

# INSPECTION REPORT

## **Harrow LEA**

**03 March 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
- **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 London Borough of Harrow offers adult and community learning in conjunction with several partner organisations. The areas of learning inspected are information and communications technology; hospitality, sport, leisure and travel; hairdressing and beauty therapy; visual and performing arts and media; English, languages and communications; foundation programmes; family learning and community learning.

### Overall judgement

The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the quality of provision in information and communications technology; hairdressing and beauty therapy; English, languages and communications; family learning and community learning is good. The provision for visual and performing arts and media, and foundation programmes is satisfactory. The provision for hospitality, sport, leisure and travel is unsatisfactory. Leadership and management of the provision and equality of opportunity are good. The quality assurance arrangements are satisfactory.

### GRADES

Leadership and management	2
Contributory grades:	
Equality of opportunity	2
Quality assurance	3

Areas of learning	Grade
Information & communications technology	2
Hospitality, sport, leisure & travel	4
Hairdressing & beauty therapy	2
Visual & performing arts & media	3
English, languages & communications	2
Foundation programmes	3
Family learning	2
Community learning	2

### **KEY STRENGTHS**

- clear strategic direction for the development of the provision
- very effective partnerships leading to innovative learning programmes
- good use of data to contribute to planning
- successful inclusion of non-traditional participants in learning
- effective self-assessment
- good information and communications technology, hairdressing and arts resources
- good achievement of learners' personal and practical skills
- good teaching on most learning programmes

### **KEY WEAKNESSES**

- poor co-ordination and planning of some curriculum areas
- some poor accommodation and resources in sports and foundation programmes
- poor monitoring and recording of learners' progress
- weak monitoring and evaluation of courses

### **OTHER IMPROVEMENTS NEEDED**

- further develop progression from non-accredited provision to accredited provision
- greater use of realistic learning materials

## THE INSPECTION

1. Eleven inspectors spent a total of 54 days at the London Borough of Harrow (LBH) in March 2003. Inspectors observed and graded 72 learning sessions. They examined and assessed 140 examples of learners' work, made 42 visits to providers' and subcontractors' sites, and looked at 108 individual learning plans. Inspectors spoke to 422 learners and interviewed 38 subcontractors' managers and 71 staff. In addition, inspectors interviewed the elected representative responsible for the education and lifelong learning portfolio and his colleagues from two other political parties, chief officers of the council and a range of representatives from voluntary groups. Inspectors listened to learners and partners in three focus groups. They also examined a range of documents including the adult learning plan, publicity documents, updates to the self-assessment report and development plan, the equal opportunities policy and a range of other contract documents.

### Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Information & communications technology	0	0	5	2	0	1	0	8
Hospitality, sport, leisure & travel	0	0	3	4	2	0	0	9
Hairdressing & beauty therapy	0	3	3	0	0	1	0	7
Visual & performing arts & media	0	1	5	5	0	0	0	11
English, languages & communications	1	2	5	2	0	0	0	10
Foundation programmes	4	4	0	2	2	0	0	12
Family learning	0	4	3	2	0	0	0	9
Community learning	0	2	1	3	0	0	0	6
<b>Total</b>	<b>5</b>	<b>16</b>	<b>25</b>	<b>20</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>72</b>
<b>per cent</b>	<b>63.89%</b>			<b>27.78%</b>	<b>8.33%</b>			

## THE PROVIDER AS A WHOLE

### Context

2. LBH provides adult and community learning provision in all areas of learning, eight of which were inspected and graded. Most courses offered are non-accredited. Most of the provision is subcontracted to two further education colleges, and six voluntary groups and schools. The provision is available at over 30 locations in the borough.
3. Most courses operate over 36 weeks of the academic year. Courses provided by the colleges are run each term. Foundation programmes last for a year and family learning courses run termly. Many classes provided in community venues are run in the evenings and at weekends. Many taster courses are available throughout the year. There is general publicity and a brochure to advertise the provision.
4. In 2001-02, there were 12,081 enrolments on adult and community learning courses offered by LBH. In 2000-01, there were 11,271 enrolments on the provision and in 1999-2000, there were 10,680 enrolments. There were 4,427 enrolments in the autumn term of 2002-03. In 2000-01, 72 per cent of learners were women, 20 per cent were aged 25-34, 46 per cent were aged 35-59 and 24 per cent were aged 60 and above. Forty-two per cent of learners were from minority ethnic communities.
5. According to the 2001 census, Harrow's minority ethnic communities represent 42 per cent of the population, compared with 9 per cent nationally. In May 2002, the unemployment rate in Harrow was 3.4 per cent, compared with 3.6 per cent nationally.



## Adult and Community Learning

6. Learners' achievements in information and communications technology (ICT); hairdressing and beauty therapy; English, languages and communications; family learning and community learning are good. There is good development of learners' personal objectives. Teaching is also good. There is a good range of innovative and effective projects. Learning resources are good in ICT and hairdressing and beauty therapy. Good partnership arrangements provide support for communities and learners. There is insufficient formal recording and monitoring of learners' progress in ICT, hairdressing and beauty therapy, and family learning. There is insufficient ICT provision to meet the community's demand for it. The provision is not sufficiently meeting the needs of those learners in ICT or family learning who speak English as an additional language.

7. Learners' achievements in visual and performing arts and media and the foundation programme are satisfactory. There is good teaching on most of the courses. Learners develop confidence and acquire new practical skills. There are good progression routes available in some of the subjects covered by each of the areas of learning. Assessment and recording of learners' progress is good in the foundation programmes, but weak in visual and performing arts and media. Insufficient provision is targeted at new learners in visual and performing arts and media. Attendance levels are also poor. Learning objectives and outcomes are poorly defined. There are some good specialist facilities in visual and performing arts and media but there are insufficient specialist cookery and computing facilities for learners with learning difficulties and/or disabilities. Effective partnerships enable the provision of good teaching in foundation programmes.

8. Learners' achievements in hospitality, sport, leisure and travel are unsatisfactory. There is good achievement of learners' personal objectives and they are supported well. However, teaching is poor. Some of the accommodation and resources are also poor. Learners' progress is not recorded. Health screening for learners on sports courses is ineffective. LBH does not monitor or record tutors' professional updating.

9. Leadership and management of the provision are good. There are effective partnerships that directly benefit the learners. The borough is effective in setting and meeting its strategic objectives. Many disadvantaged groups in the community are effectively engaged in learning and their needs are served well. Data are available in many formats and are used to effectively monitor and plan development of the provision. Quality assurance arrangements are satisfactory. There is effective self-assessment and monitoring of subcontractors. There is poor curriculum planning and co-ordination and course evaluation in some areas of learning. Specialist cookery and computer resources for learners with learning difficulties and/or disabilities are poor but good in visual and performing arts and media, and ICT.

**LEADERSHIP AND MANAGEMENT****Grade 2**

10. The overall responsibility for adult and community learning lies with the elected member and portfolio holder for education and lifelong learning. LBH's cabinet sets the objectives and direction for the service. The scrutiny function is carried out by the lifelong learning scrutiny subcommittee of LBH. The education director is the senior manager for the provision. Adult and community learning falls under the children and community services branch of the education department. The head of the children and community services is responsible for the effective provision of adult and community learning. A lifelong learning and youth services manager has operational responsibility for the provision. He is supported by a lifelong learning development officer. Subcontractors and voluntary groups provide the service in the community. LBH has contracts with two colleges and a service level agreement with a number of voluntary groups for this purpose. The voluntary groups provide the service in their locality and are accountable to their own committees and to LBH. With the exception of family learning, LBH does not directly provide any adult and community learning funded by the Learning and Skills Council (LSC). LBH oversees a lifelong learning providers' forum. LBH is the lead body for the North West London Online partnership.

11. LBH has an equal opportunities policy. There is no policy or framework for quality assurance. LBH produced its first self-assessment report in March 2002. A further report was produced in late 2002, which was updated for the inspection. LBH also has a quality assurance development plan for 2002-03.

**STRENGTHS**

- clear strategic direction for the development of the provision
- effective partnerships leading to innovative learning programmes
- good use of data to contribute to planning
- successful widening of participation in learning
- effective self-assessment process

**WEAKNESSES**

- poor co-ordination and planning of some curriculum areas
- some poor accommodation and resources
- poor monitoring and recording of learners' progress

12. LBH has a clear and informed direction for the development of adult and community learning. LBH has developed clear strategies for planning and introducing adult and community learning in the diverse communities of the borough. LBH aims to involve all members of the community in learning. The adult learning strategy has four objectives which are to widen participation, improve the provision, form partnerships

and effectively plan for the future of adult and community learning.

13. LBH has developed effective partnership arrangements with a number of local public, private and voluntary organisations. There are now more community learning classes, such as family learning programmes, and support for literacy, numeracy and language in schools and community centres. LBH manages the North West London Online learning project which operates in two London boroughs. This project has enabled over 30 venues in Harrow and a neighbouring borough to offer ICT-led learning programmes and has provided mobile ICT facilities for learners who are unable to attend the learning centres. A wider range of learning programmes has been available for learners. There have been increased numbers of learners in learning who would not traditionally have attended. There has been increased numbers of learners progressing onto more advanced courses. The Harrow Lifelong Learning Providers Forum allows providers to discuss forward planning arrangements and staff development activities. The forum has wide membership from the statutory and voluntary sectors, colleges, Workers' Educational Association and the University of the Third Age. It shares information and develops links to complementary work offered by its members. The forum contributes to the development of LBH's adult learning plan.

14. LBH uses data very well to monitor and plan the adult and community learning provision. For example, subcontractors are provided with service level agreements which contain an extensive range of performance indicators with an agreed method to monitor progress against these targets. The use of a single system to monitor and record learners' progress allows subcontractors to share data online with LBH. This information is used as a basis for all planning decisions. LBH receives feedback from providers every term about enrolment, attendance, retention and progression. Targets set by LBH are challenging and providers are achieving them. For example, if a provider fails to achieve a target by 5 per cent or more, the provider must explain this to LBH. To date, subcontractors have met all the targets set by LBH. Another example is where the provider identified from the data that there were fewer men attending classes and it has subsequently taken successful steps to increase the number of men in ICT classes. Learner satisfaction surveys for over 2,000 learners are used to develop the provision. The learner satisfaction rates are above 94 per cent and the return rate is also good. Providers use data available about indices of deprivation to effectively plan the provision in each area of the city. Providers are set a target to provide 32 per cent of learning programmes in areas of deprivation. More learning programmes are now based in the community. Participation in learning has increased. Data are available in a variety of formats and are used when making bids for funding. All partners have access to data about the number of learners. They use this information to identify gaps in the provision and to improve the planning process. LBH can access data from subcontractors about every learner for each term. Records of learners' attendance and work is also stored online. LBH can use these data to raise any queries about funding. These data can also be shared electronically with the LSC to assist with the planning process. LBH is piloting the use of swipe cards for learners to monitor their attendance.

15. There is poor planning and co-ordination in some curriculum areas. For example,

the learning programmes available do not meet the needs of learners in some areas, and there is unnecessary duplication in the provision offered in others. The two local colleges with whom LBH subcontracts the provision, have recently had meetings to co-ordinate the learning programmes available more effectively. It is too early to judge the effectiveness of these improvements.

16. There are some poor accommodation and resources. For example, some cookery and sports facilities are not fit for purpose. The centre for visually impaired learners is located on the first floor and has no access for wheelchair users. There is insufficient specialist cookery and information technology (IT) equipment for learners with learning difficulties and/or disabilities. Some of the art rooms for learners with learning difficulties and disabilities are leaking. Some of the language classrooms are cramped and have unnecessary furniture in them. Staff have to walk through some classrooms during the lessons. This is unsatisfactory.

17. There is insufficient and inadequate monitoring and recording of learners' progress in many areas of learning. There are no formal course evaluations in English, languages and communications.

18. LBH provides basic literacy, numeracy and English for speakers of other languages (ESOL) support for learners in information and communications technology; visual and performing arts and media; foundation programmes; family learning and community learning. Learners requiring specialist support needs are identified and referred to other appropriate provision. There is satisfactory support for ESOL learners in visual and performing arts and media but there is no record of it. In ICT, insufficient use is made of initial assessment to plan learning for ESOL learners. Timely and appropriate help has not been provided effectively. Some of the learners repeat the courses. There is a shortage of learning resources for learners who also have ESOL needs in family learning. Appropriate support for learners with literacy, numeracy and language needs are provided in community learning.

**Equality of opportunity****Contributory grade 2**

19. LBH successfully engages people from minority ethnic communities in learning through its adult and community learning provision, and in employment through its role as an employer. LBH's equal opportunities policy is regularly reviewed and the current version of it is comprehensive. It recognises diversity in all its forms such as age, gender, ethnicity, disability, sexuality, nationality, marital status, political or religious beliefs, and trade union activities. The information about and access to its services are excellent. The equal opportunities policy extends to services provided by LBH, by partners on its behalf or by subcontractors. Brochures about the adult and community learning provision are well produced, and contain positive imagery. They also include a multi lingual application form to request translations into a variety of community languages.

20. One of LBH's main corporate strategies is to facilitate community capacity building through the promotion of inclusion and through the provision of adult and community learning which meets the needs and interests of all local communities. Access to community learning centres is good, and has made learning available to non-traditional learners. For example, LBH's partnership with North West London Online has enabled the provision of ICT resources to be based in the minority ethnic communities and in areas of the borough which have the highest deprivation indices. Computing facilities have also been made available in temples where their demand for usage is currently exceeding supply. The learning centres in which the provision is based take responsibility for it. The learning centres make use of volunteers from within the community to provide the teaching. This helps to overcome language and cultural barriers to learning. Learners like the local provision and the ease of access which the local learning centres offer them. Male learners have been successfully recruited into adult and community learning through the community-based IT provision and the 'active dads' project, which is part of a national pilot to involve men's participation in family learning. LBH has worked with a local group for the visually impaired to provide adaptive software and hardware to ensure effective provision for people who are visually impaired.

21. Equal opportunities training is included in the staff induction programme. It is also periodically included in the in-service training programme. College reception desks offer satisfactory support for learners who speak community languages. Printed translations of paperwork are provided and on-call interpreters can be used. There is good assistance for people who have hearing difficulties. Hearing loops are used and signers are available. LBH is making good progress towards meeting the requirements of the Special Educational Needs and Disability Act 2001.

22. There is poor accessibility and resources for learners with disabilities in some learning centres. For example, the IT centre provided in the local visually impaired association is on the first floor and has no access for wheelchair users. The subcontractors and partners are prepared to move a learning session, when practicable, to the ground floor if a wheelchair user or other learner with restricted mobility wishes to attend. This is not always feasible when specialist equipment is involved. There is insufficient specialist cookery and IT equipment for learners with learning difficulties and/or disabilities. There

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are very few childcare places available. This presents a barrier to learning for parents with childcare responsibilities.

**Quality assurance****Contributory grade 3**

23. LBH has effective self-assessment processes. LBH focuses on quality improvement in all aspects of its work. LBH has commissioned two internal inspections in the past seven years. The organisation produced its first self-assessment report in March 2002. It judged its self-assessment processes to be inadequate. The organisation has since provided its staff with two training workshops about self-assessment and development planning to help remedy this problem. LBH has also consulted the Learning and Skills Development Agency for this purpose. LBH requires its subcontractors to develop self-assessment reports for their own organisations against the 'Common Inspection Framework'. Appropriate data about enrolments and attendance rates, and feedback from class observations and student satisfaction surveys have been used to complete the self-assessment report. In consultation with the LSC, LBH produced another self-assessment report focusing on each area of learning in late 2002. The organisation also prepared itself for inspection by conducting an internal inspection in the spring term of 2002-03. The findings from this were used by LBH to update the second self-assessment report, which was published in preparation for the inspection. Many staff and partners are involved in the self-assessment process. The self-assessment report is critical, evaluative and structured. The original report clearly identified particular areas for development in the management of the adult and community learning provision and those areas having a direct impact on the learner. LBH's progress against the development plan is satisfactory.

24. The self-assessment report correctly identified those areas of learning which do not have sufficient lesson observations. LBH allows some tutors to train to become lesson observers. In the self-assessment report, LBH has recognised that it needs to specify the number of lesson observations in each area of learning. In areas where there are insufficient lesson observations, LBH has not made any judgement about teaching or learning. In addition, it has identified that the voluntary sector provision also needs to be observed. A number of tutors have been trained to do this. An external consultant is observing and providing constructive feedback for the ICT provision and helps LBH to moderate judgements about teaching. The quality of teaching and learning is improving and the inspectors gave the same grades as those in the self-assessment report.

25. A further major development has been the formation of the adult and community learning quality group. The group has a wide membership that represents all interested parties in the borough. It meets to share good practice, develop a range of quality assurance initiatives and identify training and support needs common to the provision. Partnerships and subcontractors are well managed and produce a range of good initiatives to enhance the provision of community-based learning. A further example of quality improvement is that the provider is building the capacity of the voluntary sector groups to develop their own quality assurance framework by using a practical quality assurance system developed for small organisations. The contracts with subcontractors are being modified and tightened to further enhance learning for 2003-04.

26. Planning is influenced by a number of detailed and thorough evaluations of family

learning, an adult education survey and an analysis of enrolments in each ward of the borough. The adult learning plan is developed through close and effective interaction between a number of local strategic initiatives and partnership groups.

27. Despite LBH not having a quality assurance framework of its own, applicable to all adult and community learning, the provision is improving.

28. There are insufficient formal procedures for monitoring and evaluating the adult and community learning provision. LBH relies too heavily on the policies and procedures of subcontractors.

#### Good Practice

*LBH has produced a booklet which provides practical, good-humoured and common sense advice on interaction with people with a wide range of disabilities. The booklet has been adopted as the corporate standard.*

*Effective action has been taken to introduce initiatives to deal with quality assurance across all areas of learning. For example, a group of representatives from 12 voluntary organisations has been brought together and led by a tutor to assess their quality assurance systems. Members of the group who were interviewed indicated that their quality assurance systems are informed and more effective since the group started. On completion of the initiative, members of the group will become mentors to other voluntary organisations.*



## AREAS OF LEARNING

### Information & communications technology

### Grade 2

29. ICT is the largest area of learning. Training is provided at 15 locations, including college sites, UK online centres, temples, community centres, the tenants and residents association resource centre, Harrow Association for the Disabled and Middlesex Association for the Blind. In 2001-02, LBH's ICT programmes included courses for beginners to learners at intermediate level. Courses available ranged from basic computer skills, word processing, spreadsheets, databases, website design and desktop publishing. Courses provided through North West London Online are free and last between three and 13 weeks, for two hours each week. Learners are also able to access drop-in facilities to consolidate their learning and develop their keyboarding skills. Courses are designed for learners to progress from beginners level to accredited qualifications. Support for learners with literacy, numeracy and language needs and for learners who speak English as an additional language is available in the learning centre or by referral through North West London Online.

30. There were 2,936 enrolments on ICT courses in 2001-02, 2,410 in 2000-01 and 2,714 in 1999-2000. In the last term there were 1,204 enrolments. During the week of inspection, there were 302 learners on learning programmes. Eighty per cent of these learners, attend at UK online centres based in the community.

### STRENGTHS

- good achievement of learners' personal and practical skills
- good teaching
- very good ICT and specialist support resources
- good partnership arrangements to meet the needs of the local community

### WEAKNESSES

- little use of initial assessment to plan individual learning for ESOL learners
- insufficient formal recording and checking of learners' progress
- insufficient provision of ICT programmes to meet the needs of the community

### OTHER IMPROVEMENTS NEEDED

- more use of learners' evaluations to promote improvements
- further develop progression routes

31. Learners develop good practical ICT skills and have the confidence to use them. They demonstrate a good understanding of the software applications and can apply their new skills at work and at home. Completion rates are good. On completion of the programme with North West London Online, 18 per cent of learners either changed their employment or had improved their existing skills for work. Some learners had acquired new skills and planned to use them when returning to work.

32. Sixty-two per cent of the teaching observed by inspectors was graded as being good. Knowledgeable and enthusiastic tutors deliver well-planned learning sessions and make good use of questions and answers to involve students and monitor their understanding. Schemes of work and lesson plans are clear and well-designed. The objectives of each lesson are clear to learners. Planning and organisation are good with appropriate tasks set to maintain the learners' interests. Good use is made of digital projectors to demonstrate software functions. In one lesson, a visually impaired tutor was providing very good individual tuition to a visually impaired learner using specialist resources. In many learning sessions, learners are able to work at their own pace on exercises. In these learning sessions, tutors provide support and coaching. They provide learners with positive feedback and encouragement. Progress reviews are satisfactory. There is a good rapport between teachers and learners. Learners are satisfied with their courses. In good learning sessions, learners are encouraged to support each other and share experiences.

33. The computers used are of high specification. There are a good number of laptops used in the community. Learning centres are easily accessible. They are located in a wide range of relatively small community and voluntary organisations. Learners prefer to attend these venues rather than traditional learning venues such as colleges. Most tutors hold relevant IT and teaching qualifications. Web-based resources are available to support tutors in community centres. Learners have a wide range of good-quality workbooks and handouts.

34. All learning centres have good access to adaptive equipment and software for ICT. There is good assessment to identify the needs of learners with learning difficulties or disabilities. All staff and volunteers are trained to use adaptive technology and work with disabled people. However, technical support is not always available at the time when it is required in some of the learning centres. Nine per cent of learners have learning difficulties and/or disabilities and benefit from the specialist service that LBH can provide. However, two centres do not have wheelchair access.

35. There is insufficient use of initial assessment to plan individual learning. Initial assessment is satisfactory and is carried out by interview. Learners receive a satisfactory induction to their learning programme. An individual learning plan for each learner is drawn up later. These plans do not always define measurable goals for learners. Some are incomplete or do not contain sufficient detail. Not all learners have clear enough interim targets to help them identify their progress. Some ESOL learners find it difficult to follow their programmes and repeat short programmes to consolidate their learning.

Some learners make slow progress because of their poor keyboarding skills. Monitoring of learners' progress is informal and not recorded. Some achievement and progress is measured in terms of personal satisfaction. Some learners attending the classes are not sufficiently aware of appropriate progression routes after completing the course. The self-assessment report correctly identified this weakness.

36. There are good partnership arrangements to meet the needs of the local community. Learning centres have been established in those communities with the greatest need. Access to community learning centres has opened up learning to learners who would not traditionally participate in learning. Learners appreciate access to small, friendly centres located in communities, with access to drop-in facilities to support learning. This great increase in participation has been enhanced by the use of 50 former learners as community volunteers. They help to promote the learning centres, and provide support for learners, for example with translations.

37. Partnership arrangements have generated a huge demand for learning in the community. However, the ICT provision is not currently meeting the needs of the community. For example, waiting lists for two learning centres exceeds 200 learners. There is also a waiting list for computer training for visually impaired learners. These resources are currently limited both by the number of computers available and access to the provision for learners with physical disabilities. In some learning centres computers are not always fully utilised. There is a shortage of staff in these centres. Some introductory classes are large in size. Poor classroom layout sometimes makes it difficult for the tutor to provide adequate support to all learners. The limited range of provision available in the community centres restricts learners' progression.

38. Satisfactory advice and guidance is available at the college. Tutors from the North West London Online partnership give satisfactory advice and information about courses to the learners in their own community. Tutors identify whether learners need literacy, numeracy and language or ESOL support and refer them to appropriate provision in the borough. Volunteers provide good language support for people who speak English as an additional language and enable drop-in sessions to take place. The self-assessment report correctly identified this weakness.

39. The management of the provision is satisfactory. LBH, North West London Online, community groups and schools were all satisfactorily involved in the development of the self-assessment report. The self-assessment report was mostly accurate in identifying the strengths of the provision. Learners' evaluations of their programmes are analysed. There have been some improvements made to the provision in response to evaluations. Managers attend the lifelong learning forum where they are able to share good practice. There are good communications between the tutors and they can share good practice at regular team meetings. The colleges observe teaching. There is a mentor for staff.

40. Learners are enthusiastic and well motivated about their courses and pleased with their progress. They are able to write letters and use the Internet, mostly at home.

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Some learners use their learning at work and some use it in preparation for their return to work. They like classes in local learning centres. The tuition received by one visually impaired learner was enabling her to overcome her severe disability and to resume her writing career. Learners also make new friends and develop their networks while on the courses. The learners want more places on courses and want centres to open for longer or different hours.

### Good Practice

*All North West London Online staff meet every week to share good practice, exchange ideas and discuss concerns. There is good communication among tutors. There is a development plan for training, with experts invited to train staff in areas such as adaptive technology. Tutors use e-mail to share materials and knowledge. All tutors have access to shared website resources and materials.*

**Hospitality, sport, leisure & travel****Grade 4**

41. Hospitality, sport and leisure courses are offered at 11 venues in the borough. Locations include colleges, schools, libraries and community centres. There are 35 courses in this area of learning. Courses are offered during the week, evenings and at weekends. Programmes offered include bridge, yoga, tai chi, keep fit, table tennis, badminton, cake decorating, wine appreciation and Indian, Italian and Malaysian cookery. The programmes usually last for 10 weeks, for one and a half to two and a half hours each week. None of the courses are accredited. The provision is subcontracted to two local colleges. There is a curriculum manager in each college, to manage the adult and community learning programme. Eighteen part-time tutors teach on these programmes. In 2001-02, there were 1,905 enrolments. In 2002-03, 661 enrolments have been made to date. Some learners enrol on more than one course.

**STRENGTHS**

- good achievement of learners' personal goals
- good attention to learners' individual needs

**WEAKNESSES**

- some poor accommodation and resources
- poor recording of learners' progress
- ineffective health screening for sports courses
- insufficient monitoring and recording of tutors' professional updating

42. Learners achieve their learning objectives. These objectives range from maintaining and improving health, mental well-being, confidence and socialisation. Many learners acknowledge improved mobility, flexibility and balance after attending yoga and tai chi learning sessions. In the cake decorating classes, learners continue to learn new skills, even when they have attended classes for a number of years. In bridge classes, learners develop and maintain a good mental awareness of the game, social skills and dexterity. One learner joined a yoga class after suffering from depression and has seen a positive improvement in her state of mind and general well-being. There are good progression routes for bridge learners. There are fewer opportunities for progression in yoga and tai chi.

43. There is good attention paid to learners' individual needs. Most lessons observed were graded as being good or satisfactory. Demonstration is used as the main teaching method. Learners can clearly see what they are expected to do and go on to complete assignments. Learners' attainment is good. However, there is insufficient use of any other teaching methods. Tutors are supportive and caring towards learners. They have

an understanding of the individual capabilities and limitations of learners, and are sensitive to their personal needs. In exercise classes, alternative exercises are offered to learners who are unable to perform certain exercises. Tutors sensitively correct learners' posture where required. In some exercise classes, teachers give handouts to learners to practise exercises in their own time. Learners are well motivated, enthusiastic and enjoy their lessons. One tutor who teaches cake decorating, changed ingredients used in some classes to allow learners from particular religions and cultures to attend the classes and take their work home with them.

44. Some accommodation and resources are poor. Some of the classrooms used for lessons are not large enough to safely accommodate the number of learners enrolled on the course. In one venue the fire exit becomes obstructed when learners lie on the floor to exercise. Many venues can be cold and draughty. There are no changing or shower facilities at most venues. At one cookery venue, the kitchen is unhygienic because a block of toilets with a leaking waste pipe open directly into the kitchen. There is no storage space for learners to store equipment. Many older learners are required to carry equipment, cakes and delicate sugarcraft through the school, across a playground and up stairs to the classroom for each lesson. Cookery learners are required to bring all of their own ingredients, saucepans and chopping knives to evening lessons. Accommodation has had a risk assessment but this did not identify potential risks. Some accommodation is not suitable for people with disabilities. The colleges do not provide adequate equipment for most exercise classes. Learners provide their own equipment and the quality of it varies. Some tutors provide equipment for learners.

45. There is poor recording of learners' progress and achievement. The college has introduced a new system, which will monitor the progress of learners at the middle and end of the course. Learners do not have individual learning plans. No targets are set at the start of the course. There is no formal assessment of learning. Some tutors have devised their own systems for monitoring progress. This is usually a tick list and contains no detail. On other courses, there is no formal mechanism for measuring learners' progress. Some learners do not know what progress they have made. The initial advice and guidance received by some learners is not always clear, especially about the difficulty and content of the course. Some learners sign up directly with the course tutor and are not aware of the possible progression routes. In one cake decorating class, some learners are producing good work but this achievement is not celebrated.

46. There is no effective health screening on the sports programmes. Some tutors have started to use a new medical questionnaire, which makes the learners responsible for assessing their own health. Not all learners have completed this form. The form does not request enough detail and does not adequately cover all the medical conditions which learners have. There are inadequate records to assist substitute tutors to fully understand learners' medical conditions. Tutors do not monitor current or new injuries or illness at the start of each learning session. Most schemes of work are insufficiently detailed. Most lesson plans indicate the exercises that will be covered but not the intensity or alternatives that can be used. Learners' injuries are not monitored and neither is their medical history to check that appropriate exercises are being used.

Some tutors do not fully explain the benefits of particular exercises.

47. There is insufficient monitoring and recording of tutors' professional updating. Tutors are responsible for their own professional development. Many attend appropriate sessions. However, LBH does not monitor the currency of their knowledge or expertise. No records of professional updating are kept. It is not clear if tutors' professional qualifications meet with the latest governing body requirements.

48. Leadership and management of this area of learning are unsatisfactory. Teaching observations are not routine. There is currently no overall plan to observe lessons. Most new tutors are observed in their first year of teaching. However, there is no programme to ensure all tutors are observed. Lesson observations are carried out by non-technical observers who are unable to make judgements about learners' safety. There is no strategic overview of the courses provided or analysis of learners' needs or those of the community. Course programming is based on the previous years' provision. New courses are based on what is happening in the media or informal suggestions from potential learners. The two colleges meet to ensure there is no duplication or saturation of provision in any particular area.

49. Learners are enthusiastic and positive about the benefits that they gain from attending the lessons. Learners interviewed are happy with the recent improvements to teaching facilities at one of the learning centres. They value the social interaction, mental stimulation, and the opportunity to meet new people and develop friendships. Learners also have increased self-confidence after attending classes.

#### Good Practice

*Two yoga classes are held at a local hospital for patients who have a mental illness. Tutors provide two learning sessions each week at the hospital. Learners progress from one session to the other. Patients are encouraged to join yoga classes when they return home.*

#### Poor Practice

*Cake decorating learners are required to purchase equipment costing £50 to £80. Most of the learners in these learning sessions are retired and living on a pension. The learners are required to carry all their own equipment, often long distances, which many find difficult.*

**Hairdressing & beauty therapy****Grade 2**

50. Hairdressing, beauty and holistic therapy courses are provided at five sites, including both colleges and schools. Managers at the two colleges manage the provision. Courses include beauty care and make-up, reflexology, massage for friends and family, nail art and manicure, nail extensions, Asian bridal make-up, cutting and styling, dressing long hair and barbering. At the time of inspection, there were 188 learners on 11 courses. Learners are able to progress onto more advanced courses in cutting and styling and Reiki. Courses are offered in the evening during the week. Occasionally courses are also available on Saturdays and during the day.

**STRENGTHS**

- good achievement of learners' personal goals
- good completion rates
- good teaching and learning in practical classes
- professionally designed hairdressing and beauty salons

**WEAKNESSES**

- insufficient formal monitoring of learners' progress and achievements
- no daytime provision during the week

**OTHER IMPROVEMENTS NEEDED**

- better use of visual aids

51. There is good achievement of learning objectives. Challenging goals are set for learners. Learners demonstrate their skills well in practical classes. They have a good understanding of background knowledge and apply it very effectively. For example, in massage and reflexology classes learners adapt the amount of pressure applied and method of working to suit the particular needs of each client. Learners demonstrate good artistry when creating henna designs and bridal hairstyles. Learners use their new skills enthusiastically on family members and friends. Some learners are so highly motivated that they intend to pursue accredited courses in hairdressing, beauty or holistic therapies in order to build a career. There is good retention on courses in this area of learning. In 2000-01, completion rates ranged from 86 per cent to 98 per cent. The completion rate for the autumn term 2002 was also good at 88 per cent. Most learners in observed sessions who started courses in 2003 are still in learning. Attendance and punctuality are satisfactory.



52. There is good teaching in practical learning sessions. Learning sessions are well planned with clear aims and objectives. Teachers give effective demonstrations of practical techniques to whole groups and to individual learners. Teachers enable learners of different abilities to improve their skills by providing support and guidance that is tailored to meet individual needs. For example, in one class a hairdressing learner with previous experience was successfully taught razor cutting alongside complete beginners who were cutting with scissors. Learners pay good attention to health, safety and hygiene in practical classes and they recognise the importance of avoiding cross-contamination. Learners in massage and reflexology classes are appropriately reminded of the importance of checking that their clients were not already receiving treatment.

53. Audio-visual teaching resources are not used effectively by all tutors. For example, in some of the observed learning sessions inspectors found that videos were used to show new techniques but there was insufficient discussion about it afterwards. Overhead projectors were not used in classes to illustrate or remind learners of essential points such as cutting angles or henna designs. In one class, no written materials or visual aids were used to help learners remember questions as they carried out a written test.

54. Professionally designed hairdressing and beauty salons are used for many learning sessions. The salons are attractive and well equipped. Learners are instilled with an understanding of what it is like to work in a professionally fitted salon. This is particularly useful for those learners who are considering following a career in hairdressing or beauty. The salons contain furniture and equipment that can be adjusted for height and can be adapted to meet the needs of learners with specific requirements.

55. There is insufficient recording of learners' progress and achievement. There are three systems for recording learners' progress and achievement but it is not clear how they should be used. The systems fail to effectively engage either the learner or the teacher. Learners are not informed about or involved in their assessment. Tutors do not add any comments to the learners' self-assessment. Tutors enter minimum detail onto the progress review forms and the feedback they provide is poor. Not all staff complete learners' progress and achievement records. There is no identification of further learning requirements or areas where learners need to improve on the progress review forms. However, learners frequently receive good verbal feedback during practical learning sessions. Teachers make good use of praise and encouragement when discussing performance with individual learners.

56. The courses do not meet the needs of all potential learners in the community. All courses are run during weekday evenings. Parents with school-aged children who require childcare support are unable to attend evening classes. There is insufficient daytime provision and no crèche or childcare facilities are available when the classes are on. A few courses are available, occasionally, on Saturdays. Some courses are run during the day in July.

57. Learners have effective support to help them to successfully complete their learning programme. Tutors spend extra time with slower learners and they explain things clearly. Learners' mistakes are handled sensitively and patiently. During induction, learners are informed of helpful college support services that are available to them, including help with financial and personal issues. Learners with particular physical needs have had adjustments made to furniture to assist their learning and the development of their skills. At the end of their course, learners receive good advice from their tutors about progression routes.

58. The management of the area of learning is satisfactory. Learners complete questionnaires at the end of their course. The questionnaires are evaluated frequently and some changes to the range of courses have been made. For example, a more advanced Reiki course was set up following learners' requests. The range of courses offered depends upon suggestions from learners and tutors and also on the feedback from learners who attend taster sessions during adult learners week. Course reviews are conducted once or twice every year and changes are made to improve the provision in the next year.

59. Communication in the curriculum teams is satisfactory. Staff meetings are held once each term at each of the colleges to discuss general curriculum and quality assurance concerns. Staff are appropriately qualified and experienced.

60. Learners are very satisfied with their courses and they think highly of their teachers. They value having well-organised lessons and teaching programmes. Courses are demanding but learners feel very well supported by tutors. Learning and enjoyment has exceeded learners' expectations and they would definitely recommend the courses to others. A number of learners would like to progress onto accredited courses and develop professional careers in hairdressing and beauty.

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

61. Currently, 761 learners are attending 50 courses in visual and performing arts and media. These courses cover a wide range of subjects including art, pottery, crafts, music and dance. Most are held at college sites and about 30 per cent take place in community learning centres. Nine sites are used, all of which are open to all learners. Many learners with learning difficulties and/or disabilities and mental health service users attend courses in the arts, crafts and music. A voluntary sector provider operates a small project for women with an interest in beadcraft. During the autumn term of 2002, 1,145 learners made 1,451 enrolments. About 80 per cent of learners are women. Most classes take place in the evenings. During 2001-02, there were about 2,700 enrolments. Most courses last for two hours each week, although a few last for a day. Many of the two-hour courses last for 10 weeks and are repeated for each of the three terms. Some of these two-hour courses operate over 30 weeks. Courses are advertised as suitable for beginners, intermediate or for mixed ability learners.

**STRENGTHS**

- good teaching to meet the needs of individual learners
- effective learning of practical skills and techniques
- some good specialist facilities
- good progression routes in some subjects

**WEAKNESSES**

- poor attendance in many classes
- poorly defined learning objectives and outcomes
- inadequate accommodation restricting the range of teaching methods used
- poor recording of learners' progress
- insufficient provision targeted at new learners

**OTHER IMPROVEMENTS NEEDED**

- better co-ordination and management of provision

62. Learners effectively learn practical skills and techniques. Learners' finished practical work is good. Learners making porcelain flowers have won awards in national exhibitions. Many learners make good progress towards the achievement of their learning goals. In many lessons, learners are able to demonstrate and talk about the progress they have made since starting a course. In salsa dance lessons, learners quickly learn new steps and are encouraged by their teacher to go to a salsa club to

further develop their skills and to practise. Most learners speak positively of a growing confidence in their abilities. Learners are clear about what they hope to achieve. There is poor attendance in many lessons. In many lessons, almost 30 per cent of learners are absent or do not attend regularly. Completion rates were good in 2001-02 at over 85 per cent but have declined in the current year. A few learners progress to other courses in the colleges.

63. Teachers offer good support to learners to make progress towards completing a task. They devise tasks that meet the needs of individual learners. Each learner receives praise and encouragement. The teacher guides learners through carefully staged processes that usually increase in complexity. About 60 per cent of teaching is good. In most learning sessions, learners receive good feedback about how to improve their skills. Teachers offer lots of technical advice and useful tips about handling materials. They effectively use demonstrations to enhance learners' understanding of techniques such as colour blending, the use of watercolour washes, pattern-cutting techniques, and making cold porcelain flowers. In some lessons, poor use is made of visual aids to consolidate learning. For example, an overhead projector was used on a scratched whiteboard and strong reflected lights were used which made the images and text hard to read. Occasionally, pens and markers produce script that is barely visible. Not enough use is made in some learning sessions of primary source materials as stimuli for work. Not all learners are set sufficiently challenging learning goals. When planning lessons, teachers set learning objectives for the whole group but there are no detailed or measurable individual learning objectives. These objectives too often consist of a list of tasks or activities covered during lessons. They do not set standards or criteria to measure learning. Activities are not measured against personal development learning objectives such as confidence-building.

64. There are some good specialist studios and workshops. One high school has very well-equipped studios for textiles and music. There are good workshop facilities for ceramics, silver jewellery making and digital photography. Facilities in community learning centres have improved considerably and most now have good tables and appropriate seating for activities such as pattern cutting and dressmaking. One college has invested in a new sound system for its dance studio. Some accommodation restricts the teaching and learning methods and materials used. For example, the drama studio has a low ceiling, is quite narrow and has a minimal lighting rig. There is insufficient space for learners to do their work effectively in some rooms if all learners attend the class at the same time. Larger rooms in community learning centres cannot effectively display learners' work. Some specialist rooms are inaccessible to people with restricted mobility. Teachers use good learning materials in areas such as porcelain flower making but there is a shortage of good materials to illustrate practical processes in other classes. There is no evidence of subject teachers sharing materials. Insufficient use is made of IT to produce learning materials and too many handouts are copied from books. Most teachers are appropriately qualified as teachers and practitioners.

65. Assessment records about learners' progress do not adequately reflect what is being learned. Too often the records of summary assessment consist of a tick to show

that something has been completed or experienced. There are very few examples of statements about individual learners, their progress, the challenges they face or their potential. Many teachers do not keep adequate assessment records. Teachers have received insufficient guidance about how to devise and tailor their own records to the needs of their learners. There is no evidence of learners' involvement in measuring their own progress. Initial assessment happens informally and teachers use their knowledge to identify any additional learning support needs.

66. Learners can progress from beginners to intermediate classes in many subjects. Courses usually cater for learners with mixed abilities. In one college, 21 per cent of learners have progressed to other courses in the college. There is insufficient provision targeted at new learners. The planning of the provision is influenced too much by the need to reach recruitment targets, demands from existing learners and the availability of tutors and accommodation. One college has withdrawn courses where demand cannot be sustained throughout the year. There is no evidence of the provision being guided by the analysis of the needs of the community or the strategic priorities in the adult learning plan. Many learners who attend community learning centres are not from the local area. Several state that the courses are located conveniently but they would travel further if necessary. There is a shortage of daytime provision. Much of the provision is held at appropriate times to suit the needs of learners but there is no childcare support. The weekend programme of courses is very small. Some classes have been amalgamated where there were too few learners for the classes to be viable separately. Very few courses lead to any form of accreditation, although most learners can receive a college certificate.

67. Arrangements to support learners with additional learning needs are good where the need is identified either by the learner or by the tutor. For example, hearing impaired learners have received good additional classroom support in a pattern cutting class. Learners with additional learning needs are able to identify these on enrolment. Learners who speak English as an additional language receive extra time from tutors but there is no evidence of specially devised learning materials or additional language support for them. Learners are aware of what a course involves and what they need to bring when they join it.

68. Learning activities are not currently planned coherently between the two colleges. Each college produces a separate publicity brochure for learners. Two managers from the subcontracted colleges manage the provision and have started to meet to co-ordinate the planning more effectively. College managers try to ensure good communications with part-time tutors. There are some measures to assure the quality of the provision. Observations of teaching are conducted by managers who are not subject specialists. Managers concentrate on observing new teachers or those who are causing concern. There are few effective measures to monitor how well tutors keep records of learners' progress except at the end of a course. Good use is made of feedback from current learners to help identify priorities for action. There is insufficient involvement by part-time teachers in the self-assessment process. Equal opportunities policies are highly visible at most learning centres. A suitable range of source materials

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is used in most learning sessions to promote greater awareness of diversity. The range of courses has been extended in a few areas, such as Bollywood dance, to more accurately reflect the diversity of cultures in the borough.

69. Learners particularly value the range of subjects available to them, the easier parking at community learning centres, the support they receive from tutors and the new skills they can learn. They also enjoy the effect of the course on their social lives. They appreciate the positive ways in which all learners are treated. Some would like more detailed information about what the courses cover before they enrol. They would also like to see more daytime classes.

### Good Practice

*The best work produced in the visual arts courses can be displayed publicly in the college and other learning centres. For example, learners from the ceramics workshop have selected pieces of work from their teapot project for a public exhibition in a local gallery. The work from this group is large-scale, imaginative and represents a diversity of styles and approaches.*

### Poor Practice

*Teachers are unable to display their learning materials in some specialist art rooms in schools because there is no whiteboard.*

**English, languages & communications****Grade 2**

70. LBH subcontracts the teaching provision for this area of learning to two local colleges of further education. Most courses are located at the three learning centres in the borough. Currently there are 36 non-accredited courses operating, including Arabic, Chinese Mandarin, French, Gujarati, Italian and Spanish. Approximately 80 per cent of classes are held in the evenings. Most courses last for 15 weeks and lessons are for two hours. There were 1,118 enrolments on courses in this area of learning in 2001-02 and 903 enrolments in the autumn term of 2002-03. A manager at each of the subcontracted colleges has curriculum responsibility for the language provision. Eighteen part-time tutors teach the language courses. Most of the teachers work between two and six hours each week.

**STRENGTHS**

- good achievement of learners' personal goals
- good teaching
- well-developed oral skills
- effective communication with part-time tutors

**WEAKNESSES**

- poor attendance
- insufficient progression routes for learners on non-accredited courses
- inadequate monitoring and evaluation of courses

**OTHER IMPROVEMENTS NEEDED**

- more planned differentiation
- better accommodation at one venue

71. Almost all learners achieve their learning objectives. Learners attend language classes for a range of reasons including family, religion, social, travel, work and general interest. For many learners this is their first experience of learning since they left school and they have found the experience a rewarding one. Most learners' oral language skills are well developed and include good pronunciation and intonation. Learners participate enthusiastically in all aspects of this type of work, both in learning sessions and during small group activities. They communicate confidently with the tutor and each other. Comprehension skills are good and learners are retaining a good range of appropriate vocabulary and language structures. Attendance is poor and has declined over the past three years. Average attendance in classes during the week of inspection



was 67 per cent. Completion and attendance rates overall are satisfactory. The steps taken by the colleges to increase completion and attendance are satisfactory. Learners are not able to attend for a variety of reasons unrelated to teaching or learning.

72. Teaching is good. Eighty per cent of learning sessions observed by inspectors were judged to be good or better. Tutors are well-qualified, native or fluent speakers who make effective use of the target language to develop learners' language skills. Courses are planned in detail, often taking into account the interests and needs of individual learners. For example, in an advanced language lesson, the tutor encouraged learners to choose their own topics for a presentation, which resulted in a rich linguistic and cultural experience for all learners. Lessons are well planned to enable learners to develop a range of language skills. In many lessons tutors effectively use a variety of practical activities to stimulate learners. For example, in one lesson the tutor used a card game to enable learners to understand and describe complex weather and climatic conditions. In another, the tutor produced very good, colourful worksheets to stimulate learning of vocabulary and phrases relating to food and drink. In many lessons there is effective practise of pronunciation and sensitive correction of errors. Learners are well motivated and work very hard. They have the confidence to ask questions and risk making mistakes. They work well together in lessons and support each other when working in groups or pairs. Most learners make good progress, acquiring new vocabulary and phrases and developing language and personal skills.

73. Accommodation and equipment are generally suitable for the purpose and learners have access to a language laboratory and computers at the main learning centres. Learning materials, including handouts, are effective. Some learning materials are good. At one venue, however, better accommodation is needed. The two rooms currently used for language lessons are too small for the number of learners enrolled.

74. Initial assessment of learners' needs is informal. Tutors take learners' needs into account when planning the programme. Many tutors monitor learners' progress and outcomes but methods of recording are not routine and the information recorded is inconsistent. There is a general pilot study underway at one of the subcontractors, looking at ways of improving these processes. It is too early to make any judgement about its effectiveness at this stage.

75. There are insufficient progression routes for learners to move onto more advanced courses. Learners are keen to progress onto other non-accredited courses but progression routes are only available in French, Italian and Spanish.

76. Advice and guidance available to learners before enrolment is satisfactory. Any additional learning needs are identified at enrolment and effective additional learning support and pastoral support is organised centrally by the subcontractors. There is good individual support for learners in classes and they get constructive verbal feedback. Tutors provide encouraging support for learners during lessons. Tutors constantly monitor learners' understanding. In some lessons, appropriate strategies are used to ensure that the needs of all learners are met through additional tasks or



individual support. Tutors follow up absences by telephone calls or by postcard, to support learners who miss classes and encourage them to return. Some tutors provide good enrichment activities for learners such as a visit abroad or visits to cinemas and restaurants.

77. Communications between managers of the curriculum areas and part-time tutors are effective. Tutors' contact with their manager is good and they are well supported. There are regular meetings, in which possible improvements to teaching are discussed. For tutors who find it difficult to attend these meetings, essential information is communicated through letters, e-mails, telephone calls and regular direct contact. Tutors are confident that they can easily contact curriculum managers who will listen to their views and respond to their requests. Detailed evaluative self-assessment reports are produced by each subcontractor, which contribute to LBH's self-assessment report. Not all tutors have contributed to the development of the self-assessment report. Each subcontractor monitors equality of opportunity centrally.

78. Overall, there is no co-ordinated management of the languages provision offered by LBH, for purposes of planning and staff development. There are no common processes for quality assurance in terms of lesson observation, sharing good practice, target-setting or monitoring. Course monitoring and evaluation is inadequate. There are insufficient lesson observations, especially at one centre where observers who are not language specialists carry out observations. There is insufficient monitoring of assessment and learners' progress and outcomes. Data from student surveys are not sufficiently analysed by course to contribute to the planning process.

79. Learners speak enthusiastically about their language courses, which they find stimulating and enjoyable. They appreciate the good teaching in lessons and the encouraging support given to them by their tutors. Most learners consider that they have made good progress in acquiring a range of language skills and many value the confidence gained from these achievements. Learners preferred non-accredited courses. However, some learners found their accommodation rather cramped and others were concerned about the few progression routes available to them locally in their chosen language.

#### Good Practice

*In one lesson for fluent speakers of a language, learners were given the opportunity to prepare a short presentation on a famous speaker of the language. There were very good presentations of linguistic and cultural content. The presentations were followed by lively discussion in the language.*

**Foundation programmes****Grade 3**

80. In 2001-02, there were 1,703 enrolments on foundation courses. LBH supports, with additional funding from Social Services, approximately 45 courses for students with learning difficulties and/or disabilities. There are currently 376 learners enrolled on courses in this area of learning. The courses cover a wide range of subjects. A local college operates the programme in 16 learning centres in the borough. These include colleges, day centres, community and leisure centres. Three full-time staff and 23 part-time tutors work on the programme.

**STRENGTHS**

- good achievement of learners' personal objectives on most courses
- good teaching on most courses
- effective assessment and monitoring of learners' progress
- very effective partnerships leading to innovative learning programmes
- wide range of courses for most learners

**WEAKNESSES**

- no specialist cookery or computing facilities
- inadequate learning support for people with disabilities
- weak monitoring and evaluation of courses

**OTHER IMPROVEMENTS NEEDED**

- better accommodation for some courses
- better display arrangements for arts and crafts work

81. Learners achieve their learning objectives on most courses. Completion rates and attendance are good. Achievement is particularly good in ESOL for computing courses, lip-reading, computing for learners with physical or moderate learning disabilities and in art and craft courses for learners with disabilities. In courses for learners with very severe disabilities, achievement is measured by very small markers such as making choices by eye movements, greeting other class members as well as the teacher, or showing signs of attention when spoken to. Records of progress show these improvements over time. Learners with severe learning disabilities make progress in small increments, such as manipulating a paintbrush, applying decorations to backgrounds or making correct choices on specialist computer software programmes. Learners with moderate learning disabilities show achievement by their ability to work with reducing support or working unaided, to join in group discussions or to help other

learners with tasks.

82. Lip-reading learners show good interpretative skills. They are able to make good use of the discussion topic to predict likely interpretations. They make good use of closed questions to check whether they have understood the context. Learners on the ESOL for computing course show good progress in using computer programmes, in understanding the differences between formal and informal styles of writing and in the form and style of letters.

83. Teaching is good on most courses. Teaching is very good on lip-reading courses, in ESOL for computing and on art courses for learners with severe and moderate learning difficulties. It is also very good in computing for people with moderate learning disabilities and computing for learners with physical disabilities. Teachers have a well-developed understanding of the needs and capacities of learners with disabilities. They use different kinds of sensory stimuli to engage the interest of learners. Learning programmes are tailored to individual and group needs and interests. All learners have individual learning plans with targets to work towards. In the best teaching, targets are related to the national pre-entry level core curriculum. Learners show interest in and concentrate on the tasks. They ask intelligent questions, help each other and show pleasure in their work. Teaching and learning are less successful on courses aimed at developing communication skills, either for students with severe learning difficulties or for learners recovering from brain injuries or strokes.

84. There are inadequate computing facilities and no specialist cookery resources for people with severe learning disabilities. There are no computing facilities with the adaptive technology that allows people access to a very wide range of experiences. The college has tried to remedy this situation but it remains unsatisfactory. For example there are four computers in an art room for seven learners. The furniture is inadequate and there are health and safety risks arising from the positioning of two classroom chairs in front of each computer. People with disabilities also have very little access to cookery courses, an essential skill for independence. Cookery facilities in the college and in learning centres are inaccessible for people with restricted mobility and do not have the necessary adaptations. There is a huge demand for cookery courses for people with disabilities. Resources for most other courses are adequate but accommodation is not always appropriate in day centres where classes sometimes have to be held in communal rooms. Some computers are out of date and there is a shortage of safe display space for learners' art and craft work in some learning centres. A few teachers use inappropriate children's learning materials with adult learners with learning disabilities. Some good software for people with learning disabilities is available in the college. It is, however, installed on individual computers rather than networked so is not available to most learners. Accommodation and resources in the North West London Online learning centre in Kenton are very good. Some excellent learning materials for literacy, numeracy and language are used there. Most staff have satisfactory general adult teaching qualifications. Few have specialist qualifications in basic skills, ESOL or working with people with learning difficulties. Unqualified or inexperienced agency staff are sometimes deployed ineffectively.

85. Assessment and monitoring of learners' progress are effective. Teachers make good use of a variety of initial assessment tools and some form of self-assessment. Induction, initial advice and guidance are satisfactory. Teachers keep careful, detailed records of learners' progress after each lesson. For learners with learning disabilities, these include notes about the amount and type of verbal or physical support provided for the learner to engage in activities. Learners frequently keep their own records of the work in well-planned learning diaries. There are regular and effective reviews of learners' progress and this information is communicated to day centres.

86. There is a wide range of courses available locally for learners. Courses are available in a great variety of learning centres throughout the borough. Some of the examples include day centres, college sites, the leisure centre, the teachers' centre, youth and community centres and a local school. Courses include creative arts, music and drama, practical skills in sewing and carpentry, horticulture, photography, yoga, computing, oral skills, discussion and reminiscence. The range of provision is decided in consultation with day-centre staff. The college attempts to respond to requests from day centres as a need arises during the year. There is no evening provision because there is no transport at this time. Lip-reading and ESOL for computing courses are available at suitable times. Most progression for these learners is into a widening range of subjects. There are some progression routes into three new accredited courses specially designed each year to allow learners to continue developing their skills.

87. Learning support for people with disabilities is inadequate. There are no dedicated support staff. Support is only available in day centres if staff can be released from their other duties. Staff who assist do not necessarily have experience in the curriculum area and are not trained in learning support. No support is available in the colleges for most groups. The least able learners spend large amounts of time waiting for assistance. Teachers pay careful attention to learners' individual needs. Pastoral support is good. In some classes, they use more able learners to support learners with greater needs.

88. Effective partnerships between LBH, Social Services and the college enable the provision of good training for learners. There is a shared commitment to the provision of learning for learners with disabilities. There are regular meetings between managers from the three partners to develop policies and agree the curriculum for the following year. The borough supports basic skills and ESOL development in partnership with the North West London Online partnership.

89. Monitoring and evaluation of courses is weak. No formal course reviews are carried out. No part-time staff are involved in producing the self-assessment report and full-time staff are also insufficiently involved. The self-assessment report is not sufficiently evaluative. It failed to identify good teaching as a strength and learning support as a weakness. It only partly identified accommodation and resources and monitoring and evaluation as weaknesses. Insufficient classroom observations are carried out.

90. Teachers receive insufficient mentoring support for weaknesses identified in observations. There is insufficient sharing of good practice. Part-time staff working with learners with disabilities have few staff-development opportunities. Arrangements to develop new courses are unsatisfactory.

91. The documents used for lesson plans and individual learning plans and methods of recording learning progress are inconsistent. Learners' views are sought satisfactorily through a well-designed evaluation form. This feedback is used to take action to improve the learning programme. Disabilities are dealt with satisfactorily but gender, sexuality and ethnicity do not have a high enough profile.

92. Learners are enthusiastic about their courses. They are pleased with their progress. They enjoy their courses and the facilities available at their local learning centre. Learners take pride in displaying their work.

**Family learning****Grade 2**

93. There are two main types of family learning provision, family learning in schools and family learning in the community. Family learning in schools aims to improve pupils' achievement through increased parental involvement and self-esteem. Family learning in the community aims to establish a range of local learning centres in the community offering a range of family and community learning programmes. A family learning weekend project provides programmes for children who have discipline, truanting, exclusion and family problems, who are referred to the family learning programme with their family by Social Services or the education welfare service. A trans-age project to develop intergenerational links, a parents' advocacy training programme to deal with the high school exclusion rates among African-Caribbean children, and a first-time mothers' group for vulnerable first-time mothers, have been set up under this area of learning. The family learning programme of courses and activities is focused on the most deprived areas of the borough. The service is provided through a wide range of providers including two colleges, schools and the voluntary sector. LBH provides the overall leadership of the programmes. Courses are held during the day, in the evenings and at weekends.

94. In 2001-02, provision included family literacy and numeracy programmes in 21 schools. Courses varied in length from three-hour workshops to courses lasting for 96 hours over the academic year. An average of 10 learners attend each class. In this academic year, there are 23 schools taking part in the programme, and during the inspection, 182 learners were enrolled on programmes.

**STRENGTHS**

- good achievement of learners' personal goals
- good teaching
- very effective partnerships leading to innovative learning programmes
- good support for learners
- clear strategy for family learning

**WEAKNESSES**

- insufficient monitoring and recording of learners' progress on some courses
- narrow range of learning resources in family learning for ESOL learners

**OTHER IMPROVEMENTS NEEDED**

- more targeted recruitment of men to family learning programmes
- more joint learning sessions for parents and children

95. Learners' achievements are good given their prior knowledge, skills and attainment. Learners have a clear sense of direction and are gaining a range of relevant skills. Learners achieve their learning goals and are applying the new skills to their daily lives. Parents have a greater understanding of what and how their children learn and are more able to help their children with reading, conversation and play. Learners with ESOL needs improve their own skills in speaking, reading and writing. Parents' confidence and self-esteem are increased and this in turn is raising the self-esteem of their children and improving the children's achievement at school. Some learners progress into further education or employment. Learners are more able to take part in the community and are more confident about coming into school and talking to their children's teachers. Head teachers value the family learning programme and clearly identify great benefits to the children and their parents. Family learning programmes are directly linked with the children's increased self-esteem and improved achievement.

96. Teaching and learning are good. Initial assessment of learners is good. There are well-planned and targeted learning programmes. Learning sessions have clear objectives which are understood by learners. Skilled and experienced teams of teachers from the children's schools, the colleges and the ethnic minority achievement service (EMAS) work in partnership in learning sessions. Teachers use an appropriate variety of teaching methods to retain learners' interest and keep the parents focused on learning, while also making the learning fun. In 'keeping up with the children' classes, parents use good practical resources, the same as those used by the children in their classes. There is sensitive and skilled use of group work and shared experiences in early intervention parenting classes for parents who may have children with behavioural problems, or for families who have been identified as at risk. There is good use of questioning and praise which helps learners to progress. Good links are made between the parents' learning and that of their children, to aid motivation and relevance.

97. There is a wide range of family learning provision that is responsive to the needs of parents and children. Some classes are aimed at the personal development of the parents. Other classes are targeted at parents of children with particular learning needs or at particular stages at school. There are innovative programmes designed to support young mothers or mothers and children who have family or relationship difficulties. Group learning sessions have been particularly effective for families referred to the programme by Social Services or the education welfare service. A family programme for travellers takes learning to individual traveller families and is effective in introducing literacy skills through creative activities. Classes in learning centres are timetabled to take place during the day, taking into account school times. There are also classes in the evening and at weekends. Learning sessions are free and many of the centres visited have childcare arrangements. During the inspection, there was only one male learner in the learning sessions observed in this area of learning. LBH is piloting a new 'active dads' programme and 10 men have been recruited to it. There is further scope for targeted recruitment of men to family learning programmes and to joint learning



sessions for parents and children.

98. There is good support for learners through effective partnerships. A wide range of professional workers work in co-operation for the benefit of learners and their families. Head teachers, schoolteachers, college tutors and EMAS staff plan learning programmes to support parents and their children. Tutors provide guidance for routes into further education. There are excellent ratios of staff to learners enabling very good classroom learning support. Some tutors are bilingual and interpreter support is also available. A translation service ensures course information is available to learners in many languages. EMAS provides strong support in schools. Family learning, the schools and EMAS have jointly provided workshops to discuss school behaviour policies and codes of conduct and discipline at school.

99. There is insufficient monitoring and recording of individual learners' progress on some programmes, although learners recognise the progress they have made and the skills, knowledge and understanding they have developed. In family learning for parents who speak English as an additional language, teachers do not always record the learners' progress in the learning sessions and the reviews of their progress are too generalised. In the new ESOL provision at the family learning centre, teachers use a narrow range of learning resources. There were no books, videos, computers or bilingual dictionaries available for learners. There were no visual materials or wall displays to stimulate language development or student interest.

100. There is a clear strategy for family learning, which staff and partners understand. The family learning steering group, which includes a cross-section of interested partners from across the borough, develops the strategic direction of the family learning provision. This group advises on the direction and developments of the family learning strategy and ensures cohesion between the Local Education Authority's strategic plan, and the strategic direction of the family learning provision. The family learning provision is targeted at the families of underachieving school pupils and families with language and social exclusion problems. Schools included in the family learning programme are prioritised according to the borough's index of deprivation. Within these schools, provision is targeted at those children with the lowest achievement in literacy and/or numeracy or specific groups, such as travellers or refugees.

101. The schools programme is managed and closely monitored and developed by an appropriately experienced external consultant working for the borough. There is good monitoring of family learning in the schools programme, with annual workshops and conferences to help schools develop their provision and share good practice. Programmes provided by the community and voluntary sector are well managed. Although programmes inspected had clear evaluation procedures, there is no overall framework for the quality assurance of this part of the provision.

102. Learners enjoy the classes and understand the learning processes that their children have to go through. They believe the activities are good and varied and the time is used well. Parents are better able to help their children. ESOL learners show an



improvement in speaking, understanding and writing English. Children do better at school when their parents are interested in their learning. Learners make new friends.

#### **Good Practice**

*EMAS has translated school behaviour policies into a number of languages for parents of schoolchildren who speak English as an additional language, so that they can fully access the information.*

*In one school, a parents' committee has been formed representing all 17 nationalities of the children in the school. When new families join the school a parent who is from the same country makes contact with them to offer support.*

**Community learning****Grade 2**

103. LBH has a community development strategy based on partnership working. Partners design and provide all of the projects and programmes in this area of learning. The main providers are North West London Online, Harrow Association for Voluntary Service, Mind in Harrow, Family Welfare Association and a local educational trust. All of the learning programmes have a community development rationale.

104. North West London Online provides ICT learning in a range of locations. Some locations are selected because they provide a focal point for a deprived neighbourhood, while others are located on the premises of voluntary organisations throughout the borough, such as the local association for disabled people.

105. The Harrow Association for Voluntary Service runs the trans-age project which enables older people to go into local schools as volunteers. The project offers participants introductory training, covering cultural awareness and ICT, among other topics. Another partner, Mind in Harrow, operates the Stepping Stones project which offers mental health service users learning opportunities independent of the mental health service. The project is designed to encourage learners to go to mainstream venues, such as local colleges and training organisations. A brochure advertising these courses is sent to all mental health service users in Harrow. In 2001-02, the Stepping Stones project attracted 275 learners to participate in courses such as music technology, English, horse riding and electric piano keyboard. The Family Welfare Association works with a similar target group. It offers a range of non-accredited drop-in classes, including art, pottery and dance. There is also a small amount of issue-based programme work. A local education trust offers parent advocacy training to tackle the problems faced by African-Caribbean parents when their children are excluded from school. In the past three years, approximately 100 learners have received training in parent advocacy through this project. There are also a number of community development initiatives through other projects. For example, a first aid course for parents involved in playgroups has been organised by staff from the family learning project. There are 100 learners involved in this area of learning.

**STRENGTHS**

- good development of learners' skills and knowledge to benefit communities
- well-targeted, effective and innovative projects
- effective engagement of community members in supporting programmes
- effective partnerships benefiting community organisations

**WEAKNESSES**

- narrow range of methods to identify community learning needs
- insufficient use of realistic learning materials in some programmes

## OTHER IMPROVEMENTS NEEDED

- more thorough review of impact of projects in the community
- better sharing of good practice
- better communication of the community development strategy to staff and volunteers

106. Learners develop skills and knowledge that will benefit their families and communities. Many develop technical skills in areas such as computing and first aid. Learners in first aid, for example, are aware that they need to develop real competence for their skills to be useful. They attend learning sessions regularly and work with dedication. Many learners are involved in learning that will equip them to work as volunteers. Learners are strongly motivated by a desire to use their skills to benefit the wider community. Learners and tutors are also aware of the importance of developing personal qualities, such as confidence and self-esteem. Learners value this training just as much as the training for technical skills. Many learners also develop an awareness that helps to make communities more inclusive and cohesive. Most classes have a good mixture of ages, sexes and ethnic groups. Some projects have specific learning sessions to promote understanding of equal opportunities topics. For example, the trans-age project provides 'multicultural Harrow' sessions and the parent advocacy training includes exploration of factors affecting the performance of black pupils.

107. Learning sessions are generally well organised and run by skilled, dedicated staff. All the learning sessions observed were graded as satisfactory or better. The learning sessions for mental health service users place a particular emphasis on intellectual stimulation and they present learners with challenging tasks. For instance, a group learning to play the electric piano keyboard is also becoming fluent in reading music.

108. Learning resources are not used imaginatively. Some learning sessions, especially in computing and English, lack realistic learning materials. For example, an English session on abbreviations in small advertisements made use of a worksheet, rather than a local paper. In computing, there is often a heavy reliance on worksheets and exam practice material, even for those learners not taking an exam. Insufficient use is made of tasks from real life. There are insufficient opportunities to bring a community dimension into the classroom, for example through the use of computers to benefit the wider community by learners carrying out assignments that meet real community needs.

109. The venues for community learning are satisfactory and some are very good. Computer equipment is of a good standard, but some computer suites are rather cramped and access for people with restricted mobility is poor in one location. In a pottery class, learners' progress is hampered by having to use a kiln on another site.

Resources in observed classes were generally satisfactory. Some learners reported that their learning experience was limited by insufficient provision.

110. A narrow range of methods is used to identify community learning needs. In some cases, existing learners are asked what other courses they would like. Staff in partner organisations generally have no experience of identifying community learning needs and the results from their surveys do not accurately reflect the community's learning needs. The parent advocacy training programme is an exception to this. The training provided for this meets the learning needs identified by analysing the skills and knowledge that are needed to deal with problems related to school exclusion.

111. Initial assessment of individual learning needs is satisfactory, but informal, and is often not recorded. In computing, however, a record is made of information gathered at interview. Continuous assessment is satisfactory. Most learners receive good oral feedback from their tutors to help them improve. Some courses use individual learning plans, but staff are often unfamiliar about how to use them to best effect. Most tutors review learning with individuals and groups through informal discussion. Some tutors make effective use of photographs to record learners' achievements. Learners are carefully guided towards progression routes available at the end of their learning programme.

112. Community learning projects and programmes are well targeted and often innovative. Many classes, especially in computing, are used as a means of engaging learners who would not traditionally participate in learning. The provision is targeted at the most deprived neighbourhoods, or at communities with the greatest needs, such as the deaf community. The voluntary organisations design programmes often have extensive experience of work with these target groups. The Stepping Stones project and the parent advocacy training programme are good examples of this.

113. Partner organisations effectively engage community members in supporting the learning programmes. Many people give their time to perform a range of support roles. North West London Online routinely recruits and trains well-qualified volunteers who operate drop-in sessions and support tutors. The trans-age project has a well-established system for training and supporting older people who volunteer their skills. The volunteers provide a vital link between the learning programmes and the community. All of this activity builds capacity in communities and extends and reinforces networks. Voluntary organisations value the relationship with LBH and speak highly of the support they receive. They also understand the need for subcontracting arrangements to be properly monitored and self-assessment to be carried out.

114. Literacy needs are formally assessed for mental health service users joining English classes. Formal literacy support is not provided in other settings. There is, however, a particular focus on individual learning needs and sensitive support from skilled tutors where necessary, to ensure literacy needs are not a barrier to participation.

115. Learners speak highly of their tutors and their fellow learners. They appreciate the

friendly atmosphere in classes and feel that many barriers to learning are being removed. They particularly like to learn through a good range of different methods, and enjoy learning from each other as well as from their tutor. Learners get great personal satisfaction from their learning and they enjoy being stretched and challenged through their learning. Learners from different cultures express a desire to learn about each other's cultures and to overcome prejudices. When learning is located in a venue such as a church or a temple, the learners emphasise that they want everyone to feel welcome, regardless of their faith. Learners sometimes feel that classes happen at an inconvenient time, especially if they have jobs or childcare problems.

### Good Practice

*A pottery tutor regularly takes photos of learners' work. This not only celebrates the work, but also provides a way for the tutor to record and monitor progress.*

*A tutor providing classes in a deprived neighbourhood goes out and talks informally to the people on the estate. He targets hard-to-reach groups, especially young black men.*

*A group of women learning beadcraft visited the British Museum. This was not only a chance to study ethnic design in jewellery but also a rare chance to go out of their immediate neighbourhood and see a new environment.*

*A tutor teaching computing to a group of deaf learners is working with them to develop a curriculum which meets their specific needs, especially in relation to them using a computer for communication.*

*A charity runs mental health awareness training for its volunteers. As a result of the networking encouraged by LBH, it is now offering this training to other adult education providers.*

## 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	
<b>Provider</b>	<b>Provider</b>	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
<b>Learner</b>	<b>Learner</b>	Includes those learning by participating in community projects, as well as those on courses. Learning, however, will be planned, with intended outcomes.
<b>Teacher / trainer</b>	<b>Tutor</b>	Person teaching adult learners or guiding or facilitating their learning.
	<b>Mentor</b>	Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
<b>Learning goals</b>	<b>Main learning goals</b>	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.
	<b>Secondary learning goals</b>	These may include planned-for gains in self-confidence, and inter-personal skills. These should also be included in learning plans where appropriate.
<b>Personal and learning skills</b>	<b>Personal and learning skills</b>	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
<b>Unanticipated, or unintended learning outcome</b>	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.
<b>Subject-based programme</b>	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.
<b>Issue-based programme</b>	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.
<b>Outreach provision</b>	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.
<b>Neighbourhood-based work</b>	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.
<b>Community regeneration</b>	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
<b>Community capacity building</b>	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.
<b>Active citizenship</b>	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.