

INSPECTION REPORT

Bracknell Forest LEA

25 November 2002



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

SUMMARY

The provider

The adult and community learning service of Bracknell Forest manages part-time adult and community learning across the authority. Most adult and community learning is provided through subcontracting arrangements with a local college of further education. A range of courses across 12 areas of learning are provided, which are non-accredited and are also provided in Wokingham. All classes therefore have a mix of learners from the two authorities. In 2001-02 there were a total of 1,278 learners and 2,496 enrolments on courses within the subcontracted provision. Bracknell Forest has also developed a directly managed community development programme in which in 2001-02, there were 487 learners and a further 649 enrolments on taster courses in the community.

Overall judgement

The quality of provision is adequate to meet the needs of those receiving it. Learning is good in community development programmes, visual and performing arts and hospitality, sports and leisure. Learning is satisfactory in information and communication technology, languages and for learners with learning difficulties and/or disabilities. Leadership and management and equality of opportunity are satisfactory. Quality assurance arrangements are not satisfactory.

GRADES

Leadership and management	3
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

Areas of learning	Grade
Information & communications technology	3
Hospitality, sport, leisure & travel	2
Visual & performing arts & media	2
English, languages & communications	3
Foundation programmes	3
Community learning	2

KEY STRENGTHS

- effective strategic direction of adult and community learning
- productive partnership arrangements to widen participation
- good use of scarce resources to target hard-to-reach learners

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- good teaching and learning
- achievement of significant personal development and social skills
- good resources for community learners

KEY WEAKNESSES

- insufficient monitoring of quality assurance arrangements
- inadequate use of data to inform planning
- ineffective advice and guidance for learners
- lack of formal systems to record learner's progress
- insufficient work with subcontractor to ensure the provision reflects the needs of adult and community learning

OTHER IMPROVEMENTS NEEDED

- better monitoring of contractor's promotion of equality of opportunity
- better sharing of good practice

THE INSPECTION

1. A team of 11 inspectors spent a total of 55 days at Bracknell Forest adult and community learning service in November 2002. Seven of these inspectors were involved in the joint inspection of the subcontracted provision at Wokingham. Five areas of learning were inspected jointly and grades for these apply to both Bracknell Forest and Wokingham. Community development and leadership and management of Bracknell Forest were inspected separately. Inspectors visited a range of venues and had joint discussions with relevant personnel from the college. They also interviewed learners and staff. In the jointly inspected areas, inspectors observed and graded 86 lessons. In community development provision in Bracknell, inspectors observed and graded 14 lessons. Inspectors examined a range of documents, including learners' work, learning materials, promotional materials, policies, development plans, minutes and notes of meetings, the borough's adult learning plan and self-assessment reports, which were produced in August 2002.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Information & communications technology	0	2	3	5	1	0	0	11
Hospitality, sport, leisure & travel	0	6	7	4	0	0	0	17
Visual & performing arts & media	1	11	13	8	1	0	0	34
English, languages & communications	0	6	2	4	1	0	0	13
Foundation programmes	0	3	5	2	1	0	0	11
Community learning	1	3	5	5	0	0	0	14
Total	2	31	35	28	4	0	0	100
per cent	68.00%			28.00%	4.00%			

THE PROVIDER AS A WHOLE

Context

2. Bracknell Forest Borough Council became a unitary authority in 1998 and is one of six unitary authorities covering Berkshire. The adult and community learning service of Bracknell Forest is part of the education directorate within the council. An officer is responsible for the management of lifelong learning, which includes the adult and community learning service. The local education authority (LEA) works with a range of partners through the Bracknell Forest lifelong learning partnership to develop adult and community learning. Since 2001, adult and community learning has been funded by Berkshire Learning and Skills Council (LSC). The borough also uses a range of external funding sources, including grants for the UK online, adult basic skills and childcare training.

3. Most of the adult and community learning is provided by Bracknell Forest LEA and Wokingham LEA through contracts with Bracknell and Wokingham college of further education. In 2001-02 there were a total of 1,278 learners and 2,496 enrolments on courses within the subcontracted provision. Of these, only 36 learners were from minority ethnic groups and there were no records of learners with disabilities. 70 per cent of learners were women and 74 per cent of learners were aged between 25 and 64 years. Bracknell Forest has also developed a directly managed community development programme. In 2001-02, there were 487 learners and a further 649 enrolments on short taster courses in the community.

4. Joint inspection of the subcontracted provision was carried out by members of the Bracknell and Wokingham inspection teams. Five areas of learning were jointly inspected, information and communication technology, sports, leisure and health, visual and performing arts, languages and programmes for learners with learning difficulties and/or disabilities. All statistical information under each area of learning is presented as a total figure for both LEAs. Grades awarded to these areas apply to both Bracknell Forest LEA and Wokingham LEA. All courses offered are non-accredited. Learners can progress onto college courses, which are not part of the adult and community learning programme, to pursue accreditation and qualifications. College managers have specific responsibilities for adult and community learning. Overall responsibility for managing the college's contractual obligations rests with the assistant principal for adult and professional studies. All tutors teaching on the adult and community learning programmes are employed by the college, some tutors are on permanent part-time contracts, while others are employed on an hourly paid basis.

5. Bracknell Forest has an adult population of approximately 85,000. The unemployment rate in the Thames Valley in January 2002 was 1 per cent. There are many high technology industries in the area. Approximately 30 per cent of the local workforce commute to London. Basic Skills Agency research indicates that 22 per cent of the local adult population have basic skills needs. At the last census, only 2.7 per cent

of the borough's population were from minority ethnic groups. In 2001, the proportion of young people achieving five or more general certificates of secondary education (GCSEs) at grade C or above was 49.1 per cent, compared with the national average of 47.9 per cent.

Adult and Community Learning

6. There is good teaching and learning in both subcontracted and directly delivered courses. Of lessons observed in college courses, 69 per cent were good or better and 95 per cent were satisfactory or better. In directly managed provision, 100 per cent of lessons observed were satisfactory or better, with 64 per cent good or better. On courses in visual and performing arts and in hospitality, sports and leisure, achievement levels are high and learners produce high standards of practical work. Within the community development programmes, there are good resources for learners, effective partnerships and learners experience significant personal development and gain social skills. Teachers and learners enjoy good relationships and learners support each other well. A pilot scheme to introduce individual learning plans is currently being carried out although at the time of the inspection, few learners had adequately detailed individual and/or group learning plans. Most teachers are appropriately qualified and experienced. The majority of enrolment onto courses is completed by telephone or post with learners choosing courses from publicity material. The detail given in the publicity material is often not detailed enough to give prospective learners a full understanding of the course. Bracknell Forest LEA does not work sufficiently closely with the college to ensure the learning provision reflects the needs of adult and community learning. The range of adult and community courses on offer is often based on historical data, for example the success of previous courses. There are no clearly defined targets for level of courses, learners' numbers, gender or ethnicity. There is insufficient monitoring of quality assurance arrangements and inadequate use of data to inform planning. Data are unreliable and it is difficult to identify from much of the data, performance issues and equality of opportunity issues relating to the learners funded through the LEA. There is ineffective advice and guidance for learners in the community development programmes and little collection of information relating to learners' progression.

LEADERSHIP AND MANAGEMENT

Grade 3

7. The adult and community learning service is located within the LEA of Bracknell Forest Borough Council. The LEA is the lead body within the lifelong learning partnership, which was formed in 1999, and contributes to the planning and development of lifelong learning provision. The LEA and local providers work through the forum provided by the lifelong learning partnership, to develop adult and community learning. The main programme of courses is provided under an adult education contract with Bracknell and Wokingham College. This contract is renewed annually. Courses are currently provided on three college sites and in premises at Brakenhale, Edgbarrow and Sandhurst schools. Outreach and community learning is also provided. A community development programme, directly managed by the LEA, is provided within a variety of community venues throughout the borough, and comprises mainly family learning. The LEA also supports a number of other relevant initiatives which are subject to external funding applications, and through support grants for local organisations.

8. The lifelong learning officer manages all lifelong learning provision which includes the adult and community learning programme, and reports through the assistant director of curriculum, quality and achievement to the director of education. Before September 2002, this post also included responsibilities within the school sector. The LEA has recently appointed an additional full-time postholder for lifelong learning. The lifelong learning officer now manages three full-time staff, including the community education manager, who is also responsible for family provision funded by external agencies outside the scope of LSC funding. There is an annual appraisal process for staff directly employed by the LEA.

9. A three-year lifelong learning plan for 1999-2002 was produced by the lifelong learning partnership to tackle the key priorities of the new unitary authority. This plan has now expired and there is no new plan but the planned activity has been extended for a further year to ensure completion. The adult learning plan for the borough contributes to the community plan's aim of making learning a vital part of community development. There are strategic links to other LEA plans, such as the education development plan, early years development and childcare plan, community safety strategy, best value performance plan and the annual library plan. The adult learning plan requires the agreement of the executive member for education and approval by the council.

STRENGTHS

- effective strategic direction of adult and community learning
- good partnership arrangements to widen participation
- good use of resources to target hard-to-reach learners

WEAKNESSES

- insufficient monitoring of quality assurance arrangements
- ineffective use of data to assist planning
- insufficient work with subcontracted provider

10. There is effective strategic direction of adult and community learning. The LEA has made significant progress since becoming a unitary authority, to develop adult and community learning. There is effective leadership and direction of lifelong learning, set by the director of education. The director ensures the implementation of elected members' vision for lifelong learning in Bracknell Forest, and is an active member of the lifelong learning partnership. A range of research activities is used to inform the effective strategic direction set by the LEA. The borough is developing a range of activities to widening participation, including those for hard-to-reach learners and those which tackle low aspirations and poor basic skills levels within parts of the borough.

11. A wide range of good partnership arrangements promote widening participation. These include, leisure and personal development, special educational needs, literacy, numeracy, and ICT. In 2000-01, outreach activity was introduced as a result of collaborative strategic planning by the LEA and the lifelong learning partnership. The team of adult and community learning officers identify and secure new sources of external funding to enable further projects to be provided in the borough. They have also established good links with a wide range of organisations within the borough, including the local college of further education, schools, businesses, the voluntary sector and community groups. These partner organisations help to identify and implement relevant learning programmes in the community. The development of adult and community learning is promoted through the partnership's providers' advisory group. The partnership is currently being consulted about plans to re-develop the town centre in Bracknell which will include facilities for adult and community learning.

12. Bracknell Forest has made good use of resources to target hard-to-reach learners. For example, when targets for enrolments for college-based courses were not met in 1998-99 and 1999-2000, the borough funded a small programme of community outreach activity targeted at adults with identified learning needs. This provision has grown substantially and in 2001-02, family learning programmes and community learning programmes enrolled 487 learners from previously hard-to-reach groups. Many learners on these community programmes attended short ICT courses in local schools. The LEA has injected substantial funds to improve the facilities for outreach programmes. There has been a combination of updating some learning centres and new buildings in other areas. There has also been substantial investment in the provision of ICT resources in one day care and three residential centres. The authority acknowledges that the long-term sustainability of much of this community outreach provision relies on short-term project funding.

13. Inspectors found weaknesses in curriculum planning and management of the

college. The LEA does not specify in its agreement with the college which courses should be provided. The adult and community learning curriculum is based mainly on an historical pattern of provision. There is poor initial assessment of learners' needs. There are no individual or group learning plans, although measures are now in place to rectify this. The LEA sets no targets for its subcontracted provision and does not measure how effectively this provision helps to meet its overall adult learning objectives.

14. Data are not used effectively to assist planning. Data for adult and community learning held by the LEA are poor. The LEA relies on its subcontractor for basic data on the number of learner enrolments, attendance and retention. Data are not used effectively to monitor retention, achievement and progression, or to inform decisions about the development of the adult and community learning curriculum.

Equality of opportunity**Contributory grade 3**

15. Bracknell Forest Borough Council has an equal opportunities policy, which covers every service department of the authority. It also has a separate social inclusion policy. The education department has its own structure for promoting and monitoring equality of opportunity, which covers areas such as special educational needs, 'the Disability Discrimination Act 1995', and social inclusion.

16. The LEA has started to tackle successfully the needs of hard-to-reach learners. This work has a specific focus on those wards with the highest social and economic deprivation. The scope of this work includes adults with low literacy, numeracy and social skills, family learning, ICT for older learners, and education for individuals with mental health problems.

17. The main subcontractor for adult and community learning with the LEA has an extensive range of resources to support learners with disabilities or mobility difficulties. These are made available to all learners. Resources can, however, take some weeks to organise. Resources include computer software to produce printed Braille, conference folders with a discreet loop system for hearing impaired learners, and the provision of note takers, signers and readers. There has also been adaptation of equipment, such as coloured coded hobs and cooker switches to assist the visually impaired, and Braille numbering of floors in one building.

18. The LEA has inadequate procedures to monitor subcontractor's equality of opportunity. It uses consultant performance reports, and informal reporting through an LSC area audit team. The LEA commissioned a report in November 2001 by a consultant who examined all aspects of the college's performance in relation to the contracted provision. The equal opportunities component of the report was inadequate, and did not identify some key issues, such as poor staff development. There is an informal agreement with the LSC for them to alert the LEA to issues arising from its audit work. There have been no equal opportunities issues identified through this process.

19. There is not enough equal opportunities training for part-time college staff. Learning and staff inductions which include equality of opportunity awareness are offered to all staff, and part-time staff are paid for attending. However, these are not compulsory, and there are no monitoring arrangements to ensure that everyone participates.

20. The college has started to respond to the requirements of the Race Relations Amendment Act 2000. A monitoring report has been produced and four working groups have been established to formulate a race equality policy. However, responsibility for monitoring race equality and equality of opportunity more broadly is poorly defined. Course teams and groups have been identified as the level at which this should take place, however specific responsibility for carrying out this work has not been assigned to particular people or posts.

21. The college has difficulty producing equal opportunities data specific to the ACL

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provision. There was not enough evidence of which ACL staff have taken advantage of staff induction and equal opportunities training and no records of learners' disabilities are available.

Quality assurance**Contributory grade 4**

22. There is insufficient monitoring of quality assurance arrangements, a weakness identified in the self-assessment report. Adult and community learning, provided through the college, relies on the college's policies and procedures. The LEA employed an external consultant in 2002 to conduct an independent review of the subcontracted provision. LEA officers meet on a regular basis with staff from the college. However, arrangements for quality assurance are not used consistently to improve performance. Data are not accurate and it is difficult to identify performance issues relating to the learners funded through the LEA.

23. Staff are employed by the college to teach on the adult and community learning programme. The college staff appraisal system is mandatory for staff who work a minimum of 240 hours each year. Many of the tutors do not fall within this category but can voluntarily take advantage of the appraisal scheme. There are no data to identify tutors who had taken part in the scheme. Adult and community learning staff are entitled to the same benefits as other college staff and are encouraged to take advantage of staff development opportunities, for which they are paid to attend. Additional support, such as childcare costs, is also available. No data were available to identify how many adult and community learning tutors had participated in this learning.

24. Quality assurance arrangements for directly funded provision has included a system of classroom observations and evaluations of courses by learners involved in the family learning and community learning projects. However, there is no collection of information relating to learners' progression.

25. Bracknell Forest LEA produced its first self-assessment report and development plan for ACL for 2000-01 in August 2002. There is a provisional self-assessment report for 2001-02, including a draft development plan for 2002-03. These reports only relate to leadership and management. The plans have been drawn up by the lifelong learning officer and approved by the director of education. The reports are not sufficiently evaluative and many of the strengths and weaknesses found by inspectors were identified in the reports. The areas of learning that are subcontracted to the college were included in the self-assessment report of the college. The college provided short summary assessments for the adult and community learning provision for the purpose of inspection, though these did not contribute to the LEA's own self-assessment.

AREAS OF LEARNING

Information & communications technology

Grade 3

26. ICT courses are provided in five college sites, including open learning centres, schools and local libraries. At the time of inspection, there had been 390 enrolments onto 27 courses. Courses include basic computer courses, one-day Saturday courses on software applications, and taster courses. More advanced courses include database programmes and website design. All courses take place in the day during term-time. There are no evening courses. Most learners are aged over 50, and 40 per cent are men.

STRENGTHS

- good retention rates
- good resources
- effective staff development

WEAKNESSES

- no individual learning plans
- insufficient sharing of good practice
- inadequate initial advice for learners
- insufficient development of ICT learning programme

27. Retention rates are good at 97 per cent in 2001-02. Attendance for the same year is 88 per cent. Retention and attendance are monitored well and tutors discuss any absences with learners. Learners are able to progress to more advanced courses. For example, some learners have progressed from taster and basic computer courses onto accredited learning programmes. There is no systematic collection or analysis of data on learners' progression. However, systems are being developed to monitor the progress, outcomes and destinations of learners.

28. Resources are good. Some new learning centres have up-to-date equipment and software. Computers are all networked and have Internet access. There are self-docking digital cameras, smart-card readers, digital projectors, and colour printers. However, some facilities at some older learning sites are not adequate. For example, some rooms have poor ventilation. In other rooms, noise levels from equipment can cause problems for those learners with hearing difficulties. There are good learning support materials, including good, well-illustrated handouts and exercises. Many of these materials are available in larger print.

29. There is good and well-established staff development. The college pays both for the course fees and tutor's time while they have learning. The college section head ensures that all tutors have prompt learning on new equipment and software. All tutors either hold, or are working towards, teaching qualifications. They have a good range of technical and vocational qualifications. Recently all tutors completed an advanced computer qualification. In addition, tutors can carry out additional personal and professional development, such as stress management, dyslexia learning and a certificate in management studies.

30. Learners do not have individual learning plans. There is no formal setting of objectives for individual learners, for tutors and learners to monitor and assess progress. The college is piloting the use of individual learning plans in some learning centres. Those plans currently in use are not used effectively to identify learners' individual needs and provide relevant support.

31. There is insufficient sharing of good practice. There is no standardised scheme of work. Schemes of work are produced by individual tutors even when the subject is taught at the same level during different sessions. Handouts and other course materials are also prepared separately by each tutor. There is no house style or template for learning materials. The staff intranet is not used enough. Team meeting minutes are not widely distributed. There is an annual course review, but not all part-time tutors attend. There are no other learning programme reviews during the year. Part-time staff are observed in their first term of teaching, but are not observed again unless they request it personally.

32. Initial advice for learners is inadequate. Learners do not receive sufficient guidance about the suitability of courses before enrolment. Most learners rely on the prospectus which generally does not provide enough information for learners. Each learning centre enrolls its own learners. Some learners are on courses at inappropriate levels. Several learners were on courses that were either too advanced or too basic to adequately meet their needs. Additional support needs are not identified until a learner has started a course. Many of the courses are short and it is often too late to provide this support.

33. There is insufficient development of the ICT learning programme. The programme comprises only beginner and one-day classes. Much of the planning of the current ICT provision is based on historical data, which is generally based on the number of learners on courses. There is no coherent approach to research learner's needs or target selected groups to promote courses and progression routes. Some new courses have been developed following requests made by learners.

34. The standard of teaching is inconsistent. Some lessons are well planned and well structured with good objectives. Various teaching methods are used, including lectures, demonstration and individual tuition. Tutors make good use of questioning to monitor learning. In other lessons, some teaching is poor with insufficient use of various styles and not enough involvement of learners in the lessons.

35. Learners speak highly of the support from their tutors. Learners are well motivated and enjoy learning new skills and gaining confidence. Some learners appreciated the handouts which enabled them to practise on their own computers at home. Others learners state that they are now able to produce posters, leaflets, labels, and use mail merge, to support their involvement in charity and community organisations. Learners enjoy learning to use e-mail to communicate with family members living abroad and using the Internet for research and online shopping. Learners in mixed-level groups state that they would prefer to work in smaller groups and have more individual time with the tutor. Some learners reported that some sessions were too short to make adequate progress.

Poor Practice

In one learning centre, there are cables linking two computers which are a safety hazard to learners.

Hospitality, sport, leisure & travel**Grade 2**

36. A programme of 39 courses is provided in this area of learning, including fitness classes in yoga, badminton, Tai Chi and general keep fit, bridge, wine appreciation and sugar craft. Learners are able to progress to more advanced courses. Courses take place throughout the week. They are mostly two hours long, generally run for a ten-week period and many are repeated three times a year. The course programme is provided in many venues, including adult education centres, a youth centre, sports halls, and schools. The Saturday workshop programme includes courses in this area. In 2001-02 there were approximately 346 learners and 881 enrolments on sports and leisure courses. Most current learners are women. There are some learners from minority ethnic groups. Part of the course programme is targeted at older learners and many learners are aged over 60 years. There are several learners aged over 90 years who are attending classes. This area of learning is managed by different college managers, across a number of areas of learning. There are 27 part-time tutors, none of whom teach for more than 12 hours in any one week.

STRENGTHS

- good achievement rates
- good attendance and retention rates
- effective teaching and learning
- very good progression of learners

WEAKNESSES

- inadequate procedures for collecting health information for learners
- inadequate monitoring and recording of learners' progress
- insufficient quality assurance systems

OTHER IMPROVEMENTS NEEDED

- more individual coaching in fitness classes
- more systematic planning of course programme

37. Achievement rates are good. All learners in observed classes are achieving their learning goals and participate effectively in the activity. Learners are able to try new fitness activities such as Tai Chi or Yoga. Many improve their overall general fitness. Some have been helped to recover from accidents and surgery. Learners in sugar craft and bridge can acquire new skills. For example, learners are able to decorate wedding and birthday cakes. Older learners, in particular, are being supported in maintaining

their independence through either fitness classes or classes that help to develop other skills and mental agility. Many learners are able to participate in clubs and societies as a result of the skills they have learned in these classes. Recruitment to classes is good and attendance and retention rates are good at over 80 per cent.

38. There is effective teaching and learning. Courses are well structured and lessons are well planned. Tutors fully understand the varying needs of their learners and there is good health and safety practice. Individual learning needs are met. One yoga teacher helps learners with different abilities and, in some cases, disabilities to participate effectively in the lesson. Tutors have a good understanding of learners' progress through observation and learners' feedback. In all classes learners are learning from each other. Learners work well together. In some large groups, learners work in pairs and small groups. There is particularly good discussion in sugar craft and bridge courses. There is not enough individual coaching in some exercise classes. Learners progress well when tutors do provide individual instruction. There is not enough use of praise and specific verbal coaching points for individual learners. However, when it is used, learners' motivation and understanding is improved. Tutors make good use of the accommodation and work effectively to provide additional heating or exercise mats. Tutors are well qualified and experienced. The fitness tutors maintain their professional development in their own professional associations.

39. Learner progression is very good. Some courses, including wine appreciation, bridge, and Tai Chi, are available to learners at several levels. For example, learners in bridge are able to progress to competition standard. Some learners progress onto college-accredited programmes and into employment. In exercise classes, progression is provided by adaptation of exercises. Tutors provide more advanced learners with appropriate exercise variations.

40. There are inadequate procedures for collecting health information from learners. There is no formal system for the initial assessment collection of health and medical status or exercise experience. Tutors use their own methods to collect this information, based on the requirements of the professional organisations to which they belong. The type and amount of information collected is not consistent between tutors. The college asks learners to sign a health disclaimer which states it is the learners' responsibility to consult a doctor before starting an exercise programme. This does not provide tutors with information about problems such as joint injuries, cardio-respiratory problems, skeletal deformity, or conditions such as diabetes or epilepsy.

41. There is inadequate monitoring and recording of learners' progress. Although tutors have a good understanding of the progress of their learners, some do not maintain satisfactory written records. Tutors do not monitor learners in a consistent way. The college system uses a matrix on a single sheet with learners' names and sessions. Some tutors use numbers and others use letters to record progress in relation to a course objective. Some tutors only tick boxes to indicate that learners were present when a given topic was covered. Learners do not clearly show learners' progress and are not adequate for a tutor covering absence or leave of another tutor.

42. There are insufficient quality assurance systems. Appraisal is available to all part-time tutors, but is not obligatory for those who teach less than eight hours in any week. Tutors are not being appraised and there are no alternative review systems in place. Tutors are expected to complete course reviews, but there is not enough formal follow-up of these reviews. The observation scheme aims to observe every tutor once a year, but there is no arrangement for observation by subject specialists. Learning centre managers' and course leaders' responsibility is not clear for observation and follow-up action. Some tutors have taken up staff development offered by the college, including first aid and ICT learning, but there are no criteria for what learning is either obligatory or desirable beyond basic qualifications. There is no systematic monitoring of what professional learning is undertaken.

43. Planning of the course programmes takes account of learners' views, local knowledge provided by learning centre managers, and what is offered by other training providers. However, there is no systematic needs analysis. The course programme reflects the priorities of both local authorities in terms of health and support for older learners. It is not clear however, why there are so many yoga classes or why there are gaps in the programme, especially in the area of cookery.

44. Learners are enthusiastic about the programme and classes. They value their teachers and appreciate their increased fitness and improved health and/or new skills. Many learners relate their learning experiences to their home or working lives, describing for example, a better ability to relax and increased mobility. Learners also value the social interaction within lessons, and the opportunity to develop and maintain social contacts. Learners enjoy easy access in terms of location, however, some requests for better accommodation have been made.

Visual & performing arts & media

Grade 2

45. The visual and performing arts provide the largest programme of adult and community learning funded under contract by the two LEAs. Most of the provision is in art and crafts, including ceramics, quilting, Christmas crafts, and soft furnishing, with a smaller number of dance classes. There is one music class. Provision includes courses at beginner, introductory, intermediate and advanced levels. Sessions are generally two-hours long. There are a number of one-day courses, although most classes last for 10 weeks. The curriculum is generally planned on a 30-week cycle. Currently, there is a total of 1,785 enrolments in this area of learning, which is approximately 41 per cent of the total adult and community learning provision in the two districts.

STRENGTHS

- good skills acquisition and application
- good teaching
- good standard of visual arts work produced by learners
- significant personal enrichment

WEAKNESSES

- some inadequate accommodation and resources
- insufficient range of provision

OTHER IMPROVEMENTS NEEDED

- better formal monitoring of learning

46. There is good skills acquisition and application by learners. Learners' self-confidence improves and they make good use of materials and techniques. They identify improvements in their use of visual, creative and technical language. For example, learners working in an upholstery class showed systematic and sustained skill development. Garments produced in a dressmaking class are of a professional standard. Learners in an art and design class produce good work on the use of perspective. Learners in soft furnishing achieve high standards in their individual projects, including patchwork quilting, and curtain and duvet making. Still-life drawing and painting is good. However, in some lessons, learners are encouraged to work towards a completed watercolour painting before they have the appropriate painting and basic visual language skills. Attendance is good on most courses. Learners are punctual and well prepared for sessions and demonstrate good study skills.

47. Good teaching is provided by well-qualified and appropriately experienced tutors. Lesson plans are thorough with good aims and objectives set and achieved. For example, in one session, the tutors adjusted schemes of work to accommodate the changing needs and abilities of the learners. Learners receive copies of schemes of work at the beginning of their course. Tutors use a wide range of teaching methods. Teaching and learning resources are good and enhance the learning process. For example, handouts used in a ceramics class to reinforce construction techniques were very clear with good use of graphics. Learners produce good work in Christmas crafts classes.

48. A good standard of visual arts work is produced by learners. In upholstery classes, learners produce a photographic record of their completed projects and the stages of construction. One learner prepared a particularly well-documented record of a process with written accompanying notes. Where appropriate, learners are encouraged to display and discuss their work. The importance of sketchbook and research material is reinforced at this time. Many learners work on individual projects negotiated with their tutors. There is a very good interaction of skills and ideas, particularly between new and experienced learners. Some lessons demonstrate an effective use of collaborative learning. Learners work well together and question and advise each other. Learners are also encouraged to take part in demonstrations by their tutors.

49. Tutors give good structured individual feedback to learners. Feedback is constructive, motivating and enables learners to improve their work. Some staff are involved in a pilot project to develop and monitor individual learning plans. Many of these staff are starting to recognise the potential benefits of a systematic recording of learners' aspirations and progress, which is 'owned' by the learner. However, there are currently no procedures in place to track learners' progress beyond and between each term's activities. In the one music class, formal assessment is at the request of the learner. Initial assessment of learners' abilities on entry is generally carried out well at an informal level. However, there is no systematic procedure for ensuring that this information is collected and used to inform the individual learning plan.

50. There is some inadequate accommodation and resources. Some classrooms are too small and learners find it difficult to produce an adequate range of work. There are inadequate storage facilities and insufficient space for learners to work on larger pieces of work. Access for learners with mobility difficulties is good in most of the learning centres, however in two of the centres, access is poor. There is no Internet access or library provision in some learning centres. Some accommodation is adequate with good lighting and suitable furniture.

51. There is an insufficient range of provision. Most of the provision is non-accredited. Some classes are organised in ability levels, which enables learners to identify an appropriate learning programme and encourages progression. In other classes however, the ability level is not specified. The relative ability level of courses in different subject areas and between accredited and non-accredited provision is not always clear. Learners are encouraged to progress onto higher-level courses and there are some good

examples of successful progression. However, there is no formal mechanism to support and encourage progression. Some staff are not aware of the progression routes available. Some learners' groups consist of a high proportion of learners who are repeating the learning programme, rather than progressing or trying something new.

52. Good and regular communication between managers and full- and part-time staff supports the programme and staff development opportunities are good. All tutors are entitled to one free staff development programme per year. One tutor had taken advantage of this and had completed a flower-arranging course. However, some tutors had no knowledge of this facility. Decisions on the curriculum offer are formed primarily on the basis of immediate consumer demand and courses which have proved successful in the past. A number of measures have been introduced to assure the quality of provision including course reviews, staff lesson observations and learner questionnaires, all of which contribute to the growth and development of the provision. There is evidence of new initiatives to improve quality including a newsletter for part-time learners.

53. Learners consider the staff to be experienced and friendly. They appreciate the high standard of demonstrations and handouts and the range of techniques and skills they are learning. They enjoy the social interaction with other members of the group. Some learners state that there is not enough group feedback on the work they produce and that storage areas are not adequate. Some learners find it difficult to complete their work in the time allowed.

Good Practice

In a quilting and needlecraft lesson, one learner was able to explain, in great detail, the advantages of one particular technique against another, having been taught a range of different techniques.

Poor Practice

There is insufficient use of objective drawing and too much use of magazine and photographic images to provide the basis for painting and drawing tasks during some lessons.

English, languages & communications**Grade 3**

54. Modern language courses comprising French, German, Spanish, Italian, Portuguese, Dutch, Arabic and Chinese are provided at eight different college and community venues. Courses are available at different levels, depending on the language. Courses run during the day and also in the evening. Short taster courses are provided during the summer term. Thirty-six language programmes were offered in the current year, of which 28 subsequently ran. Currently, there are 534 enrolments. Adult and community learning courses are planned to run over 26 weeks, however, some courses run for 10 weeks and learners must re-enrol each term. Target size for groups is 15, with a normal maximum of 18 learners in each class. Some classes are run with fewer than 15 learners. There are 23 part-time tutors.

STRENGTHS

- good achievement of learning goals
- good teaching
- good staff development
- effective communication with part-time staff

WEAKNESSES

- insufficient initial assessment of learners' existing language skills
- lack of adequate rooms and resources in some learning centres
- insufficient curriculum development
- some gaps in quality assurance processes

55. There is good achievement of learning goals by most learners. For example, new vocabulary and structures introduced during lessons are used correctly by learners and are consolidated by written tasks set as homework. Individual learning plans are being piloted on some courses. Targets on these plans include communicating in the target language when travelling in the appropriate countries, communicating with friends or relatives from the target countries, and developing new skills. Learners are clearly working towards these targets. There is good retention and attendance in most classes with an average retention rate for all courses of 88 per cent. These are particularly good on post-beginner courses.

56. There is good teaching in most classes. Tutors carefully select a good range of learning materials directly relevant to the needs, interests and learning styles of the learners. For example, there is use of authentic written materials, current tape recordings, and Internet materials. Activities encourage and challenge learners to acquire greater fluency in the target language. For example, group work, pair work and

games are regularly used to develop learning oral communication skills. Tutors are well qualified. For example, all language tutors have either a degree-level language qualification or are native speakers. In addition, most tutors have, or are working towards a relevant teaching qualification.

57. There is a good staff development. All part-time staff are included in the college staff development plan. Learning relevant to particular languages is organised by the language department. Regular observation of tutors by the section heads is used to assess relevant learning needs. Part-time staff are encouraged to attend learning, and are paid for their attendance. Learning sessions are scheduled well in advance at convenient times for the staff.

58. There is effective communication with part-time staff. A wide range of methods is used to maintain good communications with the teaching staff. For example, a language department newsletter, scheduled meetings with paid attendance, communication by inclusion in the register folder, direct communication through learning centre heads and mentors and by e-mail.

59. There is insufficient initial assessment of learners' language skills. Many learners self-select their language courses using information from course brochures and information sheets. This approach is inadequate. There is no clear descriptions of the competency levels expected for each course, which are only defined in terms of the number of years of language experience. Although there is some informal assessment once learners have started their courses, learners may require two weeks of a 10-week programme to identify their correct language level.

60. There is a lack of adequate rooms and resources in some learning centres. For example, some rooms have poor acoustics, which adversely affect listening and speaking activities, particularly for learners with impaired hearing. Resources in most learning centres comprise only whiteboards, overhead projectors, and tape recorders. Video recorders and monitors are available in most learning centres, but have to be booked in advance in some school-based centres. Language laboratories and IT are not available for use in the language classes.

61. There is insufficient curriculum development. There is no standardised scheme of work for each language course. Schemes of work are produced by individual tutors and differ even when offered in the same language at the same level. There is not enough use of learners' feedback to develop the curriculum, for example in the selection and sequencing of themes and topics, which largely follow those in the course books. There is insufficient target-setting. The scope of languages and levels and the number of courses offered are based primarily on historical success. There are no clearly defined targets for language provision by language, level, number of learners, gender or ethnicity.

62. There is a satisfactory spread of language provision. Languages are available in eight accessible centres spread across the regions. Most languages are available at

various times, for example morning, afternoon, evening sessions Mondays to Thursdays and Saturday taster sessions. Some less frequently offered languages are available for example Chinese, Portuguese and Dutch.

63. There are some gaps in the quality assurance processes. There is no course evaluation of learners until the end of the programme, by which time it is often too late to make appropriate course changes. The college has introduced an assessment and progress monitoring form, however its use is not standardised and the assessment tools are left to individual tutor's discretion. Although task observation of tutors is used for identification of learning needs, it is not clearly linked to quality assurance systems. There is however, some effective use of learners' feedback, for example in the introduction of new courses, such as French for graduates, and in the change of a course book. There is also evidence of timely response to learners' feedback on logistic and administrative issues.

64. Learners are very satisfied with the accessibility of language provision in terms of the range of times and locations offered and the range of languages. Learners praised the dedication of tutors and the supportive learning environment. Most learners interviewed also preferred non-accredited provision. They did not want examination pressure. Many learners would like more or longer sessions and some would like better facilities.

Good Practice

There is a good support system for learners. Attendance is monitored closely. When learners are absent from classes they are quickly contacted, encouraged to return and sent summaries of missed sessions and homework.

Foundation programmes

Grade 3

65. There are 17 courses for learners with learning difficulties and/or disabilities. Provision takes place during the day and includes 30-week courses as well as short taster or introductory sessions lasting for three or four weeks. Provision includes introductory courses in computing, courses in cookery for independent living, creative dance, metalwork, needlecrafts, photography, digital photography and self-advocacy. A carers project provides short taster sessions and follow-on six-week sessions in computing for carers. Some courses are run in local authority community venues while others are held at various college sites. Currently, there are 176 learners enrolled on programmes in this area of learning.

STRENGTHS

- good levels of personal achievement
- good teaching and learning
- effective partnership arrangements

WEAKNESSES

- inconsistent use of individual learning plans
- weak initial assessment
- insufficient formal recording of learners' progress and achievement

66. Learners attain good levels of personal achievement. They make good progress toward their personal learning goals, including maintaining skill levels and personal health and fitness. Learners on computing and photography courses pursue these activities in their home environment to further develop their skills between sessions. Learners are able to progress to more advanced courses. Learners' self-confidence and self-esteem are also improved during the courses. Learners' social skills are developed through groups tasks. Learners attend regularly. Attendance levels and retention rates are good.

67. Much of the teaching and learning is good. Tutors use well-prepared teaching materials and vary activities to maintain learners' interest using a combination of whole-class, individual and small group activities. Tutors have good knowledge of their learners' individual needs and abilities and successfully provide a variety of activities to meet these needs. Learners receive good personal feedback on their progress from tutors and very good individual support. Most learners maintain very good portfolios of their work.

68. Physical resources are satisfactory. Most of the courses are provided at one

learning centre where accommodation is spacious, although kitchen and ICT facilities are out of date. Some classrooms are cluttered and have several uses, including a library, small kitchen and easy chair area. College staff are able to refer learners to relevant learning materials. Some courses are provided at different college sites where there is good accommodation for learners with severe learning difficulties and disabilities. Staff from the college audit resources at community locations before the start of classes. However accessibility for learners is considered a priority and community-based courses are provided at accessible locations. Teaching accommodation for the needlework group is good, with good wheelchair access. Accommodation for the photography classes is poor for learners with restricted mobility. However, computing resources at this learning centre are good. Tutors are well qualified and experienced in their specialist areas. However, most do not possess a specialist qualification for working with adults with learning difficulties and/or disabilities.

69. There is satisfactory learner support. There is good support for learners with severe learning difficulties and disabilities who attend the communication programme. Support staff are available at one learning centre to help learners with restricted mobility. However there are no staff at another learning centre to provide this help. Where support staff are available, they work effectively with tutors and learners.

70. The management of this area of learning is satisfactory. Part-time staff receive good support and have access to staff-development activities. Tutors are aware of their equal opportunity responsibilities when working with learners. However, quality assurance activities, including the observation of teaching, are not carried out on a regular basis.

71. Partnerships arrangements are effective. A review of educational provision for adults with learning difficulties was carried out by Wokingham LEA, Bracknell Forest LEA and the college between May and October 2001. As a result, there has been successful development of an LSC-funded project to improve adult and community learning provision specifically geared to the needs of adults with learning difficulties and disabilities throughout the Bracknell and Wokingham areas. Both Bracknell LEA and Wokingham LEA are involved in a Prince's Trust pilot project for carers.

72. There is inconsistent use of individual learning plans. Some learners do not have an individual learning plan. Some tutors discuss intended programme outcomes with their learners, but there is no formal recording of this process. The college has identified the need to consolidate a consistent approach to individual learning plans and is currently conducting a pilot of new documentation. This includes a specific planning system to take account of the particular needs of learners with additional learning difficulties and/or disabilities.

73. There is weak initial assessment of learners' existing skills and competence. At the start of courses tutors often carry out an informal assessment of learners' existing levels of competence, but this is not formally recorded. Formal recording of learners' progress and achievement is insufficient. Forms to monitor progress are provided by the college, but these only allow for the recording of brief comments and are not completed by all

tutors. Although college staff complete termly records of learners' progress, formative assessment relies on verbal feedback from tutors to learners, and no records are maintained of learners' progress within each session. Learners' progress is dependent heavily on the continuation of the existing working relationship between tutor and learner.

74. Learners value their tutors and regard them as patient and supportive. They appreciate the personal attention from tutors. They regard the learning materials as very helpful and of good quality. Learners look forward to their classes and appreciate the accessibility of venues and the timetabling which suits their domestic commitments. Most learners report that they have learned a lot in a short period of time and are interested in progressing to other courses. Some learners state that their courses help them to maintain good personal levels of health and well-being. Many learners refer to the sense of achievement during practical lessons.

Community learning**Grade 2**

75. The community development programmes are directly managed and provided by Bracknell Forest LEA. They aim to provide community-based learning programmes which widen participation and attract local people and those from under-represented groups. The learning programmes include family learning, ICT, programmes for learners with mental health issues in partnership with a specialist partner, childcare courses, and short courses for voluntary organisations. Most learning programmes are not externally accredited, however learners on the family learning courses are able to take literacy and numeracy tests. Family learning courses generally range from 12 up to 72 hours. ICT courses are mainly tasters ranging from two to eight hours in duration. All courses are provided in community-based venues including open learning centres attached to schools, primary schools, and day-care centres. In 2001-02, family and community learning programmes enrolled 487 learners.

STRENGTHS

- good teaching and learning
- good achievement of significant personal and social skills
- good resources for community learners
- effective partnership arrangements with community organisations

WEAKNESSES

- limited range of provision to meet all learners' needs
- ineffective advice and guidance for learners in the community

OTHER IMPROVEMENTS NEEDED

- better use of ICT facilities in primary schools
- better monitoring of learners' progression

76. There is good teaching and learning and tutors use a good range of teaching methods and resources. Teachers have clear aims and objectives for each session and individual learners' progress is monitored carefully with regular feedback from learners. Many sessions have a high level of involvement by learners in activities and frequent discussion and questioning. For example, in one session a professional storyteller demonstrated how parents could read stories with their children. In another session, parents made masks and puppets which were then used by the children in a performance. Parents develop their writing skills and write poems for their children. Learners on a computer course make calendars and Christmas cards. A group of older

learners learn to play games on the computer and also use the Internet. Tutors conduct an end of course evaluation with the learners and use this to make amendments and adjustments to future provision.

77. There is good achievement of significant personal and social skills by learners. In the family learning classes, parents develop a good understanding of the way their children are taught in school. This helps them to work effectively with their children at home, especially in reading, writing and mathematics. Parents and children attend the course together and share the learning activities. Parents feel more confident to play with their children at home, as well as more confident to attend parents evenings to discuss their children's progress. The programme also helps women to identify their own strengths, which is particularly effective for those who feel that having children has prevented them from developing new skills. They gain confidence and the motivation to return to learning. Learners also enjoy the social benefits of the learning sessions. They are able to meet people with similar interests and backgrounds. Headteachers have a good commitment to the programme and fully understand the benefits to the children in their schools. They also see the confidence that many parents gain, some of whom now help in the schools.

78. Facilities are good. In one learning centre there is a well-equipped computer room as well as other learning rooms, a crèche and nursery arrangements. This learning centre is well used by local people with small children. When teaching takes place in primary schools, resources are not adequate. Learners are taught in inadequate rooms, and have to sit on children's chairs and desks. However, the classes are friendly and welcoming. There is up-to-date computer equipment available in schools. Better use of these facilities could be made by parents outside school hours, especially running alongside homework or after-school clubs.

79. The LEA has particularly effective partnership arrangements with community organisations. The community education manager is in regular contact with schools. This results in good support for learners. There is high retention and good attainment across the learning programmes. Community education staff work with day-centre managers to arrange programmes for older learners in centres. A partnership between the LEA and a voluntary organisation helps provide support and learning programmes for learners with mental health needs.

80. Although the current community development programme works successfully with hard-to-reach learners, it does not fully meet the full range of local learning needs within this target group. There is an inadequate range of courses for current learners to progress onto in the community. New project work is currently being provided to improve this provision. Learning needs among local communities are currently identified on the basis of recommendations from nursery and primary school headteachers. As a result, the current emphasis within community development provision is on family learning, although many parents are interested in other courses.

81. There is ineffective advice and guidance for learners in the community. There is no

systematic collection of information relating to learners' progression. There is only anecdotal evidence available from learners and their tutors. While there is good support for learners at the start and during the course, there is no monitoring of learners once the course has ended. Many learners are not sufficiently aware of how they can continue with their learning. Some learners repeat courses. Advice and guidance visits and interviews take place for community learners, but there is no evidence of outcomes or follow up as a result of these visits. Guidance workers do not identify learners' progression needs.

82. Community education staff provide good leadership and are successfully developing provision. They are fully aware, and committed to the LEA priorities of widening participation and targeting hard to reach learners. Local community managers closely monitor courses and plan accordingly. They respond effectively to learners' feedback. Local management and co-ordinating staff are key figures in these partnerships. Resources are deployed effectively to ensure the widening of participation. The main learning centres are fully accessible to learners with disabilities and crèche and nursery facilities are available to parents.

83. The learners value the courses. They enjoy meeting new people and learning new skills. They describe how they have learned skills which have helped them to support their children's reading and writing. Many older learners state that they are now able to use a computer. Many learners report how attending courses helps them to assess and understand their own life skills.

Good Practice

The co-ordinator for ICT classes regularly telephones learners to check whether they are going to attend the classes for which they have signed up. Learners appreciate this reminder and feel wanted.

Language of the Adult and Community Learning

Terminology varies across the range of education and training settings covered by the *Common Inspection Framework*. The table below indicates the terms appropriate to Adult and Community Learning

Single term used in the framework	Relating the term to Adult and Community Learning	
Provider	Provider	Any organisation providing opportunities for adults to meet personal or collective goals through the experience of learning. Providers include local authorities, specialist designated institutions, voluntary and community sector organisations, regeneration partnerships and further education colleges
Learner	Learner	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
Teacher / trainer	Tutor	Person teaching adult learners or guiding or facilitating their learning.
	Mentor	Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
Learning goals	Main learning goals	Intended gains in skills, knowledge or understanding. Gains may be reflected in the achievement of nationally recognised qualifications. Or they may be reflected in the ability of learners to apply learning in contexts outside the learning situation, e.g. in the family, community, or workplace. Learners' main goal/s should be recorded on an individual or, in some cases, group learning plan. Plans should be revised as progress is made and new goals emerge.
	Secondary learning goals	These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
Personal and learning skills	Personal and learning skills	These include being able to study independently, willingness to collaborate with others, and readiness to take up another opportunity for education or training.

Other terms used in Adult and Community Learning

	Relating the term to Adult and Community Learning
Unanticipated, or unintended learning outcome	Adults often experience unanticipated gains as a result of being involved in learning. These include improved self-esteem, greater self-confidence and a growing sense of belonging to a community. Gains of this kind should be acknowledged and recorded in any record of achievement.
Subject-based programme	A programme organised around a body of knowledge, e.g. the structure and usage of the French language or ceramic glazing techniques. Students could be expected to progress from one aspect of the subject to another, to grasp increasingly complex concepts or analyses or to develop greater levels of skill or to apply skills to a new area of work.
Issue-based programme	A programme that is based on the concerns, interests and aspirations of particular groups, for example members of a Sikh Gurdwara wanting to address inter-faith relations in their town, or parents worried about the incidence of drug abuse in their locality. Issue-based learning tends to be associated with geographically defined communities, but the increasing use of electronic means of communication means that this need no longer be the case. Progress is defined in terms of the group's increasing ability to analyse its situation, to access new information and skills which will help it resolve its difficulties and generate solutions and its growing confidence in dealing with others to implement those solutions.
Outreach provision	Provision established in a community setting in addition to provision made at an organisation's main site(s). Outreach programmes may be similar to courses at the main site(s) or be designed to meet the specific requirements of that community.
Neighbourhood-based work	The provider's staff have a long-term presence in a local community with a specific remit to understand the concerns of the local residents and develop learning activities to meet local needs and interests.
Community regeneration	The process of improving the quality of life in communities by investing in their infrastructure and facilities, creating opportunities for training and employment and tackling poor health and educational under-achievement. Community regeneration requires the active participation of local residents in decision-making. Changes and improvements are often achieved either directly or indirectly as a result of the adult learning activities which arise from this.

	Relating the term to Adult and Community Learning
Community capacity building	The process of enabling local people to develop the knowledge, skills and confidence to take advantage of opportunities for employment, training and further education and to become selfmanaging, sustainable communities.
Active citizenship	The process whereby people recognise the power they have to improve the quality of life for others and make a conscious effort to do so: the process whereby people recognise the power of organisations and institutions to act in the interests of the common good and exercise their influence to ensure that they do so. Adult learning contributes to active citizenship.