

**Manchester City Council
Report for Resolution**

Report to: Economy Scrutiny Committee – 25 November 2015

Subject: Manchester Adult Education Service (MAES)

Report of: Head of MAES

Summary

The purpose of this report is to provide information on MAES progress; to consider the impact of current and potential funding cuts to MAES and the implications for delivery.

Recommendation

Members are requested to consider and comment on the information in the report

Wards Affected:

All

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Background documents (available for public inspection)

None

1.0 Background

- 1.1 Manchester Adult Education Service (MAES) is part of the Education and Skills Service which sits within the Children and Families 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 has strengthened 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 MAES unique selling point is its community based model of informal/first step learning and qualification courses delivered in 9 Adult learning centres and over 100 community venues. (appendix 1) This model enables co-design and delivery with other organisations and services so that provision can be customised to better meet the City strategic priorities to reduce unemployment, address low skills and reduce dependency. MAES provides agile and flexible provision which meets the City's work and skills priorities and enables it to have a key role in driving forward some of the public service reform initiatives such as Confident and Achieving Manchester, Working Well and the Early Years and Early Help strategies
- 1.3 MAES particular expertise and niche is in delivering first step Adult Skills and Community Learning courses for adults aged 19+ (with the largest cohort aged 25-50). The Adult Skills programme includes Maths and English up to GCSE, English for speakers of other languages, (ESOL), Care and Education. Community Learning includes Employability, Digital Skills and Family Learning as a preparation for further learning, work and to improve health and well being.
- 1.4 MAES learners include those who have left compulsory education with no or low qualifications, have had long periods of unemployment or no work history at all, mental health problems, have been homeless, are ex offenders, drug and or alcohol dependent. Our provision enables residents with low skills and complex dependencies the opportunity to improve the skills, qualifications, attitudes and behaviours they need to secure and progress in work and become less dependent on public services MAES learners who are in employment come to improve their Maths, English or vocational qualifications in order to secure sustainable employment and progress at work in sectors where there are current and emerging vacancies.
- 1.5 In 2014/15 MAES delivered SFA funded courses to 9519 individual residents, 3273 on Adult Skills courses and 8024 on Community Learning courses. The cohort was 67% female, 33% male, 80% unemployed and 46% for whom English is not their first language.

Outcomes:

Success rates 85.9% an increase of 3% on 13/14
Achievement of Community Learning goals - 98%
In year job outcomes - 42

Intended destinations - 86% further learning, 7% employment, 7% volunteering
Actual destinations will be tracked in November.

- 1.6 The service has a mixed model of direct delivery and commissioned activity with 13% of the Community Learning funding sub-contracted to other providers. They deliver provision to targeted groups such as those recovering from drug and alcohol related problems; health issues; young people who are Not in Education, Employment or Training (NEET).
- 1.7 The provision is regulated by Ofsted and was inspected in October 2013. The service was judged to be 'good' on all measures, ie Outcomes for learners, Leadership and Management, Quality of Teaching Learning and Assessment. Ofsted found that 'leaders and managers have transformed the service very successfully so that it now focuses on meeting the educational needs of adults from the most deprived neighbourhoods in the city and on preparing adults for work'.

2.0 National policy and funding.

- 2.1 In March 2015, the national Adult Skills budget for 15/16 was announced which protected apprenticeship funding and Maths and English and was a 24% reduction in other adult skills. Following the Government's budget in June, Adult Skills funding was reduced by a further 3.9 % and ESOL mandation funding was withdrawn completely. Maths and English courses up to and including GCSE have been fully protected as has Community Learning funding. As over 75 % of MAES Skills provision is Maths and English the impact has therefore fallen on ESOL and vocational courses which combined have had a 49% cut in funding.
- 2.2 In 2014/15 MAES successfully secured £80k additional SFA funding for a Community Learning and Mental Health national pilot , £67k for an ESF funded Skills for the Unemployed project and £114k from the Department for Communities and Local government (DCLG) to continue its successful Talk English project. For the academic year 14/15 MAES therefore had £8,576 million for the delivery of learning and skills provision to residents.
- 2.3 The Department for Innovation and Skills (BIS) is modelling 24% and 40% reductions in its overall budget for 2016/17. This could apply to both the Adult Skills and Community Learning budgets. If the SFA use the same methodology as previously, then for Adult Skills, Maths and English will be protected at 100%. If Community learning funding is reduced by up to 40% then this will significantly reduce Employability, Digital Skills and Family English and Maths courses for those furthest from the labour market.
- 2.4 MAES has provided evidence of the impact of our provision to HOLEX and the National Institute of Adult and Community Learning. Both organisations are gathering evidence of the impact of Adult and Community learning provision and the likely consequences of the budget reductions, for BIS, as part of the spending review representations.

3.0 Adult Skills

3.1 Adult Skills funding is for the delivery of qualifications courses for adults aged over 19. The Business Innovation and Skills (BIS) priorities for the Adult Skills budget for 15/16 continue to be apprenticeships, traineeships and English and Maths.

3.2 Despite continued efficiencies by the service, year on year budget reductions (see appendix one) have resulted in a decrease in the number of residents studying Adult skills courses. The majority of MAES learners achieve one or more qualifications in English, Maths and ICT, and in pre vocational and vocational qualifications. In 2013/14, 86% of learners progressed 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 on English course:

I joined an English course because I've never been any good at reading and writing. That's meant I've only ever been able to do boring jobs. I want to get a job that will fulfil me and make me happy – I want better for myself.

To be honest it took me three goes before I plucked up the courage to go in and sign up for the course but I'm so glad I did, as I have learnt so much and gained so much confidence. To anyone thinking of doing a course – I'd say go for it – I don't know why I waited so long!

Learner on Teaching Assistant Level 2 course:

I'd done some youth work before but wanted to get into work with younger children. I enrolled onto the Teaching Assistant course and I also did a placement. Since finishing the course I've started a homework club for the primary children and their carers on our estate, which we managed to get some funding for, and which has been really successful. I'm also looking for part time work.

3.3 Progression pathways to higher level learning are identified and promoted to MAES's learners. In 2013/14, 808 residents progressed to a course with either The Manchester College or another local provider. The destinations of 2014.15 learners will be tracked in November. The extent to which individuals successfully progress to higher level learning 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 and if they are unemployed whether this is recommended by Jobcentre Plus or the Work Programme. Apprenticeship opportunities for unemployed adults, which are increasing locally, are targeted mainly at 19-24 year olds, although there has been some success with progressing over 25's through MAES and its VCS partner's work with Business in the Community.

4.0 ESF Skills for Unemployed

- 4.1 In 2014/15 MAES secured ESF funding as a member of a North West Local Authority learning provider consortium. MAES delivered a range of learning provision and other interventions to 86 unemployed low skilled adults to raise their skills levels and overcome barriers to accessing employment. MAES used lessons learned from its Wythenshawe low skills pilot in 2013/14, which provided evidence that an assertive support approach and enhanced delivery model improves retention in learning and progression to higher level learning and sustained employment.
- 4.2 The Manchester ESF project was to increase qualifications and progression to jobs in the Care and Education sectors where there are both entry level jobs and routes to career progression. MAES worked with a number of employers and partners to develop the project which incorporated an assessment of a learner's wider personal circumstances in order to apply a broader support model. Similar to the Troubled Families approach, the ESF project provided appropriate assessment with integration, co-ordination and sequencing of interventions, overseen by a 'key worker' who was either a course tutor or from the learner services team.
- 4.3 The main barriers that residents presented were low level maths and English skills, low confidence /self esteem and a lack of work experience. The Work Star is a tool for measuring distance travelled towards employability skills, attitudes and behaviours. It was an integral part of the support process as it was a driver to motivate and build confidence the learner's towards searching for and securing employment.

Learner - now employed in the health care sector.

My long term aim is to go into mental health nursing. I've learned a lot on the course about how to work with vulnerable adults and children and improved my communications skills and written work. The course has had a really positive effect on me and has even had an impact on the way I deal with my own children. Learning is great for making new friends and helping with you life and family as well as reaching your career goals. "

4.4 Outcomes and Progression

Level 1 qualifications = 84
Work experience =21
Progression to higher skills training= 16
Jobs = 15

5.0 ESOL and Employment

- 5.1 The 2013 Comprehensive Spending Review announced a rigorous, systematic approach to ensuring that Jobseeker's Allowance (JSA) claimants (and equivalent Universal Credit group) with poor spoken English improve their language skills in order to continue receiving benefit. The policy underlined the importance of a good standard of English in getting a job and integrating into society. It introduced a requirement for claimants with a low level of spoken English to be identified at the beginning of their claim and referred to the most appropriate English language training. Those who failed

to start, participate in, or complete their training would potentially face a benefit sanction

- 5.2 MAES designed an ESOL for Jobseekers course with Job centre managers and meet them 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. The courses are roll on, roll off, day and evening ,meaning that learners can join at various points in the year and they can transfer to a course at a different time of day to continue to develop their skills when they gain employment. Work Clubs were specifically designed to support speakers of other languages in seeking and applying for jobs.

Learner on ESOL for Jobseekers course:

I'm from Sudan and I've lived in the UK for one year. I joined an ESOL course at Greenheys because I need to find a job and also need to get to know the British culture and systems to settle here. The course has helped me improve my speaking, listening, reading and writing in English, how to help others and how to make a positive contribution to the community. All this is very important for someone settling in the UK and wanting to become part of a new culture.

Learning English has helped me with my whole life – becoming more involved in my local community, being able to help my own children and getting a job. This course has helped me to overcome the language barrier and has given me lots of confidence and courage.

- 5.3 In 2014/15 the SFA allocated MAES £150k additional ASB funding to deliver this provision. MAES offered 545 initial provider assessments to job centres and together with self referrals subsequently enrolled 1083 residents onto ESOL for Job seekers courses. The SFA initially allocated £450k for this provision in the MAES 2015/16 budget. However In August 2015, following the chancellor's June budget, all ESOL mandation funding was withdrawn by the SFA from the 15/16 allocations.

6.0 Community Learning (CL)

- 6.1 The stated objectives for Community Learning ('New Challenges New Chances' 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 pro-active citizens
 - Commission, deliver and support learning in ways that contribute directly to these objectives
- 6.2 The Manchester Community learning plan was developed with a wide range of partners. Its priorities are to:

- Focus public funding for Community Learning on Manchester residents who are disadvantaged and least likely to participate in learning, including those on low incomes, those with low skills and those furthest away from the labour market.
 - Provide learning opportunities in a wide variety of community venues focused on deprived areas where learning can make a difference to the life-chances of adults and their families.
 - Deliver a programme of learning focusing on the acquisition of skills and confidence to prepare people for training, employment or self-employment.
 - Improve digital inclusion, introducing people to digital technology and improving their digital skills, reducing dependency.
 - Deliver Family Learning provision in partnership with schools and children's centres in deprived areas where attainment levels are low.
 - Widen participation in learning through locally delivered informal programmes, particularly targeted to those on the margins, such as those coming out of homelessness and addiction.
 - Increase the provision of volunteer training programmes, developing stronger communities, with more self-sufficient and connected citizens who can support each other.
- 6.3 Additional resources known as 'pound plus' are drawn in to fulfil the local plan. These include 'in kind' resources through partnership working, volunteering opportunities in community organisations, joint delivery of training, partner venues provided either free or at low cost, bidding with partners for externally funded projects .In 2014/15 this generated £230k 'pound plus.'
- 6.4 In 2014/15 MAES Community Learning programme was delivered to 8024 residents. The programme includes a wide range of activities, projects and courses to engage residents in learning. Family learning, Employability, Digital skills, Volunteering and Health and Well Being provision provides a first step into and a progression route into further learning or work. Through the use of self-assessment processes and tools, learners also record changes in their levels of confidence and motivation as well as improvements in their Maths, English and Employability skills.
- 6.5 CL funding is also used to commission and capacity build mainly voluntary and community sector (VCS) 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 the particular clients that the VCS organisation has a track record of working with.
- 6.6 In 2014/15 MAES commissioned nine voluntary and community providers who delivered courses to 1973 residents. Practical activities were used to attract and engage unemployed people back into learning and employment, such as digital skills, cookery, DIY, drama and sports leadership. Several providers offer voluntary work experience as an integral part of the course such as the Mustard Tree who provides voluntary work in customer service, catering and warehousing. Many providers also run Work Clubs to support residents to find work.

Learner on Employability Skills course:

The course helped me with interview skills and ICT and building my confidence. The staff were brilliant. I am working at Manchester United Ground. I recommend people come to do the course.

- 6.7 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 providers to receive essential training and share good practice.

7.0. Family Learning

- 7.1 Family Learning develops a culture of aspiration in both adults and children, improves parents' confidence to tackle family situations through increasing their understanding of children's development and improves their capacity to communicate with their children and each other. MAES works with families identified through the Early help, Troubled Families and Confident and Achieving Manchester initiatives to reduce their dependence on public services, increase their participation in skills training and improve their employment prospects.
- 7.2 MAES delivers Family English, Maths and Language (FEML) courses that address gaps in parent's skills and teach parents about how their children learn at school. Wider Family Learning (WFL) courses develop confidence and resilience in parents and as a result their children. Through courses such as Learning through Play and Ready for School, parents learn how their children develop and help them prepare for the transition from home to school. Digital skills courses motivate dads in particular to learn new skills with their children. All Family Learning programmes embed broader employability skills such as communication, problem solving and team work.

Learner on Lads and Dads animation course:

I've been able to put a smile on my son's face and it's given us another activity to do together.

Learner on Family Phonics course:

Since taking the family phonics course I have progressed in my English to do a higher level. I'm doing my math course to refresh myself and want to be a TA at a primary school.

- 7.3 The programmes are delivered predominantly in primary schools and Children's Centres. The team have very well-established and effective partnerships with MCC Early Years team and schools with joint planning of provision which contributes to local priorities and meets the diverse needs of residents in neighbourhoods across the city. Schools and Early Years settings can evidence the positive impact this has on the children's behaviour and attainment. The majority of learners progress to further learning, Maths and English qualification courses and to volunteering opportunities in their local community.

Outcomes include:

- Parents report that they feel more confident and motivated to make changes in their lives such as getting work, progressing to further learning and becoming more independent.
- Parents who are speakers of other languages are able to interact more positively with schools, other services and their communities which results in improved outcomes for them and their children.
- Parents reported that the increased confidence and social skills they gained through the course enabled them to implement their learning, working co-operatively with schools and other services.
- Teachers report improvements in the attainment of the children.
- Parents report that there have been improvements in their mental health which has increased their resilience and ability to cope and take control of their lives.

8.0 Employability, Digital skills & Volunteering

- 8.1 MAES has combined the ICT/digital and Employability & volunteering course offer in order to deliver a more responsive and relevant programmes for unemployed residents whose lack of skills and work experience is a barrier to them finding and sustaining work. 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.

The provision is co designed with stakeholders including Jobcentre Plus (JCP), housing providers and continues to be developed to contribute to initiatives such as Working Well, Confident and Achieving Manchester and the Universal Credit pilot. A 'Making a Change' course has been developed to improve the confidence and communication skills of residents who have been unemployed for a long time or who experience mental health issues or other barriers.

- 8.2 MAES works in partnership with a number of organisations such as Big Life, Addiction Dependency Solutions and Back on Track who have provide key workers who support residents with specific barriers to employment.
- 8.3 MAES is working with partners to increase resident use of on- line services. Specific activities have been designed for job-seekers who have no ICT/digital skills and for those who are speakers of other languages. These are delivered in learning centres and community venues across the city for residents who are digitally excluded to those who need to improve their skill levels and qualifications to find work. Short ICT for Jobseekers programmes support learners to develop independent job seeking skills (residents can be mandated to attend through Skills Conditionality).

Learner on Employability course:

Before I came to the Work Club, my children had to use the computer for me to write my CV and apply for jobs – I couldn't use it at all – but I learned how to

do this myself at the Work Club. I got support from my tutor with the application process and in preparing for the interview. I was really pleased to be successful as it's a great job for me, working outside as a gardener for a housing association. Everything is better for me now – I work in a small team with contact with people and I can pay my bills! I'm continuing on another course in the evenings now, because learning is something we all need – you've got to keep learning!

9.0 Volunteer Training

- 9.1 MAES delivers 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. Volunteers who have enrolled and completed these courses have achieved a worthwhile qualification that will improve their employment prospects, gained new skills, improved communication skills and confidence in their own abilities to support others.
- 9.2 Digital Champions help others develop their digital skills and support residents to navigate online benefit sites, produce job applications, access electoral registration and money saving websites. Champions operate in learning centres, libraries and community venues across the city.
- 9.3 Volunteers recruited from MAES programmes and partners are trained to offer peer support in the Work Clubs and gain valuable skills and confidence to enhance their own employability.

Learner on a Volunteer Training course:

I joined the volunteering mentoring course and I'm now volunteering at a Work Club at a supported housing project, helping young people look for jobs. My tutor was really nice and the course was very interesting. If I was struggling with anything the tutor offered to meet me one to one to give extra help. I learned a lot on the course including how to use body language to improve communication skills. I learned how to approach people and work with people who might not be very confident themselves. After doing the course and getting practical experience working with people I've got a much clearer idea about my career route.

10.0 Heads Up

- 10.1 Heads Up is a Health and Well-being partnership project funded by BIS through the SFA. The national pilot, Community Learning and Mental Health, has funded 62 pilots in Round 1 to explore the impact of community learning on people with mild to moderate mental health problems. The pilot is being evaluated by Ipsos Mori, and uses a combined assessment that brings together three tools used in NHS services. MAES leads a partnership with Manchester Mental Health and Social Care Trust, and two delivery partners, Back on Track (a community learning

provider), and Manchester MIND. It is expected that Round 2 funding opportunity will be announced in January 2016.

- 10.2 The first phase of the project was to develop and deliver a workforce development programme to raise the awareness of mental health conditions, better understand the barriers that prevent engagement and retention, and to explore ways of improving the service. The programme was attended by staff from all partners.
- 10.3 The partners have collaborated to develop a course called Heads Up which promotes the evidence-based 5 Ways to Wellbeing programme. The course is delivered over 6 sessions, and all learners are assessed in a 1:1 interview to ensure the course is right for them. The course has been promoted through the Mental Health Reference Group which includes Self Help Services, GP representatives, CCGs etc, JCP/Pathways advisers, and Troubled Families/Early Help key workers. An innovative aspect of the course is to co-design and co-produce two follow-on 'top-up' workshops for each group of learners. The target for 2015-16 is to run 10 courses and attract 150 learners.

11.0 Talk English Project

- 11.1 MAES is the lead for a DCLG funded 'Talk English' Language project, which is being delivered across the North West. Launched in 2014, due to its success funding has been extended until 2016 to continue the provision in the original areas and to develop provision across the rest of Greater Manchester and in Leeds, Wakefield and Liverpool. The project has won an international British Council ELtons award for its innovative work in teaching English.
- 11.2 The project aims to enable people with little or no English to access services and get more involved in their communities, to encourage community cohesion and to give the wider community a better understanding of the challenges faced by migrants, refugees and asylum seekers in the UK. It has five key strands:
- **Talk English Courses:** Recruiting, training and supporting volunteer ESOL teachers to teach informal Talk English courses for speakers of other languages in community settings.
 - **Talk English Friends:** Recruiting, training and supporting volunteer Talk English Friends who offer 1:1 support to people with low levels of English in order to help them improve their language skills, access services and get more involved in their community.
 - **Talk English Here:** Working with local businesses and public services to increase awareness in staff and train them to be 'sympathetic listeners', enabling more people with low levels of English to 'Talk English Here' and access services.
 - **Talk English Activities:** Working with local business and community organisations, Talk English Activities take place to provide further opportunities for people to practise their English informally and include activities in parks, libraries, galleries, community centres and other public spaces. The activities have ranged from 'Talk English cafes' 'Create and Talk English' sessions at Manchester Art Gallery, 'Discover and Talk

English' sessions at Manchester Museum, 'Story time with Children and Talk English' and 'Sing and Talk English'

- **Talk English Website:** The website provides general information about all aspects of the project and provides training and learning resources for Talk English volunteers and learners. Volunteer teachers are able to access resources, lesson plans and teaching ideas to use with their classes and there are video-based e learning resources for learners. The website address is www.talk-english.co.uk

Learner:

I like my English class because I have learnt a lot of things. I go with my friend to the art gallery.

Volunteer:

I have learnt about different cultures and religions and have enhanced my computer and teaching skills. It has increased my personal well being as I have enjoyed meeting new people. The training course has taught me effective methods of learning.

Business listener:

Through the Talk English Here training I learnt how difficult it is for people who speak little or no English to understand single questions and how patience can make a big difference in that person's experience.

- 11.3 All the Talk English activities are aimed at those residents with the lowest level of English (pre-entry). They cover topics that help them get on with their everyday lives: shopping, giving personal information, talking to the doctor, transport, friends and family, homes, emergency services etc. Guided and supported by the volunteer teachers in the courses they develop speaking, listening, reading and writing skills. Through participation in the non-classroom based activities learners gain confidence to try out their English outside of the classroom and continue to access the services in the community and introduce their family and friends to the places they have visited with their class.
- 11.4 The Talk English project uses links with community organisations to recruit learners from the target groups and with schools and children's centres in the target areas to refer parents to the project. The project has enabled VCS organisations to develop ESOL teaching capacity in their organisation free of charge, and in turn offer local residents free pre-entry ESOL courses. Volunteers have benefited from being involved in the project as they gain an initial teaching qualification and experience, as well as increased confidence and satisfaction.
- 11.5 The funding for this project will finish at the end of March 2016. DCLG are using evidence of the impact of this project to try to secure further funding. MAES and its partners are also looking at ways to extend the project and to sustain the activities in Manchester.

- 11.6 To date, Talk English has supported 5700 people across Greater Manchester, West Yorkshire and Lancashire and by March 2016, the project expects to engage a further 4500 residents. Over 800 volunteers have been recruited and trained to teach English classes and/or take part in activities with residents on a one to one basis.
- 11.7 In Manchester, we have engaged 1600 residents through informal courses, conversation cafes and monthly sessions at museums and galleries.

Outcomes and impact

Learners reported:

- 57% increased confidence in their spoken English
- 52% increased use of local services and cultural amenities
- 48% more confident to speak to doctors, teachers, other professionals
- 40% increased their ICT skills
- 49% wanted to get more involved in their own community
- 72% want to progress to a formal ESOL course
- 21% want to join a vocational qualification course
- 19% are seeking employment
- 6% have taken up volunteering

12.0 Quality improvement and value for money

- 12.1 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
- 12.2 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.
- 12.3 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. 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.

12.4 Termly Executive member briefings and support and challenge sessions by the Director for Education and Skills and the Head of Service are used to monitor progress and inform actions needed. Learner, partner, stakeholder and staff feedback is used to improve the service performance. MAES is also a member of the North West Local Authority learning provider's network, which shares good practice and initiates and delivers a range of quality improvement projects. MAES' 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 (TLA) are good and motivate and challenge learners. In each of the last three years, 97% of TLA has been graded as good or above, with 36% graded as outstanding in 2014-15.
- Leaders and managers demonstrate high ambition and expectations, and continue to adapt the provision to better meet the needs of residents who have complex life circumstances
- Very effective partnership working and subcontracting results learners from the most disadvantaged communities and groups in the city

12.5 Improvements in 2014-15 include:

- The number of cross-curricular paired observations was doubled, strengthening the observation team and facilitating the sharing of good practice across teams.
- MAES tutors and IAG staff undertook an extensive training programme in the use of the VLE, new resources were developed and a blended learning course in English was piloted and evaluated. The VLE is the front page on the MAES teaching network, and provides access to up-to-date job opportunities (RSS and twitter feeds) as well as information advice and guidance, and course related information and resources.
- Numbers completing MAES' online end of course evaluations rose and high levels of satisfaction were maintained. 99% of learners rated teaching as excellent (83%) or good (16%), and 99% would encourage others to do a course with MAES. Learner Satisfaction rating through FE Choices is 9.1
- Training in new CIF delivered to management team in July 15 and all tutor training, and for observation team offered in September 15

12.6 Our current improvement plan includes actions to:

- Offer more developmental opportunities for peer observation to continue to improve the amount of outstanding teaching, learning and assessment
- Extend the use by learners of the newly developed MAES Online with further blended learning opportunities to ensure more flexible and accessible learning.

- Integrate the use of tablets into digital skills, family learning and other programmes using 40 Samsung Galaxy devices to tackle digital exclusion in disadvantaged communities
- Extend volunteering and work placement opportunities so learners can build their employability skills
- Strengthen the Learner Voice programme to better promote our visible learning culture

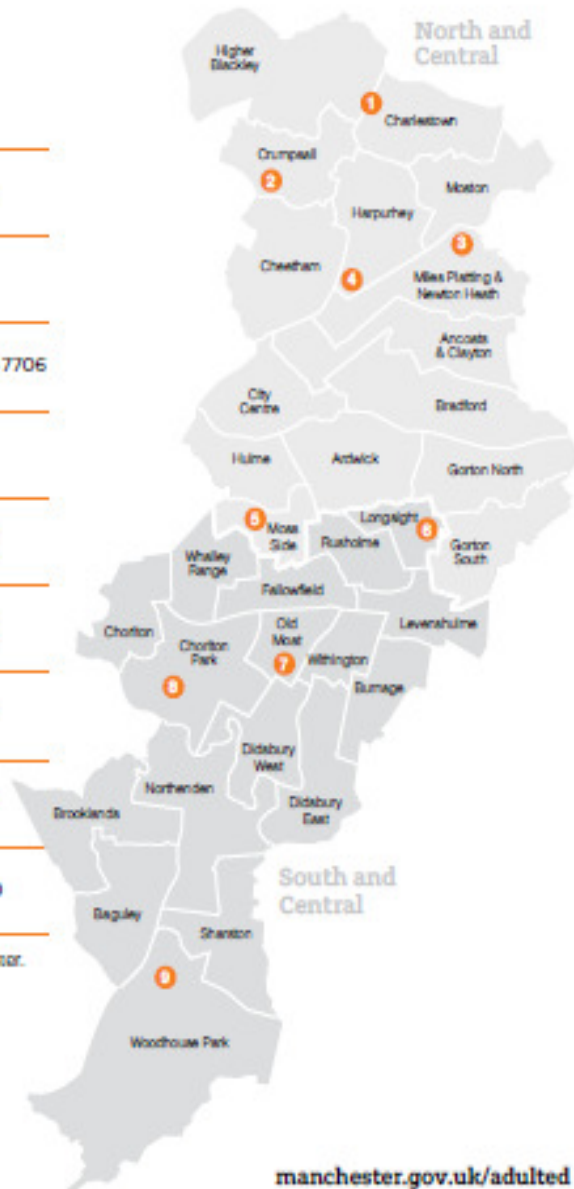
13.0 Conclusion

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.

Where to find us

- 1. The Avenue Library and 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 219 6735
- 3. Newton House Adult Learning Centre**
203 Droylsden Road, Newton Heath, M40 1NY. Tel: 0161 254 7706
- 4. Manchester Communications Academy**
Silchester Drive, Harpurhey, M40 8NT. Tel: 0161 234 5640
- 5. Greenheys Adult Learning Centre**
Upper Lloyd Street, Moss Side, M14 4HZ. Tel: 0161 254 7314
- 6. Longsight Library and Learning Centre**
519 Stockport Road, Longsight, M12 4NE. Tel: 0161 227 3706
- 7. Withington Adult Learning Centre**
24a Burton Road, Withington, M20 3ED. Tel: 0161 234 5687
- 8. Chorlton Park Adult Learning Centre**
Mauldeth Road West, Chorlton, M21 7HH. Tel: 0161 254 7421
- 9. 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.



manchester.gov.uk/adulted

**Manchester
Adult
Education**

 **MANCHESTER
city council.**

**Skills
Funding
Agency**

Appendix 2

| Manchester Adult Education Service | Academic | Academic | Academic |
|--|-------------------|-------------------|-------------------|
| | Year 13/14 | Year 14/15 | Year 15/16 |
| Funding | 000s | 000s | 000s |
| SFA Adult Skills Budget | £3,952 | £3,729 | £3,479 |
| SFA ESOL Mandation | £0 | £150 | £0 |
| SFA Community Learning | £3,828 | £3,828 | £3,828 |
| SFA Community Learning Mental Health Pilot | £0 | £48 | £32 |
| SFA Discretionary Learner Support Fund | £565 | £411 | £305 |
| SFA Funding Sub Total | £8,345 | £8,166 | £7,644 |
| EFA Funding | £29 | £66 | £13 |
| ESF Skills For the Unemployed | £0 | £67 | £0 |
| DCLG Funded Talk English Project | £53 | £114 | £65 |
| Joint Practice Development Project (DOT) | £59 | 0 | 0 |
| Manchester City Council | £343 | £343 | £0 |
| Total Funding | £8,829 | £8,756 | £7,722 |

| Manchester Adult Education Service | Academic | Academic | Academic |
|--|-------------------|-------------------|-------------------|
| | Year 13/14 | Year 14/15 | Year 15/16 |
| Participation | Actual | Actual | Target |
| Adult Skills Budget | 3947 | 3273 | 2946 |
| Community Learning | 8018 | 8024 | 8020 |
| SFA Community Learning Mental Health Pilot | 0 | 0 | 150 |
| EFA Funding | 16 | 34 | 9 |
| ESF Skills For the Unemployed | 0 | 86 | 0 |
| DCLG Funded Talk English Project | 365 | 1500 | 556 |
| Total | 12346 | 12917 | 11681 |