

INSPECTION REPORT

Sandwell Adult Education Service

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

Sandwell Adult Education Service is part of the lifelong learning, libraries and culture division of the education and lifelong learning department of Sandwell Metropolitan Borough Council. It provides adult and community learning to the Black Country towns of Oldbury, Rowley Regis, Smethwick, Tipton, Wednesbury and West Bromwich in the West Midlands. Programmes are offered in 21 subjects and 10 areas of learning at local community venues throughout the area. The largest proportion of learners, some 60 per cent, is on programmes in information and communications technology.

Overall judgement

The overall quality of the provision is not adequate to meet the reasonable needs of those receiving it. The quality of training for learners following visual and performing arts and information and communications technology programmes is satisfactory. Training in leisure, sport and travel, and English, languages and communications is unsatisfactory. Foundation training is very weak. Sandwell Adult Education Service's leadership and management and equality of opportunity are unsatisfactory, and its quality assurance is very weak.

GRADES

Leadership and management	4
Contributory grades:	
Equality of opportunity	4
Quality assurance	5

Areas of learning	Grade
Information & communications technology	3
Hospitality, sport, leisure & travel	4
Visual & performing arts & media	3
English, languages & communications	4
Foundation programmes	5

KEY STRENGTHS

- good development of personal and occupational skills
- well-developed strategic planning
- particularly effective partnerships to meet local community needs
- effective initiatives to widen participation

KEY WEAKNESSES

- weak curriculum management
- incomplete arrangements to support staff
- inadequate assessment and monitoring of learners
- incomplete quality assurance arrangements
- ineffective management of equality of opportunity
- weak teaching and learning observations

THE INSPECTION

1. A team of 12 inspectors spent a total of 60 days at Sandwell Adult Education Service (SAES) in March 2003. They interviewed 520 learners, conducted 113 interviews with tutors, staff and managers and made 63 visits to sites within the borough. They observed and graded 75 learning sessions. Inspectors interviewed a councillor, members of the senior management team and staff from other parts of the authority. They examined a range of documents including learners' work, learners' records, strategic and operational plans, policies and procedures and management. Inspectors studied the self-assessment report, which had been updated in March 2003. All but one of the grades given by inspectors differed from those in the self-assessment report.

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Engineering, technology & manufacturing	0	0	2	0	1	0	0	3
Information & communications technology	0	0	7	13	3	1	0	24
Hospitality, sport, leisure & travel	0	0	7	6	3	0	0	16
Visual & performing arts & media	0	1	1	8	1	0	0	11
English, languages & communications	1	1	2	1	1	1	0	7
Foundation programmes	0	1	3	4	1	1	4	14
Total	1	3	22	32	10	3	4	75
per cent	34.67%		42.67%		22.67%			

THE PROVIDER AS A WHOLE

Context

2. SAES has a history of under-funding, and rates of participation in adult education are very low. Audit commission performance indicators show only eight learners are enrolled on adult education courses for every thousand people in Sandwell. In 2001-02, there were 2,702 learners. In 2000-01, Sandwell Metropolitan Borough Council's (the council) expenditure on adult education was equivalent to £2.68 for every person in the borough. SAES went through a considerable change and upheaval in September 2001, when it was transferred from the council's leisure direct division to the lifelong learning, libraries and culture division, led by the director of education.

3. Before the restructuring, there was insufficient central direction and emphasis on adult education in the council. Since then, there has been a much greater focus on lifelong learning. Sandwell Metropolitan Borough Council has a cabinet structure, and responsibility for adult education now lies with the cabinet member for education and lifelong learning. Considerable work has been carried out to rebuild SAES's management infrastructure. A number of new key staff has been appointed, and much work has been done to establish a clearer strategic direction for SAES. SAES has 156 staff.

4. Sandwell is in the West Midlands and in common with many parts of the region has suffered considerable industrial decline over recent decades. There are significant levels of deprivation in many parts of the borough, and much of the adult education provision is in these areas. In March 2003, the unemployment rate in Sandwell was 4.7 per cent, while in England as a whole it averaged 2.9 per cent. In 2000, a survey of employers carried out by the Black Country partnership for learning identified skills shortages in engineering, management and professional occupations, information technology, customer care, communication and problem-solving. It estimated that between 20 per cent and 40 per cent of Sandwell's population have difficulty with basic skills. At the time of the 1991 census, 14.7 per cent of Sandwell's population was from minority ethnic groups, and in some wards, the proportion was as high as 51.5 per cent.

Adult and Community Learning

5. Learning is satisfactory in information and communications technology (ICT) and in visual and performing arts. The rest of the provision is unsatisfactory or very weak. In many areas of learning there is good support for learners. Many learners achieve significant personal and social development, in addition to what they learn on their programme. In many areas of learning, there is no detailed initial assessment, and the planning and recording of individual learning is ineffective. Most teaching is satisfactory. Of the lessons inspectors observed, 77 per cent were satisfactory or better. Curriculum planning is poor and there is a narrow range of provision. Some classes have few learners and punctuality and attendance rates are low. On some programmes there are inadequate resources, and insufficient progression opportunities. Tutors are not sufficiently qualified in specialist basic skills and English for speakers of other languages (ESOL) teaching. Few venues have childcare facilities.

LEADERSHIP AND MANAGEMENT

Grade 4

6. SAES is managed by the adult education manager, who has been in post since July 2002. He reports to the assistant director of lifelong learning, libraries and culture. Six other members of staff make up the senior management team. These are the adult and community learning manager, the finance officer, the data administrative officer and the curriculum development officers for ICT, basic skills and family learning. There are also nine centre managers, who are responsible for the tutors who work in their centres. All 122 tutors work part time. Twenty-four new tutors have been appointed since September 2002. In addition, there is one full-time technician, funded through a partnership arrangement with another training provider, and twenty part-time administrative staff. A number of corporate functions are managed centrally by the council. These include personnel, pay roll and property maintenance. SAES produced its first self-assessment report in March 2002. This was updated in January 2003.

STRENGTHS

- well-developed strategic planning
- particularly effective partnerships to meet local community needs
- good consultation process
- effective initiatives to widen participation

WEAKNESSES

- weak curriculum management
- incomplete arrangements to support staff
- ineffective management of equality of opportunity
- insufficient reinforcement of equality of opportunity
- inadequate childcare facilities
- incomplete quality assurance framework
- weak teaching and learning observations
- no overall course evaluation
- insufficient sharing of good practice

OTHER IMPROVEMENTS NEEDED

- more challenging and focused targets
- better monitoring and evaluation of planning activities
- better publicising of support fund for learners

7. SAES is involved in the design and implementation of a range of the council's strategic plans. It contributes to the divisional plan for lifelong learning, libraries and

culture, and is part of Sandwell Lifelong Learning Partnership's basic skills group. It has its own adult learning strategy and adult learning plan, as well as quality development and basic skills plans. It has detailed objectives and a series of action plans for the development of family learning, basic skills, e-learning, neighbourhood renewal and community-based learning. This comprehensive range of strategic plans demonstrates Sandwell's increasing commitment to lifelong learning. It provides a clear vision, ambitious aspirations and a sound planning framework.

8. Measurable targets are identified in most of SAES plans, and there is clear evidence that many of these targets are being achieved to the benefit of learners. For example, the provision in basic skills and family learning has been developed, there are innovative schemes to meet community needs, and the participation rate of minority ethnic learners has increased. However, some of the targets are unchallenging, for example, the 2 per cent increase in recruitment and retention. This, within the context of very low participation rates in the borough, only means an increase of 60 learners. This is neither challenging nor ambitious and will not significantly widen participation. The targets are not focused on specific geographical areas or areas of learning, and some staff are unaware of the targets. Within SAES, key plans are discussed at management level and actions are taken as a result. However there is little evidence of staged, comprehensive reviews of progress against many of the plans.

9. SAES has developed particularly effective partnership arrangements to meet community needs. This is a significant strength, which has resulted in a number of notable improvements, particularly in local provision which meets local learners' needs. There is productive joint planning with partner organisations. Some of the partnership arrangements are longstanding, but new partnerships are still being forged. Sandwell Local Education Authority (LEA) has established a clear commitment to neighbourhood renewal and is working to set up local learning panels. There are particularly good partnership arrangements with local schools, which have resulted in very positive joint initiatives, especially in areas with little or no tradition of adult education. There is a co-operative partnership between SAES and a local college, to co-ordinate the development of basic skills provision. There are joint initiatives with Sandwell's libraries, museums and social services to widen participation, and partnerships with other training providers, community bodies and the voluntary sector. The partnerships have helped to secure additional resources, including funding for the purchase of ICT equipment and support of some staffing posts. They also help to identify gaps in provision and to avoid unnecessary duplication, allowing resources to be used more effectively to benefit learners.

10. There is weak or incomplete curriculum management and planning in several areas of learning. There is insufficient emphasis on achievement. Achievement is not a key strategic target, and there is little recording of outcomes on non-accredited programmes. There is some confusion over roles and responsibilities for projects. There is a narrow range of provision, and too few progression routes, particularly for learners in hospitality and leisure, and visual and performing arts. Some courses are only given in certain venues or parts of the borough. Some classes have very few

learners. One keyboard class has only two learners and classes in motor vehicle maintenance and British Sign Language (BSL) have only three learners each.

11. The arrangements to support staff are incomplete. There is no clear staff development plan. Some tutors are under-qualified. There are no tutors with specialist literacy, numeracy or language qualifications above initial teaching certificate level. Few tutors have been observed teaching. Of 122 tutors, only 26 have had personal and professional development interviews over the past 12 months. By contrast, all centre managers have had interviews, as have five of the seven central management team members. Some tutors are unaware of staff development opportunities, others have not yet attended any training and some are unwilling to attend training. Management and administrative staff have taken part in a range of staff development activities, which have yet to be circulated to other relevant staff. Many tutors do not feel fully informed about key developments and are not aware of the self-assessment process. The lack of support, particularly for tutors, is having a considerable impact on learners.

12. Internal communication is satisfactory. However, only the adult education manager has access to the council's intranet and many centres do not have Internet access. This lack of access to technology means that SAES's staff cannot use the council's new management information system.

13. SAES only funds additional support for literacy, numeracy and language for ICT learners. There are new funding arrangements planned from April 2003. Some learners have benefited greatly from the learners' support fund. Taxis have been provided for wheelchair users, and other learners have been given bus passes and support with examination fees. However, some learners are unaware that the fund exists.

Equality of opportunity**Contributory grade 4**

14. SAES has developed a range of strategies for attracting non-traditional learners. These include outreach work, the development of learning centres in the community, and targeting and customising training for priority groups. Among the initiatives is the Deaf Asian Project, run in partnership with social services, and the Bangladeshi sewing group. These projects target specific groups, often in partnership with community groups and other departments of the council. Communities have been consulted about the programmes they would like. Consultations with minority ethnic organisations have been used to plan provision and ensure the appropriateness of the approach to be taken. Programmes are run in local centres which are seen as community-based learning environments where learners feel safe and welcome.

15. SAES carries out disability audits in all the premises it uses. Its own buildings have been adapted to improve access, and further enhancements, including a lift, are planned. The service faces difficulties where it uses buildings such as schools and libraries which it does not own. Furniture and equipment has already been adapted and more investment is planned. Transport is available for some learners who have restricted mobility. SAES has enlisted a number of learners with disabilities to assess the improvements needed to buildings and equipment, and to test the effectiveness of existing adaptations.

16. SAES has clearly written aims and values for promoting equality of opportunity and diversity, and increasing participation. These are detailed in the Sandwell lifelong learning partnership plan for 2003 to 2006. A handbook containing the aims and values is given to all new staff and learners at their induction. SAES uses Sandwell Metropolitan Borough Council's equal opportunities policy, but it is not clear who has overall responsibility for ensuring its compliance with it. There is no overall strategy or implementation plan for achieving the aims. A number of performance targets are set for diversity but they are not always fully reviewed. The management information system has the capacity to produce valuable equal opportunities data, but its potential has not been fully exploited. Much useful data was made available to inspectors at their request, however this has not been used to support the strategic planning process.

17. The equal opportunities policy does not focus specifically on adult and community learning. The responsibilities of managers for the promotion and reinforcement of equal opportunities are not defined. Many tutors and learners show little understanding or knowledge of the equal opportunities policy, its content and its implications for them. Nevertheless, all managers and tutors are clearly committed to providing a good-quality service to all learners. In many cases, the needs of individual learners are met in spite of the absence of formal procedures or processes. Learners should receive information on equality of opportunity and the complaints procedure as part of their induction, but this does not always happen. A learners' charter is to be piloted during the summer of 2003 and introduced in the autumn term. Arrangements for staff training in equal opportunities are inadequate, and there are few guidelines for staff on good practice. Tutors have not had any equal opportunities training, although staff involved in

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advertising and recruiting tutors have had specific training for this process.

18. Most training centres do not have any childcare facilities. This presents a barrier to the participation of young parents.

Quality assurance**Contributory grade 5**

19. The arrangements for assuring the quality of training are inadequate and incomplete. The quality assurance framework states how SAES plans to assure the quality of adult and community learning provision and describes the elements of the system. These include observations of teaching and learning, feedback from learners and tutors, audits by managers, data analysis, self-assessment and development planning. They do not include course evaluation, schemes of work, internal and external verification and sharing of good practice. The quality assurance arrangements have been circulated to all staff in an updated tutors' handbook. The handbook was sent to tutors' homes to make sure that they received it, but they are still unfamiliar with many of the procedures. Some tutors do not produce lesson plans or schemes of work, while others write them to an extremely high standard. There is no timetable for the application of the quality assurance framework, and it is difficult to see how it will all link together. No one has overall responsibility for quality assurance.

20. Lesson observations have been introduced in the past 12 months. Their purpose and benefit is not fully appreciated or understood by all staff. So far, only 38 observations have been carried out in seven areas of learning. This is not enough to ensure a consistent quality of provision. The basis for the scheduling of lesson observations is unclear. It has not been decided whether the tutors who have most teaching hours will be observed first, or those in the area of learning with the most learners. However it has been decided that new tutors will be observed in the first six months of their employment. Consequently, some long-established tutors have not yet been observed. There is poor understanding of the lesson grade descriptors by some tutors and observers. There is insufficient training and preparation for staff conducting lesson observations. In some cases, centre administrators with no background in teaching have carried out lesson observations on experienced tutors. The focus of observations is on teaching and not on learning or attainment. The feedback from observers is not always helpful. Tutors are set unrealistic timescales to achieve some of the targets in the action plans arising from observations. Action points such as staff training on the national core curriculum for literacy and numeracy and the development of individual learning plans have been planned to take place within two months. It is too early to judge the effect of the lesson observations and resulting actions on the quality of teaching and learning. The spread of grades awarded by inspectors during the inspection also clearly indicates the wide range of quality of the teaching observed.

21. There is no overall evaluation of the courses or programmes on offer. SAES relies entirely on learners' feedback during, or at the end of, the course. Feedback forms are completed and collected at each centre, but are not analysed by subject or course. Some tutors evaluate their own courses, but the results are not shared with the curriculum managers or other co-ordinators. Tutors' views have been sought in the past two months but of the few forms returned, none has yet been analysed to identify trends or issues for development. There are plans to use the tutors' handbook for collecting tutors' feedback. A mechanism to evaluate courses through the staff professional development system is also ineffective, as it only applies to the few tutors who teach for

more than four hours.

22. There is insufficient sharing of good practice. There is some good teaching and there are some good teaching materials, but these are not consistently shared or applied across the provision. When good practice is shared, it is usually as a result of an individual tutor's initiative or commitment. A motor vehicle tutor has developed an effective induction pack which includes a code of conduct and behaviour for learners, but this has yet to be shared with colleagues in the area of learning as well as across other areas.

23. The self-assessment process is not well established. The first self-assessment report was produced in 2002 and the second in time for the inspection in March 2003. Managers found the self-assessment process valuable, but have had little feedback on the quality of their reports. The self-assessment report was helpful in describing the context of the provision, but was not sufficiently evaluative. The grades given by inspectors differed from most of those in the report. Many of the strengths in the self-assessment report were no more than normal practice. Most of the weaknesses identified during inspection did not appear in the report. The report is supported by a quality assurance development plan intended to deal with the weaknesses identified.

AREAS OF LEARNING

Information & communications technology

Grade 3

24. ICT courses are provided in 17 centres throughout the borough. These include community centres, libraries, colleges and schools. Several of the learning centres are purpose-built for family and adult learning. The centres are convenient for most learners as they are in, or near residential areas or town centres. In 2001-02 there were 878 enrolments on ICT courses. There are currently 682 learners ranging from beginners to experienced computer users. Learners can choose from 11 different courses, including an introduction to computing, which runs for 20 hours, and a level 1 certificate for information technology (IT) users, which runs for 60 hours over 30 weeks. There are daytime and evening courses. All tutors are employed part time, and some work in several learning centres.

STRENGTHS

- good development of IT skills
- good recording of learners' progress
- some well-produced learning materials

WEAKNESSES

- insufficient short-term target-setting
- poor computer resources in some centres
- narrow range of courses available

OTHER IMPROVEMENTS NEEDED

- better development of keyboarding skills
- better provision of refectory facilities

25. Learners develop good IT skills. Many learners who enrol on the basic computing course go on to develop skills in word processing, and using spreadsheets and databases at intermediate or advanced levels. They enjoy the practical work and the opportunities they have for proceeding at their own pace. Some learners develop IT skills for personal use while others do so to obtain employment or promotion. They are extremely well motivated and value tutors' guidance and support. Most learners find the times of the IT programmes very convenient. They enjoy meeting each other and look forward to attending their learning centre each week. Some learners who do not have their own computer appreciate the opportunity to practise at one of the drop-in

centres. As a result of the IT courses, many learners become confident computer users and acquire skills beyond their expectations. The retention rate on ICT courses is good. In some centres, the refectory facilities are inadequate.

26. There is good recording of learners' progress. Tutors keep detailed records of the work learners complete each week. From these records it is easy for tutors to see which functions learners have successfully mastered and the dates when they became proficient. Learners can also see what they have achieved and how well they have progressed. Their progress is reviewed three or four times during their course and the outcomes are recorded on appropriate forms. The self-assessment report identified good assessment and monitoring as a strength in the provision. Learners' basic skills are assessed informally by tutors. Where learners have poor literacy or numeracy skills, some support is provided by ICT tutors. Specialist help is usually available but most learners prefer not to use it.

27. There is a good range of well-produced learning materials. Many of these are teach-yourself books that contain instructions and exercises for learners to work through under their tutors' guidance. They enable learners to proceed at their own pace, to acquire and develop good computing skills, and to increase in self-confidence. A lot of the material in the books is based on topics which are familiar to learners, and this helps to maintain their interest. Learners are able to keep the books and use them at home or in the drop-in centres. One centre has produced some particularly helpful worksheets for learners who have difficulty in using a mouse. These show how to use the keyboard to select different functions. Nine learners who recently took a text processing examination all passed, and eight of them with distinction. They attribute their success to the learning materials they used.

28. Insufficient attention is given to setting short-term targets for learners. Although learners have individual learning plans, these are used for recording their progress, not for planning their learning. Few learners are set explicit short-term targets against which their progress can be measured. Learners are insufficiently involved in predicting the amount of work they will be able to cover during each learning period and in setting their own targets. Too little emphasis is placed on learners monitoring their own progress against pre-set targets. The lack of short-term targets leads to slow progress for some learners. Many learners do not have good keyboarding skills. Their output is slow as they type with two or three fingers.

29. Learners' basic skills needs are assessed during enrolment. Tutors observe learners reading and completing enrolment forms. If they have difficulty reading or writing, tutors sensitively ask if they would like their literacy and numeracy skills assessed so that they can be given extra support. If learners do not wish to take up this offer, ICT tutors try to help them during the ICT sessions. Most tutors are experienced ICT tutors and a few have received recognised basic skills teacher training at an elementary level. Insufficient importance is attached to training all ICT tutors in basic skills to enable them to offer higher levels of support to learners. SAES pays insufficient attention to the benefits of routinely testing all learners' basic skills with a view to offering differentiated

levels of support.

30. Many of SAES's learning centres have poor computing resources. In approximately half the centres, the computers, printers and software are old. Many computers process information too slowly and this causes learners and tutors considerable frustration. Problem logs kept in centres show that some equipment is unreliable. The need for sustained investment in ICT was acknowledged in the self-assessment report. There is no access to the Internet in many learning centres. This is also identified in the self-assessment report. In other centres, too few computers have Internet facilities. This restricts learners' choice of units in the basic computer literacy courses. Learners working towards an examination-based qualification in information technology require access to online facilities. While a few centres have interactive whiteboards to enable tutors to demonstrate computer applications, many do not. There is inadequate technical support in some centres and faulty computers are out of use for unacceptably long periods of time. Computer training rooms are not always laid out well. In too many venues the desks are poorly designed and this results in unsafe working practices because computer screens are too close to learners. In many centres, there is a shortage of textbooks for learners to use.

31. There is a limited range of computing courses available. Basic computer literacy courses account for over half the ICT provision. There are too few examination-based courses. Insufficient attention is given to designing and delivering a broad range of ICT courses to appeal to as many learners as possible. Too little effort has been made to find out which ICT applications interest learners and what would encourage potential learners to attend computing courses. Insufficient attempts have been made to design short programmes to develop literacy and numeracy skills through computing, introduce learners to computer-based accounting, or develop skills in sending and receiving e-mails. The narrow curriculum provision was identified as a weakness in the self-assessment report.

32. Learners interviewed spoke very enthusiastically about the benefits they are gaining from their ICT courses. They appreciated the convenience of local venues, the day and evening classes and their tutors' guidance and support. Many learners valued the relaxed atmosphere and friendly manner in which the training is given. They felt they had gained in confidence, competence and self-esteem as a result of their newly-acquired computing skills. One learner felt that he had improved his spelling skills because the computers continually identify his mistakes. Some are using their skills for hobbies. Others have obtained, or are hoping to gain, employment because of their computing skills. Learners were, however, disappointed by the lack of Internet facilities and the restrictions this placed on their skill development and on their choice of course modules. Some learners said the old computer equipment and software were adversely affecting their progress. Tutors made similar comments. Learners appreciated the social dimension of attending classes and the opportunities there are for making new friends. They were disappointed that some learning venues had no refreshment facilities.

Hospitality, sport, leisure & travel

Grade 4

33. Sport and leisure activities are offered at 11 locations across the borough including community venues and schools. There are 27 courses including yoga, aerobics, T'ai Chi, badminton, gym training, general keep fit, aqua fit, golf and national pool lifeguard. Most courses are at the equivalent of level 1 national vocational qualification (NVQ). Only the level 2 national pool lifeguard course is certificated. There are no progression routes for learners. Courses run for between 10 and 30 weeks with lessons lasting one, one and a half, and two hours per week. Seven courses are offered during the daytime. T'ai Chi is offered on a Saturday.

34. In 2001-02, 856 learners started sports and leisure courses. In the spring term of 2003, 326 learners were enrolled on sports and leisure courses. Ninety-two per cent of the learners are women, 16 per cent are from minority ethnic groups and 5 per cent have been recognised as having learning difficulties or disabilities. The rate of attendance at classes during the week of inspection was 58 per cent. Some of the courses are targeted at the older learner, and they represent 57 per cent of the total. There is no curriculum co-ordinator for sport and leisure. All 15 tutors are part time and are managed by the centre managers.

STRENGTHS

- good standards displayed by learners
- good support for learners
- good lifestyle improvements for learners

WEAKNESSES

- some unsatisfactory resources
- poor curriculum development
- poor recording of learners' progress

35. Learners demonstrate a good standard of learning through the acquisition of new skills and techniques. This year's achievement rate on the pool lifeguard courses is 100 per cent. All courses have learners with a wide range of ages and abilities. Learners demonstrate exercise movements and sports skills at or above appropriate levels for the time on their course. Learners on the golfing course exhibited good techniques. Those in the yoga classes showed high standards of stretching and posture. In one yoga lesson, the age range of learners was from over 20 to 70. All these learners were able to achieve the movements set in the programme, and three learners achieved difficult postures such as full head stands. Tutors advise learners to work within their own limitations, but also encourage them to progress with their movements and improve

their flexibility. In aerobics sessions and keep-fit classes, learners demonstrate good standards of skills and performance, regardless of age. Many younger learners master complex and strenuous routines. Older learners demonstrate good co-ordination, balance and stamina.

36. Caring and highly committed staff provide good support for learners. There are examples of staff carrying out training in their own time. Staff listen to learners' concerns and develop courses and events to meet their needs. There is ongoing support from members of one tutor's voluntary community group, who contribute significantly to the success of the national pool lifeguard courses. This includes the loan of equipment, volunteer staff support, and opportunities for additional training and progress through voluntary work. Centre managers take a close interest in learners and their progress. National pool lifeguard assessments are carried out thoroughly and in a particularly caring and supportive manner. The tutor for an over-50s gentle stretch and tone course recruits isolated and lonely older women to the course through her network of local contacts. The aquafit tutor was observed effectively supporting a new recruit to the class, who could not speak English, by using clear hand, leg and body signals. She also successfully supported two older learners who were nervous about swimming.

37. All learners interviewed report improvements to their lifestyles. One learner expressed satisfaction with the physical benefit of his individually tailored exercise programme. The views of learners in an aerobics class emphasised enjoyment, learning new routines, the opportunity to keep fit, lose weight, tone up and the opportunity to socialise and get out of the house as major benefits. Learners referred to the physically and psychologically beneficial effects of yoga and highlighted the positive effects on relationships with their children and partners. Older learners celebrated the physical, psychological and social benefits of their fitness class. One learner had been attending sessions for 35 years and regarded the keep-fit classes as one of the main reasons she had maintained her health during that time. Aquafit learners spoke of the benefits of exercising in water to those with conditions such as high blood pressure and arthritis. However, learners on a number of courses complained of the break in their learning activity during the summer period when the classes are not available. Aerobics learners would like more than one weekly course.

38. There are some unsatisfactory resources for sports and leisure. Three tutors are not qualified in the subject they teach. All tutors work part time. They do not receive continuing professional development or staff development. Those tutors with contracts for less than six hours teaching a week do not qualify for a professional development interview. Equipment is adequate, but some items tutors requested such as hand weights and exercise mats for aerobics classes, have not been provided. Some accommodation is inadequate, for example a yoga class was timetabled in a large room with cold spots and draughts. There is an inconsistent approach to risk assessments of learners. Fitness training tutors use a physical activity readiness questionnaire, but this is not used by aerobics or yoga tutors. Learners attending an evening keep-fit class have to approach the building along an unlit path. These risks present potentially dangerous situations.

39. There is poor development and planning of the curriculum. It is traditional and narrow, and limited to fitness courses, golf, pool lifeguard, and badminton. Centre managers offer programmes based on courses that have been successful in the past. This approach is dependent on facilities within individual centres. The average attendance rate during the inspection was 58 per cent. Many learners pay their fees weekly and attendance is erratic. Marketing is limited and the courses offered depend on existing learners' requests rather than active planning. There is no training in hospitality and no immediate plans to develop this aspect of the curriculum. The provision does not respond adequately to the social requirements and needs of SAES's learners. There is no sharing of good practice between sports tutors in different centres, and only yoga courses are offered at several centres. There is an inconsistent approach to documents. Most individual learning plans inspected were used to record learners' satisfaction rather than review their progress. Schemes of work are seldom used, and despite a corporate approach to lesson plans, some tutors either use a different format or fail to produce them at all. There is no targeting of courses at under-represented groups in the community. Only 16 per cent of enrolled learners are from minority ethnic backgrounds. There are no initiatives for widening participation in sports and leisure, and only the pool lifeguard course leads to a vocational qualification.

40. There is poor recording of learners' progress. Individual learning plans have been designed and are used in most centres for learners to comment on their satisfaction with courses and the tutors. Learners in some centres have not been offered the opportunity to formally review their progress. Individual learning outcomes are not regularly reviewed. Targets are not set against which learners' attainment can be measured. Most lessons are regarded as being recreational, and little consideration is given to recording or monitoring progress.

41. Learners value and enjoy their sport and leisure classes and have a high regard for their tutors. Older learners state that participation in these courses contributes significantly to their health, enabling them to maintain the mobility to live independently. Learners also value the social interaction during lessons, and the opportunity to develop and maintain social contacts.

Good Practice

In a yoga class, learners were given a series of supporting learning materials to reinforce the session and enable them to follow up their activity at home. These included breathing techniques for relaxation and during yoga movements, and approaches to diet and correct posture.

Poor Practice

Two recently recruited, inexperienced learners in a yoga class comprising experienced learners were required to perform a number of stretches and postures without due care for their ability.

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

42. There are 33 courses available across the borough in this area of learning, most of them in visual arts and crafts. They include courses in painting in oils and watercolour, drawing, dressmaking, tailoring, soft furnishing, fashion design, calligraphy, parchment craft, violin making, patchwork quilting and machine knitting. In performing arts, there are courses in learning to play keyboards at levels 1 and 2, tap dancing and line dancing. Progress is only available in the keyboard class. The courses last from one to 36 weeks. Nineteen are held during the day and the remainder during the evening. There are 22 teaching staff, all of whom work part time, and most teach for between two and four hours a week. Classes are held in schools, libraries, community centres, museums and church halls. Centre managers administer the provision and manage the tutors. There is no curriculum co-ordinator for this area of learning. There have been 391 enrolments during 2002-03. Of these, 80 per cent of learners are women and 20 per cent are men, 13.8 per cent are from minority ethnic groups and 71 per cent are over fifty years of age. None of the provision is accredited.

STRENGTHS

- good resources
- good standard of practical work
- wide range of benefits to learners' lives, beyond the primary aims of their programmes

WEAKNESSES

- insufficient curriculum planning
- inadequate assessment and monitoring of learners' progress

43. Staff demonstrate expertise and knowledge in their own subject area and effectively pass this on to the learners. All are well qualified, many have appropriate and relevant industrial experience and hold teaching certificates and degrees. Resources in all the centres are good. Classrooms are adequate in size, well lit and warm, with informative and stimulating displays of work on the walls. Tools and equipment are modern and well maintained, with art materials being provided at no cost to learners in one centre. Where appropriate there are large tables provided for learners to work comfortably. Most teaching materials, including handouts, are good, and they support learners' understanding. There is access for learners with limited mobility at all but one centre. Car parking is clearly signposted. There are no childcare facilities in any of the centres, which limits access for parents with young children. Most classes observed were small. However it was made clear to inspectors that most learners will not travel far from home. Some learners expressed dissatisfaction with the choice of courses at their local centre.

44. The standard of learners' practical work is good. There are exhibitions in the centres of a wide range of good quality work. Progression is clearly demonstrated and is evident in the portfolios of work which learners are encouraged to develop and maintain. Learners in the sewing group produce very complex and highly creative patchwork quilts and a wide range of designs and techniques in soft furnishings. Learners in the painting classes create competent and attractive picture compositions. Attendance and retention rates are good. In one class learners commented that only severe illness or emergencies would keep them from the class, as they did not want to miss any of the programme. This enthusiasm was apparent in all the classes observed.

45. Learners gain considerable benefits beyond the primary aims of their courses. Their experiences and learning in the classes have altered their visual perception of their lives, and resulted in involvement in additional activities and interests. This is particularly true for the older learners. Tutors have organised visits to museums, art galleries, craft exhibitions and antiques fairs, and outdoor sketching excursions. Learners enjoy producing soft furnishings for their homes and making gifts for friends. Learners work at their own pace, often completing projects at home. In some classes, learners are set work which is discussed in the group, completed at home, and commented on by tutors the following week. The learners are very supportive of one another and discuss their work with confidence. There is no assessment of learners' literacy, numeracy or language needs in this area.

46. There is little curriculum planning. There is a narrow range of subjects and levels of study. In most classes the learners range from beginners to the very experienced, and tutors' time is divided between them, which sometimes causes conflicts. There is no sharing of good practice. The largest area of provision is the painting classes, and in all the classes observed, the tutors used their own teaching methods. In some classes, learners were copying pictures from magazines instead of being encouraged to create their own work. In other classes learners were drawing from a still life arrangement or their own photographs. Learners expressed dissatisfaction with the venues for some classes. One learner had to travel some distance to a watercolour painting class. Learners thought the classes were not advertised enough and the choice in their area was limited. In one centre the classes were held upstairs with no access for learners with restricted mobility. There is little evidence of targeting under-represented groups. Only one class was observed in which the learners were not all white Europeans. Dance was restricted to line dancing, with few plans to extend the range to better reflect the requirements and needs of local people.

47. There is no formal initial assessment of learners. Although no prior learning or experience is required in any of the classes, there is insufficient assessment of learners' individual learning goals and aims. There is little recording of learners' progress. Although individual learning plans are used, they are not used to record learning outcomes. No targets are set against which learners' achievements can be monitored. Individual learning plans include learners' names and addresses, and brief outlines of their reason for taking the course. In some cases the forms are not signed by the

learners. There are no formal reviews of learners' progress.

48. Sixty-eight learners were interviewed and all said how much they enjoyed and appreciated their courses. The daytime provision is popular with learners who do not want to travel at night and for those with children at school. All the learners are aware of how the courses have enriched their lives. In many classes the social interaction is as important to the learner as the subject being taught. All the learners interviewed thought that the teaching and resources at the centres were good. However some learners had difficulty in finding a class to suit their requirements close to their home.

Good Practice

In the enrolment prospectus, it explains clearly that learners may incur additional expenses for items such as art materials. This is good practice, as learners are not presented with an expensive list of purchases they must buy in order to participate in the class. They are able to make an informed choice before enrolling onto the courses.

English, languages & communications

Grade 4

49. SAES offers 13 courses in BSL at stages 1 and 2 at six different venues and at a range of times. There are no classes at weekends. The six BSL tutors all work part time for between two and six hours each week. They are supported by the centre managers. There is no curriculum manager for this area of learning.

50. Evening courses are offered in French, Spanish and Punjabi at two different venues. An advanced level Punjabi course is offered at a community venue on Sundays. There are 50 learners on these six language courses. As a result of the low numbers, courses are run on a mixed-ability basis.

51. There have been 127 enrolments on classes in English, languages and communications this year, and 98 learners are still on programme. Most learners are white British and do not reflect the cultural composition of the local community. Most of the learners are women.

STRENGTHS

- much good teaching

WEAKNESSES

- poor recording of learners' progress
- limited opportunities for learners to practise language skills
- low achievement rates for stage 1 courses in BSL
- poor curriculum management

52. Teaching is generally good, with 71 per cent of observed classes being satisfactory or better. One excellent class inspired learners and had been very well planned. Good support materials were used and a range of teaching techniques ensured that learners made good progress. Tutors relate well to learners and enable them to progress well and enjoy their learning. They are very supportive of their learners. Although enrolments are low, attendance is generally good. Most lesson plans are good, showing the variety of teaching techniques and assessment methods to be used, and the resources needed. Learning outcomes are identified and are usually shared with the learners. Links are made with previous learning. However, there is also some poor teaching with poor planning, little variety in teaching techniques and no effective assessment of learners' progress. Course plans are generally poor and often incomplete. Some do not identify course aims and outcomes. Course plans are not generally shared with learners at the beginning of the course.

53. Managers have recognised the strengths of one part-time BSL tutor and set up a

system that aims to support and improve the teaching and planning in all the BSL courses. This is particularly valuable for deaf tutors who need to be offered support in their first language.

54. There is little effective recording of learners' progress. Individual learning plans show little meaningful evaluation of learners' progress, assessment or future learning needs. Some plans are not signed by learners. In BSL, progress is mainly monitored by visual assessment by the tutor. This is not recorded or systematically shared with the learners. Most tutors know individual learners well because of the small class sizes, and many do not see the need for formal recording of progress. Learners often judge their progress by their ability to understand signed television programmes and from the increasing fluency of their conversations with their tutors and peers.

55. There are limited opportunities for learners to practise their language skills. No class has more than 10 learners who attend regularly and some groups have only three or four learners. The small class sizes restrict the number of people with whom learners can practise their communication skills. Most learners on BSL courses have no links with the local deaf community to enable them to practise skills and learn from first language speakers. Some tutors have given learners information about the local clubs for the deaf, but learners have not visited them and are given no support or encouragement to do so. The awarding body recommends 30 hours of private study and contact with deaf people for BSL stage 2 courses, but the learners will not achieve this as the courses stand.

56. There are no progression routes for learners on foreign language programmes. Only one course is offered in each language. A very wide range of abilities has to be taught in the same group, which limits learners' opportunities to practise their language skills with peers of a similar ability. The achievement rate for BSL stage 1 is poor. The average achievement rate for learners completing the course between 2000 and 2002 was 34 per cent. This represents 23 per cent of those who enrol on the course. Some learners choose not to sit the exam, which affects the achievement rates.

57. Curriculum management is poor. There is no curriculum manager for this area of learning so the centre heads and part-time staff take curriculum decisions. There is a lack of teaching support with a curriculum focus. This particularly disadvantages the deaf BSL teachers, who have difficulty communicating in written English and need help to complete paperwork. Part-time staff are managed by the centre heads. There are no formal meetings. At one centre the 14 tutors all teach for less than four hours a week so there is no requirement for a formal professional development interview. Only three lesson observations have been carried out in this area of learning and those for BSL were peer observations by one of the part-time tutors. One of the observations did not record a grade. BSL tutors are not well qualified. Only one tutor has relevant subject and teaching qualifications. Two tutors have low-level subject qualifications and no teaching qualifications. There is no system for assessing learners' literacy, numeracy and language support needs. There is insufficient support for deaf tutors, who do not have equal access to information.

58. Most learners expressed satisfaction with their classes and tutors. However, some learners in language classes questioned the need to take an examination-based course when all they wanted to do was improve their conversational skills. Most learners said that they had found out about the classes through word of mouth or from friends and neighbours. Most learners commented on the positive relationships with their tutors. One older learner in a Spanish class said that he had always had two ambitions in life - to learn another language and to play a musical instrument. Thanks to his tutors he has almost achieved one of these.

Good Practice

One BSL stage 2 tutor used video as an effective teaching and assessment method. Learners were filmed speaking and using sign language. The tutor then assessed them from the video, making clear written judgements on their technique and progress. Feedback was given to learners either as a group, if it would enhance group learning, or individually if the learner needed to practise a particular area.

Foundation programmes**Grade 5**

59. The foundation programmes provided include basic skills, courses for adults with learning difficulties, ESOL, and family learning. The courses last from 10 to 30 weeks. Some programmes are run in partnership with other organisations, which contribute their own external funding. They are based in easily accessible community venues. All the courses target local people from social groups under-represented in educational provision. Some programmes specifically target minority ethnic groups, such as the sewing class for Bangladeshi women. Other courses are newly developed family learning programmes offered in schools, libraries and community venues. They are intended to increase the number of local people taking part in learning activities. Basic skills learners are offered the opportunity to sit national tests in literacy and numeracy at levels 1 and 2. Foundation programmes are managed by a curriculum manager. There are 13 part-time tutors, most of whom work fewer than six hours each week. The family learning programmes are managed by a family learning co-ordinator. There are 198 learners enrolled on foundation programmes, and the attendance rate during the inspection was 69 per cent. Most learners attend for two hours a week.

STRENGTHS

- innovative developments responsive to community needs

WEAKNESSES

- weak implementation of programmes
- poor teaching and learning
- poor monitoring of progress and achievement
- inadequate resources

60. SAES provides innovative programmes which respond well to local community needs. A range of imaginative programmes for family learning has been set up during the past six months. They are run in primary schools, libraries, and also in people's homes. One special project helps adults and children to learn BSL so that they can communicate better with hearing impaired children in the family. An effective partnership with Sandwell's social services department identified a number of Asian families who now actively participate in this project. Staff have been recruited who can both sign and interpret in Urdu and English. One family is taught in a specialist local centre for the deaf. Discussions with a local Bangladeshi group have resulted in a sewing class for women. Many of the learners have never taken part in adult learning before. In one primary school, children, parents and staff are learning BSL together to improve their understanding of being deaf. In another primary school, parents and support staff have developed and supervised a successful photographic orienteering activity for the children in the school. They used digital cameras and computers in the

planning and organisation of the activity. They are now encouraging other local parents to take part in new learning activities such as a first aid course. SAES is working to achieve the objectives and targets set out in the strategy for improving basic skills.

61. The implementation of the foundation programme is weak. There are no course evaluations to help in planning the programmes. Managers do not have enough information on the needs and interests of learners to ensure that these can be met. All the basic skills classes focus on everyday English and maths. They do not meet the needs of local people for short, individualised communication skills programmes to help them achieve specific short-term goals. There is not enough comprehensive curriculum support for staff. Tutors are not supported in planning their schemes of work and lessons or in setting learning goals for their learners. They receive limited help to find appropriate and relevant resources for their classes. There is no structured staff development plan. The infrequent staff meetings are not well attended and there is little sharing of ideas, materials or information gained from professional development. Tutors do not receive a formal induction to help them to understand and apply procedures and practices which will ensure the quality of teaching and learning in the classroom. Few tutors take advantage of opportunities for professional development. Only three staff have attended the National Core Curriculum training for literacy and numeracy. There is little understanding by tutors of key teaching and learning processes. Course plans are not adjusted to meet the individual needs of learners.

62. Teaching and learning is poor. Lesson plans do not include clear learning objectives, and course aims are vague. Some teachers use a limited range of teaching techniques. They do not give learners enough opportunity to participate in practical activities which would enhance their learning. Teachers do not always check that learners are making progress. In some courses intended to improve learners' language and communication skills, learners are given little opportunity to develop their speaking skills. Activities mainly consist of filling in worksheets. Individual learning plans are inadequate. They do not include detailed individual learning goals which can be achieved within an agreed timescale. For example, the learning aim recorded for one ESOL learner was to learn to spell, read and write better. Lesson plans are not adjusted to meet the individual needs of learners. For example, a learner whose goal is to open programmes on computers and use basic functions was taught to understand analogue and digital time, and make clock faces on the computer. There is little differentiation of teaching activities and materials in classes for adults with learning difficulties. All learners are given the same reading texts, although their reading abilities vary greatly. Learners do not receive a formal induction to the course or the adult education service. They are not informed about the range of services and facilities available in a centre. Not all learners know about the ICT drop-in centre. Tutors do not use the national curriculum as a resource to help their lesson planning and teaching. Some lesson plans contain descriptions of the same curriculum but do not include references to any suggested activities or reflect any progression in the planned learning.

63. The monitoring of progress and achievement is poor. Targets for individual learners are too vague for tutors to monitor and assess their progress effectively. Learners are

given insufficient support to help them formulate realistic, specific goals. The goals are written by staff and are the same for all learners. Initial assessment is inadequate to identify learners' learning needs. When learning needs are identified, they are not included in individual learning plans, and progress is therefore difficult to measure. Progress reviews do not take place regularly and review records do not contain a detailed evaluation of the development of learners' skills. For example, learners' review documents list what activities and topics have been covered in a series of lessons but they do not assess the learner's achievement against their original learning goals. Learners do not have systematic access to information, advice and guidance to help them decide on further learning or career opportunities. Learners can see a specialist guidance worker if they wish.

64. Resources are inadequate to support learning. Staff are poorly qualified. No staff have specialist literacy, numeracy or ESOL qualifications above initial teaching certificate level. There is little expertise in ESOL and basic skills in other areas of learning. When specific training needs are identified during teaching observations, no action is taken to deal with them. Tutors use a limited range of teaching materials and learning resources. These consist mainly of photocopied worksheets, which are very often irrelevant to the learners' needs or interests. For example, learners who do not read books, make bookmarks. These learners are interested in researching information on the Internet, but are not given the opportunity to do so. ESOL learners do not have access to bilingual dictionaries. No use is made of video or audio tapes or specialist software to support learning, and there is limited access to the Internet. Learners use computers to type their written work, but not to extend their writing skills.

65. Learners enjoy their learning and appreciate that there is provision in their local area. Learners in the family learning project like attending classes with their children and learning together. Parents and support staff enjoy using new technology such as digital cameras. They have gained a lot of confidence and are now keen to encourage other parents to take part in learning activities. Parents and children in the Asian deaf project are pleased that they can now communicate with the deaf member of their family.

Good Practice

An Asian family learns BSL together in their own home. The signer is Asian and he has an Urdu-speaking interpreter. All parties have learned from the course. The family has learned BSL and improved their spelling in English. The signer has learned about the Muslim deaf community and has adapted his teaching to work with Urdu-speaking families, and the interpreter has improved her skills in interpreting from BSL to English to Urdu and back again.

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.

SANDWELL ADULT EDUCATION SERVICE

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.