

Hackney London Borough Council

ADULT LEARNING SERVICES

Hackney ACL Overview

Mission

To deliver outstanding education which ensures learning opportunities are accessible to residents who may face multiple barriers, responding to local demographic and socio-economic changes; to offer relevant, engaging and inspiring opportunities for Hackney residents to become involved in local activities and to progress to further learning, training or employment.

Priority target groups

- residents with multiple support needs who live in Lower Super Output Areas of Hackney;
- adults furthest away from work due to low or no qualifications and with basic skills needs;
- adults for whom English is a second language;
- adults aged 60 plus and those socially isolated or at risk of becoming so;
- mental health service users and adults with disabilities and/or learning difficulties;
- adults from ethnic minorities with particular emphasis on:
 - (i) adults from Turkish, Kurdish and Cypriot communities;
 - (ii) migrants, refugees & asylum seekers;
 - (iii) Orthodox Jews
 - (iv) African Caribbean communities

ESFA AEB grant

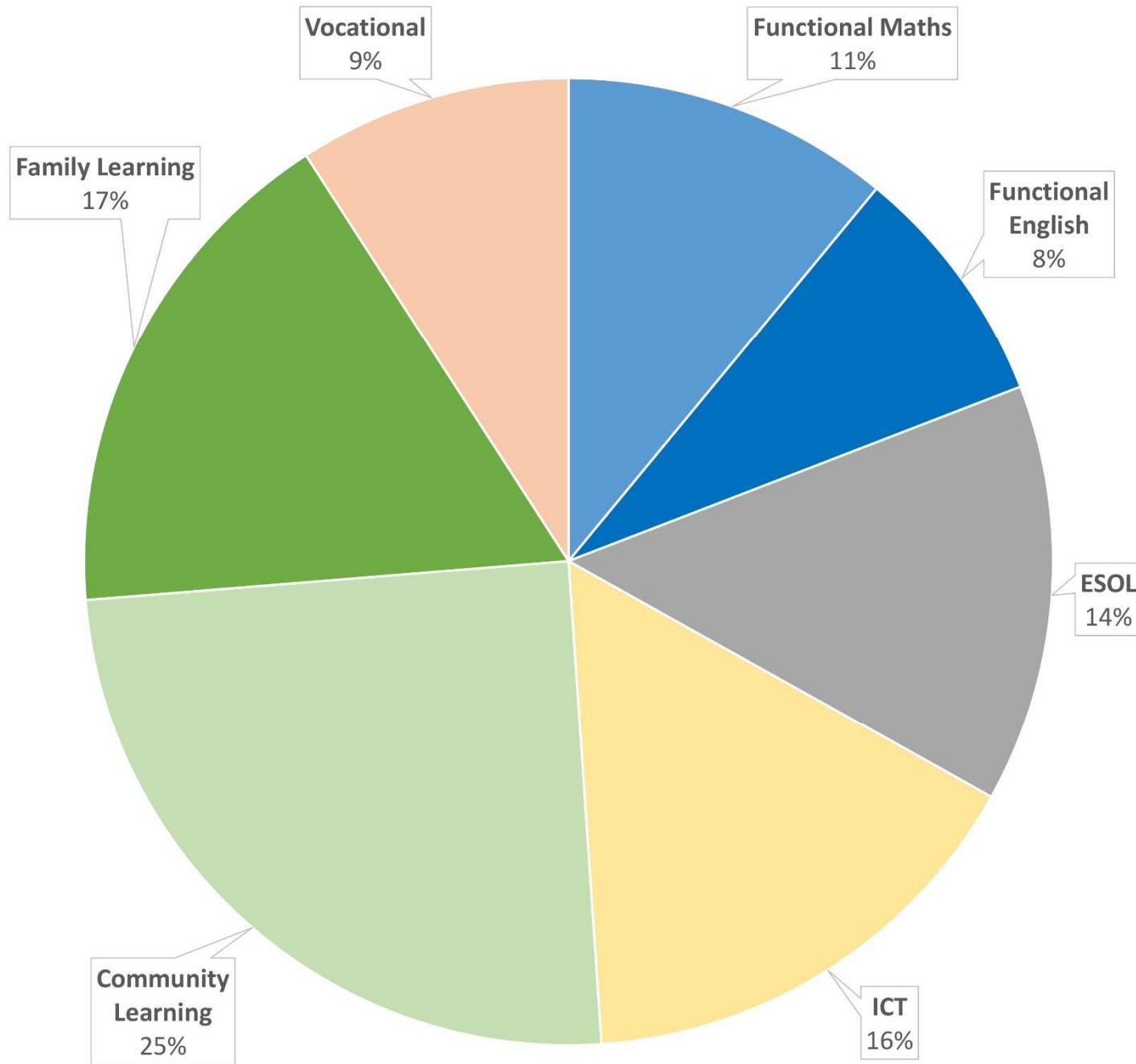
- ESFA allocates LBH around £2m to deliver adult and family learning in Hackney distributed as follows:
 - a) £.1m for HLT team 35 staff (18 teachers + QA + MIS+ IAG + contracts management + 2 office/exams admin staff)
 - b) £.600,000.00 for sub-contractors
 - c) £400,000.0 for overheads to HLT
- Funding outcomes - 5,000 enrolments
- Target learners - individuals from deprived communities to engage and support them in taking their first steps towards community involvement, personal development, formal learning, training or employment

2016-17 curriculum offer

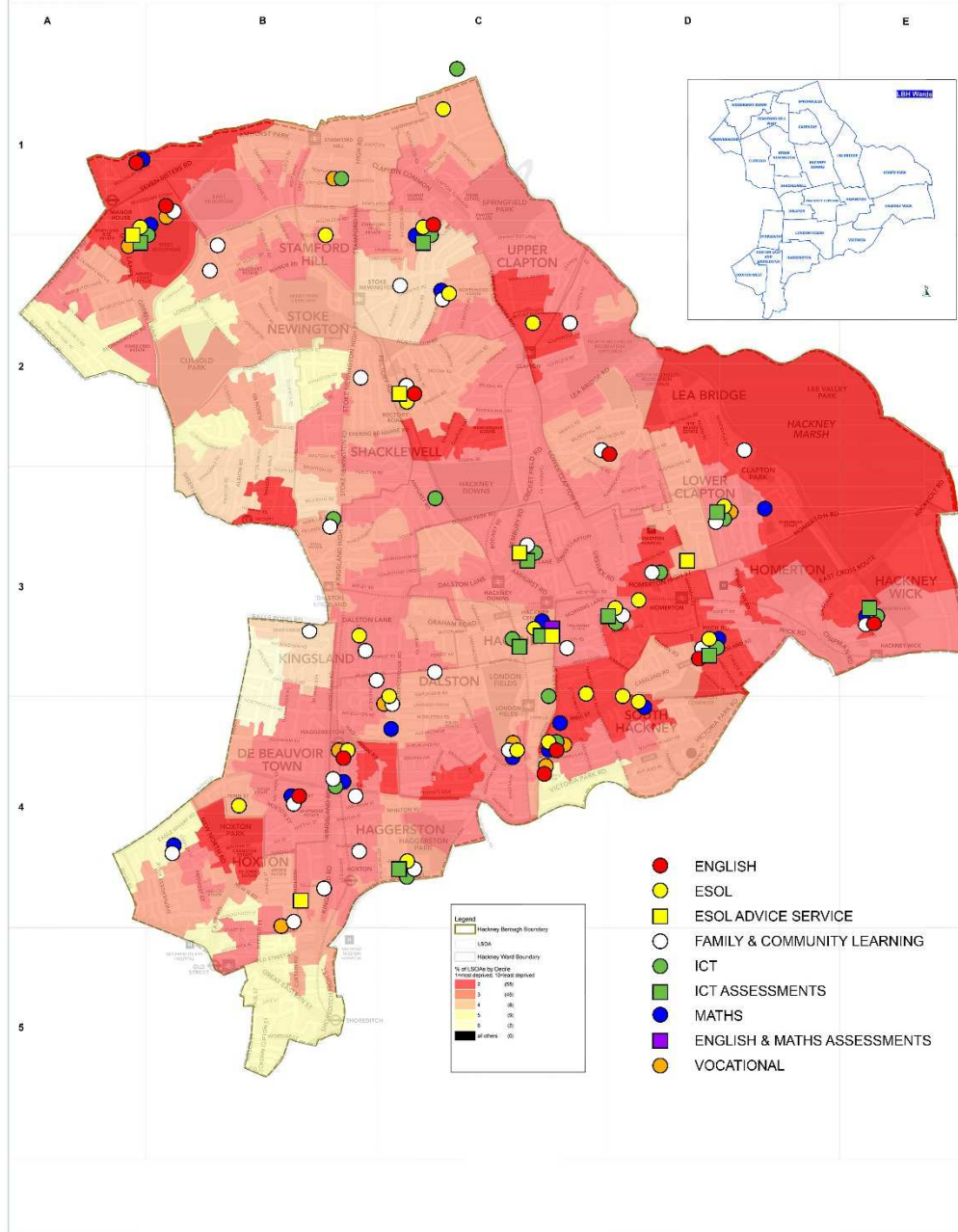
- Community Learning funds are for non-accredited engagement courses and constitute 75% of the funding.
- ASB courses are 25% of provision, they are accredited and include English, Maths, ESOL and ICT.
- Family Learning is 10% of the budget.
- The ALS also provides IAG and career advice to support learner progression.
- Commissioned providers enrol 67% of ALS learners.
- HLT Direct Teach team enrolls 33% of learners in core curriculum areas: ESOL, ICT, English, Maths and Family Learning.

2016-17 curriculum offer

	2016 / 17
Number of providers	33
Number of delivery venues	60
Number of tutors (HLT + sub-contractors)	103
Number of non-accredited classes	376
Number of accredited classes	121
Total number of learners	3,311
Total number of enrolments	5,285



ADULT LEARNING SERVICES - VENUES 2017-18



Quality of Provision

- June 2016 Ofsted grade 3 (2016 SAR grade 3, 2017 SAR grade 2)
- Improvements since last inspection – Maths & English, mock inspection
- Robust quality assurance framework
- Comprehensive CPD programme for tutors – all tutors & IAG advisors are fully qualified.

Partnership & governance

- Partnership work (e.g. EAS, ICP)
- Responding to emerging need & learner voice
- Course development & curriculum specific networking
- Local priorities – future learner need
- Specialist organisations: expertise and support for LDD learners & mental health
- Governance – monthly ESMT meetings, quarterly SLT monitoring report, LBH cabinet member monthly meetings, ECDB meetings

Devolution: challenges and opportunities

Challenges for ACL

- (i) Unknown future of ACL post-Brexit
- (ii) Current uncertainty regarding funding arrangements
- (iii) Commissioning model (block grant based on borough needs)
- (iv) Ofsted framework not conducive for ACL
- (v) Narrow definition of skills - likely loss of core outcomes

incl:

- (a) Health & wellbeing
- (b) Promoting integration
- (c) Reducing isolation
- (d) Strengthening families through Family Learning programmes
- (e) Developing core aptitudes (resilience, independence, communication, confidence, critical thinking)

Opportunities for ACL

- Launch one-stop-shop hubs (ESOL, Family Learning, crèche, digital inclusion + other council services)
- Map skills provision (develop a central commissioning board)
- Align local offer to schools improvement priorities (strong families)
- Strengthen collaboration with employers - programme delivery
- Develop strong/sustainable progression pathway e.g. to employment
- Create flexibility to respond to emerging post-Brexit issues
- Explore other funding pots to sustain core ACL provision to meet local agendas not just employability skills
- Share good practice across departments e.g. Matrix accredited IAG and internal quality assurance processes