

INSPECTION REPORT

Plymouth LEA

27 January 2003



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
- **learndirect** 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

Plymouth LEA's department for lifelong learning manages part-time adult and community learning throughout the Plymouth area. Courses are provided through nine learning units, which include five community colleges, a specialist adult and community education centre and two area teams. Courses are offered at 28 venues throughout the city, ranging from schools to community centres. The lifelong learning department also manages the family and parent learning service, which provides learning programmes mainly in primary schools. In the past year, family learning provision was available at 61 sites in the city. Courses are offered in 11 areas of learning, only four of which were inspected.

Overall judgement

The quality of the provision is not adequate to meet the reasonable needs of those receiving it. The provision of family learning is good. That of visual and performing arts and media, and English, languages and communications is satisfactory. The provision within hospitality, sport, leisure and travel is unsatisfactory. Leadership and management, equal opportunities and quality assurance are unsatisfactory.

GRADES

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

Areas of learning	Grade
Hospitality, sport, leisure & travel	4
Visual & performing arts & media	3
English, languages & communications	3
Family learning	2

KEY STRENGTHS

- well-managed family and parent learning service
- good progress in widening participation by family and parent learning service
- good personal development for learners on hospitality, sport, leisure and travel programmes
- good language teaching techniques
- good achievement by learners in language classes for beginners
- good teaching on visual and performing arts courses

PLYMOUTH LEA

- wide range of responsive family learning programmes
- effective curriculum development on family learning programmes

KEY WEAKNESSES

- weak strategic management
- inadequate curriculum management and development
- ineffective use and analysis of data
- poor strategy to improve equality of opportunity
- inadequate quality assurance arrangements
- unsatisfactory teaching on some sports courses
- insufficient attention to safe working practices on sports programmes
- insufficient feedback to language learners
- poor awareness of safe working practices on visual and performing arts and media programmes
- insufficient monitoring of individual progress and achievement on family learning programmes

OTHER IMPROVEMENTS NEEDED

- better use of learners' feedback
- better information for learners about the range of language provision

THE INSPECTION

1. Seven inspectors spent a total of 34 days with Plymouth LEA in January 2003. They made 36 visits to venues where lessons are held, and conducted discussions with 312 learners. During these visits they reviewed 204 examples of learners' work. Inspectors carried out 142 interviews with teaching staff and managers. They observed and graded 51 learning sessions. Inspectors examined 158 individual learning plans. Other documents reviewed include the city's education strategy and development plan, the community learning and leisure service's adult and community learning plan, quality assurance audits, marketing materials, staff job descriptions, learning materials, prospectuses and information about courses. Inspectors reviewed the service's self-assessment report which was produced in March 2002, and the most-recently updated report, which was produced in January 2003 in preparation for inspection. A development plan was also produced at this time.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Hospitality, sport, leisure & travel	0	2	1	4	4	1	0	12
Visual & performing arts & media	0	3	11	2	1	0	0	17
English, languages & communications	2	0	1	7	1	0	0	11
Family learning	0	4	3	3	1	0	0	11
Total	2	9	16	16	7	1	0	51
per cent	52.94%		31.37%		15.69%			

THE PROVIDER AS A WHOLE

Context

2. Plymouth City Council (the council) is a large unitary authority created by local government reorganisation in 1998. The council's local education authority (LEA) is responsible for education provision throughout Plymouth and the surrounding areas. The community leisure and learning branch of the department for lifelong learning, which is itself part of the LEA, provides the programme of non-accredited adult and community learning. The community learning and leisure service's (the service) forms part of the Plymouth Education Directorate. Adult and community learning is provided by nine learning units, which comprise five community colleges, two area teams and one specialist adult education centre. There is also one specialist family and parent learning team.

3. The LEA provides both accredited and non-accredited learning programmes. It receives funding from the Devon and Cornwall Learning and Skills Council (LSC). This funding is for the provision of a range of non-accredited learning programmes in the local area. The LSC also funds two local colleges of further education to provide accredited adult and community learning programmes and one specialist city-wide team to provide learning provision for literacy, numeracy and language. This accredited learning was not inspected. The LEA also provides some funding for a prospectus advertising accredited and non-accredited learning throughout the city.

4. In 2000-01, there were 7,505 learners on adult and community learning programmes provided by the LEA. For this period it was not possible for the LEA to separate the number of learners on family and parent learning programmes from those following recreational learning programmes. For the period 2001-02, there were 7,882 learners on non-accredited learning programmes and 1,272 on family and parent learning programmes. Currently, there are 5,257 learners on recreational learning programmes, and 722 on family and parent learning programmes. Concessions of 50 per cent are offered to those aged 60 or over, those in receipt of means-tested benefits and those who receive income support. A discount of 25 per cent is offered to those who receive housing benefit. Seventy-nine per cent of all those who enrol on adult and community learning programmes are women, which is in line with the national average for this type of provision.

5. The population of Plymouth was 254,200 in 2000. Retailing, property and business service and tourism are the largest industries in the area. There are several areas of deprivation in the city. In May 2002, the unemployment rate in Plymouth Unitary Authority was 3.2 per cent, compared with a national rate of 3 per cent. According to the 1991 census, Plymouth's minority ethnic communities represent less than 1 per cent of the population, compared with 6.2 per cent nationally.

Adult and Community Learning

6. Hospitality, sports and leisure programmes offer good personal development opportunities and a wide range of provision for learners. However, learners' progress is not effectively monitored and their learning is insufficiently planned. The teaching in many sports course sessions is not structured sufficiently. The curriculum is poorly planned. Often, learning sessions consist of performances of exercise routines. Not enough attention is given to ensuring that learners learn and practise safely on these programmes.

7. Good teaching techniques are used for language programmes. Those learners interviewed are very satisfied with their learning programmes. Beginners make good progress and reach good achievement levels. Teachers use language effectively to help learners' understanding, but there is insufficient feedback to learners about their progress. Learners do not have sufficient opportunities to practise conversation skills. Some of the teaching accommodation is too small for the numbers of learners, and there is a narrow range of learning materials. There is insufficient co-ordination between the different language programmes provided by the LEA and not enough information about these programmes for learners.

8. Teaching standards are good on visual and performing arts and media courses. Achievement levels for learners on these courses are good. Learners interviewed are enthusiastic and very satisfied with their chosen courses. There is a wide range of provision in this area. On most art and craft courses there is a shortage of materials and equipment for learners. The assessment and monitoring of learning is not developed sufficiently. There is a poor awareness of safe working practices and no overall management of the curriculum area.

9. The family and parents learning service offers a wide range of programmes. These programmes are responsive to learners' needs. There is some good teaching in this area of learning. Staff in the family and parents learning service work well as a team, and the development of the curriculum is effective. Learners benefit from the good-quality learning materials provided. Learners' individual progress and achievement are not monitored sufficiently. Where learners are initially assessed, this information is not always used effectively.

LEADERSHIP AND MANAGEMENT

Grade 4

10. Accountability and governance operate at two levels. Governance and accountability for the LEA is achieved through management structures within the department for lifelong learning. The head of lifelong learning reports to the acting director of lifelong learning. The acting director of lifelong learning is currently responsible for adult and community learning and the LEA's leisure learning provision. A principal officer has a co-ordinating role for all nine learning units of non-accredited learning and has direct line management responsibility for two of these learning units. The LEA's family and parent learning service is managed by another principal officer. Both principal officers work full time and currently report to the head of lifelong learning. Approximately 255 tutors work for the non-accredited adult and community learning provision, two of whom work full time. The heads of the learning units and adult and community learning managers have regular meetings.

11. The adult and community learning service's strategic objectives are included within the adult and community learning plan, produced by the community leisure and learning section of the department for lifelong learning. The LEA is responsible for financial monitoring, quality assurance, curriculum development, staff development and equality of opportunity. The LEA has an equal opportunities policy. There is no quality assurance policy or formal procedures. Plymouth LEA's first self-assessment report, which was produced in March 2002, covers both accredited and non-accredited learning.

STRENGTHS

- well-managed family and parent learning service
- good progress by family and parent learning service to widen participation
- good support for family learning groups

WEAKNESSES

- weak strategic management
- no service level agreements with providers
- inadequate curriculum management and development
- ineffective use and analysis of data
- poor communication among tutors
- insufficient staff development
- poor strategy to improve equality throughout the adult and community learning service
- poor understanding of equal opportunities on mainstream programmes
- inadequate quality assurance arrangements

OTHER IMPROVEMENTS NEEDED

- better signage to learning venues
- better use of learners' feedback

12. The LEA's family and parent learning service is well managed. There are good management initiatives throughout this service. There is a schedule of regular, individual and team meetings. All staff can contribute to meeting agendas. Staff are supervised effectively and are working towards individual targets. They have personal action plans and are aware of how these plans feed into the service's and the adult and community learning plans. Staff receive six-monthly performance development reviews and have regular opportunities for staff development. There is a clear system of course review and evaluation. Staff are motivated and enthusiastic. They have developed effective links with the local community and external organisations to expand the curriculum. The service has grown quickly, and this expansion and change has been well managed. The family and parent learning service effectively uses performance indicators to measure its success. It closely monitors its financial position and has successfully bid for external funding to support new initiatives. The family and parent learning service is reaching families that have previously been difficult to interest.

13. Strategic management is weak. This weakness was identified in the self-assessment report. Adult and community learning does not feature significantly in the LEA's education plans. Staff are not sufficiently aware of the strategic objectives included within the adult and community learning plan. Learning units have no clear understanding of how the LEA is working towards the achievement of these objectives. The units are not set targets relating to the LEA's strategic planning process. Subcontractors' strategic planning is often not linked to the LEA's strategic plan. Some staff interviewed expressed the view that there is no clear strategic direction, shared vision or strategic leadership of the adult and community learning provision. Some staff interviewed did not have a clear understanding of management's responsibilities. Some learning units are not fully represented at a strategic level. Tutors are aware of local management structures and are often supported at local level. In some cases, the learning programmes are operating satisfactorily, but without adequate input from the LEA.

14. There are no service level agreements in place between the LEA and the nine learning units. There is no formal identification of responsibilities and accountabilities at central or local levels. There are no agreements in place to clearly specify who is responsible for which management function. Units are currently allocated funding on an historical basis. It is not clear if funding is allocated in line with current, identified needs. There is no process in place to agree standards for teaching and learning. Units are currently operating independently. The LEA is currently working towards implementing a single contract funding arrangement for adult and community learning beginning in 2004. There are plans to introduce an appropriate performance management model with service level agreements during 2003.

15. The management and development of the curriculum is inadequate. There is no routine review or co-ordination of the curriculum among the learning units. There are too few planned curriculum team meetings, to enable the sharing of good practice and review and development of the curriculum. Ideas for curriculum development from learners and tutors are not shared sufficiently. There is no staffing structure in place to support curriculum co-ordination. There is not enough subject support for tutors. There is insufficient standardisation of documents or procedures, including initial assessments, individual learning plans, and assessment practices. Some managers from different units do meet to discuss the development of new procedures and document their own units. There is evidence of good curriculum management in the family and parent learning service.

16. The use and analysis of data is ineffective. Data collection is not co-ordinated. The community and leisure learning service is not effectively collecting and monitoring data about the proportion of learners who achieve their learning objectives, or about how learning has affected them. Data are not being analysed routinely to assess trends in retention, achievement and progression among units and areas of learning. Staff are not set targets for learner retention or achievement. Data are not used as a planning tool to contribute towards decision-making. However, staff are aware of enrolment data and the minimum numbers of learners required for a class to operate. The service is currently introducing a new management information system, but this is still at an early stage.

17. Communications with tutors are poor. Some tutors do not receive sufficient information about the LEA's strategy or the outcomes of management meetings. The tutors interviewed were not sufficiently aware of the LEA's adult and community learning plan, curriculum developments or the self-assessment process. Some tutors interviewed did not feel involved in adult and community learning developments, or that they could contribute to decision-making. Tutors are not always invited to meetings and some of them feel isolated.

18. Opportunities for staff development are poor, although some staff have been able to gain teaching qualifications. There has been no analysis of training needs and there is no overall staff development plan for the community leisure and learning service. There is no appraisal system covering all units. Some staff have not received any training for a significant period of time. Responsibility for staff training and development has recently been allocated to a quality assurance manager who is on a temporary contract. There are plans to make this post permanent. However, this has not yet had any effect on the situation.

Equality of opportunity**Contributory grade 4**

19. The family and parent learning service provides a wide range of well-managed learning programmes and projects that successfully widen participation in learning. The service works effectively in partnership with schools and voluntary and community organisations. Particular target groups include learners from areas of social deprivation, and asylum seekers. Many of the family learning programmes are offered to improve literacy and numeracy skills, in safe, friendly environments. The family and parent learning service responds quickly to the needs of learners once they are identified. New learning programmes are imaginatively developed. The programmes are effectively reviewed and evaluated and good practice is shared.

20. Learners on family learning programmes are well supported. Learning programmes are provided at times convenient to the learners. No fees are charged for courses. Childcare is provided free of charge to all learners, and in most cases this is available at the same site as the learning session. A mobile crèche team is available to operate at learning centres when required. The childcare provision is intended to help those learners who may otherwise be reluctant to participate in learning programmes. Where required, transport is provided to enable learners to attend sessions. Learners are referred to partner organisations for specialist support where appropriate.

21. Although the family and parent learning service has been developed to meet the needs of a diverse community, this strategy has not been introduced throughout the provision. Courses often do not meet the needs of learners. The geographical location of courses and access to them are not adequately taken into account when planning the provision. In planning, learners' needs are not adequately considered when deciding what time of day the course will be available.

22. Managers have an understanding of equality of opportunity, but this is not effectively communicated to tutors and learners. The city council has an equal opportunities policy, which was last updated in 2000. Most of the learning units have an equal opportunities policy. The LEA has a strong culture of equality of opportunity, but there is insufficient evidence of it promoting equal opportunities. Learning units do not receive clear guidance or support from the LEA to help them identify potential equal opportunities problems with adult learners. Most learning units ensure that an equal opportunities statement is included in marketing and welcome materials, but this is not monitored by the LEA. Ethnicity data are not monitored sufficiently. However, data are collected and used to plan family learning programmes. Some local information on the diversity of learners is collected, such as that required for LSC documents. These data are not analysed as part of a central process.

23. Some learning sessions are held in rooms which are above the ground floor, to which there is no access for people with restricted mobility. However, where possible, the class is moved to somewhere more accessible. It is not possible for learners to identify from the marketing material which programmes are offered in accessible locations. There is also insufficient signage and lighting in some community venues.

24. Staff and learners have a poor awareness of equality of opportunity. Staff handbooks contain policies and outline guidance, but tutors do not routinely ensure that learners understand how equality of opportunity applies to adult learners. Learners are not given sufficient information about equality of opportunity, and there is not enough information available to help tutors or learners increase their knowledge or understanding. Some tutors have requested equal opportunities training, but no recent training has taken place. The city council's corporate training plan has identified that equal opportunities training is required, but this training has not yet been introduced. The family and parent learning service uses the knowledge of team members to provide some in-house equal opportunities training. Equality of opportunity is a major part of staff meetings in the family and parent learning service, but it is not routinely discussed at other adult and community learning meetings.

Quality assurance**Contributory grade 4**

25. Plymouth LEA produced its first self-assessment report in March 2002. The self-assessment process was completed for both accredited and non-accredited learning and involved many managers throughout the organisation. Tutors and learners were not sufficiently involved in producing the report. The process included the development of quality assurance statements, and a system for calculating grades. A self-assessment update was produced just before inspection. Weaknesses identified in the self-assessment report have been incorporated into a development plan and the adult and community learning plan. Inspectors identified additional strengths and weaknesses in all the areas of learning. Three areas of learning were given grades higher than those of the self-assessment report.

26. The self-assessment report detailed weaknesses identified by inspectors in the area of leadership and management. Those managers interviewed demonstrated a good awareness of their responsibility for the leadership and management weaknesses identified in the report, and are committed to improvement. Some progress has been made. By the time of the inspection, quality assurance audits of all nine units had taken place and an action plan had been introduced. Staff involved in the internal audit process have found this to be an effective measure of continuous improvement. The grade awarded to leadership and management in the self-assessment report matched that given by inspectors.

27. With the exception of the family and parent learning provision, quality assurance arrangements for the programme are inadequate. There is no quality assurance policy or formal quality assurance arrangements. There is no planned cycle of continuous improvement. Some units do have their own quality assurance arrangements. However, current quality assurance arrangements do not provide sufficient information to plan for improvements throughout the whole of the adult and community learning provision. Some staff are unfamiliar with quality assurance processes. Learners' satisfaction with the provision is measured during and at the end of learning programmes. However, this information is not collated and analysed for the whole provision. There is some good teaching in the areas of learning inspected. The community leisure and learning service has recently introduced a system of lesson observation and is organising training for senior tutors. Most new staff are observed as part of their induction programme and annual observations are planned for all existing staff. However, learning units are using different models of lesson observation. In some learning units not all staff have had their teaching observed. Written feedback provided to tutors is not always helpful. For example, some forms used to record lesson observations focus on the teacher's performance and development needs, rather than the learners and their achievements.

Poor Practice

There is a health and safety policy and associated guidelines for adult and community learning provision. However, there are no effective monitoring arrangements to ensure that this policy and its guidelines are put into practice.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

Grade 4

28. This area of learning has the most number of learners, with 28 per cent of all learners following courses in hospitality, sport, leisure and travel. Courses in these areas of learning are offered in five of the units in Plymouth, and in a range of other centres, including community colleges, community centres, village halls, primary and secondary schools, a local golf club, snooker centre and a dedicated adult and community learning centre. Eighty-one courses are offered, ranging from yoga and snooker to sugarcraft and cookery for men. Courses usually last for 10-12 weeks, although there is a range of shorter, five-week courses. Learning sessions generally last for one or two hours every week. There is no designated co-ordinator for hospitality, sport and leisure courses in the LEA. The heads of each of the units manage these programmes, in addition to their overall management of the adult and community learning programme provided by their unit. Two of the units have full-time sport development officers who promote and develop the sport provision. Sixty-four part-time tutors are employed in this area of learning. In 2000-01 a total of 1,825 learners enrolled on hospitality, sport and leisure programmes. This increased to 2,245 enrolments in 2001-02. Currently, 1,824 learners have enrolled on programmes for 2002-03. Sixty-five per cent of learners are women and 20 per cent are aged over 60. Less than 1 per cent of learners are from minority ethnic groups. Less than 1 per cent of learners are registered disabled.

STRENGTHS

- good personal development for learners
- good range of learning provision

WEAKNESSES

- poor planning and monitoring of learning
- unsatisfactory teaching on some sports courses
- poor curriculum management
- insufficient attention to safe working practices on sports programmes

OTHER IMPROVEMENTS NEEDED

- better planning of room utilisation

29. Personal development for learners is good. All courses attract learners with a wide range of abilities, needs, fitness levels and ages. Beginners, in particular, are making

good progress in hospitality and exercise courses. Learners benefit from the exercise courses through improved posture, more effective breathing, and improved mobility. These learners were also able to develop a greater sense of balance and improved cardio-respiratory function. Some learners suffering from arthritis and osteoporosis have noticed significant improvements in their range of movement, and reductions in joint pain. Learners in yoga classes highlighted their ability to use new relaxation techniques to control stress and anxiety. On martial arts courses learners explained how they had learned to channel and control their aggression more effectively. Most learners demonstrated satisfactory practical skills and sufficient knowledge and understanding to participate safely in their chosen course. Retention rates over the past three years have been satisfactory. Some improvement is evident, from 75 per cent in 2000-01, to 84 per cent in 2001-02. Units record attendance figures, but not enough action is taken to follow up poor attendance.

30. A good range of adult and community learning courses is available in hospitality, sport and leisure. These include sugarcraft, cake decoration, and Chinese, Thai, Greek, and Indian cooking. The sports programme includes fencing, netball, karate, climbing, golf, snooker, tai chi, yoga, callanetics, circuit training, boxercise, body conditioning, and a range of keep fit classes. Courses are advertised at beginner, intermediate, advanced and open levels. Many courses provide progression opportunities to further non-accredited and accredited courses. Courses are available during the day and evenings. A small number are also offered at weekends. Learners receive good initial guidance and course information to enable them to make an informed choice. In some units, learners are provided with useful handbooks.

31. There is poor planning and monitoring of learners' progress through their programmes. Individual learning plans are not widely used. The students' learning agreements have pre-printed learning outcomes, that are not negotiated with learners. Often these outcomes are imprecise and difficult to measure. These forms are often incomplete. Learning outcomes are not reviewed during the courses. They are considered at the start of the course and filed away until the end. There is no standard approach to planning individual learning, only one unit visited has fully individualised learning plans for each learner. Tutors observe learners, and are aware of the progress they are making and can identify those who need additional support. However, learners are often unaware of their progress against the specified course outcomes. Beginners are making particularly good progress in some classes, a fact which is not always recognised. In many exercise classes there is no initial assessment. Where assessment is recorded the forms are often incomplete, they are not dated or signed and some are left blank. Tutors rarely praise individuals, but often give encouragement to the class as a whole.

32. Forty-five per cent of the teaching observed on sports courses was regarded by inspectors as unsatisfactory. Many sessions have insufficiently structured teaching. Most sessions consist of performances of exercise routines. There is too much emphasis on learners repeating prescriptive movements directed by the tutor. The purpose and benefits of particular exercises are not often explained. Insufficient consideration is

given in some exercise classes to the needs of learners with a range of fitness levels. During some sessions, not enough attention is paid to correcting poor exercise techniques. Lesson planning and schemes of work are poor. Most do not detail how activities will be taught to ensure that the needs of all learners are met. For example, key learning outcomes are not included, nor are the appropriate assessment methods. Many lessons have a poor introduction. There is not enough sharing of overall aims and objectives. In some exercise classes it is difficult to hear the instructor over the volume of music. A radio microphone was only used in one class. Most staff are suitably qualified, but a small number of tutors do not have a formal teaching qualification, or a relevant coaching award.

33. Curriculum management is poor. There is no overall co-ordinator for the strategic planning of hospitality, sport and leisure courses throughout the city. Curriculum planning at a local level is poor, and in most cases based on the previous year's programme. There is not enough focus on the provision of appropriate progression routes between courses. A programme's success is often evaluated on the number of learners returning to it and on how long the course has been offered. Data are not used as a basis for curriculum planning. No targets are set for retention or achievement. There is no formal review of the quality of programmes by tutors or managers. Lesson observations are carried out in a number of centres, but observers are not always occupationally experienced. Tutors do not receive adequate subject support, or guidance on lesson planning or schemes of work. They do not meet frequently enough to share good practice. Some tutors have received no occupational updating for over five years and a number of staff are not aware how to access staff development.

34. Insufficient attention is paid to safe working practices. There is no formal initial assessment of learners at the start of their sports or exercise programmes. Medical history forms for some classes are missing or are incomplete. One centre does not collect this information at all. Some tutors are using forms which they have designed themselves. The information collected is inconsistent. There is no routine check at the beginning of learning sessions for recent illness or injury, which may affect the learners' ability to participate. In a number of exercise classes the monitoring of exertion levels are poor. Learners are not always encouraged to maintain their fluid levels during exercise classes. Records of risk assessments are available, but they are incomplete. It is not clear whether the risk assessment has involved a specialist tutor, or that the assessors have had specific risk assessment training. Some tutors bring in their own music players, such as tape machines from home to use in exercise classes. These machines are not tested for their electrical safety before use, which fails to comply with the service's health and safety guidelines.

35. Physical resources and accommodation in most centres are satisfactory. However, wheelchair access in some centres is poor. A small number of yoga classes are conducted in classrooms which are inappropriate for groups larger than 12 learners. Twenty-one learners are enrolled in one yoga session. Larger rooms are available in the centre, but the planning of room utilisation does not take this into account.

36. The main reason given by those learners interviewed for participating in the courses offered by the LEA is enjoyment and the opportunity to escape from the stresses of everyday life. Many learners also highlighted the social aspect of making new friends at the classes. Learners express considerable satisfaction with their courses. Courses contribute significantly to improvements in co-ordination, muscle tone, flexibility, active lifestyle, loss of weight, posture, self-confidence and the ability to relax more effectively. Learners find tutors very approachable. Learners also note that staff are helpful and supportive and take a personal interest in their progress. A number of learners commented that they enjoyed those learning sessions having more structured formats.

Visual & performing arts & media**Grade 3**

37. Visual and performing arts and media courses represent approximately 26 per cent of the total adult and community learning provision. A wide range of non-accredited programmes is available at different levels, including arts and crafts, digital photography, woodcarving, stained glass, music, and singing and dancing programmes. Courses from this area of learning are provided at eight of the units, which includes five community colleges, two area teams and one specialist adult and learning community learning centre. In addition, courses are offered at a number of schools in city. Courses are provided in three termly blocks and are available during the day, evenings, and some at weekends. Course length ranges from 10-36 weeks, and most classes last for two hours each week. Currently, 1,729 learners are enrolled on courses in this area of learning. Eighty per cent of these learners are women and 30 per cent are aged over 60. Less than 1 per cent are from a minority ethnic background, and 1.74 per cent of learners have a registered disability. During the week of inspection, attendance on all courses was good, at 83 per cent. There are 70 part-time tutors. Each of the units has a centre co-ordinator or administrator to assist the tutors with general administrative tasks.

STRENGTHS

- good standard of teaching
- good achievements by learners
- wide range of provision
- very satisfied learners

WEAKNESSES

- insufficient materials and equipment for most art and craft courses
- insufficiently established procedures for assessment and monitoring of learning
- poor awareness of safe working practices
- weak curriculum management

OTHER IMPROVEMENTS NEEDED

- better promotion of the basic elements of art and design
- better handout design for some courses
- more detailed recording of planning and assessment

38. Teaching is good in most classes. Tutors use a wide range of effective teaching styles, including individual and group tuition, practical activities, discussion, and

demonstration. Question and answer techniques are used effectively. Where appropriate, tutors make good use of information and communications technology (ICT) to support learning. Most tutors plan their learning sessions effectively and carry out informal assessments. Tutors regularly give constructive verbal feedback to learners. However, written records are not sufficiently detailed. Many of the tutors are practising artists and craftspeople, who successfully demonstrate their skills and expertise. These tutors inspire learners to progress in their work. Learners who are beginners make rapid progress. More experienced learners are suitably challenged to make further progress. A few tutors make good reference to the historical and cultural aspects of the subject. For example, in embroidery and theatre scenery painting classes, learners are given information about the origins of particular designs and techniques. Many learners effectively use the basic elements of art and design in their early work. These elements are not promoted effectively to more advanced groups. Some tutors use handouts to support their teaching and reinforce learning. Although many handouts are well designed, some are not clear.

39. Learners' achievement levels are good. Most classes have clear learning objectives for the group and individual learners make good progress towards them. Some learners also identify individual learning objectives. Learners produce work which demonstrates good technical ability. They make good progress, and their work illustrates their acquisition of new skills and techniques. Many learners progress to more advanced classes. They value the expertise shown and shared by tutors.

40. A wide range of provision is available for learners. Programmes are available throughout the day and in the evening on most days of the week. A number of short courses are also offered in the summer. Programmes include two- and three-dimensional arts and crafts, performing arts, music and some emerging creative fields, for example, digital photography. Provision is accessible to learners in a wide range of locations, including the city centre, rural communities and local neighbourhoods. Classes are available for learners with different levels of ability.

41. There are not enough materials and equipment for most art and craft courses. Learners are required to provide all their own materials and equipment. Few materials are available for them to try before purchase. On many occasions learners rely on the tutor to provide resources at a reasonable cost. Tutors often lend learners their own specialist equipment to enable beginners to start work on their first learning session, or to enable more advanced learners to complete specialist tasks. Most pre-course information does not indicate the potential cost of tools, materials and equipment for the subjects. There is no evidence of grants for materials being available to learners who are entitled to concessionary fees. In some units an allowance for materials is available to tutors. Not all tutors are aware of this, and it is not clear if similar arrangements are available throughout the provision. Accommodation on most sites is satisfactory. There is not enough storage space. Some accommodation is above ground level, making access difficult for learners with restricted mobility. At some centres, classes can be moved to avoid this problem.

42. There are not enough established procedures for the assessment and monitoring of learning. Initial assessments are weak and only used effectively by a very small number of tutors. Some centres provide learning plans to record and monitor learners' achievement, but most tutors and learners do not understand how to do this effectively. The format of the document does not encourage learners or tutors to reflect on or record their achievements. Guidance provided by the centre to support this document is inadequate. However, learners are encouraged to have constructive discussions with their peers. Some classes, for example, painting and calligraphy, have a structured peer group progress review at the end of the course.

43. There is poor awareness of the need for safe working practices. Tutors and learners frequently use their own electrical equipment in classes, including soldering irons, hairdryers, domestic irons and electronic keyboards. There is no evidence that this equipment has had regular electrical safety testing. Tutors are insufficiently aware that this contravenes the department of lifelong learning's health and safety policy. In one specialist room, several potential electrical safety hazards were identified on large pieces of equipment. At one centre, there is no water supply in the art room used by a number of groups. Learners, including significant numbers of older people, carry water on stairs in glass containers. Most dance tutors do not use amplification equipment and are expected to raise their voices over the music level. One dance tutor who had been using amplification was asked to stop using this, as the sound system could be heard throughout the centre.

44. Curriculum leadership is weak. There is no structured programme review. There is insufficient curriculum planning and development. Although there is some new provision, much of the programme is based on the success of previous programmes. Some courses are available for different ability levels, but learners are not always able to get a place on more advanced courses of their choice. For example, some learners who wish to progress remain in a group for beginners when there is no advanced class available, or when the more advanced class is full. Tutors at some centres are well supported, while others work in isolation and rarely see a manager. Meetings for tutors are infrequent and often poorly attended. When meetings take place they focus on housekeeping issues, rather than curriculum. There are not enough opportunities for tutors to share good practice.

45. The learners interviewed express satisfaction with their programmes of learning. Many appreciate the social and educational value of participating in programmes, the opportunity to widen their social skills, and gain confidence. Learners from a number of programmes have benefited from being able to put into practice the new skills and techniques which they have acquired through attending classes. For instance, all learners on the painting theatre scenery class have been able to improve the scenery painting and stage set design which they do for local amateur production groups.

Good Practice

One tutor uses effective links with 'theatre in education' to enable life drawing learners to observe and draw at rehearsals for ballet productions. This provides learners with a unique opportunity to produce a number of drawings from a variety of poses, using professional performers.

Poor Practice

Inspectors observed a number of health and safety concerns. These had not been identified by those individuals who have responsibility for health and safety. Examples of poor practice observed include an electric kiln being located in a teaching area with insufficient ventilation, the programming mechanism not being properly secured, and obstructed access to mains supply switches. The pug mill has no electrical isolation device and there is no emergency stop button.

English, languages & communications**Grade 3**

46. Two community colleges, the Plymouth area adult and community team and the specialist adult and community centre provide courses in modern foreign languages that are funded by the Council. These courses are available for beginner, intermediate and advanced learners. They do not lead to qualifications. Currently, the LEA offers 31 courses covering French, German Spanish, Italian, Japanese and Russian, at six venues in the city. Thirty part-time tutors are employed to provide tuition for these courses. The service offers four non-accredited courses in creative writing at two venues in the city. The head of each unit that provides languages and communication courses is responsible for the everyday operation of the programmes. Since September 2002, 986 learners have enrolled on courses in this area of learning. None of the learners are from minority ethnic groups. Thirty-five per cent are men, 65 per cent are women. Most courses last for between 10 and 20 weeks. Learners attending a class for more than 10 weeks need to enrol at the beginning of each term. Learning sessions last between one and two hours and take place once a week. One community college offers five-week language courses in May for individuals and families who would like to learn a few phrases in Spanish or French to use on holiday. Language programmes leading to general certificates of secondary education (GCSEs), advanced supplementary (AS) or advanced (A2) level qualifications are funded through collaborative arrangements with two local further education colleges. They provide progression routes for learners wishing to gain nationally recognised qualifications in languages. These programmes were not inspected. Plymouth LEA does not collect data about the number of people who progress on to these programmes.

STRENGTHS

- good language teaching techniques
- good achievement by learners in classes for beginners
- effective use of target language by tutors
- very satisfied learners

WEAKNESSES

- insufficient feedback to learners
- insufficient practise in speaking skills for some learners
- some inadequate accommodation for teaching
- insufficient co-ordination of language programmes

OTHER IMPROVEMENTS NEEDED

- wider range of learning materials
- better information for learners on the range of provision
- more routine evaluation of teaching sessions

47. Learners benefit from tutors' expertise in language learning and teaching. Tutors provide learners with good explanations of grammar, vocabulary and pronunciation and advice on how to remember complex grammar rules or difficult phrases. Learners are encouraged to ask questions to help them broaden their knowledge of language and cultures of the countries where the language is spoken.

48. The learners interviewed are very satisfied with their learning programmes. Most learners on language programmes for beginners make rapid progress in learning basic vocabulary and simple phrases that are used in everyday conversation. Learners are very motivated and enthusiastic about their progress. Most learners are confident enough to participate in learning sessions and experiment with the use of language. They improve quickly in the friendly and relaxed working environment. Most learners on intermediate and advanced language courses make satisfactory progress with reading and listening skills. Their understanding and use of grammatical structures is satisfactory.

49. The units providing language courses do not keep data about learners' achievements. Some tutors use individual learning plans to record the overall learning objectives for each course and learners' individual learning objectives. These are not used adequately to measure learners' achievements. Although data are not available about learners' progression, some learners have progressed to more advanced courses after studying on beginners' programmes. Attendance is good at all venues. During the week of inspection, over 83 per cent of learners attended the learning sessions observed.

50. A significant number of language tutors are native speakers of the language they are teaching. All tutors are very competent linguists. In the better sessions, tutors mostly communicate in the language they are teaching. They are skilful at adapting their spoken language appropriately to meet the learners' needs. Most learners also adapt quickly to the language used by their tutor. This is then used as the main language for communication and instruction throughout each learning session. Learners benefit from real examples of complex language.

51. Learners do not receive sufficient feedback about their progress. The self-assessment report recognises that staff do not adequately monitor and record learners' achievements. Learning agreements have recently been introduced. Tutors are not yet using the information recorded on learning agreements or individual learning plans to monitor learners' progress. Although tutors praise and encourage learners during

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learning activities, they do not give them sufficient specific feedback on their progress towards the objectives of each learning session. Some tutors keep records of grades awarded to learners' work, but these grades are not given to learners. Learners are, however, made aware of their abilities.

52. Although a few tutors use outstanding teaching techniques, some learning sessions are less imaginative. Often tutors use a narrow range of teaching methods, and in some cases they lead most question and answer sessions. In one case, learners were encouraged to practise their language skills with native speakers between sessions. Learners often rely heavily on their written notes when speaking to colleagues or their tutor. Their speaking skills are the least well developed of the four language skills.

53. Some of the rooms used for language programmes are not conducive to learning. Some rooms are too small for the number of learners, restricting effective communication between tutors and students. In some community venues, the rooms are dirty and draughty or have poor equipment. Learners at one venue benefit from the tutors' very good use of computerised whiteboards.

54. Tutors' learning materials are satisfactory. Most of them rely heavily on course books and text books to plan and support learning activities. They do not make sufficient use of everyday materials to stimulate language learning. Although tutors are quick to respond to learners' suggestions to improve their learning sessions, they do not routinely seek learners' views or reflect sufficiently on the effectiveness of their teaching in meeting learners' needs.

55. Although the LEA does offer a satisfactory range of language learning courses, in response to requests from members of the local community, the language programmes throughout the city are not sufficiently co-ordinated. Tutors are unable to make sufficient contribution towards the development of the LEA's languages and communications provision. Tutors do not receive adequate information about local and national developments in adult and community learning. They do not benefit from sharing good practice or learning materials. Few tutors have attended training events since they started working for the LEA. Most of them work in isolation and do not have an adequate overview of the whole provision.

56. Learners appreciate their tutors' good teaching methods and the tutors' ability to encourage them to participate in learning activities. Some learners are made aware of their good progress when they travel abroad or meet native speakers of the language they are learning. One learner has been offered a job abroad on the strength of the good language skills he has learned in an evening class. The learners interviewed gave many examples of having widened their social skills and gained new enthusiasm for learning. Some learners feel that their progress is hampered by the large numbers of learners in a class. Although most learners are pleased to attend just one session a week, some learners feel that they would make even more progress if the classes were more frequent and longer. Learners do not receive adequate information about the range and content of the language learning programmes, or the possible progression

routes they may follow as they develop their language skills. In most cases, learners return to study on more advanced language learning programmes. Some learners gave examples of how they have acquired more than one additional language through the adult and community learning language courses.

Good Practice

Most language classes provide learners with additional information on the cultural background of the countries where the language is spoken. One tutor arranges for learners to meet with native speakers of the language she teaches. These native speakers attend an English course taught by the same tutor. Learners from the two classes meet up in pairs or small groups to practise their language skills and to learn about each other's countries.

Family learning**Grade 2**

57. This area of learning is the responsibility of the LEA's family and parent learning service. One community college also offers a small number of community learning programmes. Programmes include: welcome to nursery; welcome to the foundation year; family literacy; family numeracy; learning with games; and keeping up with the children. These programmes are offered in conjunction with local primary schools, voluntary and community organisations and a basic skills provider. The provision inspected is for primarily non-accredited learning programmes. Learners can progress to accredited learning programmes offered by other providers. Family and parent courses range from two-hour taster courses to 72 hours in total. Programmes are offered on weekdays, in term-time and during school hours. Funding is provided by the LSC, the Basic Skills Agency, European Union co-financing funds and the Single Regeneration Budget. In 2001-02, there were 1,272 learners on courses in this area of learning. Currently, there are 695 learners in this area, 91 per cent of whom are women. Minority ethnic groups represent 5 per cent of learners and 3 per cent of learners have a disability. The area of learning is managed by a principal officer. Two family and parent managers manage everyday activities. All project workers have a designated support worker. The family and parent service employs a team of crèche workers, but also uses play leaders from agencies and voluntary projects. There are currently 36 staff. Six members of staff work full time, and 30 work part time. All but four of them work on fixed-term contracts. A small number of volunteer assistants have been recruited from ex-learners. They are supported by a volunteer co-ordinator.

STRENGTHS

- some good standards in teaching
- wide range of learning programmes responsive to learners' needs
- good partnership arrangements
- effective curriculum development
- good teamwork
- good learning materials

WEAKNESSES

- insufficient monitoring of individual progress and achievement
- ineffective initial assessment arrangements

OTHER IMPROVEMENTS NEEDED

- better use of differentiated teaching

58. There is some good teaching. In the learning sessions observed, 64 per cent were graded as being good or very good. In the good learning sessions, teachers articulate aims well, give clear instructions and maintain good variety and pace within the class. Good use is made of the learners' experience. Learners are well supported, to extend their knowledge and vocabulary. Teachers show good knowledge of their subject area. Course paperwork is clear, but some tutors rely too heavily on the script provided in the course programme. Recent lesson observations carried out by family and parent learning service staff accurately identified some areas for improvement. Most programmes involve effective group work. However, in some cases learners do not have sufficient opportunities to build individual portfolios. In a few sessions, learners' understanding was not sufficiently tested. For example, tutors use predominantly closed questioning instead of activities to promote learning. Teachers are not always aware of the different levels of learning need of class members. There is not enough use of extension activities.

59. There is a wide range of learning programmes which are designed to be responsive to learners' needs. Programmes available include personal development, literacy and numeracy, preparation for key skills courses and a volunteer development course. There is also an international family group to develop the language skills of asylum seekers. Families can explore their artistic skills, share books, and join in sports together. When learners have benefited from one family learning programme, they can progress to another. Half of the city's primary schools host family learning classes and over 75 per cent of the city's nursery units offer 'welcome to nursery' courses for new parents. Provision is targeted at schools in areas of high social deprivation. A comprehensive definition of 'family' is applied, to encompass carers and extended family members. For example, a grandmother attends one of the courses to help her grandsons. Good use is made of different contexts, such as art or sports, to make family learning particularly attractive. Effective support, such as free childcare and payment of costs for transport, is provided for learners, to help eliminate barriers to participation.

60. Good partnership arrangements are used to develop and sustain the learning provision. Partner schools value collaboration with the family and parent learning service and contribute time and staff resources to the partnership. New projects are developed in collaboration with partnerships which have already been established by the family and parent learning service. Family learning has been extended beyond schools, to deprived communities, through links with voluntary sector groups. Good partnerships are cited as a strength in the council's review of the family and parents learning service.

61. Effective curriculum development is demonstrated through the processes for designing, piloting and implementing new learning programmes. Careful analysis of learner evaluations has effectively stimulated new ideas. A good balance of skills and expertise in the team allows focus groups to be convened and time is given to drafting proposals. Good links with other agencies and organisations are used for extra advice. The team is particularly good at formulating bids for funding. They have secured

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significant new sources of financing. The development plan for 2002-03 particularly highlights the importance of curriculum development.

62. Very good learning materials are used in all learning sessions. Course handouts produced by the family and parent learning team draw out teaching points effectively. Good use is made of clear layout, graphics and plain English. Learners find that papers explaining attainment targets for children at Key Stage 1 are especially useful. These are useful for parents who are working with their children to improve literacy and numeracy. Attractive and clear publicity leaflets for each course illustrate the family and parents learning service's commitment to equality of opportunity.

63. Good teamwork is demonstrated in the organisation of this area, and this is reflected in the coherent management structure. There are clear support and supervision mechanisms and good communication channels. There are regular team meetings at different levels of the organisation, and teaching staff are allocated development time every week. Staff receive regular supervision sessions. Appraisals have led to the formulation of clear action plans for each member of the team. Team members have a good range of experience and, despite having short-term contracts, staff are well motivated to respond to new initiatives.

64. There is not enough monitoring of individual learner's progress and achievement. Learning plans supplement group learning objectives and contain spaces for learners to record individual learning objectives, but these are not completed adequately. In some learning sessions observed, specific learning objectives had not been introduced by the third week of the course. Learners' achievements are not recorded effectively. Good use is made of constructive verbal feedback. Few learners are entered for external accreditation. In 2001-02, only 2 per cent of learners achieved externally accredited qualifications. The service offers learning programmes which lead to externally accredited qualifications in Wordpower, Numberpower and key skills. These learning programmes are available through the family and parents learning service's partner organisation. The family and parents learning service has made slow progress towards finding new forms of accreditation. Levels of achievement, apparent through lesson observations, are satisfactory. In 2001-02, 75 per cent of learners were retained, which is also satisfactory.

65. Arrangements for initial assessment are ineffective. Not all learning programmes use initial assessment, and of those that do, the results are not used to develop individual learning plans, or to enable differentiation. Tutors have insufficient access to information about learners' backgrounds or learning needs. For example, one learner who is on a key skills programme already has a degree in English, but the teacher has no guidance from the initial assessment to set realistic learning objectives for the learner.

66. Learners value being able to follow learning programmes in local venues. They find the local learning environment less intimidating than other learning experiences they have had. Free childcare is provided for parents attending courses in this area of learning, enabling them to maintain good attendance. Most of the parents interviewed

attend the courses provided by the family and parents learning service to help their children, although some also cite additional reasons, such as the social aspect of meeting other people. Learners in one of the key skills groups appreciate the opportunity to work towards a qualification which they can put in their curriculum vitae. One girl interviewed, who was attending the active families learning programme was enthusiastic about it. Her parents were taking part in trampolining and her brothers were attending the crèche, providing them with a whole family experience.

Good Practice

The penultimate learning session of every family and parents learning programme is allocated to the consideration of future learning opportunities. Learners are provided with information about other learning programmes and are given advice about the best options for their future learning. The family and parents learning service conducts postal surveys to find out learners' destinations after completing one of their programmes.

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 Mentor	Person teaching adult learners or guiding or facilitating their learning. Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
Learning goals	Main learning goals Secondary 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. 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.