



**SOUTHWARK ADULT AND  
COMMUNITY LEARNING PLAN**

**2003/4**

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# 1 STRATEGIC MANAGEMENT

## 1.1 Organisational Details

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Education and Culture Department  
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### **How the London Borough of Southwark secures adult and community learning opportunities.**

London Borough of Southwark's Adult Learning Services provides adult and community learning through four main services:

- Direct delivery of the London Borough of Southwark Adult Education curriculum ,
- Direct delivery of advice information and guidance through the Southwark Education Training Advice for Adults Service
- Through Grant Aid agreements and sub-contracting with other organisations.
- Managing the provision of professional support, advice and planning of resources to other learning organisations through the Southwark Network for Lifelong Learning ([www.snll.org.uk](http://www.snll.org.uk))

### **Southwark LEA delivers a range of Family Literacy, Numeracy and Learning initiatives in Schools throughout Southwark.**

In line with Southwark's Neighbourhood Renewal Strategy, and where organisational logistics allow, this is done through a neighbourhood approach to ensure that schools in Southwark's six Local Areas and 16 Priority Neighbourhoods are providing Family and Adult Learning opportunities for local residents. (See Appendix A – Local Area Plans Improving Education)

Specific examples of Southwark promoting 'extended schools' are:

#### **Kingsdale School Works Initiative**

The LEA through the School Works initiative in Kingsdale School and the Neighbourhood Renewal Fund is planning adult and community learning opportunities from the school for local people in this Neighbourhood Renewal Area.

## **Rye Lane schools and Nunhead Adult and Community Education Centre.**

The Adult and Community centre plans to widen participation by expanding its provision to the Rye Lane parents and carers as well as meeting the needs of young people who are not in education training or employment

### **1.2 Mission Statement**

The London Borough of Southwark recognises the social and economic significance of being a key partner in the London Central Learning and Skills Council. Southwark welcomes the strategic objective of LCLSC which prioritises adult and community learning and seeks to increase the demand for learning by adults and equalising opportunities through better access to learning.

Southwark's overall aim for securing adult and community learning opportunities is strategically driven by the following council wide corporate mission:

#### **1.2.1 Southwark Council's Community Strategy**

Since the last Adult and Community Learning Plan the London Borough of Southwark has had a new Administration and the Education and Culture Department is committed to maximising its contribution to the key priorities of the borough as set out in the Community Strategy. These are:

- Tackling poverty
- Making Southwark cleaner and greener
- Cutting crime and fear of crime
- Raising standards in our schools
- Improving the health of the borough

#### **1.2.2 Raising Standards in our Schools**

To implement the Southwark Community Strategy Southwark Education and Culture department will be prioritising its services to deliver ' Raising Standards in our schools' .

The Education and Culture department's vision is:

We are ambitious for Southwark.

- Our vision for success is to establish Southwark as a lead borough for education and culture, regionally, nationally and internationally.
- We will create a better quality of life and enhanced life chances for all the residents and communities of Southwark by raising levels of educational attainment and continuously improving and developing learning and cultural opportunities for people of all ages across the borough.

#### **1.2.3 Mission statement for London Borough of Southwark's Adult Learning Service**

Southwark Adult Learning Services has been restructured within the Education and Culture Department and has merged with the borough's Library Service. The Adult

Learning Service operates within the Education and Cultures strategic objectives of 'PRIDE' with the following mission statement:

to give everyone in Southwark the chance, through education, to realise their full potential and in doing so make a contribution to the wider community. We will develop 'PRIDE' in education by:

**Promoting Learning; Raising Achievement; Instilling Confidence; Developing Competence; Empowering Communities.**

The core aim behind this vision is to raise levels of participation and achievement across the community and encourage the learning habit. Southwark is committed to the provision of accessible and clear pathways to local learning and employment opportunities for Southwark residents. The Adult Learning Services aims to work in partnership at both a local and regional level, and to prioritise groups and individuals that experience barriers to learning and employment opportunities. The Adult Learning Service is committed to stimulating the demand for universal provision of Adult Learning, but prioritises its delivery to the following groups:

- All Adult Learners with basic and key skills learning needs
- Adults with specific English as an Additional Language learning need.
- Young people who are currently not in training education or employment.
- Those ethnic minority groups who are currently under represented in Adult Education
- Parents, Carers of school students
- Older Learners
- People with learning difficulties and disabilities

### **1.3 Coherence with other provision**

The former FEFC funded courses delivered as an External Institution are dovetailed into the programming of the Adult and Community Learning Plan and there is no distinction made between the two funding streams.

#### **1.3.1 Development and Commissioning Service**

In addition to provision provided directly through the LEA and funded by the LSC, the Regeneration Department now manages and operates the Development and Commissioning section which acts as a skills and economic development unit contributing to the Councils Employment Strategy. This section focuses on employment and training opportunities for adults in Southwark. The Development and Commissioning section has an annual grant-aid budget and links directly to local regeneration partnerships and European Social Fund (ESF) Objective 3 programs. The SNLL Action Plan is also about to be revised to take account of changes in lifelong learning including the establishment of the new Local Learning Partnerships and the Learning and Skills Councils (LSCs').

The Development and Commissioning Team designs employment and training policies to meet the needs of residents and employers. They contract with a range of providers (voluntary sector, private companies, etc.) to deliver vocational, pre-employment and employment training for unemployed residents or for residents wanting to improve their skills at work. Increasingly the Team is keen to work with employers and other agencies to improve the employment outcomes for local residents.

In the current year, the team will work with 24 service providers, and will tender for new providers to deliver training initiatives under the Elephant SRB, the Aylesbury SRB and the New Deal for Communities. The team will represent the Council on seven existing Single Regeneration Budget (SRB) partnerships, as well as a range of employer, Welfare to Work and cross borough forums.

The team assists providers wishing to bid for European Social Fund (ESF) for training and employment as well as preparing the team's own bids. The Team will actively input to employment and training components of regeneration bids for Round 6 and 7 and sits on the cross-departmental Southwark Links group.

The Team also contributes to the development and co-ordination of other Government regeneration initiatives providing "an employment and training for adults" perspective for the Education Action Zone, Employment Zone and Health Action Zone.

### **1.3.2 Coherence with Adult Learning initiatives in 2 Southwark Libraries**

#### *Nunhead and Blue Anchor Libraries Adult Learning Centres*

Nunhead Library serves a community with few other local resources. The library is open in the evenings and at weekends when other community resources are closed. The library is accessible to wheelchair users and is well situated within the Priority Neighbourhood. A total of 8 PCs have been introduced using People's Network funding in May 2002, 4 of which were situated in the adult library and a further 4 in the children's library. Whilst this will provide free Internet access and therefore access to learning resources, further PCs and dedicated learning support staff will be required to deliver formal and informal learning on a regular basis, impacting on employment and educational attainment floor targets.

Blue Anchor Library received People's Network ICT in 2002. As with Nunhead, PCs available for learning provision will be inadequate to support tutor-led group learning. Dedicated staffing is required to provide advice and to programme training courses on days when the library is closed, and to run Internet taster sessions and advice and learning when the library is open.

#### Aims of Nunhead & Blue Anchor Adult Learning Centres:

- To develop Blue Anchor and Nunhead as foci for informal and formal adult learning and development opportunities for the benefit of the community;
- To provide a safe, informal learning environment which provides learning opportunities (including open learning and basic skills), employment advice and information which instil confidence and which teach skills which can be applied in working and family life; having a lasting impact on individuals and communities;
- To pump-prime salaried Adult Learning Librarian posts to work with the community to identify need and facilitate access to resources, information and learning opportunities which are sensitive to, driven by local demand and targeted to helping individuals identify and achieve their learning goals.

The Learning Centres will offer advice and learning opportunities in an informal environment. Learning will be through a mix of independent learning (through LearnDirect, CD-ROM & video learning packages, etc) undertaken by individuals at their own pace and more formally through structured courses led by SETTA,

Southwark College tutors and other providers as appropriate (including use of translators when necessary). Formal training will be programmed by dedicated Adult Learning Librarians based at Blue Anchor and Nunhead; delivered when the libraries are closed (Wednesdays, evenings and weekends according to demand). Smaller groups may meet when the library is open. Training will be supported by 8 learning terminals (4 funded by the People's Network and 4 by Neighbourhood Renewal), with access to the Internet, Office applications and CD-ROM learning aids. Regular employment and training surgeries will also take place in the library.

Blue Anchor and Nunhead will register as UK Online Centres, offering access to LearnDirect online courses, with the possibility of becoming accredited ECDL test centres (the European Computer Driving Licence being a recognised basic ICT qualification suited to independent learning in a library environment).

Adult Learning Librarians will:

- Establish tutor-led group learning in the library (e.g. basic skills and employment skills) undertaken by SETTA, Southwark College, etc;
- Direct learners to employment aids (CV writing packages, vacancies supplements, Internet job searches, etc);
- Advise groups and independent learners on use of learning packages and materials, making appropriate referrals, following basic assessment of needs;
- Lead regular Internet taster sessions with groups and individuals at Blue Anchor and Nunhead Libraries. Training will be aimed at particular groups at different times (e.g. pensioner Internet sessions on Tuesday mornings, linking in with the existing Pensioners Group at Blue Anchor; and homework help sessions with young people on weekday afternoons);
- Explore peer mentoring/ learner involvement in delivering Internet tasters, to raise self esteem and promote community involvement;
- Establish links with translation services, traveller support workers, asylum seeker support, etc as appropriate to ensure that all learning services are inclusive and responsive to community needs;
- Undertake intensive outreach to local community and faith groups and other organisations to promote services and to ensure that services are targeted to community need;
- Set up employment surgeries in the library on a regular basis;
- Promote learning through Adult Learners Week, Family Learning Weekend and other;
- Undertake regular monitoring, evaluation and administration, setting challenging but achievable local targets;
- Undertake staff training at Blue Anchor and Nunhead Libraries.

### **1.3.3 Contribution to Neighbourhood Renewal floor targets**

*Employment* – The Adult Learning Centres provide obvious links to employment through informal and formal learning, through access to information via the Internet and other sources and through advice on employment issues. This impacts positively on learner self confidence, increasing opportunities for and commitment to employment and reducing welfare benefit dependency;

*Strengthen community involvement and social cohesion* - The Adult Learning centres will work to develop strong links with local organisations to create learning opportunities that encourage community involvement.

*Educational achievement and lifelong learning* – Provide learning opportunities in a non-threatening, informal environment. Skills acquired through informal learning may

lead to individuals moving on to employment and accredited training, and the acquisition of skills which can be applied in working and family life and which may have a lasting impact on individuals and communities. Training can also be linked to the proposed Family Learning sessions (submitted as a separate Neighbourhood Renewal bid);

*Promoting equality* – through programming of sessions and services which reflect the cultural, linguistic and learning needs of the local community;

Southwark LEA will be ensuring that there is interaction with other providers in the LSC area through attendance at Central London Learning Partnership meetings.

## **1.4 Strategic Objectives**

Southwark Education and Culture Department has been engaged in a multi disciplinary Business Planning process involving all the Service areas for the department. This has led to the following common key strategic objectives which the Adult Learning Services are signed up to :

### **Key Strategic Objectives**

**Strategic Objective 1: To raise the educational attainment of all children and young people in Southwark at all stages in their development**

*Links to: Community Strategy priority of Raising Standards in Our Schools*

*Key partnerships with: Atkins Education, Schools, Colleges, Universities, Early Years and Childcare Providers, Social Services Department.*

**Strategic Objective 2: To improve and develop the range of learning experiences and opportunities for personal enrichment available to people of all ages in Southwark.**

*Links to: Community Strategy priorities of Tackling Poverty, Raising Standards in Our Schools*

*Key partnerships with: Atkins Education, Schools, Colleges, Universities, Youth Organisations, Arts and Cultural Organisations and Institutions.*

**Strategic Objective 3: To improve the quality of life and enhance the life chances of everyone who lives, works and studies in Southwark by putting education and culture at the heart of the social regeneration of the borough.**

*Links to: Community Strategy priorities of Tackling Poverty, Making Southwark Greener and Cleaner, Raising Standards in Our Schools, Cutting Crime and the Fear of Crime, Improving the Health of the Borough*

*Key partnerships with: Schools, Colleges, Universities, Early Years and Childcare Providers, Youth Organisations, Arts and Cultural Organisations and Institutions, Social Services Department, Regeneration Department.*



As part of the Adult Learning Service's contribution to these key Departmental Strategic Objectives, the service will implement the following adult and community service objectives:

- To be a critical part of the London Central Learning and Skills Council's priorities of widening participation in learning , building communities' self confidence and capacity and to promote good citizenship
- To ensure compliance with London Central Learning and Skills Council's priority of stimulating demand and participation, the Adult Learning Services will prioritise its strategic objectives in the following ways:

1. Establish Adult Learning Forums

Sub – Objective 1

To continue the development of the Southwark Network for Lifelong Learning as the overarching cross-sector Adult and Community Learning curriculum offer to Southwark residents. Southwark will work with the LSC to provide advice and information to other boroughs concerning the [www.southwark.learning.info](http://www.southwark.learning.info) website.

Sub- Objective 2

The Southwark Network for Lifelong Learning will be formalised as an officially recognised Adult Learning Forum in collaboration with Southwark's Local Strategic Partnership and Southwark College's strategic plan.

2. Develop coherent patterns of adult provision.

Sub-objective 2

The Southwark Network for Lifelong Learning will instigate a planning led approach to ACL provision in Southwark agreeing overarching strategic objectives for coherent service delivery. This will include the integrated planning for Adult and Community Learning, Local Initiative Fund, Neighbourhood Learning and other regeneration funding opportunities.

1. Widen participation and stimulate the demand for learning through the provision of a quality adult and community education curriculum to Southwark residents who experience barriers to learning
2. Raise the levels of basic skills and increase access to quality English as an Additional Language provision.
3. Provide a professional and inclusive service of adult advice and guidance and learning information in conjunction with Southwark Online Learning.
4. Develop and manage the Southwark Network for Lifelong Learning and to ensure a cross-sector partnership of Adult Learning Opportunities
5. Plan and deliver adult and community learning in conjunction with the Local Strategic Partnership, the Local Area Plans and the Priority Neighbourhoods for the borough.

In meeting these Strategic Objectives, the Adult Learning Services Business Unit comprises three service Areas

1. Southwark Adult Education Service
2. Southwark Education and Training Advice for Adults (SETAA).
3. Southwark Network for Lifelong Learning

Southwark LEA through the Adult Learning Services Business will maintain and extend the adult and community curriculum offer provided by the Adult Education Service. Southwark is seeking LSC funding to sustain and expand its information, advice and guidance services provided by Southwark Education and Training Advice for Adults (SETAA). In addition to this the LEA is seeking to significantly increase resources to maintain the management and administration of the Southwark Network for Lifelong Learning.

These are all groups who have been prioritised by Southwark Council and are also highlighted by Government in the Learning and Skills Act 2000.

### **Adult Learning Services Key Action programmes for Learning and Skills**

The following is a synopsis of the key learning and skills programmes of the three areas which together contribute to meeting the overall aims of Adult Learning Services:

#### **Key Learning and Skills Action 1. Southwark Adult Education Service**

The Adult Education programme will provide both specialist and 'widening participation' courses for particular groups within the community. The adult education curriculum is offered at two main centres in Peckham and in a wide range of local venues including community centres, leisure centres, swimming pools and Social Service day centres, working in partnership with the voluntary sector and other Council departments. Provision is delivered by a team of full and part time teaching staff supported by under 5s, administrative and specialist staff.

#### **The curriculum is delivered via the following areas:-**

- **Art, Craft and Design Programme** provides an annual programme of accredited and non- accredited courses in woodwork and furniture related activities; fashion, design, art and pottery in well equipped workshops at Thomas Calton and Nunhead Centres.
- **ESOL/Basic Skills Curriculum** provides introductory and level one courses mapped to the national curriculum in literacy, numeracy and English as a second language.
- **Health, Fitness and Social Care Curriculum** provides mainly ACL courses in community venues. In 2003/04, there will be developments to introduce accredited courses to a younger age range.
- **IT/Business Curriculum** operates mainly from the Thomas Calton and Kingswood Centres and provides high quality accredited learning enabling students to access work and/or FE. GOL funding has provided resources for enhanced learning environments and UK Online centres will be opened in April 2003.

- **Student Advice and Information** offers general welfare and specialist education and employment advice to adult education students. The service was accredited to GAB and Legal Service Standards in 2002.
- **Learning Abilities Programme** works with statutory and voluntary sector agencies to develop ACL provision for residents with learning disabilities who are not receiving an educational service.
- **Key Learning and Skills Action 2 – The Southwark Education and Training Advice for Adults Programme**

This service is located at the Learning Centre in the New Peckham Library and the Aylesbury Learning Centre. For 2003/4 and these centres will continue to provide a programme of access to learning, a continuing professional advice and guidance service for Southwark residents in addition to on-line distant learning opportunities.

Southwark Education and Training Advice for Adults will deliver its professional and independent access service for Southwark residents seeking learning opportunities throughout the borough and beyond. SETAA will provide the following programmes:

#### **SETAA Learning Access Programme - Careers Advice and Guidance**

- Management and administration and delivery of one-one professional and independent adults career guidance interviews.
- Management and delivery of the 'drop-in' careers advice service for adults on qualifications and courses -
- Management and administration of information on financial and childcare support for study and training
- Management and development of adult careers library
- Updating the Southwark Education and Training database.

#### **SETAA Learning Access Programme - Jobsearch Support service**

- Management and administration of the Jobsearch support service in the following areas:
- Application forms and letter support
- Psychometric assessments
- CV advice
- Interview and work experience support
- Planning your Jobsearch

#### **SETAA Learning Access Programme - Open Learning and LearnDirect service**

- Management administration and delivery of the open learning service including:
- Delivery of online distant learning and interactive ICT tutorials
- University for Industry and LearnDirect services
- Delivery of basic computer training
- Delivery of Basic skills training online
- Delivery of Customer Care and other Key skills online

SETAA is the designated Southwark Council University for Industry centre and is responsible for the development of **learnDirect** courses in the Peckham Library.

SETAA in conjunction with other Adult Learning sections will be involved in the planning for a Neighbourhood Learning Network of Learning Centres.

**Key Learning and Skills Action 3. – The Southwark Network for Lifelong Learning initiative**

The LEA will widen participation through the maintenance, development and management of the Southwark Network for Lifelong Learning.

The Network was established following research, commissioned by Southwark Education in 1996, which identified a lack of coherence and gaps in local provision, leading to significant unmet needs. There were inadequacies in the ways in which information was gathered and disseminated, which affected both strategic planning and the effectiveness of marketing. Key groups who were not having their learning needs met were identified, and issues of geographical and physical barriers to access were addressed.

The Southwark Network for Lifelong Learning key programmes will be:

**Key SNLL Programme 1 -To manage and co-ordinate the SNLL to ensure the following:**

For 2003/4 the Southwark Network for Lifelong Learning will continue to develop the following priorities:

- The importance of coherent strategic planning
- Identifying and addressing skill gaps as identified by employers
- Supporting innovative and effective community organisations
- Strengthening recruitment and progression routes between providers
- Investment to reduce barriers such as childcare costs
- Promoting work experience
- Providing effective co-ordinated information and guidance services.

**Key SNLL Programme 2 -To manage and co-ordinate the SNLL widening participation :**

The LEA will implement its Widening Participation policy by continuing to develop joint planning of provision with other sectors in Southwark. The Network will agree a new action plan, which will be monitored and reviewed by the network itself. The Team will continue to produce a regular newsletter and will manage the development of the SNLL website ( [www.snll.org.uk](http://www.snll.org.uk) ) to further assist information dissemination and inform adult and community learning strategic planning. The production of a definitive database of Southwark based education and training providers is now underway, and will continue to be refined over the next year.

## 2 QUALITY ASSURANCE AND STAFF DEVELOPMENT

### 2.1 Key performance indicators

#### Learner recruitment (table 4)

| Learners                                  | Planned<br>2003/04 |
|---|--------------------|
| Total number of learners (ACL only)       | 2000               |
| % males                                   | 20%                |
| % with disabilities/learning difficulties | 35%                |
| % B&EM                                    | 45%                |
| % aged 60+                                | 50%                |
| % Basic Skills learners                   | na                 |
|   |                    |

#### Make up of adult population (table 5)

| Total population | % with learning difficulties | % B&EM | % 60+ |
|------------------|------------------------------|--------|-------|
| 19+ = 184011     | NK                           | 37%    | 18%   |
|                  |                              |        |       |

Source; 2002 census figures

#### Quality improvement targets (table 6)

This table is not applicable to AE as all of our accredited provision is within LSC FE budget not ACL budget.

### 2.2 Quality assurance

Southwark Adult Learning Services and the Adult Education Section have invested considerable work in the past four years to improve the quality of adult education work and systems.

- All teaching staff hold nationally recognised qualifications to teach adults
- All teaching staff are assessed annually via a graded classroom observation scheme. This scheme was commended both by the ALI pilot inspection and LSDA. It will be externally moderated by the LSDA in the summer of 2003.
- Annual self-assessment reports are completed by all managers and targets are set to improve performance.
- Individual Learning Plans are in place for all FE students; plans are in place to extend these to ACL students in 2003/04.
- All provision is regularly evaluated by teaching staff, students and partner providers, where appropriate.
- An ILR is in place for both FE and ACL provision and statistical information is available to managers to assist them to plan.

We will improve the baseline of our current provision through regularly evaluations both by staff delivering courses and recipients of provision (students and partner providers). A self- assessment framework has been in place for two years and outside moderation is used to evaluate the effectiveness of this framework. The Adult Learning Services decision to offer ourselves as part of the ALI national pilot inspections was part of this moderation. The pilot inspection however did highlight the need to use MIS in planning, to establish an overarching Quality Assurance Policy and strategy and to introduce target setting. These activities are now being developed and put in place during 2002-3.

In its role as one of the community leaders in Adult and Community Learning, the Adult Learning Service of Southwark Council will be implementing a single quality framework through the Southwark Network for Lifelong Learning Network Development Group. The role of the SNLL will be to ensure that the Common Inspection Framework is embedded into the operational aims of other learning providers, Also there will be the need to ensure that community providers are supported in the self-review process in preparation for Adult Learning Inspectorate visits. Funding will be sought to set up a quality framework-training group as part of the Southwark Network for Lifelong Learning.

The Adult Education Service has a comprehensive system of classroom observation visits throughout its service and there will be a focus on looking at methods of classroom observation in non-LEA adult and community learning settings.

### **2.2.1 Learner Satisfaction**

Learner Satisfaction is from the following sources.

- Adult Learning Services Feedback questionnaire from the prospectus.
- SNLL website discussion site.

### **2.3 Quality improvement**

Southwark intends to prioritise the following areas of Quality assurance: Leadership and Management, Quality of Planning and Data Management. There will be embedded management meetings with the Senior Management Team of the Education and Culture Department, Strategy seminars with staff and our partners. There will be an investment in the inputting capacity for the Data Management needs of the Adult Learning Service.

- In 2002/2003, targets have been set for retention, completion and achievement for all learners. These will be evaluated using an external moderator early in 2003/04.
- AE is working with a consultant provided by London Central LSC to develop a service delivery plan and quality assurance framework. The purpose of these activities will be to draw together “good practice” and set an annual timetable for evaluating quality.

## 2.4 Awards

Southwark Adult Education section of the Adult Learning Services is an IIP organisation; this was re-evaluated and we were assessed as an improving organisation in February 2001.

Southwark Adult Education section of the Adult Learning Services is a Charter Mark holder (February 2000); re-assessed in November 2002.

In March 2002 Southwark Adult Education section of the Adult Learning Services achieved GAB Accreditation and the Legal Service Standards for its students advice and information services.

## 2.5 LSC Performance Review

Southwark will be receiving its report from the Adult Learning Inspectorate of the pilot inspection on Adult Learning. Southwark Adult Learning will be looking to demonstrate evidence of performance improvement against the following areas.

1. Quality of education and training and standards achieved by learners

*Evidence:* Accreditation of Students work, Classroom Assessment Reports of Teaching and Learning, progression data on students take up of further courses.

*Southwark's Performance Plans:*

10% increase of students gaining Basic Skills Qualifications. Update MIS system in place to track learners in Place by September 2002

2. Continuous improvement

*Evidence:* Staff Performance Plans with 'stretch targets' embedded into work plans

*Performance Improvements:*

Staff work plans changed to reflect stretch targets.  
other aspects of leadership and management

- 3 Quality of planning (strategic/business)

*Evidence:* Strategic Management Meeting minutes and key decision maintained.

*Performance Improvement:*

Adult Learning Managers to be invited into Senior Management team meetings of the department

- 3 Data management

*Evidence:* New MIS system installed

*Performance Improvement:*

Regular monitors returned to the LSC.

- 5 Financial viability and assurance

*Evidence:* SAP Accounting and Budget Monitors available for inspection

*Performance Improvement:*

Finance information returned reconciled to learning targets on a monthly basis.

- 6 Delivery of agreed volume of education, training provision

*Evidence:* Individual Learner Records system

*Performance Improvement:*

Increase in widening participation learners through the UK Online Learning Centres.

7 Health and safety (see also 3.6 below)

*Evidence:* Health and Safety report from Internal Audit

*Performance improvement:*

Update all facilities and ensure compliance with internal audit

8 Equality and diversity (see also below)

*Evidence:* Individual Student Information on Ethnicity , Gender Age and Disability

*Performance Improvement:*

MIS information is linked directly to recruitment strategy for each year.

## **Equality and Diversity**

Using the detailed information on the Ethnicity Age and Gender in the Needs Analysis section the Adult Learning Services Widening Participation strategy will ensure that those underrepresented groups will be catered for.

The Adult Learning Services will use the Individual Learning Records to monitor the targeting of resources to those identified in the Needs Analysis section.

We also have an “inclusive learning strategy” that was developed from initial work with the FEFC.

## **2.6 Health and Safety**

As part of the Council's scheme of delegation, the Adult Learning Services and all its services in conjunction with the Adult Education Manager is required to ensure compliance with the Health and Safety policies of the Council. These policies meet the requirements of H&S legislation. There is an annual internal audit conducted by the Council to ensure compliance.

Environments for learning are safe and supportive for adults to learn. The annual repairs and maintenance plan ensures continued upgrading of the facilities. Annual risk assessments are conducted into all areas. Areas of learning with high risks have adequate notices in place, staff are trained and updated in relevant areas of activity i.e. use of industrial machinery and annual maintenance contracts are in place to ensure the safety of equipment. All staff are inducted into and advised of their responsibilities for H&S, training for relevant non- teaching staff takes place and regular test emergency evacuations take place. All partners at off-site venues are required to meet minimum Health and Safety standards.

Southwark Adult Learning Services ensures there is communication on health and safety issues with learners through induction information, posters, and information within the prospectus.



### 3 EQUALITY AND DIVERSITY

#### 3.1 Basic skills

##### 3.1.1 Needs analysis and Increasing participation in basic skills programmes.

Table 3 shows that basic skill levels amongst adults in Southwark continue to be at the lower end of the national scale with over one quarter of the population having both poor literacy and numeracy skills.

TABLE 3a - Literacy

| Local Authority            | %Residents with Low Literacy | %Residents with Lower Literacy | %Residents with Very Low Literacy | %Totals of Total poor literacy |
|----------------------------|------------------------------|--------------------------------|-----------------------------------|--------------------------------|
| Southwark population 16-60 | 12.5                         | 6.4                            | 8.2                               | 27.2                           |

TABLE 3b – Numeracy

| Local Authority            | %Residents with Low Numeracy | %Residents with Lower Numeracy | %Residents with Very Low Numeracy | %Totals of Total poor Numeracy |
|----------------------------|------------------------------|--------------------------------|-----------------------------------|--------------------------------|
| Southwark population 16-60 | 10.9                         | 7.8                            | 8.5                               | 27.2                           |

*Source: Basic Skills Agency 2000. Estimated figures based on a representative sample of the adult population:*

##### 3.1.2 Adult Education Section of the Adult Learning Services.

- The majority of our FE work is Basic Skills and ESOL; all of the courses are mapped to the national curriculum and all staff have participated in the national training for Basic Skills, ESOL and Learning Difficulties.
- There is a national shortage of suitably qualified teachers in Basic Skills/ESOL and this has impaired our ability to extend the curriculum offer and develop off-site courses, since we do not employ unqualified staff.
- In line with government policy, no fees are charged to Basic Skills students; the Access Fund made available by the LSC is used to support examination fees and material charges. However the funds available do not cover the actual costs.

##### 3.1.3 Southwark Network for Lifelong Learning

Through the creation of the Southwark Network for Lifelong Learning Basic Skills Sub-group, the Adult Learning Services will have a major role to play in supporting the voluntary sector organisations to upskill their staff in delivering to national standards and will be seeking additional support from the LSC to undertake this

work. The Adult Education Section will be one of the main deliverers of this advice and in appropriate circumstances, training.

### **3.1.4 Southwark Education and Training Advice for Adults and Basic Skills**

Southwark Education and Training Advice for Adults will run the second year of SETAA's 3 year Basic Skills/ 'Skills for Life programme. This will include tutor-led workshops and short courses in Basic Skills linked to education/training and employment: i.e. Study Skills/ Basic Office Skills/ Word-Processing/ Writing CV's/ Application Forms. etc.

SETAA will also run:

- 180 half-day Learning sessions involving 150 learners in 2002/03
- Establish a library of BS/SFL self-study materials which learners can use independently or copy to take home with optional tutor-support at pre-arranged times
- Expand provision of numeracy activities/ support.

## **3.2 Widening participation**

### **3.2.1 Learner recruitment and make up of adult population**

For statistics, see section 2.1 Performance indicators.

- The majority of the student cohort falls within the target groups identified within the LSC Strategic Plan
- In 2002/03 AE has developed a "Learning Abilities" programme to offer learning opportunities to Southwark residents who have a learning disability but who do not receive an educational service from any other provider.
- As men and young people aged 19-25 are very under-represented in our student cohort, AE is currently conducting research into the needs of these groups to identify possible developmental work in 2003/04.
- All of the provision made by the Adult Education Service is targeted at disadvantaged members of the community as specified by the Council's policies.
- The staff profile meets and exceeds the diversity targets for recruitment and employment.
- The profile of the student group shows that the service works with a high proportion of 60+, black & ethnic minority residents, people with disabilities and learning difficulties.
- We have developed an Equal Opportunities monitoring policy in 2002/03 and equality targets will be set in 2003/04.

### **3.2.2 Adult Learning Services Activities for Widening Participation**

The client database for Adult Learning Services through the advice and guidance section of Southwark Education and Training Advice for Adults Service (SETAA) continues to show consistently high levels of take up of information and advice services from disadvantaged groups in the community, especially among lone parents and ethnic minority groups. In 2002/3 SETAA will continue to deliver and expand its community outreach programme to maximise access to information and advice on learning opportunities through the following activities:

- Regular Outreach advice sessions at: Beormund Centre, Bede Centre and Langbourne School
- Management of SETAA satellite provision at Aylesbury Learning Centre
- Provide 75 community outreach advice & guidance sessions at Refugee Daycentres, community groups
- Adult Learner's Week will be used as an annual focus for outreach and partnership activities to widen participation and access to learning

### **3.2.3 Southwark Online Learning (SOL):**

The Southwark Network For Lifelong Learning has established a Southwark Online Learning sub-group to drive forward the Neighbourhood Learning Network for the borough. This will establish up to 7 new UK Online Learning Centres stimulating a greater demand for Learning.

As part of its contribution to Southwark Online Learning, Southwark's Adult Learning Services will establish two UK Online Centres in two priority neighbourhoods. These will be based at the Thomas Calton Centre and the Kingswood House.

## **3.3 Family Learning**

The Adult Learning Services currently works in partnership with Atkins, Education, Centre for Literacy in Primary Education (CLPE) and the Language and Literacy Unit of South Bank University to deliver Family Learning services.

### **3.3.1 Current Family Learning Programme**

- In 2003/04, the London Central LSC made funds available to the LEA to develop this area of learning. The funds were used to employ a part time Co-ordinator who has built up a network of partners, identified need and piloted small one-off learning programmes.
- The funds allocated for 2003/04 will be use to embed this area of work into the mainstream ACL provision. AE will target parents who have little previous experience of successful learning.
- AE will be developing a "family learning room" at its main site, the Thomas Calton Centre, to encourage parents and their children to drop in. The intention is to then encourage these parents to use the crèche facilities on site and access main-stream classes.

The aims of the Family Learning Programme are:

- To co-ordinate a coherent programme of Family Learning provision in Southwark
- To expand the provision of Family Learning programmes in Southwark schools, particularly those in Neighbourhood Renewal Fund areas.
- To promote and deliver Family Learning programmes in schools, particularly where there is no history of provision.
- To provide access to Family Learning programmes for target groups in order to help tackle social disadvantage.
- To join up services and maximise the benefit of provision for Family Learning in Southwark.
- To develop a thriving, positive Family Learning culture in Southwark schools and community to contribute to raised educational achievement and enhanced employment opportunity.

### 3.3.2 Tackling social disadvantage

Southwark's Family Learning policy programme aims to:

- Target an enhanced support for young children and their families from disadvantaged communities
- Improve standards and attainment of all key stages.
- Promote lifelong learning and enhance preparation for work and adult life
- Increase access, promote inclusion and secure participation in learning
- Encourage schools and local communities to work together to achieve effective regeneration

Adult Learning Service will develop a strategic plan for Family Learning in line with Southwark Council objectives and with reference to Basic Skills Agency and London Central Learning and Skills Council guidelines. The Family Learning Strategy will report to, the Southwark Family Learning Steering Group, contributing information, evaluation reports and suggestions for training and enhancing Family Learning provision in support of Southwark Council objectives. The Strategy will:

- Implement a cross-borough, recognised accreditation system for Family Learning participants in Southwark in collaboration with a local FE Colleges and with reference to BSA and LSC guidance.
- Develop long- term sustainability for school/nursery programmes through staff training and support networks.
- Provide support and models to schools/nurseries to set up and maintain effective Family Learning programmes.
- Monitor and evaluate Family Learning programmes to ensure the quality of provision and promote raised achievement.
- Disseminate information to all providers of Family Learning programmes in the borough including information on training opportunities for providers, tutors and school staff participating in Family Learning programmes.
- Promoting lifelong learning for participants through the provision of information about FE links and opportunities for participants, such as a pack illustrating career/learning path choices, workshops and other outreach work.
- Establish strong links with local FE institutions and Southwark's Adult Education team.
- Devise "a follow-up scheme" which tracks the progress of the parents beyond the end of each Family Learning programme.
- Link with local services to maximise the benefit of provision for Family Learning in Southwark, including: Schools' Library Service, The Peckham Learning Centre, South Bank University, Southwark College, London College of Printing and Camberwell College of Art, Southwark Employers' Forum, Southwark Parents' Forum and others.

The Family Learning Steering group will feed into the Southwark Network for Lifelong Learning through the LSC and in partnership with other SNLL members will:

- Support the costs of a wide range of provision which is free to participants
- Create and sustain a family learning co-ordinator post in the LEA
- Staff training and development
- Purchase of materials and equipment or refurbishing a venue or space for family learning
- Carry out research and evaluation

### ***Contribution to the 16- 19 Action Plan***

The Family Learning strategy for Southwark will be linked directly to the 16-19 Action Plan and contribute to the following recommendations in the Southwark 14 –1 9 Learning Forum strategy.

#### **Recommendation 1 -The Southwark Guarantee:**

We recommend that providers and stakeholders in Southwark should jointly undertake to guarantee a high quality place in appropriate education or training to every young person aged 16 to 19. This guarantee should be developed and owned by all existing and intending providers and marketed as a unified offer to parents and pupils from at least year 7 onwards.

#### **Recommendation 2 - Requirements for additional 16-19 provision:**

We would recommend that the best long-term solution is three school sixth forms, alongside the Waterloo 16-19 academy of Southwark College, forming the basis of the additional places required in the borough. It appears that around 50% of these additional places will be needed for students taking level 3 programmes, with the further 50% at Level 2 and Level 1 and entry. Curriculum planning should be on this basis. The Charter School sixth form in the South of the borough will be opened in September 2004

#### **Recommendation 3 - Leadership**

We recommend that a senior post be established, authorised by both the LSC and the LEA, to lead and manage the delivery of the guarantee.

#### **Recommendation 4: Integration of Planning Fora:**

We recommend that attention be given to combining wherever possible the current plethora of planning for a relating to 14 to 19 education and training in Southwark. At least four groups are currently meeting, with similar memberships and agendas. This represents a waste of resources as well as providing opportunities for divergence and loss of strategic focus. We recommend that this is simplified either by covering the separate agendas in discrete sections of a single combined meeting, or alternatively convening a higher level strategic planning forum composed of representatives of each of the groups involved. The single- issue groups would then all report to this higher level body.

Adult Learning Services in partnership with CLPE has been responsible for establishing, delivering and monitoring a substantial number of Family Literacy and Numeracy programmes in Southwark primary schools. In addition, CLPE has fulfilled a monitoring and evaluation role for the Family Learning programmes provided by schools and other agencies in Southwark schools. In order to ensure coherence of provision across Southwark, a Family Learning Co-ordinator has been appointed and has a responsibility for managing both projected Family Learning programmes funded through the and the programmes proposed through the Grant Aid agreement with CLPE. The Family Learning Co-ordinator will apply the aims, policy strategy and practice to Family Learning provision throughout the borough to achieve maximum impact, quality and continuity of provision.

### **3.4 Family literacy, language and numeracy**

#### **3.4.1 Partnerships**

The LEA also delivers its Family Learning on the Basic Skills Agency requirement and has completed a Best Review of Early Years Service. There will be an intention to implement a percentage of the Family Learning programmes in the Early Years Centres.

The Family Learning Steering Group and the capacity of the Family Learning Co-ordinator can widen participation in Family Learning. It will be carried out through the Centre for Language in Primary Education and Language and Literacy Units, both of whom have the capacity to deliver. The school communities targeted will be based on the Neighbourhood Renewal priority Neighbourhoods for Southwark. There is a great demand for more Family Learning Services and in Partnership with the two organisations described the LEA can expand its delivery.

Over the past year SETAA has worked in close partnership with the Centre for Language in Primary Education to deliver an IAG module at the beginning and end of each of their Family Literacy and Numeracy courses in Southwark primary Schools, a format which has proved to be very successful and on which SETAA will build in the coming year with the addition of new schools.

SETAA also plans a programme of IAG outreach events over the coming year targeted at parents in Primary Schools, Nurseries, After-school Clubs and Early Years Centres to engage parents in learning for their own personal benefit and to enable them to better support their children in their learning activities.

#### **3.4.2 Quantitative outputs:**

| <i>Family Learning Programmes</i> | <i>2002/03 No. of programmes</i> | <i>No of Parents/Carers</i> | <i>2003/04 No. of programmes</i> | <i>Projected no. of Parents Carers</i> |
|-----------------------------------|----------------------------------|-----------------------------|----------------------------------|--|
| Literacy                          | 4                                | 48                          | 12                               | 144                                    |
| Numeracy                          | 2                                | 24                          | 7                                | 84                                     |
| ICT                               | 12                               | 144                         | 36                               | 432                                    |
| Family Language                   | 6                                | 60                          | 11                               | 112                                    |
| <b>TOTALS</b>                     | <b>24</b>                        | <b>272</b>                  | <b>66</b>                        | <b>772</b>                             |

|   |         |         |
|---|---------|---------|
| 2. Breakdown of recruitment profile targets for parents/ grandparents participating | 2002/03 | 2003/04 |
| Fathers/adult family members  | 10%     | 15%     |
| Bilingual   | 35%     | 45%     |
| Minority ethnic gps   | 45%     | 55%     |
| Entry levels (1-3) in basic skills  | 50%     | 55%     |
| Levels (1&2) basic skills   | 50%     | 45%     |
| Unemployed  | 80%     | 80%     |
| Below 10 years in full-time education   | 10%     | 15%     |
| Adults 60+  | 5%      | 5%      |
| 3. Recruitment targets for children participating                                   | 2002/03 | 2003/04 |
| Bilingual   | 35%     | 45%     |
| Minority ethnic gps   | 45%     | 55%     |
| FSM   | 55%     | 60%     |
| SEN   | 15%     | 20%     |
| EY/Primary  | 100%    | 100%    |

Number of participating children (under 18 years)  
480

% of adults and children with disabilities/learning difficulties

10-

%male adults

25

% of adults and children from minority ethnic groups

26

% adults 60+

15

% primary school children

85

% secondary school children.

15

## **3.5 Neighbourhood strategies**

### **3.5.1 Neighbourhood Renewal Strategy**

Southwark contains some of the most deprived areas in the country and as a result the Council is at the forefront in the implementation of the government's Neighbourhood Renewal policy. The Council's Neighbourhood Renewal strategy is closely linked to the Community Strategy and is guided by the Local Strategic Partnership. From April 2003 this strategy will in turn be interpreted and implemented at a local level by the 8 new Community Councils that are being set up.

The Community Strategy identifies a number of specific initiatives that will help to deliver its broad objectives across the borough. The Southwark Neighbourhood Renewal Strategy relates directly to those priorities by:

- Engaging with local people and service providers in the neighbourhoods to turn the broad ambitions into practical action that will make a difference in the most deprived neighbourhoods
- Ensuring that borough-wide policies are based on evidence of need and an understanding of the geographical, social and cultural diversity of the borough

An essential part of the strategy is that the broadest range of local stakeholders work together to deliver common objectives, targets and improvements.

The need for Information, Advice and Guidance services in the priority neighbourhoods was identified by our local LSP in their recent Employment Strategy document and in the coming year SETAA plans to further develop its Information, Advice and Guidance provision in the NRF Priority neighbourhoods. This work has already been established for some time in the Aylesbury neighbourhood, with a satellite SETAA base at the Aylesbury Learning Centre and in the Bermondsey neighbourhood where SETAA has several well-established advice surgery bases at Bede House, Beormund Centre and Womens Education & Building

During the past year SETAA has also worked in close partnership with Library Services to establish and develop Open Learning/ Guidance initiatives in Nunhead and Blue Anchor Libraries with NRF funding. SETAA has also established an IAG base at Kingswood House in partnership with Peabody Regeneration. and plans to develop new surgery bases in the coming year in the West Camberwell priority neighbourhood. In addition it has worked with a wide range of community and voluntary groups in priority neighbourhoods, including WEB, Newpin, Bede House, Beormund Centre, WGF, Tr for Life, Myrrh, Peabody Trust Threshold Centres and Pecan.

### **3.5.2 Priority neighbourhoods**

The NR Strategy identifies a number of priority neighbourhoods, based on evidence of deprivation and need, and detailed action plans have been drawn up for each area. The priority neighbourhoods are as follows:



| Area  | Priority Neighbourhood  | Key Issues   |
|---|---|--|
| <b>1: Borough, Bankside and Elephant and Castle</b><br><br>Estimated population: 44,000   | 1a Blackfriars and Borough<br>1b West Bermondsey<br>1c Elephant and Castle<br>1d Central Bermondsey | With the exception of the riverside, the whole Area is within the 10% most deprived wards. The Elephant and Castle and West Bermondsey are the most deprived.  |
| <ul style="list-style-type: none"> <li>• <b>Bermondsey and Rotherhithe</b></li> </ul> Estimated population: 48,000                  | 2a North Rotherhithe<br>2b South Bermondsey & North Livesey   | About 70% of the Area is within the Priority Neighbourhoods, which exclude the locality around Tower Bridge and the Docklands peninsula. Part of South Bermondsey & North Livesey is in the 5% most deprived wards   |
| <ul style="list-style-type: none"> <li>• <b>Walworth</b></li> </ul> Estimated population: 25,000 (north of Area included in Area 1) | 3a Aylesbury Plus<br>3b West Walworth   | The whole Area comes with a Priority Neighbourhood, and both are within the 10% most deprived  |
| <ul style="list-style-type: none"> <li>• <b>Peckham and Nunhead</b></li> </ul> Estimated population: 46,000                         | 4a West Peckham<br>4b East Peckham<br>4c Nunhead<br>4d Lane West                                    | The whole Area comes within the 10% most deprived except for a small part of Lane West (15%). West Peckham, East Peckham and parts of Nunhead come within most deprived 5% wards   |
| <ul style="list-style-type: none"> <li>• <b>Camberwell</b></li> </ul> Estimated population: 34,000                                  | 5a East Camberwell<br>5b West Camberwell<br>5c Dog Kennel Hill/Champion Hill                        | About 70% of the Area comes within Priority Neighbourhoods, with East Camberwell in 5% most deprived, and West Camberwell within 10%. Further data is needed about the Dog Kennel Hill/ Champion Hill hot spot. There may be other hot spots in the south of the Area. |
| <ul style="list-style-type: none"> <li>• <b>Dulwich</b></li> </ul> Estimated population: 44,000                                     | 6a Kingswood  | The whole Area is outside the Priority Neighbourhoods with the exception of the hot spot of the Kingswood Estate.  |

### 3.6 Citizenship

Our Student Support service at Thomas Calton Centre and our Adult Guidance Service at SETAA/ Peckham Library actively promote volunteering opportunities to our students and clients. The immediate purpose for this is usually seen by the student/client as a chance to put skills gained in a learning environment to practical use and to gain valuable experience and references for the purpose of moving into paid employment. However, in its wider context, volunteering is also an invaluable means of promoting and developing social cohesion and encouraging a sense of communal responsibility and citizenship.

Provision of a wide range of opportunities to improve basic and life skills through the learning and guidance support provided to our students enables them to build self-confidence, aspire to higher educational and employment goals, which in turn lead to improved life chances and quality of life for themselves and their families, becoming more aware of their rights and responsibilities as part of this process.

### **3.7 National languages strategy**

- The Adult Education Service will develop courses within its ACL provision to enable specific groups within the Southwark community to become literate in their own language. Our experience has shown that for many students within certain communities - i.e. Turkish, Bengali, Vietnamese, there is a high level of illiteracy, particularly amongst the older members.
- It is not the intention to develop a modern European languages curriculum, since there is adequate provision at Morley College and Southwark College. Saturday Schools for ESOL students is also part of the offer to our post 16 students.

### **3.8 Adult EMAG**

Funding has been allocated for adult EMAG services and we will explore and draw up a plan for the effective use of these resources with local schools and teachers, and the Centre for Language in Primary Education.

### **3.9 Disability Discrimination Act**

In the Adult education Service, the following work has/will take place:-

- As part of the Equal Opportunities monitoring policy, work is evaluated against the requirements of the DDA.
- All staff will have been trained in the requirements of the DDA in the summer of 2003.
- A disability audit will have been completed of the facilities/policies in the summer of 2003.
- Both of the main sites used by AE are accessible and it is a requirement of our Partnership Policy that off-site venues comply with the DDA.

### **3.10 Disability statement**

Southwark's commitment to improve access to services and employment for people with disabilities is contained in its overall **Equality and Diversity Policy Statement**, as follows:

We believe that the diversity of our population is one of our greatest strengths. We believe that equality of opportunity and freedom from discrimination is a fundamental and basic right. We believe the Council has a duty to exercise leadership to promote this right. We will therefore promote services, policies, actions and change that will make a real difference.

In support of the above the council will:

- Develop and promote strategies and programmes aimed at the creation of equality of opportunity and promotion of social inclusion;
- Challenge all forms of harassment and unlawful discrimination;
- Act to redress inequality wherever possible;
- Involve all parts of the community in its decision making;
- Work alongside local partners, contractors and all sections of the community to develop and implement initiatives aimed at promoting well being and improving prosperity for the whole community;
- Provide training, development and support to our Members, managers, staff, contractors and partners to enable them to exercise leadership and to deliver these objectives.
- Develop and implement policies and procedures to ensure that all employees and job applicants receive fair and equal treatment.

This commitment will be regularly reviewed, monitored and evaluated, through community consultation and involvement wherever possible, to ensure and demonstrate continuous progress.

## **4 Resource management**

### **4.1 Needs analysis**

#### **4.1.1 Conclusions which relate to future plans for provision.**

Much of the current work of the Adult Education is based on historical work with the 60+age group. In 2001/02, 58% of the student cohort was in this age group. Links with Social Services, the Area Health Authority and local/ national voluntary sector organisations provide the needs analysis and rationale for the courses on offer.

Southwark Council's Adult Learning Services uses a number of needs analysis methods to develop its plans. They include:

- Adult Learning Services regularly reviews Labour Market Information and demographic data
- Commissioned research for adult learning and Neighbourhood Renewal Ward analysis data.
- Reference to national, regional and local plans.
- Southwark Network for Lifelong Learning strategic planning across sectors.
- In 2002/03 AE developed a new programme area for students with learning disabilities as a result of pilot work undertaken in 2001/02 (The Learning Abilities Programme; see Widening Participation section).
- In 2002/03, AE is utilising the additional funds from the LSC to research and develop Family Learning. This will be embedded into the provision in 2003/04.
- AE is also currently undertaking research into the needs of men and young people aged 19-25 who are under-represented within our current student cohort. Results of this research may inform future provision.
- All of our work with off-site partners is based on needs analysis undertaken by those organisations.

#### **4.1.2 Demographic Information and needs analysis.**

The demographic trends shown in table 1. Show that there is a projected increase in Southwark's population over the period 2001 to 2006. One quarter of the current population is over 50 and the demographic trend is for this to continue. Southwark's Adult Learning Service will deliver its '50+' learning programme which is integrated into the mainstream curriculum. Current demographic data also shows that there is a 25% of Black and Ethnic Minority population in Southwark. The student records for Southwark Adult Learning services show that recruitment, retention and achievement profiles are in line with the trends of this demographic data.

| <b>TABLE 1 – Estimated Population 2001</b> |           |     |       |       |       |       |       |       |       |       |     |       |
|--|-----------|-----|-------|-------|-------|-------|-------|-------|-------|-------|-----|-------|
|  | Age Group |     |       |       |       |       |       |       |       |       |     | Total |
|  | 0-4       | 5-9 | 10-15 | 16-19 | 20-24 | 25-34 | 35-49 | 50-64 | 65-74 | 75-84 | 85+ |       |
| Southwark Average                          | 8.2       | 7.3 | 7.8   | 4.9   | 7.5   | 17.2  | 22.7  | 12.2  | 6.2   | 4.3   | 1.6 |       |

Source: London Research Centre, 1999 Round of Demographic Projections

| <b>TABLE 2 – Components of Population Change 2001-06</b> |            |           | <b>Ethnic Group</b> |                 |               |             |       |       |
|--|------------|-----------|---------------------|-----------------|---------------|-------------|-------|-------|
| Start Population   | Population |           | % Ward Population   |                 |               |             |       |       |
|  |            |           | White               | Black Caribbean | Black African | Black Other | Asian | Other |
| 242,311  | 249,212    | Southwark | 75.6                | 8.3             | 7.2           | 2.2         | 5.0   | 1.7   |

Source: London Research Center, Ward Projections 2000

Source: 1991 Census, Crown Copyright

### 4.1.3 Labour Market, Deprivation information and Needs Analysis

There is significant variation in deprivation and associated evidence of social exclusion across Southwark, with only one ward scoring below the national average on the Index of Deprivation 2000

Approximately 70% of the population of the borough lives in a ward within the 10% most deprived ward in the country, with an even greater number if the 20% most deprived wards is considered

Southwark remains almost twice the London and three times above the national unemployment rates.

#### Measures of poverty and deprivation

| Measures of poverty and deprivation  | Southwark compared to national picture  | Variations within the borough   |
|--|---|---|
| DETR Index of Deprivation 2000   | <b>9<sup>th</sup> most deprived borough</b> in England on average ward scores | <b>6 wards</b> in most deprived 5% in country<br><b>9 wards</b> between 5% and 10% most deprived<br><b>6 wards</b> between 10% and 20%<br><b>3 wards</b> between 20% and 40%<br><b>1 ward</b> less deprived than average for the country as a whole |
| Registered unemployment December 2001 as % of economically active population | <b>Southwark average 8.7%</b><br>Greater London 4.5%<br>National average 3.4% | <b>5 Priority Neighbourhoods</b> above 11%<br><b>6 Priority Neighbourhoods</b> above 9%   |
| % pupils obtaining 5+ GCSE A*-C (2001) (excluding independent schools)       | <b>Southwark: 33.4%</b><br>National 50%                                       | <b>4 schools</b> more 50%<br><b>3 schools</b> 33%-50%<br><b>2 schools</b> 25% - 33%<br><b>5 schools</b> less 25%  |

#### 16 – 18 Needs Analysis

The 16-18 population of the Borough is estimated at 10,700. Divided into the two-year groups this results in 5,350 per year group in the 6<sup>th</sup> Form. Given that the projections above reach a total of 2,401, and that 1,460 are estimated to leave the Borough (Southwark post 16 Area-Wide Inspection data), there remain 6,839 who whilst may be in employment or work based training will require continual post 16 learning education. There is therefore ample room for expansion of 16-19 provision in the Borough and the Adult Learning Services of the Borough will be prioritising its contributing to the Post Inspection Action Plan targets.

The LEA has consulted with the London Central Lifelong Learning Partnership, Employment Service and 'Working Links' – the Employment Zone partnership for Southwark. These partners provided the Labour Market Information and the basic skills statistics to drive the needs analysis. WS Atkins were able to provide information on the Family Learning take up in partnership with the Centre for Language in Primary Education and the Language and Literacy Unit – South Bank University.

Table 2 demonstrates how employment profile in Southwark has a service led economy and the vacancies in general match up to those occupational sectors which have the most unemployment claimants. The Adult Learning Services will be designing its Advice and Guidance Services and Curriculum delivery to meet the findings from this analysis.

**TABLE 2.1 Southwark Vacancies by Occupation**

| <b>Southwark Ranked</b> | <b>Vacancies by Occupa Occupation</b> |
|-------------------------|---------------------------------------|
| 1                       | Sales Occupations                     |
| 2                       | Clerical Occupations                  |
| 3                       | Secretarial Occupations               |
| 4                       | Drivers/Mobile Machine Operators      |
| 5                       | Corporate Managers/Administrators     |
| 6                       | Other Skilled Trades                  |
| 7                       | Personal Service Occupations          |
| 8                       | Skilled Construction Trades           |
|                         |                                       |

**TABLE 2.2 - Southwark Unemployed Claimants**

| <b>Southwark Ranked</b> | <b>Unemployed Claimant By Occupation</b> |
|-------------------------|--|
| 2                       | Sales Occupations                        |
| 1                       | Clerical Occupations                     |
| 8                       | Secretarial Occupations                  |
| 6                       | Drivers/Mobile Machine Operators         |
| 7                       | Corporate Managers/Administrators        |
| 5                       | Other Skilled Trades                     |
| 4                       | Personal Service Occupations             |
| 3                       | Associated Professional Occupations      |

*Source : Employment Service Information based on Oct 2000 stats*

#### **4.1.4 Adult and Community Learning Consultation.**

Adult Learning service through the Southwark Network for Lifelong Learning has over 200 partner members and consultation is carried out through the SNLL Website discussion forum, the CONNECT newsletter and the SNLL sub-groups.

The final Adult and Community Learning Plan will be submitted to the Central London Learning Partnership for consultation.

The Adult Learning Services in partnership with WS Atkins will submit proposed activities for 60+ which will go forward to the Pensioners Forum.

The Adult Learning Services will be submitting the proposed Adult Learning Plan to The Local Management Committee of the Southwark Connexions Service and the Local Strategic Partnership for consultation.

The LEA has engaged electronically through the Southwark Network for Lifelong Learning to all the SNLL members in setting its original Strategic Objectives and Mission statement for the Adult Learning Plan.

Additionally in the preparation for the Local Areas Plans and the Priority Neighbourhoods which the Local Strategic Partnership has identified, the Adult Learning Services new priorities around Basic Skills and Family Learning have been identified. This will be going to the Local Strategic Partnership for approval in March 2003.

The Southwark Adult Learning Plan will be submitted for consultation to the London Central Learning Partnership Executive Steering Committee.

#### **4.2 Fees and fee policies**

The majority of the adult education student group either pay no fee or a reduced fee. Southwark Education and Culture Department implement's the LSC 100% fee remission policy for accredited students and 90%+ of them are eligible for a nil fee. Poverty is a real issue in Southwark; consequently in order to support learning we do not levy high fees as very few of our learners have the financial capacity to pay full fees.

We are complying with the national requirement not to levy fees and charges to Basic Skills/ESOL students.

All Southwark Education and Training Advice for Adults services are currently free of charge to borough residents, with the exception of the Morrisby Psychometric Testing service. Consideration is being made of introducing a small charge for Open Learning, to maximise learner commitment and minimise drop-out rather than to generate income per se.

#### **4.3 Learner support**

Adult Learning Services provides a comprehensive information /advice on complex funding/benefits for study & training. SETAA manages a Childcare Training Bursary Scheme. SETAA will be :

- Further developing a referral partnership with One Stop Shop on the ground floor of Peckham Library for benefits, housing and immigration issues.
- Explore options with Library Services to provide childcare support for Open Learners at SETAA
- Develop additional support for SETAA clients seeking work-experience placement opportunities, including close liaison with Work-place co-ordinators



Within the Adult Education section of Adult Learning Services childcare provision is available for students studying at the Thomas Calton and Nunhead Centres. This provision is prioritised for students on accredited courses, although some ACL students use the provision. No charge is made for this provision.

No resources are currently made available to ACL students for course and material fees; however in exceptional circumstances fees are reduced or waived.

#### **4.4 Information, advice and guidance**

##### **4.4.1 SETAA**

Information, advice and guidance services for all borough residents aged 19 plus are provided by Southwark Education & Training Advice for Adults (SETAA) which has operated for over 20 years in the borough and is currently based centrally in Peckham Library. The service is open Mon-Sat with three evening sessions until 8pm and provides a comprehensive and impartial service of information and advice on education and training, careers counseling, jobsearch and employment advice and support, as well as IT skills through Open Learning.

SETAA also has a satellite base at the Aylesbury Learning Centre, funded through the Aylesbury NDC, with 2 full-time members of staff.

In addition, SETAA delivers a comprehensive programme of Outreach information, advice and guidance provision throughout the borough on an outreach and surgery basis, targeting those neighbourhoods prioritised under the Neighbourhood Renewal Programme. Regular advice surgeries are currently held at Bede House, Beormund Centre, Nunhead Library, Blue Anchor Library, Walworth Garden Farm, Kingswood House and Womens Education & Building. In addition to this provision there is also currently an active programme of IAG delivery to parents in Primary Schools, in partnership with the Centre for Language in Primary Education's Family Literacy/ Numeracy programme.

SETAA receives funding from the LSC for the provision of core management, frontline and advice staff and the costs of premises at Peckham Library and also receives a range of funding on external contracts including major funding from the Central London IAG Partnership, in which SETAA plays an active role, and Peabody SRB5 Regeneration. SETAA also currently holds contracts with the New Opportunities Fund, the local Early Years Childcare Development Partnership and Neighbourhood Renewal. In the coming year it is planned to establish outreach advice bases in other venues, including Brandon Estate (Threshold Centre), Bricklayers Arms (UK Online Centre), Camberwell (Learndirect Centre), as well as in other libraries in the borough.

Statistics of client visits to SETAA's base at Peckham Library show over 12,000 visits per annum, with over 60% of clients being from the borough's black and ethnic minority communities and some 75% being unemployed. Statistics also show significant numbers of lone parents, migrant workers, refugees/asylum seekers, long-term unemployed, those with no or few formal qualifications and those for whom English is not a first language.

The range of advice and information provided ranges from basic skills to advice for graduates, related to courses, qualifications, funding for study/training, benefit implications, careers information, guidance and counseling computer-based information and guidance, Psychometric Testing, equivalence of overseas

qualifications, workshops and 1:1 support with CV's, application forms, interviews and other aspects of jobsearch, access to computers for study and work-related purposes and to the Internet for on-line jobsearch.

SETAA was one of the first IAG service nationally to gain the Guidance Accreditation Board's Quality Standards, which it currently holds until April 2004. All services are delivered by experienced front-line and guidance staff, all of whom hold professional guidance qualifications at the appropriate levels.

#### **4.4.2 Information, Advice and Guidance at the Thomas Calton Centre**

As a result of a small pilot project in 2001/02 funded by the local IAG network, a new post was created in 2002/03 within the Adult Education Service to provide education/employment advice to adult education students. This compliments the existing general and welfare advice support.

The Adult Education Service is a member of the local IAG network and benefits from training and seminars. Our Reception/Information staff have received NVQ Level 2 training in 2002/03 in giving information.

#### **4.5 Additional learner support**

An established system of providing additional learning support is available to FE students via the Basic Skills programme. This has contributed to improved levels of retention and achievement. Lack of resources prevents AE from extending this support service to ACL students.

#### **4.6 Sub-contracting**

Whilst the Southwark Council had entered into a Public Private Partnership with WS Atkins the transfer date to this company has been deferred and will not be part of the sub-contracting arrangements before the end of next fiscal year.

Other work is subcontracted to:

- Centre for Language in Primary Education
- Language and Literacy Unit – South Bank University

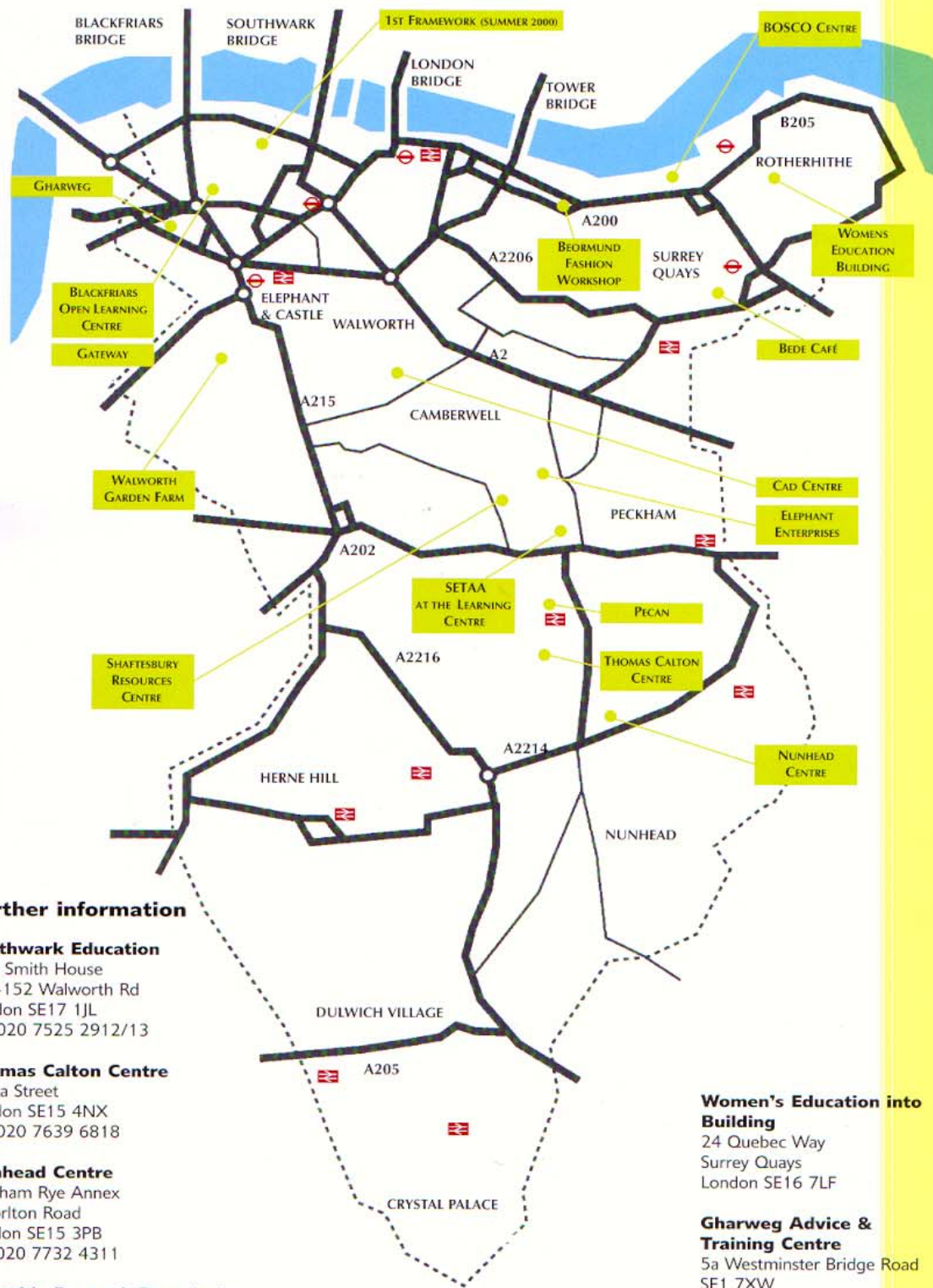
These partners do not currently receive Learning and Skills Council funds. These contracts will be managed by a Project Manager who will act as the Link Officer and develop the sub-contract with the provider. There will be a series of link officer meetings and reviews to ensure delivery against targets.

#### **4.7 Accommodation strategy and map**

- The Adult Education Service currently operates from two dedicated adult education buildings based in Peckham – The Thomas Calton Centre and the Nunhead Centre at Peckham Rye Junior School. An annual maintenance and refurbishment plan is in place to bring these building, that are former ILEA facilities, up to suitable and adequate adult learning environments. We also operate in 30+ community locations across the Borough as part of our partnership work with other agencies in the statutory and voluntary sectors. A partnership policy has been developed

for 2003-4 that will require high standards of Health and Safety and adult learning environments.

- Southwark Education and Training Advice for Adult Service operates from the Peckham Library second floor.
- The Southwark Network for Lifelong Learning and strategic management operate from John Smith House the Education and Culture Department building.



**Further information**

**Southwark Education**

John Smith House  
144-152 Walworth Rd  
London SE17 1JL  
Tel: 020 7525 2912/13

**Thomas Calton Centre**

Alpha Street  
London SE15 4NX  
Tel: 020 7639 6818

**Nunhead Centre**

Peckham Rye Annex  
Whorlton Road  
London SE15 3PB  
Tel: 020 7732 4311

**\* Outside Borough Boundaries**

Alcohol Counselling and Prevention Service  
London SW9

Brokerage City Link, London EC2

Foundation for Human Development  
London SE27

**Women's Education into Building**

24 Quebec Way  
Surrey Quays  
London SE16 7LF

**Gharweg Advice & Training Centre**

5a Westminster Bridge Road  
SE1 7XW



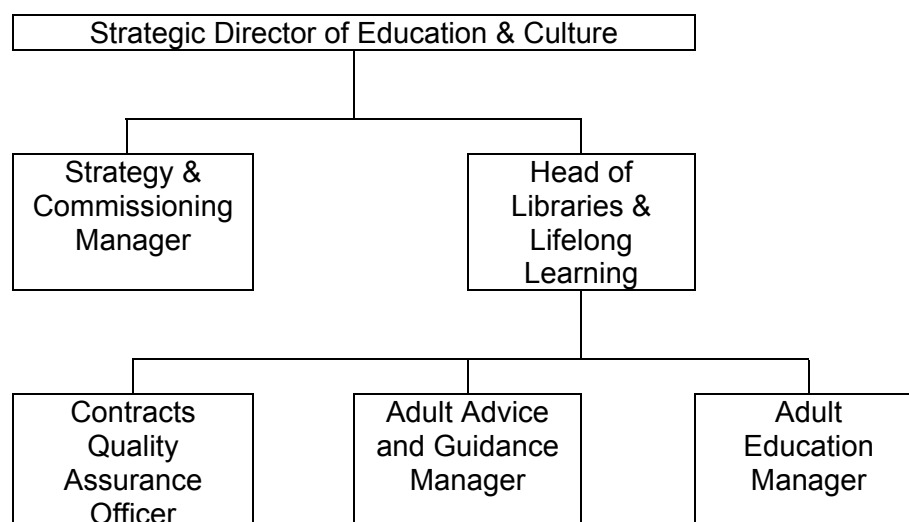
## 4.8 Staffing and management

Following the creation of the new Education and Culture Department in April 2002, the Adult Learning Service has been merged with the Library Service for operational purposes, under the new post of Head of Libraries and Lifelong Learning. The strategic management of the service has become the responsibility of the Department's Strategy and Commissioning Manager.

The staffing list at the end of this document outlines the staff, their posts and their location of work. The following guidance notes may help in defining full time equivalence:

Southwark is currently working on the proportion of full-time hours that a member of Adult and Community sessional staff is contracted to work over the year, and will present this information expressed as a percentage of the standard full-time hours over a year. However it will be submitted after the submission date for the Adult and Community Plan. Full-time staff should be recorded as 1 FTE. Full-time staff with an additional contract may be shown as greater than 1.

### 4.8.1 Outline Structure Chart



### 4.8.2 List of staff.

|    | Surname   | Name           | Post Title                              |
|----|-----------|----------------|---|
| 1  | EASTOP    | SAMUEL         | Strategy and Commissioning Manager      |
| 2  | OLSEN     | ADRIAN         | Head of Libraries and Lifelong Learning |
| 3  | HIMRI     | VANITA         | Adult Services Support Officer          |
| 4  | SMITH     | PAUL           | Contracts Quality Assurance Officer     |
| 5  | DOWDEN    | ROSEMARY       | Curriculum Manger                       |
| 6  | MARSHALL  | JANIS          | Tutor                                   |
| 7  | TARBARD   | SHEILA         | Adult Education Manager                 |
| 8  | BELL      | ELAINE         | Curriculum Manager                      |
| 9  | TREW      | WINSTON        | Curriculum Manager                      |
| 10 | ABRAHAM   | MARTIN         | Curriculum Manager                      |
| 11 | ZURBUCHEN | CLAIRE         | Tutor                                   |
| 12 | KINKAID   | JOHN ALEXANDER | Technician                              |
| 13 | BURTON    | JULIAN         | Technician                              |
| 14 | CURTAYNE  | LIAM           | TUTOR                                   |
| 15 | MORLEY    | JULIA          | TUTOR                                   |
| 16 | LANG      | STEFFANIE      | MIS Officer                             |

|    |              |               |                                   |
|----|--------------|---------------|-----------------------------------|
| 17 | ODUNTAN      | FELA          | CRECHE WORKER                     |
| 18 | JACKSON      | ANNE          | Tutor                             |
| 19 | COLEMAN      | MARIA         | CRECHE WORKER                     |
| 20 | SYED         | NASEEMA       | Under 5s Team Leader              |
| 21 | MINNOCK      | JULIA         | Crèche Worker                     |
| 22 | ODUNTAN      | FELA          | CRECHE WORKER                     |
| 23 | EDWARDS      | MAXINE        | TUTOR                             |
| 24 | JONES        | LUKE          | Tutor                             |
| 25 | BENT         | PAULINE       | TUTOR                             |
| 26 | COOPER       | KAY           | TUTOR                             |
| 27 | CAMPBELL     | JOY           | Tutor                             |
| 28 | HENRIKSEN    | KAREN         | TUTOR                             |
| 29 | HYDE         | RUTH          | TUTOR                             |
| 30 | SIMPSON      | S             | TUTOR                             |
| 31 | HARRINGTON   | SUE           | TUTOR                             |
| 32 | KHAN         | RUKSANA       | CRECHE WORKER                     |
| 33 | OBAMWON      | EMMANUEL      | Tutor                             |
| 34 | EVANS        | DOREEN        | TUTOR                             |
| 35 | DERRIEN      | MAGDA         | TUTOR                             |
| 36 | CORR         | YVONNE        | Office Manager                    |
| 37 | BAGNALL      | KATE          | Curriculum Manager                |
| 38 | AYOADE       | CHRISTINE     | Reception/Information             |
| 39 | CRESSWELL    | REBECCA       | TUTOR                             |
| 40 | MILLS        | SUZY          | TUTOR                             |
| 41 | ARNAUD       | ANNE          | TUTOR                             |
| 42 | WESTON       | JANICE        | TUTOR                             |
| 43 | HUSSEY       | JEAN          | TUTOR                             |
| 44 | STRONG       | ANITA         | TUTOR                             |
| 45 | GRIMALDI     | SARAH         | TUTOR                             |
| 46 | BRAMMAH      | ANNE          | TUTOR                             |
| 47 | HIETT        | SIDNEY        | TUTOR                             |
| 48 | ARMSTRONG    | PAUL          | Tutor                             |
| 49 | OSMAN        | RUHSAR        | TUTOR                             |
| 50 | McADAM-FREUD | JANE          | TUTOR                             |
| 51 | CAMERON      | SHONA         | TUTOR                             |
| 52 | PARROTT      | LYNN          | TUTOR                             |
| 53 | FLYNN        | LESLEY        | TUTOR                             |
| 54 | JONES        | ANITA         | Technician                        |
| 55 | VERMA        | PAMELA        | Student Services Officer          |
| 56 | Vacant       |               | STUDENT SERVICE OFFR              |
| 57 | GHENT        | VICTORIA      | Technician/Tutor                  |
| 58 | WILES        | WINSOME       | Examination/Enrolment             |
| 59 | BAKAS        | LESLEY        | Staffing Officer                  |
| 60 | ADELEKE      | ADE           | Premises Officer                  |
| 61 | ALLEN        | REBECCA       | Tutor                             |
| 62 | PENTON       | MARGARET      | Quality Assurance                 |
|    | SHEAKH       | TAHIRA        | Finance Officer                   |
| 63 |              |               |                                   |
| 64 | GRANT        | LORNA         | Admin Support Officer             |
| 65 | OKPAKO       | KARLEEN       | Admin Support Officer             |
| 66 | KHM          | Yaa Asanti-wa | Education & Training Admin        |
| 67 | WILLIAMS     | YVONNE        | Administrative Officer            |
| 68 | YUSUF-SADIK  | ELIAS         | Education & Training Advi         |
| 69 | RIMMINGTON   | HILARY        | Adult Advice and Guidance Manager |
| 70 | MCKENZIE     | BEVERLEY      | Administrative Officer            |
| 71 | SPENCE       | MUNJU         | Education & Training Advi         |
| 72 | Paxton       | Francis       | Open Learning Centre Facilitator  |
| 73 | Amayo        | Duke          | Administrative Officer            |

## **5 Accountability and governance**

Southwark Council has adopted a 'Leader and Cabinet' model of governance. Until the May Election of 2002 there were Education Ratification Committees to which major Plans and Committee Reports were referred. Now there is a Lead Executive Member for the Education and Culture Department and Chief Officers of the Council have authority of 'delegated powers' which in consultation with the Executive Committee Member allow them to make decisions on policy and strategic plans. The Adult and Community Learning Plan can be authorised both through this method or the Plan can be taken to the Council's main Executive Committee for approval if it contains any significant changes in policy, direction or scope. Through this process Southwark Council demonstrates accountability for the adult and community learning it secures.