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**Manchester City Council  
Report for Resolution**

**Report to:** Economy Scrutiny Committee – 13 November 2013  
**Subject:** Manchester Adult Education Service (MAES)  
**Report of:** Julie Rushton, Head of MAES

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**Summary**

The purpose of this report is to provide an overview of the MAES business model and course provision and its contribution to enabling residents to have the right mix of skills to benefit from the City's employment opportunities and to improve their well being and participation as citizens. It includes information about the new delivery model pilot in Wythenshawe; work the service is doing with partners to progress learners to employment; the service's performance in 2012/13 academic year and the refocus of Community Learning.

**Recommendations**

Members are requested to note and comment on the report

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**Wards Affected: All**

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**Background documents (available for public inspection)**

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

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## 1.0 Introduction

- 1.1 Manchester Adult Education Service (MAES) is part of the Education and Skills Service which sits within the Children's and Commissioning Directorate of Manchester City Council and has direct links to the Directorate for Growth and Neighbourhoods to connect the education, work and skills agenda across the council. The Education and Skills service will also strengthen partnerships across the education, skills and business sectors in order to further improve educational outcomes reduce dependency and better connect individuals and neighbourhoods to the employment opportunities being created.
- 1.2 In the last two years, MAES has been revising its business delivery model and curriculum offer in order to take account of Manchester City Council, sub regional and national government priorities, changes to funding streams, quality standards and value for money. MAES will maintain its focus on supporting economic growth and enabling Manchester people who have no or low skills and qualifications to get a job or progress in work and will continue to deliver in partnership with other services in neighbourhoods to reduce dependency and the cost of public services.
- 1.3 MAES's provision is regulated by Ofsted and has recently been inspected. The findings are provisional and confidential until the publication of the report in the next six weeks.

## 2.0 National policy and Sub Regional Context

- 2.1 The Department of Business Innovation and Skills (BIS) *Skills for Sustainable Growth* strategy (November 2010) sets out the national policy framework for the delivery of learning and skills, including that provided through local authority adult learning services. The direction of Adult and Further Education services from September 2012 was informed by a BIS consultation which included a review of Community Learning. The implications for skills and learning policy for local authority adult learning services are:
- Public funding for adult learning will increasingly be targeted at areas of disadvantage
  - There is an expectation that individuals and employers who can pay for their learning should do so
  - Community learning is recognised as having a valuable role in assisting community cohesion and the delivery of localism
  - Greater freedoms and flexibilities in funding and regulation should enable services to develop more locally relevant provision
  - Potential to shape and link BIS and DWP provision in the context of community budgets and public service reform.
- 2.2 As part of the City Deal, the combined authority secured greater freedom and flexibility to maximise the contribution that skills funding can make to growing Greater Manchester's economy. The GM Skills and Employment partnership have agreed a set of skills priorities that aim to better meet the needs of the

City's growth sectors and residents. Skills demand is expected to be driven by growth in Finance and Professional services, Health and Social Care, Education, Creative and Digital and Advanced Manufacturing and in Retail, Logistics and Hospitality and Tourism where the supply of people doesn't meet demand. This will require employers to both design training and invest in developing the skills of their workforce, an increase in level 3 provision including apprenticeships and improvements in the effectiveness of 'employability' training. The priority groups include the unemployed and especially young people, those who have been inactive benefit claimants and those in low skilled, low paid, part time and temporary jobs.

- 2.3 The Manchester Community Strategy and public service reform initiatives provide the local context for shaping and aligning the SFA funded provision for skills.
- 2.4 The City Council has also established a Strategic Education Partnership to enhance existing partnerships and better connect the education and skills sector with the City's growth strategy.

### **3.0 Manchester resident skills**

- 3.1 The 2011 GM forecasting model shows that over the next ten years there will be an increasing demand for higher lever skills, with half of all jobs requiring at least NVQ level 3 or its equivalent. The latest information available on skill levels of the Manchester working age population show that the city has a higher percentage of people qualified to level 4 but that 14.3 % or 60,000 residents have no qualifications and 30% of residents have only level 1. With an increasing demand for higher level skills by employers in Manchester's growth sectors, those residents with no or low qualifications will be significantly disadvantaged in the labour market.
- 3.2 MAES is helping to shape both the Troubled Families 'Project' and Wythenshawe Skills Pilot which are testing out new delivery models to ensure that residents who have a range of barriers to overcome and low aspirations are enabled to develop themselves, gain skills and enter employment and support their children to learn and achieve.

### **4.0 MAES overview and business model**

- 4.1 MAES is contracted by the Skills Funding Agency (SFA) on an academic year cycle to provide Skills and Community Learning programmes. Nationally the Adult Skills budget is reducing from £2.7billion in 12/13 to £2.4 billion in 13/14 and £2.2 billion in 2014/15. The national Community Learning budget of £210 million has been protected for 13/14 and 14/15.
- 4.2 MAES SFA budget for 2013/14 is made up of: Adult Skills £4.1 million and Community Learning £3.8 million.
- 4.3 Although the Adult Skills and the Community Learning budgets are different funding streams, SFA freedoms and flexibilities enable MAES to deliver a

coherent set of opportunities and pathways, from tasters and projects to engage people who are not in learning, through to the delivery of national qualifications and skills, and routes to employment and volunteering.

- 4.4 MAES delivers and secures a range of adult guidance, learning and employment support services to those who live, work or study in the city. The course offer is delivered in the most deprived neighbourhoods in 10 MAES Adult Learning Centres and in approximately 100 community venues and targets residents with few or no qualifications and skills. ( see appendix 1 for map and appendix 2 for participation by ward)
- 4.5 Many learners have to overcome a range of barriers to return to learn and achieve. These include having left compulsory education with no or low qualifications, long periods of unemployment or no work history at all, mental health problems, having been homeless, an ex offender, drug and or alcohol dependency. The strength of delivering in a wide range of community locations is that the provision is easily accessible in a location that residents already know, enables more effective joint working with other organisations and services and can be customised to meet local needs. However it also means that MAES does not deliver vocational programmes which require specialist facilities
- 4.6 The curriculum offer continues to be refocused to better support national and local priorities on skills and employment and equips residents to develop knowledge, skills and qualifications to make an effective contribution at work, as a parent and as a citizen. In 2012/13 there were 20,614 enrolments by 10,277 individuals. The majority of learners are aged over 25 and over 50% of learners are unemployed.
- 4.7 The service has a mixed model of direct delivery and commissioned activity with 11.2% of provision sub-contracted to other providers to deliver provision to targeted groups such as young people who are NEET (Not in Education, Employment or Training), those re-entering the job market, those recovering from drug and alcohol related problems and learners suffering from mental health issues.

## **5.0 Adult Skills provision**

- 5.1 The Adult Skills budget is to deliver qualification courses which meet the national priorities of supporting young adults, the low skilled and the unemployed to acquire the skills needed for employment and progression, identified through the Local Enterprise Partnership (LEP) and city skills plans. Nationally there is an expectation that Basic Maths and English and apprenticeship enrolments will increase, ESOL numbers will be maintained, other level 1 numbers will reduce, vocational level 2 and 3 numbers will reduce. The Adult Skills funding mechanism has been changed for 2013/14. Now, each learning aim attracts a nationally determined cash value, with 80% for participation, 20 % for achievement and 10% if there is no achievement but there is a job outcome. Success rates (numbers retained and achieving the qualification) are a national measure used to judge performance and

benchmark with other FE sector organisations. MAES's (not nationally validated) success rates for 12/13 are 88.9%, a 2.7% increase on 11/12 and 5.8% above the 11/12 national average.

- 5.2 MAES's skills provision is concentrated on the identified SFA and City Council priorities of Basic Maths and English, English for Speakers of other Languages (ESOL) and vocational courses linked to local employment opportunities. The curriculum is focused at entry level, level 1 and level 2 and provides a first step into sectors where there is employer demand or progression routes to other providers. MAES delivers courses in Childcare, Education, Health and Social Care, Digital Skills and Community Interpreting. This means that residents are accessing training in those sectors where there is predicted job growth. MAES has also delivered a successful pre employment programme for 18-24 year olds with learning difficulties in conjunction with Adult Services for a number of years. This includes a work placement or volunteering opportunity which is the key factor in this cohort gaining employment. Many learners need to improve their Maths and English skills before they are able to progress to a vocational course which will lead to employment.
- 5.3 In 2012/13 there were 4215 learners on Skills courses. The majority of learners achieve one or more qualifications in English, Maths and ICT, and in pre vocational and vocational qualifications. Many learners progress to further learning, volunteering and employment. The majority of job outcomes are in the education, care, retail, administration and hospitality warehousing sectors where MAES, its partners and Jobcentre Plus have worked together to develop and identify work experience and volunteering opportunities.

*Learner A was someone who rarely went to school and was expelled from various schools for his behaviour and drug taking. After leaving school, he managed to get some work on building sites but these were short term. When his little boy started school he took an interest in education and decided to improve his job prospects. He first studied Maths and English and the following year gained his level 2 Teaching Assistant Qualification. He has got a job at a call centre but plans to apply for a Teaching Assistant post.*

- 5.4 Progression pathways to The Manchester College and other local providers are identified and promoted to MAES's learners. The extent to which individuals successfully progress to another provider is affected not just by the range of provision available, but where it is delivered, whether there is more than one entry point during the year, or whether they are mandated by Jobcentre Plus or the Work Programme. Apprenticeship opportunities which are increasing locally are mainly targeted at 16-21 year olds.

*"Last year I was not well; with no confidence and low self-esteem. I stayed at home with my two sons. Someone from the NHS asked me what I wanted to be in the future. I said I wanted to be a teacher and she told me to go to Greenheys Adult Learning Centre and get advice on courses. I felt scared when I started but enrolled to study computers. One of the most important things I have learned is to have confidence in myself. My dream is to become an IT teacher. It's a lovely place; the teachers are the best, caring and*

*understanding. In September I am going to do English and Maths at Greenheys and Level 2 IT Diploma at The Manchester College.”*

**5.5 Outcomes for residents:** (Skills and Community learning)

- 311 people secured employment
- 3592 progressed to a higher level course within MAES
- 788 progressed to a higher level course with another provider
- 4436 progressed to another course at the same level within MAES
- 40 people have become volunteers

**6.0 Employability**

6.1 The service has developed its range of employability provision in response to needs identified in particular by Jobcentre Plus (JCP), probation, housing and mental health services and works in partnership with a number of organisations which support residents with barriers to employment such as NHS Mental Health Care Trust, Addiction Dependency Solutions, the Work Programme and Probation Service.

6.2 MAES uses its Adult Skills and its Community Learning budget to provide both accredited and informal learning programmes that concentrate on the development of employability skills, improving mental health and wellbeing and progression to further learning or work. The programmes support learners to set goals, recognise their transferrable skills and the gaps they need to address particularly around Maths, English and ICT. Through the use of self-assessment processes and tools, learners record changes in their levels of confidence and motivation as well as improvements in their communication skills, teamwork and positive approach. The online learner end of course evaluation in June 2013 showed that 69% were more confident overall, 46% were more independent in day to day life and 34% were now actively seeking work.

*“Joining the course has kick started me to look for work, I’m now getting up at 6.30 am and meeting new people. I’m more confident that I’ll get where I want to be. I don’t want the lifestyle that I previously had. One day I’d like to be paying a mortgage and for my son to see me working.”*

*“It’s brilliant! I was a teen mum and missed my GCSE’s and thought that I would never be able to get any more qualifications. It has given me the ability to become what I want and having my child young hasn’t stopped me. If it wasn’t for MAES I would probably just be a non-working mum or in a job I hate, just to get by.”*

6.3 MAES has also established work clubs at several of its Learning Centres and at a number of partner venues in order to fill gaps in other such provision across the city. These provide residents with high quality support to develop job-search skills and apply for work. Volunteers recruited from our pre-employment programmes are trained to offer peer support in the work clubs and gain valuable skills and confidence to enhance their own employability.

*"I enrolled on the Volunteer programme because I wanted to broaden my communication skills and also learn how to read people better. I learned lots of things which when put together make a big difference. My new communication skills have improved my confidence and allow me to better express my feelings. Although I am still currently looking for work, learning has certainly changed the way I look at life. This course will give you a massive boost and will even surprise you; some of the new skills I have gained were a little unexpected but very welcome."*

- 6.4 Language is a particular barrier to residents taking up skills training and employment so MAES and Jobcentre Plus have worked together to plan and shape MAES's assessment and referral processes. The ESOL for Jobseekers programme has been developed to better meet the needs of Jobcentre Plus clients. MAES has also delivered training to Jobcentre Plus staff in ESOL awareness in several job centres.
- 6.5 Managers of both organisations, meet regularly to review and improve the programme, to ensure resources are fully utilised and that the right clients who can really benefit from the provision are referred onto the courses. Both services are working together to source volunteer placements for Jobcentre Plus clients to further enhance their employment prospects.

## **7.0 Community Learning**

- 7.1 Community Learning is defined as a broad range of learning that brings adults together to pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children. It is a key part of the learning continuum and is **non-formal** as distinct from formal (Adult Skills Budget). It may be undertaken for its own sake, may or may not lead to a qualification or result in direct progression to other learning / training, but will usually have wider progression outcomes.
- 7.2 Community Learning is made up of four strands: Family English, Maths and Language (FEML) Wider Family Learning (WFL) Neighbourhood Learning in Deprived Communities (NLDC) and Personal and Community Development Learning (PCDL). The budget is not formula funded and is based on meeting participation targets against the four strands. Each provider has the flexibility to determine how to allocate this resource across the strands.
- 7.3 The stated objectives in 'New Challenges New Chances' for Community Learning from Sept 2013 are to:
- Focus public funding on people who are disadvantaged and least likely to participate
  - Widen participation and transform people's destinies by supporting progression relevant to personal circumstances
  - Develop stronger communities, with more self-sufficient, connected and proactive citizens
  - Commission, deliver and support learning in ways that contribute directly to these objectives

- 7.4 There is also now a requirement to generate additional resources 'pound plus' to fulfil the local plan, such as innovative approaches to volunteering, match funding, pooling resources, business sponsorship and using fee income from people who can afford to pay in order to reach those who cannot. As MAES targets people who are unemployed or on low incomes, it generates little fee income but it does lever in other 'in kind' resources through its partnerships with a wide range of organisations. These include volunteering opportunities in community organisations, joint delivery of training, partner venues provided either free or at low cost.
- 7.5 The provision must also have clear outcomes and local measures capable of evaluation by our local communities and stakeholders. MAES and the North West local authority adult learning provider's network have already piloted an outcome framework with a range of distance travelled measures for employability skills and health and well being.
- 7.6 In 2012/13, there were 8013 learners on MAES Community Learning provision, who participated in a wide range of tasters, projects and courses. Adults and children improved their individual and family resilience and English and Maths skills on Family Learning courses; adults acquired and improved their digital skills; gained skills and qualifications in preparation for employment or vocational training; developed knowledge and skills in Arts and Languages.
- 7.7 In 2013/14 MAES will implement its revised Community Learning Plan which has been developed in consultation with residents and key stakeholders. Resources will be focused on developing skills which progress residents towards employment and which reduce dependence on public services. This will deliver an increase Family Learning, Employability, Digital skills and Carbon Literacy courses while Modern Foreign Languages and Leisure Arts programmes will cease.
- 7.8 **Outcomes for residents:**  
97% of learners achieved their personal goals and gained skills in one or more of: Maths, English, ICT, Employability, Arts and Languages
- 8.0. Family Learning (Family English, Maths and Language and Wider Family Learning)**
- 8.1 The Family Learning pedagogical approach promotes the family as a learning environment, builds on home culture and experience, encourages participatory learning and promotes learning as a 'change in or affirmation of skills, attitude and knowledge'. It promotes a culture of aspiration in both adults and children and supports wellbeing and readiness to learn, but most of all provides opportunities and builds confidence to develop new skills and behaviours.
- 8.2 MAES delivers a range of family first step courses which includes Family English, Maths and Language (FEML) and a wide range of complimentary provision for parents and carers (WFL) including, Ready for School, Learning through Play, Confident Parent Confident Child, Take control of your



Life/Employability for Parents, Family ICT. Parents and carers often with little positive experience of education, learn about child development, behaviour and up to date teaching methods. They develop confidence to listen to, talk to and teach their children. Schools and Early Year's settings can evidence the positive impact this has on the children's behaviour and attainment. There is good progression from the Family Learning courses to skills courses and to volunteer/ community job roles in schools, as governors or teaching assistants.

- 8.3 MAES in conjunction with other MCC and stakeholder services is developing a more integrated approach to working with families with complex needs to reduce their dependence on public services, increase their participation in skills training and improve their employment prospects. The Head of Service is a member of the Troubled Families Board and other senior managers are members of the Local Integration Teams which are responsible for the roll out and monitoring of the programme.
- 8.4 MAES uses Family Learning activities to enhance and optimise the outcomes of the local authority's interventions with families with complex needs. The Family Learning team are trained in techniques such as cognitive behaviour therapy, and their courses are built around evidence-based programmes such as the Webster-Stratton parenting programmes, to ensure that their approaches are aligned with the other interventions that families receive. The effectiveness of MAES Family Learning provision has been demonstrated through two studies, a three year longitudinal Family learning Impact Fund (FLIF) study, SFA 2008-11 and a Social Return on Investment analysis, National Institute of Adult Continuing Education (NIACE) 2012.
- 8.5 The FLIF study demonstrated that families with a range of complex needs and male parents had improved their confidence to tackle family situations through increasing their understanding of children's development and improving their capacity to communicate with their children and each other. All parents, children and families reported improvements to their overall emotional well-being. An increase in confidence enabled many parents to communicate better and improve their social skills with their peers, children, teachers and other professionals.
- 8.6 **Outcomes for residents:**  
Of the FLIF cohort tracked, at the end of the three year period
- 62% had progressed to level 2 and 3 courses
  - 52% were in employment
  - 86% reported improvements in their confidence and resilience
  - 100% had improved their ability to support their children's learning and development.
- 8.7 An SROI analysis of the Willowbank Family Learning programme was funded by the Local Government Association as part of the public service reform programme, to identify effective models of learning intervention that increase the value of other interventions and to investigate the social value of adult

learning. It found that, for every £1 spent on the programme (including in-kind investment by project partners); a social value of **£4.77** was created.

- 8.8 Participants had a range of complex barriers to tackle including domestic abuse, mental health, long-term unemployment, child protection, children's behaviour and attainment in school and drug misuse. The programme used a Family Learning course, 'Taking control of your life', to run alongside and complement the Parent Survival course being run by the Complex Families team. The outcomes on a number of standard measures were significantly better for the group who had benefited from the dual approach, when compared to a similar group who had taken part in the Parent Survival course only.
- 8.9 The course improved communication between teams and the effectiveness of their multi-agency working. It enabled the different teams to develop new skills by learning from each other, with more effective outcomes for the parents, including parents being better prepared to move into further learning and/or employment.
- 8.10 The lessons learned from both studies have helped to shape the development of MAES's provision with the Troubled Families teams and other partners including the Probation Service and Jobcentre Plus.
- 8.11 **Outcomes for residents:**
- Parents reported that the increased confidence and social skills they gained through the course enabled them to implement their learning from the parenting programme and to work co-operatively with services such as child protection officers and schools.
  - Several of the families' children came off child protection orders, and teachers reported improvement in the attention and attainment of the children.
  - Several parents reported reduced use of both prescription medication and drugs/alcohol, and index measures showed a 63% reduction in depression and a 52% reduction in overall stress.
  - Their improved mental health also led to improved relationships with their children, decreased isolation and increased self sufficiency and ability to cope and take control of their lives.

## 9.0 Neighbourhood Learning in Deprived Communities (NLDC)

- 9.1 NLDC provision is intended to capacity build organisations that work with clients who are least likely to be engaged in learning and consequently are further from the labour market. This includes young people with a lack of family support and people with mental health problems. The provision is targeted at particular clients that the VCS organisation has a track record of working with.
- 9.2 In 2012/13 MAES commissioned 16 voluntary and community providers to deliver its NLDC programme, 8 of these providers were also commissioned in 2012/13. The majority of the provision will use practical activities to attract and engage unemployed people back into learning, such as digital skills, catering,

gardening and DIY, drama, sports leadership and radio production. Several providers organise voluntary work experience as an integral part of their NLDC funded training (e.g. Emerge 3Rs offer voluntary work in driving and warehousing, Mustard Tree offer voluntary work in office admin, customer service, catering and warehousing). Chapter 1 - The Limes offers tenancy training to people who are homeless or at risk of being homeless. Many providers also run Work Clubs to support residents to find work. Improved personal resilience and confidence to work with others are measured using 'distance travelled' tools.

- 9.3 *M was unemployed and homeless when he moved into The Limes a temporary supported housing project. He attended a number of courses including sport, tenancy training, employability, cookery and learnt independent living skills. He achieved his own tenancy and started voluntary work with a major retailer where he has now secured a full time job.*
- 9.4 Each provider has a MAES Link Manager to support them and build progression pathways to MAES's courses and to other providers. A quality assurance and improvement programme is delivered monthly and enables the NLDC providers to receive essential training and share good practice.
- 9.5 **Outcomes for residents:**  
Of 892 people tracked:
- 162 secured employment
  - 110 had done a work placement
  - 170 were volunteering
  - 450 had progressed to further learning

## **10.0 Personal and Community Development learning**

- 10.1 PCDL includes a wide range of tasters to engage residents in learning and projects, short courses and volunteering opportunities in ESOL for Everyday Life, Employability, Digital skills and Sustainability.

### **10.2 Volunteer training programme**

MAES deliver volunteering programmes for ESOL, Work Clubs and Digital Champions. They are designed to increase capacity in third sector organisations and focus on the development of a pool of volunteer trainers as a cost effective and sustainable investment of limited public funding.

*I got into volunteering in the Work Club as I was receiving support to get back into employment myself. After completing the Mentoring Skills course, I was fortunate enough to secure paid work as an Employment Broker with the charity I was volunteering at.*

*I have recently started working as a learning mentor in a local high school. The PTLLS (Preparing to Teach in the Lifelong Learning sector) qualification and experience I gained as a volunteer ESOL teacher were instrumental in securing this work.*

### 10.3 **Digital Skills**

MAES is working with partners on the GO ON digital skills campaign and has delivered a programme of training for Digital Champions to familiarise them with the resources they need to support people to use internet services.

10.4 MAES has also worked with Wythenshawe Community Housing Group (Parkway Green and Willow Park) and Southway Housing Trust on joint projects to target digitally excluded social housing residents and move them onto courses and opportunities to support their digital inclusion. Around 60 residents have been supported so far.

10.5 MAES runs Work Clubs in centres to offer support for residents who are looking for work and sessions to support those further away from work. There is a focus on digital skills and signposting to skills programmes where gaps are identified. MAES makes a significant contribution to the running of VCS work clubs through training and matching volunteers and supporting the Work Club network to raise quality of the service offered in VCS work clubs.

### 10.6 **Outcomes for residents:**

- 81 residents gained L2/L3 Preparing to Teach in the Lifelong Learning sector and Mentoring qualifications.
- 19 volunteers delivered pre-entry ESOL classes in community venues to 210 learners
- 43 volunteers became Work Club Mentors and provided support in 17 work clubs
- 19 volunteers became Digital Mentors supporting 9 community organisations, libraries and MAES ICT classes.

### 10.7 **Sustainability/carbon literacy**

MAES has continued to improve its work around Sustainability and Carbon Literacy and has been awarded the MCC silver standard for its actions. The service has also reached the finals of the Further Education sector Green Gown awards in the Best Newcomer category for a project called Greening across the Generations. The winner is due to be announced in November.

## 11.0 **Partnership work with The Manchester College**

11.1 MAES and The Manchester College (TMC) work together to reduce duplication and identify gaps in provision. This has resulted in the agreement that both providers deliver ESOL where demand continues to out strip supply; MAES delivers stand alone English and Maths courses and mainly entry and level one provision and TMC mainly level 2 and 3 provision. Both providers deliver Employability courses. MAES delivers non accredited provision which focuses on developing self confidence, improving communication skills and digital skills for job search and College delivers accredited sector specific training.

11.2 Managers meet termly to identify opportunities for working together and to review progress on existing projects. For example, at Forum Learning in Wythenshawe, a joint delivery venue, the course offer has been developed to

support the Real Opportunities project which has helped 350 local residents develop or update workplace skills and gain employment.

- 11.3 The Wythenshawe Skills pilot which started in Sept 2013 will test out a new assertive support approach and enhanced delivery model to improve retention in learning and progression to higher level learning and sustained employment. The pilot will focus on a small cohort of unemployed Wythenshawe residents who have no or very low level qualifications and additional barriers that might impact on their achievement and progression. The resident will be supported to gain the skills and qualifications needed to secure sustainable employment in a job that would enable them and their family to be independent. There will be regular reviews of progress and distance travelled against a range of employability measures using a nationally recognised tool (Work Star). The outcomes for residents and support received (frequency/type of contact etc) will be evaluated to determine the effectiveness of the approach and make recommendations for future development/funding.

## **12.0 Quality improvement and value for money**

MAES uses a range of external measures to self assess against and inform improvement planning.

These include:

- Ofsted Common Inspection Framework
- Matrix standards for Information, Advice and Guidance
- National benchmarks for Success rates on qualification courses

- 12.1 The service Quality Improvement and Self-assessment process follows an annual cycle of events and activities and is a cohesive and inclusive process. Learners are consulted through course review, observation of teaching and learning feedback, forums, evaluations and surveys. Teaching and non teaching staff are involved in the process through appraisals, management and team meetings, course and service evaluations, feedback gathering and surveys. All teams have team and improvement action plans. Partners and stakeholders are involved through surveys.
- 12.2 All curriculum and cross-service areas complete self-assessment reports and team service improvement plans, which are used to form the summary self-assessment report. The evidence on which the individual area self assessment report (SAR) data and judgements are based is taken from: course reviews carried out during the year, observations of lessons carried out during the year, quality reports, learner forums and learner surveys, review of learners' work - particularly marked work and displayed. For Skills courses, retention, achievement and success rates are judged against internal and national benchmarks. MAES is currently in the 75<sup>th</sup> percentile of the national success rates. All non- accredited programmes are judged using the national Recognising and Recording Progress and Achievement (RARPA) process. Learners identify targets based on programme content and the initial assessment of their skills, and then their progress against their targets is measured and recorded. In addition, learners are asked to rate themselves

against a range of employability skills at the start and end of their programme to ensure they recognise the additional work-related skills they have gained on their programme.

- 12.3 Alongside the contributions from learners, staff, partners and stakeholders, MAES works with its GM Peer Review Group to share good practice and improve performance. MAES's assessment of its strengths includes:
- Learners successfully develop personal, social and employability skills that improve their lives and help them to gain employment
  - Teaching, learning and assessment are good and motivate and challenge learners.
  - Leaders and managers demonstrate high ambition and expectations have successfully changed the provision to better meet the needs of residents who have complex life circumstances
  - Successful sub-contracting and partnership working recruits learners from the most disadvantaged communities and groups in the city

The areas it still needs to improve are:

- Drive up the quality of teaching, learning and assessment by using outstanding tutors to coach other staff and embed best practice
  - Further develop the use of learners' views on how to improve the provision
  - Improve the collection and analysis of learners' destinations in order to assess the impact of learning on further learning, volunteering and employment
- 12.4 MAES has also improved its value for money through the introduction of revised terms and conditions of service for teaching staff which has increased delivery capacity by 15%. This has translated into a 16% increase in the amount of Adult Skills learning and a 4% percent increase in participation in Community Learning. The service continues to review its use of venues and has improved room utilisation at centres in north and central Manchester by reducing or ceasing provision at other venues. Delivery has ceased at Victoria Mill Adult Learning Centre and increased at the newly refurbished accommodation at Abraham Moss campus and at The Grange.

### **13.0 Conclusion**

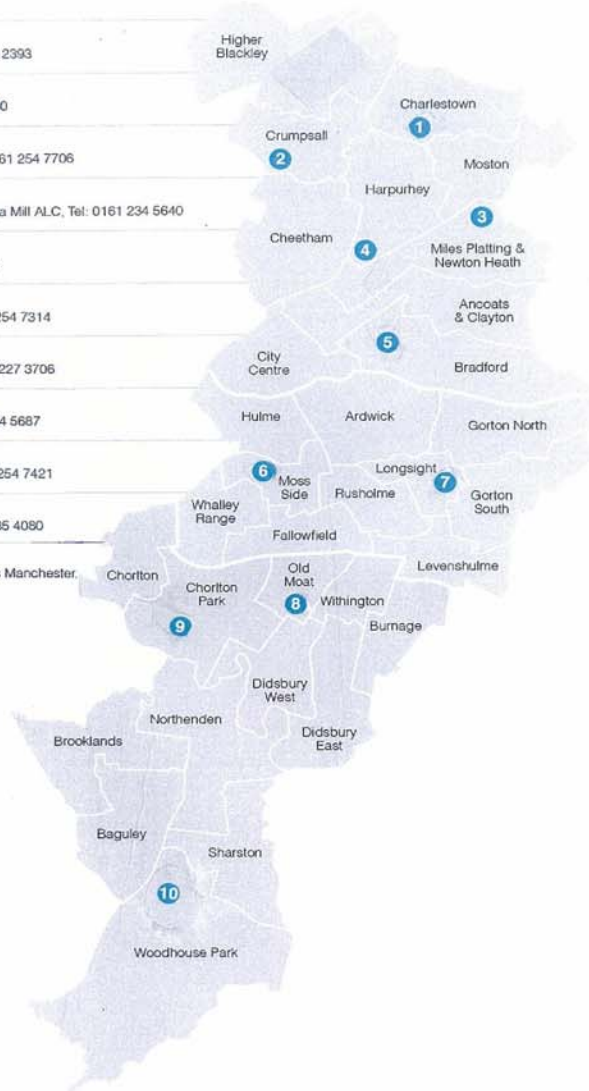
MAES's provision makes an important contribution to the Greater Manchester strategies to reduce dependency and improve skills and qualifications so that Manchester residents access employment and benefit from and contribute to economic growth. The service Family Learning and Employability programmes are also a key component of the approach being developed to deliver better outcomes for families and children. By working closely with The Manchester College and other partners there is a great opportunity to make sure that the skills offer links directly to the City's priorities and growth sectors and help more residents access and sustain work

**Appendix 1**

Where to find us

- 1 **The Avenue Library & Learning Centre**  
Victoria Avenue East, Blackley M9 6HW. Tel: 0161 219 2393
- 2 **Abraham Moss Adult Learning Centre**  
Crescent Road, Crumpsall, M8 5UF. Tel: 0161 908 2200
- 3 **Newton House Adult Learning Centre**  
203 Droydsden Road, Newton Heath, M40 1NY. Tel: 0161 254 7706
- 4 **Manchester Communications Academy**  
Silchester Drive, Harpurhey, M40 8NT. Contact: Victoria Mill ALC, Tel: 0161 234 5640
- 5 **The Grange**  
Pilgrim Drive, Beswick, M11 3QT. Tel: 0161 230 1423
- 6 **Greenheys Adult Learning Centre**  
Upper Lloyd Street, Moss Side, M14 4HZ. Tel: 0161 254 7314
- 7 **Longsight Library & Learning Centre**  
519 Stockport Road, Longsight, M12 4NE. Tel: 0161 227 3706
- 8 **Withington Adult Learning Centre**  
24a Burton Road, Withington, M20 3ED. Tel: 0161 234 5687
- 9 **Chorlton Park Adult Learning Centre**  
Mauldeth Road West, Chorlton, M21 7HH. Tel: 0161 254 7421
- 10 **Forum Learning**  
Forum Square, Wythenshawe, M22 5RX. Tel: 0161 935 4080

We also run courses at many community venues across Manchester.  
Please contact your nearest centre for further details.



[www.manchester.gov.uk/adulted](http://www.manchester.gov.uk/adulted)



**Skills  
Funding  
Agency**

## Appendix 2

### 2012-2013 Participation in Learning by SRF/Ward

SRF Area	Ward	Number of Participants	Number of Enrolments
Central	Ardwick	554	1141
	Hulme		465
	Longsight		552
	Moss Side		1265
	Rusholme		518
<b>Central Total</b>		<b>1926</b>	<b>3942</b>
City Centre	City Centre	221	418
<b>City Centre Total</b>		<b>221</b>	<b>418</b>
East	Ancoats and Clayton	282	600
	Bradford	339	644
	Gorton North	399	762
	Gorton South	245	450
	Miles Platting and Newton Heath	308	654
<b>East Total</b>		<b>1573</b>	<b>3110</b>
North	Charlestown	246	535
	Cheetham	495	936
	Crumpsall	329	637
	Harpurhey	352	651
	Higher Blackley	250	483
	Moston	150	286
<b>North Total</b>		<b>1822</b>	<b>3528</b>
South	Burnage	208	440
	Chorlton	152	320
	Chorlton Park	253	482
	Didsbury East	98	179
	Didsbury West	86	174
	Fallowfield	324	655
	Levenshulme	242	504
	Old Moat	279	569
	Whalley Range	270	558
	Withington	175	355
<b>South Total</b>	<b>2087</b>		<b>4241</b>
Wythenshawe	Baguley	252	520
	Brooklands	183	416
	Northenden	339	718
	Sharston	264	555
	Woodhouse Park	263	552



Wythenshawe Total		1301	2761
Outside Manchester (mainly old Trafford & Broughton)	Outside Manchester	1347	2523
<b>Grand Total</b>		<b>10277</b>	<b>20614</b>