INSPECTION REPORT

Dudley LEA

17 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
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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

Overall judgement

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

Provision will normally be deemed to be inadequate where:
- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

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

SUMMARY

The provider

Dudley adult and community learning service is part of the education and lifelong learning directorate of Dudley Metropolitan Borough Council. It provides courses and other activities for adults in all of the 14 areas of learning. Provision in some areas was too small to warrant separate inspection. Most of the provision is subcontracted through schools, local further education colleges and a national provider of adult learning.

Overall judgement

The quality of provision is adequate to meet the reasonable needs of those receiving it. Provision in most areas of learning is satisfactory, with good provision in English and modern foreign languages and unsatisfactory provision in health, social care and public services. Leadership and management are satisfactory, as is the approach to equality of opportunity. Quality assurance of the provision is unsatisfactory.

GRADES

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

Areas of learning	Grade
Information & communications technology	3
Hospitality, sport, leisure & travel	3
Health, social care & public services	4
Visual & performing arts & media	3
English, languages & communications	2
Family learning	3

KEY STRENGTHS
• very effective management of change
• successful measures for recruiting new learners
• good achievement of learners' personal and social goals
• good rates of attendance and retention on most courses
• teaching methods that encourage independent learning

KEY WEAKNESSES

- insufficiently established quality assurance system
- poor support for curriculum development
- poor pre-course information and guidance
- inadequate initial assessment for learners
- some accommodation not meeting the needs of adult learners

OTHER IMPROVEMENTS NEEDED

- more thorough monitoring and recording of learners' progress
- better evaluation of staff training and development
- more progression routes

THE INSPECTION

1. A team of 12 inspectors spent a total of 59 inspection days at Dudley local education authority (LEA) adult and community learning service (the service) in March 2003. They interviewed 414 learners, conducted 57 interviews with tutors and managers and visited 64 venues of learning. They observed and graded 81 learning sessions. Inspectors interviewed 41 tutors and managers from partner organisations and other external agencies. They examined a range of documents from the service and partner organisations, including learners' portfolios of evidence, learners' records, course documents, the service's plans, policies and procedures, internal inspection reports, promotional literature and records of internal and external meetings. Inspectors studied the service's second self-assessment report, which was produced in January 2003.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Information & communications technology	0	1	4	10	0	0	0	15
Hospitality, sport, leisure & travel	3	1	8	7	2	0	0	21
Health, social care & public services	0	0	1	3	2	0	0	6
Visual & performing arts & media	1	3	10	3	2	0	0	19
English, languages & communications	0	2	3	4	0	1	0	10
Family learning	0	3	4	3	0	0	0	10
Total	**4**	**10**	**30**	**30**	**6**	**1**	**0**	**81**
per cent		**54.32%**		**37.04%**		**8.64%**		

THE PROVIDER AS A WHOLE

Context

2. Dudley LEA is part of a metropolitan borough council that falls within the Black Country Learning and Skills Council (LSC) area. At the time of the inspection, the LEA was nearing the end of a period of major restructuring. It provides courses and other learning activities in all of the 14 areas of learning, although provision in some of these areas is very small. Half of the provision is directly given through a network of 10 adult education centres based in Dudley schools. The service also contracts with three local further education colleges and a national provider of adult learning. The major areas of provision are information and communications technology (ICT), hospitality, sport, leisure and travel, health, social care and public services and visual and performing arts and media. During the academic year 2001-02, 8,074 learners enrolled on 16,466 courses and activities in over 80 community venues across the borough. The adult learning budget for 2002-03 is just under £900,000, approximately 2 per cent of the overall LEA budget. The service's strategy is to promote community development through widening participation and engaging people in lifelong learning. The service provides community-based learning in very diverse settings, such as libraries, community centres, schools, college sites and four neighbourhood learning centres. They are located throughout Dudley, providing accessible learning environments for local people.

3. Dudley is a large metropolitan borough with an area of 38 square miles, located on the western part of the West Midlands conurbation. Its population is 305,600. While Dudley is close to national averages on many of the indices of deprivation, considerable variations exist. Seven of the wards in the borough are among the most deprived 10 per cent in England and 13 are among the worst 25 per cent in England in terms of educational deprivation. The unemployment rate in May 2002 was 4.1 per cent, compared with a national average of 3 per cent and a West Midlands average of 3.5 per cent. In 2001, the proportion of school leavers achieving five or more general certificates of secondary education (GCSEs) at grades C or above was 49.6 per cent, compared with the national average of 47.9 per cent. Information from the 2001 census indicates that 6.3 per cent of Dudley's residents are members of minority ethnic communities, the largest of these being Pakistani (2 per cent) and Indian (1.6 per cent).

Adult and Community Learning

4. Most learners achieve well and make good progress. Many courses also effectively enable learners to achieve personal and social goals, for example, becoming more effective learners and working well with other learners. Many learners use their new skills to help them find jobs, to progress to further education or training, or as volunteers in their communities. Retention and attendance rates are good, and sometimes very good on many programmes. Learners apply their new learning to their everyday lives. Through ICT and family learning courses adults develop better parenting skills and help their children to learn more effectively. Older learners gain ideas and learn new skills which benefit their health and fitness. Many learners on arts courses produce a high standard of practical work. Achievement is very good in language and literature appreciation classes.

5. Most teaching adequately meets the needs of individual learners. Of classes observed, 54 per cent were good or better, 37 per cent were satisfactory and 9 per cent were less than satisfactory. Only 17 per cent were very good or excellent. In the best classes, learners are given much support that is well matched to their individual needs. Tutors of visual and performing arts use a good variety of teaching methods and techniques to improve learners' skills. Family learning courses introduce learners to interesting and stimulating resources, but on other programmes the use of learning resources, including computer-based resources, is much more restricted. The service uses a variety of locations to provide locally accessible learning. Some accommodation is not suitable for adults, particularly in schools where it is shared with other users. Many venues are not sufficiently accessible for learners with restricted mobility. Some specialist classes are taught in inappropriate classrooms. Arrangements to assess the initial skills and abilities of learners are inadequate. Some informal assessments are carried out, but across the provision they are not used sufficiently to help plan learners' programmes. Arrangements for monitoring and recording learners' progress are also weak. Feedback to learners is often informal and designed to encourage them. It does not sufficiently enable them to understand what they have learned or to understand the process of their own learning. Most courses are well matched to the needs and interests of learners. The service has made effective progress in attracting new learners. Arabic and Urdu courses take place at particularly convenient times and locations. Active retirement courses do not take sufficient account of individual needs. They do not involve learners sufficiently in the planning and evaluation of their courses. Arrangements to offer guidance and support to learners are not yet well established. Publicity materials contain insufficiently specific information to enable learners to select the right course for them. Some promotional material is incorrect or misleading. Neighbourhood learning centres make good use of trained advice and guidance workers, some of them former learners and volunteers with the service.

LEADERSHIP AND MANAGEMENT   Grade   3

6. The community education and development division of the directorate of education and lifelong learning is responsible for adult and community learning in Dudley Metropolitan Borough Council. Five assistant directors support the director of education and lifelong learning, one of whom manages the community education and development division. A lifelong learning team operates within this division. The head of this team, who reports directly to the assistant director, has overall responsibility for developing policy for adult and community learning, monitoring its implementation and managing the service. The borough's adult and community learning plan, which is developed in the context of the overall council strategy, is also the responsibility of the head of the lifelong learning team.

7. Adult and community learning is provided through 10 adult education centres, based in schools, three further education colleges and a national provider of adult learning. Staff managing this provision are employed by their host organisation. Four neighbourhood learning centres also offer adult and community learning programmes. Currently, 231 tutors are working with adults in the community to provide about 370 courses at over 80 different venues. Adult education centres, based at schools, employ approximately half of these tutors. The budget devolved to adult and community education from the education directorate is just under £900,000, approximately 2 per cent of the total LEA budget.

STRENGTHS

• particularly effective management of change
• very good partnership working
• particularly successful measures for recruiting new learners

WEAKNESSES

• insufficiently established quality assurance system
• poor support for curriculum development
• inadequate management information system

OTHER IMPROVEMENTS NEEDED

• better evaluation of staff training and development

8. The service has clear strategies for the development of adult and community learning. The strategies are well understood by staff working for the community education and development division. The vision and strategy are effectively shared with partner organisations. The lifelong learning team has recognised a number of organisational weaknesses and has produced a clear and effective response to them.

This response includes a restructuring of the service to concentrate on key strategic priorities. Consultation on the development of new systems and procedures has been extensive. The knowledge and experience of partner organisations has been used well to develop these systems and procedures. Developments are regularly reviewed and discussed with partners informally and at formal meetings. The service is evolving rapidly and managing change very effectively, in a particularly complex environment.

9. The current management information system is inadequate. Local centres either collect data manually or use free-standing computerised systems. Data, for example on age, gender or ethnicity, are forwarded to the administration centre where they are collated. However, the service cannot produce aggregated learner statistics or develop realistic targets for improvement, based on learner data. Many centres offer a rolling programme of courses, but there is no agreed system for calculating retention for this provision. Weaknesses in the management information system are recognised in the self-assessment report, and a comprehensive and powerful data system is near completion and will shortly be introduced.

10. Curriculum management is weak. The provision is managed primarily by local centre managers who have a range of general responsibilities. No arrangements exist to plan, review and develop groups of related courses. Tutors are not given subject-specific support, for example through specialist teaching observations. Teaching and learning sessions are now being observed, but these observations are often carried out by staff without the necessary subject expertise. No arrangements exist for sharing of good practice between tutors and across providers, or for developing effective and coherent progression routes for learners.

11. Staff appraisal and development are satisfactory. Staff have formal annual staff development meetings with managers, at which staff development plans are discussed and agreed. Performance is appraised, and more immediate training needs are discussed at monthly supervisory meetings. Many staff are taking professional qualifications which are linked to their job roles. There is, however, too little evaluation of training. Many tutors working for subcontractors are not involved in staff development activities with the provider that employs them.

Equality of opportunity   Contributory grade   3

12. The lifelong learning team has particularly successful strategies for recruiting new learners. Many courses have been introduced with a target group in mind, for example, family learning courses and courses for older learners. Four neighbourhood learning centres operate in areas of significant deprivation. An outreach worker at each learning centre works closely with the local community to identify needs and encourage involvement in learning. At these and other centres, service staff work very effectively with a range of partners to develop innovative and responsive provision in the community. For example, a group of Asian women achieved a qualification in music and movement and now teach others in the community to develop a sense of rhythm while improving their health through exercise.

13. The service has a comprehensive range of policies which includes an up-to-date plan for meeting the requirements of the Race Relations Amendment Act 2000. These policies are written in easily understood language. A revised procedure has been introduced for dealing with harassment. An equal opportunities working group manages the implementation of these policies. The working group's strategic plan includes relevant targets but these are not sufficiently well established to bring about substantial change.

14. Most learners are aware of the service's equal opportunities statements but many tutors do not sufficiently reinforce equal opportunities in learning sessions. Inspectors saw few examples of the celebration of cultural differences in classes. Some learners have a narrow understanding of equal opportunities, though some identify mutual respect as a positive feature of their learning.

15. The diverse accommodation used by the service varies considerably in its accessibility for learners with mobility difficulties. The service is responding to the requirements of the Special Educational Needs and Disability Act and one programme of minor works to improve access has been completed. The education directorate has also begun to audit school buildings. Some special equipment is available to support learners. Other equipment using assistive technologies can be supplied after an assessment of learners' needs.

Quality assurance   Contributory grade   4

16. Since becoming established in the past 18 months, the service's management team has made good progress in reviewing its provision and identifying areas of weakness in relation to its strategic plan. External consultants were commissioned to review the service's provision. Findings from the study were used to develop the service's development plan. Most targets in the plan are realistic and are being met. The service has introduced policies and procedures which are clear and well written. These have been developed in collaboration with staff and partners. They cover the key elements of service provision as well as legal and financial obligations, health and safety and equality of opportunity. They have been distributed and discussed with centre managers and subcontractors.

17. However, inspectors agreed with the self-assessment report that quality assurance arrangements overall are insufficiently established. Measures to monitor the effectiveness of the new procedures are not yet sufficiently comprehensive or thorough. The service is over-reliant on the quality assurance arrangements of its subcontractors. It has no system to ensure compliance with its own policies and procedures. Quality assurance arrangements do not sufficiently cover curriculum issues. The service has recently appointed a quality assurance manager to work with the quality assurance group to tackle these matters.

18. All learning programmes are evaluated and effective local use is made of learners' feedback to make improvements to provision. The feedback is not analysed centrally to help managers make decisions on quality assurance improvement. The complaints procedure is satisfactory. Complaints are well recorded, dated and actions noted. When an action is satisfactorily completed both the learner and manager should sign the record, but these signatures are missing from some records of complaints.

19. The self-assessment report is satisfactory. It was written in October 2002 and is the second produced by the service. It identifies many of the key strengths and weaknesses identified during the inspection but overestimated some grades and underestimated another. The report is detailed and evaluative and has some involvement from staff and partners. However, few adult and community learning tutors were involved in its production and many are unaware of the self-assessment report. The accompanying development plan is thorough and reflects extensive consultation with partners, although there has been little use of feedback from tutors.

Good Practice
The service works closely with social services and other partners to support a local centre for Asian women. The centre runs a programme of courses and provides information and support for Asian women. The centre provides a culturally appropriate and sensitive work environment where learners feel comfortable in acquiring work-related skills.

AREAS OF LEARNING

Information & communications technology   Grade 3

20. In 2001-02, there were 1,530 enrolments on over 100 ICT courses. Of these enrolments, 421 were for accredited programmes. During 2002-03, the provision has expanded to give a greater variety of choice. Many learners are enrolled on courses offered by the service's three subcontracted colleges. Courses are held in over 15 centres which include neighbourhood learning centres, schools and other community locations. There were approximately 530 enrolments on ICT courses in the autumn term 2002.

21. Courses include computing for beginners, word-processing, an introductory course in computer literacy and information technology, PC hardware, Internet and e-mail use. Many of these courses are Open College Network (OCN) accredited. ICT courses are taught up to level 2, in a variety of ways including six-hour tasters, short introductory sessions and a rolling programme of courses. Some courses are targeted at under-represented groups of learners to enable them to become more employable or to give them opportunities to use current technology. Tutors take laptop computers into the community for these courses. Progression routes are designed to enable learners to enrol at one of the local colleges on completion of a suitable course with the service.

STRENGTHS
* good progress by most learners
* good individual support for learners in most classes
* successful recruitment of new learners

WEAKNESSES
* lack of initial assessment
* insufficient planning, monitoring and reviewing of learner progress
* poor curriculum management

OTHER IMPROVEMENTS NEEDED
* better course information for learners
* better use of resources

22. In most classes, learners are making good progress and are looking forward to early

achievement of their personal goals. This year's retention rate, currently 86 per cent, is good. Many learners have had no previous experience with computers and gain confidence during tasters and beginners' courses. Learners often take additional courses either at a higher level or in another topic at the same level. However, learners are not sufficiently aware of possible progression routes. Many learners become confident enough to use computers at home and with their children. Others have used their new skills to gain jobs. Learners are very pleased with their progress and the range of skills they acquire. Learners are given certificates of achievement for six-hour tasters and most progress to a short accredited course. A few learners have not reached the level of attainment normally expected at certain stages of their course. For example, one group of learners taking a spreadsheet module normally of 16 hours, had not begun to produce graphs by their final two-hour session.

23. Teaching and learning are satisfactory, with 33 per cent of lessons being good or better and none less than satisfactory. Much of the teaching is given individually, providing good individual support. Learners are given much personal attention by tutors who use appropriate manuals and other good-quality learning aids. In some instances, there is good coaching for examinations. However, a number of sessions, while meeting minimum standards, are dull and uninteresting. Question and answer techniques are rarely used to extend or reinforce learning. Little use is made of visual aids and, in many of the classrooms, there are no facilities to use visual aids. Some tutors do not plan their sessions with sufficient care to extend learners' practical skills.

24. The quality of resources is generally satisfactory but varies from location to location. Some centres are well equipped with modern hardware and software. However, some centres have outdated equipment or old software and many do not have colour printers. Some centres do not have access to computer-linked visual aids, and where they are installed, they are not used effectively. There is a range of aids for learners with disabilities but these aids are not always made available when required.

25. Learners' abilities are not assessed when they start their programme, a weakness recognised in the self-assessment report. The service has no diagnostic tests for identifying ICT ability and knowledge, although two tutors have devised simple tests to identify learners' information technology (IT) experience. Learners' support needs in literacy and numeracy are not assessed. In one class, a learner's poor writing skills restricted his written evidence for his portfolio. Three learners with disabilities found that their disabilities affected their physical use of computers. Their disabilities had not been adequately assessed or taken into account. Individual learning plans are underused or absent. They often lack measurable goals for learners. Although achievement records are complete, learners' progress is not being monitored effectively. Much feedback to learners is given verbally, and although it is helpful, little is recorded. Few learners have clear enough feedback or reviews to help them to identify their progress. A lot of learners' work is good and assessment is appropriate. In the practical computer hardware classes, the portfolios were well compiled and indexed.

26. In the neighbourhood learning centres, outreach workers have been giving information advice and guidance interviews since September 2002. These help learners to plan their future learning. Learners are not given enough guidance about whether courses are suitable before they enrol. One learner had just completed a level 2 course although he was enrolled at level 1. Course information sheets are not always clear and do not give learners sufficient information.

27. The service has made effective progress in attracting new learners, many of whom are using computers for the first time. These learners are often from groups that do not traditionally participate in learning, including older or geographically isolated people. A wide range of learners, in terms of age and ethnicity, is taking ICT courses. Most centres provide crèche facilities to enable parents with young children to attend courses. The partnership between the service and the three colleges has ensured opportunities for progress to advanced ICT courses. Responsibility for ICT courses rests with the centre managers. No-one within the service has specific responsibility for developing ICT provision. The strategy for ICT curriculum and resources is weak. Tutors have few opportunities to meet and share good practice. Many tutors are not involved in meetings, course reviews and staff development activities at the colleges that employ them. The turnover of tutors on ICT courses has been high. Induction for those tutors who joined since September has been weak.

28. Most learners liked working at their own pace and appreciated the tutors' individual help. They also enjoyed the opportunity to be learning again and to mix with others. One learner said she learned more than she ever expected and now has the confidence to help her seven year old son.

Poor Practice
At one centre there had been a change of tutors. Some learners' work could not be located after completion and assessment by the tutor. One learner had to repeat her assessment assignments, as her work was not found.

Hospitality, sport, leisure & travel   Grade 3

29. In 2001-02, there were 5,213 enrolments in this area of learning. The service provides hospitality, sport and recreation courses at 10 centres and subcontracts to three colleges and a voluntary sector organisation. At the time of inspection, 92 sport and exercise courses and 15 cookery courses operated from 50 venues. Most courses run on a termly basis and last for an average of 10 weeks. Courses take place during the day and in the evening at a range of venues across the borough. Many of the sessions are for mixed-ability groups. Five full-time area community learning workers and 10 centre managers report to the head of lifelong learning. Currently, 65 part-time tutors work an average of two hours each week for the service.

STRENGTHS
*   good additional health and social benefits
*   much skilled teaching that meets individual learners' needs
*   successful initiatives to widen participation

WEAKNESSES
*   inadequate assessment of learners' readiness for exercise
*   ineffective curriculum co-ordination
*   inadequate accommodation for some classes

OTHER IMPROVEMENTS NEEDED
*   better monitoring and recording of learners' progress

30. Learners maintain and improve their levels of fitness and mobility. Achievement is highly individual and relative to learners' aspirations. They apply their learning effectively to their everyday lives. Many identify benefits such as relief from medical conditions, as well as stress relief and overcoming the effects of illness and injury. Many learners develop good techniques in exercise and sporting activities. In cookery classes, learners with no prior experience are able to produce a range of dishes using a variety of cooking methods. All learners identify an overall sense of wellbeing and satisfaction in their achievements.

31. In the best lessons, skilled teaching allows tutors to meet individual learners' needs. Fifty-seven per cent of lessons observed were good or better. Tutors are enthusiastic, knowledgeable and experienced. They understand 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 because of physical limitations. Most sessions are well planned and use a variety of methods to suit individual learning styles. Mixed-ability groups are managed well, with clear and challenging aims set and achieved in the best lessons. Learners are keen and well motivated. They support and encourage each other particularly well.

32. Accommodation for several courses is inadequate. Rooms are often too small for the number of learners and type of activity. Some rooms are not clean and learners sometimes have to move furniture before and after their classes. One room was too cold for an exercise class. In three classes observed, there were significant distractions from people outside the room. However, the accommodation for cookery classes is good, with one session held in an industry-standard kitchen. Although risk assessment has taken place at venues, it has not sufficiently identified risks in relation to learning activities or numbers of learners that might be involved.

33. Most initial assessment is informal and unrecorded. Health screening on sports programmes is ineffective, with poor monitoring of learners' injuries or medical history to check that appropriate types and levels of exercise are being taught. Some tutors check if learners have any current illness or injury but do not record the outcome. Records to assist substitute tutors to understand fully the medical conditions of learners are inadequate. Assessment on all courses is by observation and learners are given verbal feedback. Assessments are not always well recorded, although some tutors have made significant recent progress in identifying, monitoring and recording learning outcomes.

34. A range of successful initiatives widens participation of under-represented groups. Provision is good for people aged over 50, with courses such as gentle exercise, bowls, yoga, badminton and swimming. Many courses are designed for people with special learning or physical needs. Much of the provision has run for many years but the recent appointment of area community learning workers is helping centre managers to develop new initiatives. For example, at one centre, a successful six-week taster course in boxing is being promoted as a family learning activity for 'lads and dads' and as a 'boxercise' course to encourage women to participate. Other centres have appointed male tutors for yoga and t'ai chi, to encourage men to participate.

35. Most pre-course information is satisfactory, with centres producing their own leaflets. However, most course leaflets do not include the service's logo and learners do not always recognise their courses as being part of the service's provision. The service advertises courses in local newspapers but one centre was missed out altogether from the advertisement and information about the locations of some other courses was incorrect.

36. Co-ordination of the curriculum area is inadequate. Although centre managers have a good awareness of the strategic direction of the service's adult and community learning, there are no arrangements to use specialist expertise to develop the curriculum area. Some aspects of the curriculum have insufficient venues and too few

specialist staff. On some courses, the number of repeat learners creates a blockage that often prevents new learners from enrolling. A range of daytime courses is offered, although most courses are designed for elderly learners. The curriculum does not offer a sufficiently broad range of sports courses and few progression routes are available except for those learners on lifesaving courses. There are too few links with other sector organisations, such as sports clubs and governing bodies. However, some previous learners have now become yoga teachers for the service. The development of the LEA's website for adult and community learning is helping centre managers to gauge course provision at other sites. Some managers have used this to recruit tutors. A database for tutors across the service is currently under construction. Although senior managers meet regularly, there are not enough opportunities for specialist tutors to meet and share good practice. All tutors have been offered training in developing schemes of work, lesson planning and identifying and assessing learning outcomes. However, this training is generic and not sufficiently related to the specialist contexts of the curriculum area. For example, insufficient attention is paid to assessment techniques of practical skills. The LEA is supporting many tutors to take teaching qualifications following recognition of this need. A system of lesson observations has recently been introduced. Centre managers have received training and are carrying out these observations, but as they are not subject specialists, the process is insufficiently thorough.

37. Learners value the social benefits and opportunities to learn new skills. Many learners seek to improve and maintain their physical and mental fitness. They are aware of a reduction in physical capability and changes in their health when they are unable to attend classes. Learners are able to identify a wide range of health benefits such as improved mobility, flexibility and balance. Learners talk about growing in confidence, meeting new people and developing friendships as additional benefits.

Good Practice

On a badminton course, adult learners and GCSE physical education students learn together. Both groups acknowledge that their play improves. GCSE grades have also improved.

A cookery class has a number of learners who have recently been bereaved, divorced or separated. Learners and the tutor are very supportive and sensitive to particular individual needs. As well as developing cookery skills, learners have made new friends and developed confidence in daily life.

One learner with emphysema, who was regularly in hospital with the condition, has not stayed in hospital since joining a yoga course. Improved breathing techniques have significantly improved their quality of life.

Poor Practice

At one venue, fees are collected every week at the start of each session. The person collecting the fees has to carry the money around the site in a cash box as they perform other duties during the evening. This presents security and personal safety problems.

In one yoga class, learners have a range of learning difficulties and disabilities. The tutor teaches the session alone and is unable to respond sufficiently to the individual needs of learners in the class.

Health, social care & public services   Grade 4

38. In 2001-02, 678 learners were enrolled across a variety of programmes in this area of learning. These include first aid, food hygiene, active retirement, care, childcare and early years, and counselling. Currently, 293 learners are enrolled on active retirement programmes which take place throughout the year for two hours a week. Six of these courses are subcontracted to a national provider of adult learning and two to a local further education college. College courses are held at college sites and neighbourhood learning centres. Courses offered by the national provider are held in a range of community-based venues. In addition, 21 learners are following a level 2 NVQ in childcare and early years and 12 learners are following a level 2 NVQ in direct care. These courses take place in neighbourhood learning centres. Tutors are part time and employed directly by the subcontracted organisation.

STRENGTHS
*   good achievement of social and personal goals
*   effective targeting of provision to widen participation
*   good attendance and retention rates

WEAKNESSES
*   inadequate monitoring of learners' progress and achievement
*   insufficient promotion of progression routes
*   inadequate resources
*   insufficient matching of teaching methods to learners' needs

OTHER IMPROVEMENTS NEEDED
*   greater involvement of learners in programme planning
*   more thorough process of course review

39. Learners make good progress towards maintaining and developing social skills as well as health and fitness. Learners on active retirement courses gain new ideas and learn skills through a programme of specialist speakers, visits and trips. Attendance and retention rates are good, averaging over 80 per cent in what are often very big groups of learners. On the childcare course, learners are able to identify their progress towards their main qualification. Many learners also achieve qualifications in first aid and health and hygiene.

40. Of the lessons observed, 33 per cent were less than satisfactory and none were

very good or excellent. In the active retirement classes, visiting speakers lecture on their specialist subject or hobby. Teaching methods lack variety in many cases and much learning is passive. Groupwork is used insufficiently to encourage discussions. Large group sizes hinder learners from contributing to discussions. Much teaching fails to meet individual learning needs. Learning aims are not clearly identified, although some evaluation of outcomes does take place at the end of courses. Many lesson plans lack relevant detail and are insufficiently thorough. Schemes of work are often not available. In the best sessions, tutors used the personal experiences of learners to illustrate themes and topics. In one childcare class the tutor ensured the full understanding of learners by paying particular attention to different needs within the group.

41. Resources are, in many cases, inadequate. The service and its partners use a wide range of venues. However, many courses with large numbers of learners take place in rooms that are too small or are inappropriate. One of the active retirement courses is held in the bar area of a social club as this is the only space available to accommodate all the learners. The seating arrangements and table layout in this area are inappropriate for learning. The availability of learning resources is inadequate for many courses. Visiting speakers bring their own visual aids but there is no access to overhead projectors, videos or other audio-visual aids. In many of the centres, tutors do not have access to photocopying facilities. Good facilities for refreshments at some centres help to promote group interaction and discussion about the lecture or visit. Childcare courses run by the further education college are taught at local neighbourhood centres. These offer good facilities and resources, including crèche facilities. One of the childcare courses is held in a room above a school gym, the noise from which occasionally disturbs the learners.

42. In the active retirement courses run by the national provider, outcomes for the group or individual learners are not clearly identified. Tutors do not assess and monitor individual progress sufficiently. Learners on active retirement courses provided by the further education college were able to identify group outcomes and give some feedback on their progress. Childcare courses have effective assessment procedures. Learners' progress towards qualifications is carefully monitored. Learners are given regular feedback on progress. The skills and knowledge they gain are closely linked to assessment plans. Initial assessment of learning needs is not carried out except on the childcare courses.

43. The needs and interests of learners traditionally under-represented in adult education programmes are being met through effective partnerships. One active retirement class is held in a church hall which is also used in the morning for a healthy exercise class and is based in an area with a large older population. Many learners would not attend classes that were held further afield. Learners are insufficiently involved in planning programmes. In one group, some planning takes place early in the year and all group members are encouraged to express their own interests and preferences. Retention and attendance rates in this group are particularly high. Childcare courses provide effective local provision which enables learners to take

nationally recognised qualifications. The provision of childcare and the placing of courses in the community enables these learners to learn in a secure and unthreatening environment. Learners are given too little information about progression routes. Many learners on the active retirement courses did not know about the range of courses available to them.

44. Support for learners is satisfactory. Tutors ensure that individual needs are identified and effectively met. On many of the active retirement courses, learners help each other to overcome problems of transport and access. Experienced members of groups offer encouragement to new members. On childcare courses, learners receive appropriate guidance and support from their tutor, who arranges additional support at the community venue through the college's guidance service.

45. On childcare courses, learners' literacy and numeracy needs are identified at the beginning of the course. Their needs are met by specialist staff from the college who offer extra support in the community. One learner completed a section of her portfolio using skills she had developed since joining the course. She also gained in confidence and self-esteem.

46. The processes of course review and quality assurance are insufficiently established. On some active retirement courses, reviews are held by tutorial teams, with too little input from learners themselves. Learners' feedback is not used effectively to contribute to curriculum development or to improve teaching resources. Plans to introduce observation of teaching and learning have not been implemented. Some tutors have never been observed teaching as part of a quality assurance process.

47. Learners enjoy the courses on offer. They feel that they gain in confidence and personal wellbeing from being on their course. As well as acquiring skills and knowledge, learners point out the social aspects of being part of a group. For older learners this helps to combat feelings of isolation. They also indicate the greater contribution they feel they are able to make to their communities and families. Learners find that tutors are approachable, and very supportive of their needs.

Good Practice
An older learners' group arranged a series of walks to see for themselves places mentioned in the previous term's course on local history.

Visual & performing arts & media   Grade 3

48. During 2001-02, there were 3,558 enrolments on visual and performing arts courses. The service subcontracted with 14 learning providers. The main partners are local further education colleges, a national provider of adult learning, and secondary schools. A wide range of subjects is offered across 112 classes. They include two- and three-dimensional classes in watercolours, oil painting, life drawing, soft furnishings, upholstery, lace making, patchwork quilting, decoupage, stained glass, and pottery. Ballroom, Latin American, line and belly dancing represent the performing arts, and there are a few music classes. There are currently no drama or media classes. Sessions are offered at approximately 30 sites in the borough and almost all are non-accredited. Most sessions are offered in the afternoons and evenings and there is some weekend provision. Most of the tutors are part time. A high proportion of courses are designed for learners with additional learning needs.

STRENGTHS
- good achievement of learners' personal and social goals
- good range of teaching methods
- good attendance and retention rates

WEAKNESSES
- poor curriculum planning
- inadequate initial assessment
- poor monitoring of learners' progress

OTHER IMPROVEMENTS NEEDED
- better use of resources
- more staff with teaching qualifications
- better pre-course information and guidance

49. Retention rates across the area of learning are high at 92 per cent and attendance on all courses is good. Learners develop significant knowledge and understanding of their chosen subject and use their developing skills in many practical projects. Many learners produce a high standard of practical work particularly in photography, textile crafts and life drawing. Learners visit galleries and exhibitions to enhance their learning. Achievement is rarely recorded in any formal way.

50. Tutors use a good variety of methods appropriate to the needs of learners. They

make use of well-prepared handouts and other reference materials. Teaching methods are usually appropriate to the needs of the learners and relevant to the subject. In virtually all cases staff provide individual tuition. Learners are well prepared with necessary materials, tools and protective clothing. Learners are encouraged to share their work and ideas with their peers. In some sessions, tutors recognise the differing abilities of learners and allow them to work at a pace that matches their skills. In a painting and drawing class, the scheme of work clearly allowed some learners to progress to more advanced work while other learners stayed with more introductory work. In all cases, tutors and learners enjoy good relationships. In a very few sessions, some learners were not sufficiently extended or challenged to complete their work.

51. Most accommodation is adequate. However, subjects are not always well matched to the rooms available. Several specialist classes are taught in inappropriate classrooms. In some art classes, no water is readily available. Learners rarely have storage facilities at the centres, which restricts their choice of individual projects. Specialist resources in some centres are underused. Some tutors do not have appropriate teaching qualifications and there is some poor planning of sessions.

52. Initial assessment is inadequate. Too little information on learners' starting points is gathered. Individual learners' support needs are not identified sufficiently accurately. Individual learning plans are not being used to plan and record learners' progress. While most tutors give good verbal feedback on learners' work, little is recorded and learners have no supporting evidence of the progress they have made.

53. The range of provision is largely based on historical programming and does little to reflect the cultural diversity of the community. The range is inadequate, particularly in the performing arts, with too few musical initiatives and no drama work. There are too few opportunities for progression, with many learners repeating courses annually, often for several years. Where sessions are duplicated, there is rarely any sharing of syllabus content between tutors.

54. Most course information is satisfactory, but a small amount is insufficiently detailed or misleading. One art class is described as being for beginners but some learners had been attending it for 20 years. The level of attainment on this course is high, which is off-putting to genuine beginners. A class designed to teach a specific craft skill is provided under a generic title, and many learners are unaware of its existence because of the inadequate pre-course information. Some learners did not know about the financial implications of some courses, in terms of the cost of materials and tools. Learners are required to complete course evaluations, but are given little or no information as to how their views are considered.

55. The service has recently introduced more thorough quality assurance procedures but these have not yet had an impact on curriculum management. The observation of lessons is inadequate and there is little, if any, sampling of lesson plans or schemes of work. In a few cases, centre managers have provided very good handouts about teaching outcomes and learners' expectations, but this practice is not shared across

centres. Management information systems currently deal only with enrolments. The information provided cannot be used in curriculum planning and teaching and does not aid target-setting and monitoring.

56. Learners enjoy their courses and many feel that their lives are improved and enriched by the topics they have chosen. They talk fluently about the beneficial difference study has made, both as a therapy and in motivating them to improve their immediate environment. Learners said that classes were vital to their self-confidence and they felt great pride in the artwork they produce.

Good Practice
In one craft session for the frail and elderly, many learners had physical and mental health problems. The tutor had worked closely with the co-ordinator for the partner organisation to assess the needs of individual learners. The co-ordinator was qualified to assess health and social needs, providing a sound basis on which to plan learning and relevant support. The resulting learning outcomes promoted a feeling of achievement and self-worth for all learners. The learners spoke of the course as a lifeline and a focus for their week. Their pride in their work was immense and for some this would not have been possible without the combined work of the two organisations.

English, languages & communications   Grade 2

57. The service offers 21 courses in this area of learning, taught by eight subcontractors employing 17 tutors, in 10 venues across the borough. Most courses take place once a week for two hours. In the spring term 2001-02, 28 courses ran. Most of the courses are in modern foreign languages, on which 173 learners are enrolled. Languages taught are Arabic, French, German, Italian, Spanish and Urdu. Arabic and Urdu courses are offered as family learning classes as well as conventional language classes. A further 45 learners follow classes concerned with the appreciation of language or literature. Classes take place every day of the week and at various times of the day and evening. No courses lead to externally accredited qualifications.

STRENGTHS
*   very good response by tutors to learners' individual needs
*   particularly accessible provision in Arabic and Urdu
*   particularly good teaching on literature and language appreciation courses
*   very good attendance rates

WEAKNESSES
*   insufficient initial assessment
*   no subject-specific support for tutors of modern foreign languages

OTHER IMPROVEMENTS NEEDED
*   better progression arrangements for learners of European languages
*   more use of foreign languages in some lessons
*   more accurate course descriptions for learners

58. Most learners work at levels suited to their experience and aims. In the best classes, the foreign language is widely used by tutors to communicate with learners. Learners use the foreign language with confidence and good levels of fluency. Overall, appropriate progress is made in speaking, reading, listening and writing in most sessions. Most learners gain an appropriate range of vocabulary, despite variations in their readiness and ability to use it in speech. Achievement is very good in language and literature appreciation courses. In one session, learners discussed a poem with sensitivity and insight. In another, learners' imaginative writing was of a high standard. Learners' attendance is very good. In the sessions observed it averaged 83.5 per cent.

59. Teaching is satisfactory or better in 90 per cent of lessons. It is good or very good

in 50 per cent of lessons. Tutors plan courses and lessons diligently. Nevertheless, in modern languages lessons, learners' experiences vary considerably from language to language and from tutor to tutor. There are noticeable differences, for instance, in the range of resources used by tutors. Some teaching relies too heavily on a particular teaching technique, such as the explanation of new vocabulary in English as opposed to its use in the foreign language. In the best sessions, activities are more varied. In an Italian lesson, the tutor showed a video which introduced an authentic cultural context for what had just been learned. In looking at literature and writing for pleasure, tutors ensure that learners influence the direction and sometimes the content of lessons, skilfully intervening when necessary to ensure that progression and a stimulating pace are maintained. Teaching on these courses is very good.

60. Rooms vary between the bright and spacious and the dull and uninviting, although all are fit for purpose. Some tutors display attractive examples of learners' work, as happens in Arabic and Urdu classes. Most tutors are appropriately qualified and experienced, some are also native speakers of a foreign language or experienced writers. All modern foreign language tutors speak the taught language well. Some handouts are too complicated, too steeped in grammar or too shabbily presented. Some tutors make good use of audio and video tapes or overhead projectors. The writing for pleasure course presents learners with a good range of stimuli, including music. Few classes use ICT and, overall, tutors make insufficient use of new technologies.

61. Most tutors routinely use appropriate assessment methods to help them monitor learners' everyday progress. There is, however, no common assessment policy or practice. Initial assessment, too, depends both on the practice of the various subcontractors and that of individual tutors.

62. The service has responded most constructively to community requests for Urdu and Arabic classes. These now take place on Saturdays and Sundays, respectively, at times which suit those who wish to participate. Children take part in these classes, working well in the atmosphere of strong motivation which characterises them. Overall, the range and number of courses are appropriate, but opportunities for progression are insufficient within the curriculum offered. Learning opportunities can be restricted by the wide range of experience and learning goals within some courses, although most tutors work hard to meet individuals' needs. In a German session, for example, the tutor had investigated and recorded learners' requirements and planned the session accordingly. Learners were most appreciative of this. In an Urdu class, learners with vastly different needs, including some aiming for general certificate of education advanced (GCE A-level) examinations, studied topics in different ways to match their experience and abilities.

63. Pre-course guidance, before enrolment, is insufficient. Some written course information is inaccurate. With the exception of some basic courses, course titles tend to name a subject rather than the level at which it is offered.

64. The service is successfully taking early steps towards an improved management framework. Requirements for course and lesson planning are helping to raise standards. The recently introduced process of lesson observation is beginning to take effect. However, observations so far conducted do not deal with the specific skills of language learning. Neither do they comment on the extent to which tutors use foreign languages in lessons. The observations do contain useful comments, but their usefulness is limited without subject-specific content. Staff observing modern foreign language lessons are not trained adequately to carry out the task.

65. Learners enjoy their courses and appreciate the work done by tutors to meet their needs. They speak of tutors' generosity with their time, their enthusiasm and readiness to offer help, the planning which obviously goes into sessions, and the good value for money that they represent. They make very few negative comments. Some question the value of individual learning plans or the need for pre-course guidance, as they like to select their own course and decide for themselves how to profit from it.

Good Practice
A French lesson included an amusing and effective way to teach the names of parts of the body. Learners who had heard the sounds of the new words fixed name labels to their arms, legs, throats and other body parts whose names they had learned. This activity helped them to understand and use the phraseology of the doctor's surgery and the skills needed to inform the doctor that something hurts.

Poor Practice
In a modern language lesson, new vocabulary was introduced to a beginners' course in writing. Learners were not given the opportunity to hear and practise the sounds before learning the spellings. When they later pronounced the words, their accents were very anglicised.

Family learning   Grade 3

66. All family learning courses are part time and range in length from 12 to 72 hours. Programmes are planned for families from disadvantaged communities in areas of social deprivation. Courses are held mainly during the day in local community venues, usually schools. All courses offer childcare facilities. Family literacy and 'START' programmes work with parents and carers of nursery-aged children. The 'Keeping up with the children' course is designed for parents and carers with literacy, numeracy and language support needs who have children in schools, at key stages 1 and 2. They focus on the skills their children will develop during the literacy and numeracy hours and the ways parents can support and reinforce these skills. Learners achieve externally accredited awards for skills gained. In 2001-02, 105 learners took part in a range of family literacy and numeracy courses. In 2002-03, 18 literacy and eight numeracy groups are meeting. One hundred and forty one learners have enrolled on family literacy or numeracy courses, a 31 per cent increase from the previous year. Parents and children also learn together in computer studies, dance, hair and beauty, swimming and parent and toddler groups. Some community schools are developing 'Dads and lads' provision to encourage more fathers to take part in lifelong learning with their sons.

67. A family learning co-ordinator is responsible for the management and development of the service's family learning programmes. Specialist tutors from the local colleges provide tuition with support from school staff.

STRENGTHS
- good development of parenting skills
- positive outcomes for learners with previous negative experiences of learning
- well-developed programmes that encourage social inclusion and participation in schools

WEAKNESSES
- inadequate initial assessment
- insufficient monitoring and recording of learners' progress
- insufficient attention to the development of literacy, language and numeracy skills

OTHER IMPROVEMENTS NEEDED
- better resources to support family learning programmes

- better co-ordination and planning of family learning programmes across the borough
- more comprehensive information and guidance for learners

68. Most courses successfully enable learners to help their children at school. The programmes are designed for adult learners who have had poor learning experience at school, have few formal qualifications and are not motivated to engage in learning for their personal development. Parenting skills are developed significantly on family learning programmes. Parents feel more confident and skilled in being able to help their children at home and at school. Some parents keep diaries with positive comments on shared reading experiences with their children at home. They learn how to work with their children more effectively in ways that promote enjoyable learning. Parents also report an increased confidence in taking part in school activities. For example, one parent has become a parent governor, some are involved in the Parent Teacher Association (PTA) and others are training to become volunteer support workers or classroom assistants. Learners gain confidence and competence in their social and everyday communication skills. Retention and achievement rates in 2000-01 were satisfactory, with 77 per cent retention and 75 per cent achievement on accredited programmes.

69. Family learning courses are well designed, with clear intended outcomes which are usually shared with learners. All sessions observed were satisfactory or better. Most tutors are skilled and well trained, and work effectively with schools' learning link workers and other school staff. Courses introduce learners to a wide range of resources including IT. Tutors use a good variety of teaching methods to maintain interest and keep parents focused on learning in an enjoyable way. They are sensitive to the personal, social and practical needs of individual learners and successfully create relaxed, fun and challenging learning environments. Outside speakers, such as a professional storyteller, enhance the programmes and inspire learners. However, the development of literacy, language and numeracy skills is insufficiently integrated with family learning programmes. Many tutors do not understand how to provide literacy, numeracy and language support in ways that encourage learners and do not undermine their confidence. Learners are not sufficiently encouraged to evaluate their own progress. They are not taught how to plan and manage their own learning as they build their portfolios for external accreditation.

70. Courses are usually based in local primary schools and provide safe, welcoming environments. However, some rooms are too small. Learning is regularly interrupted by other users of the rooms. Frequently, learners work at desks intended for small children. A few schools have well designed and equipped family rooms but in one case, the family room accommodates the crèche and adults work in a children's classroom with small furniture.

71. Arrangements for initial assessment and the monitoring and recording of learners' progress are inadequate. Most learners on family literacy and numeracy programmes have informal initial assessment of their expectations and aims. However, assessment of learners' existing skills and competence is insufficiently thorough. Tutors discuss intended course outcomes with learners, but this is rarely recorded. Insufficient use is made of the information and few learners have individual learning plans. Emphasis is placed on the child development aspect of the course and tutors do not specifically explore the needs of adult learners. Although basic skills development is a course aim, learners are not made aware of this before they join the course, nor are they made aware of it as the course progresses. Most learners do improve their basic skills as the course progresses but not through clear planning and careful course management.

72. Programmes are well developed to meet the needs of parents in local communities. They encourage parents and carers to become involved in the activities of their children in local schools and to develop wider links within the community. At one school, learners are progressing to a further child development course after a visit to the learning centre in the local library. Another learner has gained enough confidence to support her children in joining a local voluntary organisation for young people. All family learning courses are free. This is a valuable incentive in encouraging disaffected and disadvantaged people back into learning. Tutors provide advice and guidance about further training opportunities in working with children. However, learners are not sufficiently made aware of the full range of opportunities open to them as lifelong learners.

73. Parents and carers on family learning courses value the learning opportunities provided through their course. They develop self-confidence and improve their parenting skills. Many feel more confident and better equipped to support their children's learning at home. Most of them particularly enjoy working alongside their children in local settings, for example, at school. Many feel that because of other family pressures and cost, they would not always have the time, knowledge or resources to provide the range of activities available through the courses. Many learners readily describe their achievement in developing resources for their children and their keen sense of enjoyment in the social aspects of learning.

Good Practice
At the induction session of a new course, the tutor described the course aims and objectives and introduced learners to a sample of activities and resources. She then left learners to discuss their concerns and decide if they would make a commitment to attend. Learners identified many potential benefits for their children and themselves and placed high value on updating and improving their literacy and numeracy skills. All the learners decided to attend the course and enrolled that day.

Language of the Adult and Community Learning

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

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

Other terms used in Adult and Community Learning

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

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