors site to offer a minimum of 10 on line courses to improve teaching and learning	• All tutors teaching over 12 hours to have used support4tutors on at least one occasion. • All tutors teaching over 20 hours to have used support4tutors on at least three occasions		Development Coordinator
2.9 Promote diversity in teaching and learning to ensure equality of opportunity. (Area of improvement Inspection 09)	By September 2009: • Tutor course file to include guidance on promoting diversity in teaching • Subcontractor contract review forms to be revised to include evidence gathering of the promotion of equality of opportunity By April 2010: • Use the Excellence Gateway, LSIS resources and other research information to highlight good practice across the adult community learning sector • Collect information on good practice at teaching and learning observations • Collect information on good practice at contract reviews • Collect information from learners • Disseminate the good practice in promoting equality of opportunity highlighted through teaching and learning observations and autumn term contract reviews. Do this through:	• All tutors to have received guidance on promoting equality and diversity • All subcontractors to have presented evidence of activities they have developed to tackle discrimination and remove barriers to learning. • Have completed research and audit activities. • Collect evidence of the promotion of equality of opportunity and use it to improve teaching and learning. • Observation analysis to show improvement of grade profile from 2.2 to 2.00 in 2010-11 • **All** observation reports to collect information on the promotion of equality of opportunity.	To be delivered through existing management and business support resources **Consultation costs**: £ 600 (8 hours per term at £25 per hour X 3 terms)) for e-guides to carry out consultation.	Development Coordinator

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	• An information sheet for tutors and subcontractors • Support4tutors • Spring term contract reviews	• **All** contract reviews will collect information on how subcontractors promote equality of opportunity. Conduct **three** consultation activities with learners (one per term) across the provision, involving at least 30 learners in each activity. Consultations will focus on how well equality of opportunity is promoted (both pre course and on course).		
2.10 Complete and action Adult Learning Post Inspection Action Plan	By September 2009: • Post Inspection Action Plan to have been agreed and project teams assigned to actions.	• Post Inspection Action Plan to inform self assessment report, quality improvement plan and contract reviews.	To be delivered through existing management and business support resources	Service Manager

Appendix 2: Summary of equality impact assessment

Equality Impact Assessment Template and Section 17 consideration

(Equality Impact Assessment and impact under Section 17 of the Crime and Disorder Act 1998)

Name of initiative, policy, plan, service or project:

Southampton Adult Learning and Skills Plan 2009-2010

Please summarise the main aims and activities:

The plan's aim is:

To ensure that every adult learner regardless of their background, aspiration and aptitude, is given the opportunity to gain the knowledge and skills needed to activate their potential and progress into the next stage of their life fully equipped to play an active role in their own life, the community they live in and the city's economic growth.

The objectives are:

Strategic Objective 1
Jointly commission adult learning and skills provision that meets the needs of individuals, communities and employers.

Strategic Objective 2
Develop a Southampton learning and skills journey from childhood through to adulthood and later years, to enable lifelong learning and skills development.

Strategic Objective 3
Widen participation in learning and promote diversity, information and choice.

Strategic Objective 4
Improve health, social and economic wellbeing and promote the wider benefits of learning for all.

Strategic Objective 5
Maximise resources and opportunities through integrating learning into wider developments and services.

Strategic Objective 6
Continuously improve the quality of teaching and learning.

Will these aims contribute to the council's legal duty to: (tick all that are relevant)

✓Promote equality and equal opportunities?

✓Eliminate discrimination and harassment?

✓Promote positive attitudes to and relations between different groups?
✓Encourage participation and involvement of disadvantaged groups?

❑ Promote community safety?

Who will be the main beneficiaries of this?

All Southampton residents aged 19+ , their families and communities.

Assessment completed by:	Date:
Denise Edghill Acting Service Manager Learning and Skills Young People and Community Support	9/7/09

Section A – Equality Impact Assessment

1. **What sources of information were used in this equality impact assessment?** (tick all that are relevant)

✓ National research
✓ Local research
✓ Analysis of customer feedback, comments, complaints
✓ Professional knowledge/previous experience
❑ Advice from internal or external specialists (including consultation with local groups/voluntary organisations)
✓ Previous consultation findings

2. **In the table below detail the impact (positive and negative) that you have identified the plan, will have on specific groups or communities**

Group or community	Projected positive **impact** - it could benefit them	Projected negative **impact** – it could disadvantage them	Details
Gender	✓		Current data shows gender inequalities in participation and progression in adult learning and skills activities, for example under participation by men and stereotypical choice of curriculum areas for both genders. The plan and action plan seeks to address these inequalities.
			The plan cross refers to other key plans under the remit of Southampton Partnership to provide integrated support for all groups.
Race	✓		Current data shows inequalities in participation and progression by certain minority ethnic groups in learning and skills activities. The plan and action plan seeks to address these inequalities.
			The plan cross refers to other key plans under the remit of

Group or community	Projected positive impact - it could benefit them	Projected negative impact – it could disadvantage them	Details
			Southampton Partnership to provide integrated support for all groups.
Disability	✓		The plan integrates provision for those with learning difficulties and or disabilities and includes actions to provide inclusive learning and skills. The plan cross refers to other key plans under the remit of Southampton Partnership to provide integrated support for all groups.
Sexual orientation	✓		The plan seeks to prepare all people for life and work. Specific provision supports sexual orientation. The plan cross refers to other key plans under the remit of Southampton Partnership to provide integrated support for all groups
Age	✓	✓	The plan is aimed at those aged over 19. Given current economic and social factors, the plan particularly targets those up to age 49 who may be caring for children to promote wider benefits of economic and social inclusion. This may have a negative effect on older residents, although some targeted support will be provided. The plan cross refers to other key plans under the remit of Southampton Partnership to provide integrated support for all groups.
Religion and Belief	✓		The plan seeks to prepare all people for life and work. The plan cross refers to other key plans under the remit of

Group or community	Projected positive impact - it could benefit them	Projected negative impact – it could disadvantage them	Details
			Southampton Partnership to provide integrated support for all groups.
Financial Exclusion	✓		Implementation of the plan will increase people's awareness of available financial support and incentives and improve adult numeracy levels.
Other	✓		Raising aspirations, celebrating diversity and challenging stereotypes.

3. What action will be taken to ensure that any possible negative impact will be removed or minimised?

The plan seeks to promote social and economic welfare for adults within the constraints of the delivery and funding framework. We therefore need to target activities on certain under represented groups and communities. We will work with providers to ensure that the wider community has access to learning and skills, although this might be through payment by individuals, employers or other agencies.

4. Is there any evidence that any part of the proposed plan, could directly or indirectly discriminate? On the grounds of:

❑ Gender
❑ Race
❑ Disability
❑ Sexual Orientation

❑ Age
❑ Religion and Belief
❑ Financial exclusion

❑ Other

Summarise the details, including action you will take to remove this:

Some specified activities are targeted at certain groups of people who may be under achieving. However, such targeted support will with the requirement of Equalities legislation.

5. Detail any additional information you need to assess the equality impact of the plan:

None

6. Detail any other research and consultation you intend to undertake with specific groups regarding this initiative, policy, plan, service or project:

Consultation with individuals and communities, employers, external agencies, voluntary and community sector, Council Directorates and elected members, and learning and skills providers on learning and skills developments.

7. Any recommended changes or action that will be taken as a result of this equality impact assessment?

Impact assessment of individual activities as they are taken forward.

8. How will you monitor, evaluate and review this action to check its implementation?

Data analysis of participation, retention and achievement of particular groups or communities.

Section B – Section 17 consideration
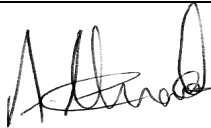
9. In the table below detail the impact (positive and negative) that you have identified the plan, will have on community safety

Projected positive impact - it could reduce crime and disorder	Projected negative impact – it could increase crime and disorder	Details
Raising aspirations, achievement and progression of unemployed people and preparing them for work will reduce crime and disorder.		Reduction of crime and disorder. Having a job reduces re-offending by 50%. 70% of offenders have qualifications below level 2- this plan aims to increase attainment level.
Targeted interventions for vulnerable people		Certain groups of people are more likely to offend. Targeted interventions to increase attainment and achievement will have a positive impact.
Positive activities will improve community		Increased community cohesion and respect will have a wider community safety effect.

Projected positive impact - it could reduce crime and disorder	Projected negative impact – it could increase crime and disorder	Details
cohesion.		

10. What action will be taken to ensure that any possible negative impact will be removed or minimised?

There are no negative impacts.

Approval of Head of Division: Young People and Community Support

Name: Alison Alexander	**Date: 31 July 2009**
Signature:	
Proposed Review Date: July 2010	

Appendix 3: Preliminary mapping of courses against the five Every Learner Matters outcome areas – Adult and Community Learning 2008-09

Outcome area 1: Be Healthy
50+ Keep Fit
Aerobics
Aromatherapy - body massage
Art Asia Dance Workshop
Baby Resuscitation and Basic First aid
Badminton - Beginners
Ballroom
Ballroom and Latin American Dancing Beginners
Ballroom and Latin American Dancing Intermediate
Beginners Jazz Dance
Beginners Street/Funk Dance
Belly Dancing
British Heart Active Foundation Club
Hand and Foot Reflexology Self Help
Hand Reflexology
Hatha Yoga
Healthy Food Bar
Healthy Eating
Healthy Family Living
Healthy Living
Indian Head Massage
Intermediate Street/Funk Dance
Intro to Counselling Skills
Legs, bums and tums
Line Dancing Eve Beginners
Line Dancing Evening
Line Dancing Improvers
Jazz Dance-Mixed
Mental Health Awareness Programme
PECS Course
Personal Presentation & Body Language
Personal Presentation Skills
Pilates
Relax and Refresh
Sequence Dance
Step and Tone
Street/Jazz Dance Taster
Tae Bo

Tai Chi (Beginners)
Tai Chi (improvers)
Towards a new Horizon
Trampoline
X-Bikes
Yoga
Yoga Beginners
Yoga Beginners/Improvers
Yoga for All

Outcome area 2: Stay Safe
Baby Resuscitation and Basic First aid
Emergency First Aid
First aid Refresher
Safeguarding and protecting children
Safety Awareness

Outcome area 3: Enjoy and Achieve
1* Kayak 07/08
1:1 3* Open Canoe
1:1 Kayak Rolling/ Skills
1:1 Sailing (Dinghy) Tuition
2* Kayak
2* Open Canoe
3* Canoe Assessment
3* Kayak
3* Sea Training
Acoustic Guitar Beginners
Acoustic Guitar Improvers
Adobe Photoshop
Adobe Photoshop Unit 2
Advanced Powerboat Driver
Ancient Landscapes
Art
Art Watercolours - Advanced
Art Watercolours Improvers
Advanced Adobe Photoshop
Art Watercolours - beginners
Basic IT
Bead Jewellery
Bead Jewellery Taster

Beginners Computer Course
Beginners Watercolours
Behind the scenes tour
Calligraphy
calligraphy taster
Canoe and Kayak Taster
Card Making
Ceramics
Christmas Cards & Crafts
Christmas Crackers
Community Carnival Course
Computer Skills (Intro to)
Conversational French for Beginners
Conversational French
Conversational French for Improvers
Conversational Spanish
Cooking on a Budget
Craft Flowers
Craft Session- Picture Frames
Creative Writing for Beginners
Cultural Cooking
Digital photography
Dinghy Level 2
Drama (LDD)
Drama Workshop
Drawing and Painting - Advanced
Dressmaking
Family Activity Day
Family Climb Taster
First Steps in Computing
Floristry and Floral art taster
Flower arranging
French Beginners
Furniture Craft
Gardening
Guitar-beginners
Guitar-Improvers
Guitar-mixed ability
Holiday French
Holiday Spanish
How to coach children in Sport
How to coach disabled people in Sport
In Search of England

Incredible Years Parenting project
Initial Fitness Advice Session
Intermediate Powerboat
Internet Security
Introduction to Digital Photography
Introduction to Kayak
Introduction to Portrait Drawing
Italian For Beginners
Jewellery making
Jewellery Making Taster
Kayak Taster
Kite Making
Lace making
Life Drawing
Life Drawing for Beginners
Life Figure Sculpture
Making the Most of your Digital Camera
Managing Digital Photos
Millers Ark farm visit
Musical Keyboards Club
Numeracy Workshop (Christmas Cards)
Painting & Drawing
Painting in the Gallery
Patchwork City & Guilds
Performance Sailing
Photoshop 2
Planting
Portrait & Life Drawing
Powerboat Intermediate (RYA) (2 days)
Powerboat level 1
Powerboat level 2
Powerboat Taster
Putting on a show
RYA Start Sailing (4 day course)
Sea Kayak Intro
Sea Kayak Taster
RYA/ ISAF Offshore Safety Course
Sailing 4 days
Sailing 5 day
Sailing with Spinnakers
Sea Kayak Day Trip
Sea Kayak Improvers
Sea Survival
Seamanship
Start Photoshop

Start Sailing - Level 1 (Dinghy)
Start Sailing (Dinghy) (basic skills, L1 & 2)
Supporting Parents Of Teenagers
Taster Sailing
The Culture of Colour
Upholstery
Voluntary Work
Watercolours and beyond
Women Kayak Taster
Wood Carving Club

Outcome area 4: Make a Positive Contribution
Community Work Skills Course
Deaf Awareness
ESOL Tour
Gender Awareness
Group Formation
Intro to Voluntary work
Introduction to Charity Work
Introduction to Charity Work
Polish Beginners
Sign Language Workshop
Taster in Charity Work
Transitioning at work
Understanding Gender
Valuing Different Cultures

Outcome area 5: Achieve Economic Wellbeing
Adobe Photoshop
Adobe Photoshop Unit 2
Adult Literacy
Advanced Adobe Photoshop
Assertiveness Skills
Basic Book Keeping
Basic Food Hygiene
Building Relationships
Basic IT
Basic Literacy Entry Level (KUWC)
Bricklaying for Beginners
Bronze INGOT
Canoe Safety Test
Catering
Communications

Computer Course Building on the Basic IT Skills
Computing for All
Confidence and Communication
CSCS Preparation
CSCS Course
CV Workshop
Day Skipper
Deaf Awareness
Dinghy Instructor pre-entry
Dinghy Instructor
Emergency First Aid
Equity in your coaching
First Aid
First aid Refresher
Food Hygiene
GCSE English
GCSE Maths
GCSE Psychology
HSE First Aid at Work Certificate
Improvers Kayak
Intermediate Computer Course Ingot Level 2
Intermediate Computer Course Ingot Level 2
Intro to Counselling Skills
Intro to Voluntary work
Introduction To Apple Mac
Introduction to Bronze INGOT
Level 1 Coach Kayak Training and Assessment
Level 2 Coach Canoe Assessment
Level 2 Coach Kayak Assessment
Level 3 Coach Kayak Training
NPLQ
Numeracy
Powerboat Instructor Pre-entry
Powerboat Instructor
Powerboat Instructor Advanced
RYA First Aid
Safety Boat
Senior Dinghy Instructor
Silver INGOT
Social Skills
Transitioning to work
Valuing your sports volunteer
VHF SRC
Yacht master