

## Strode's College Adult Learning

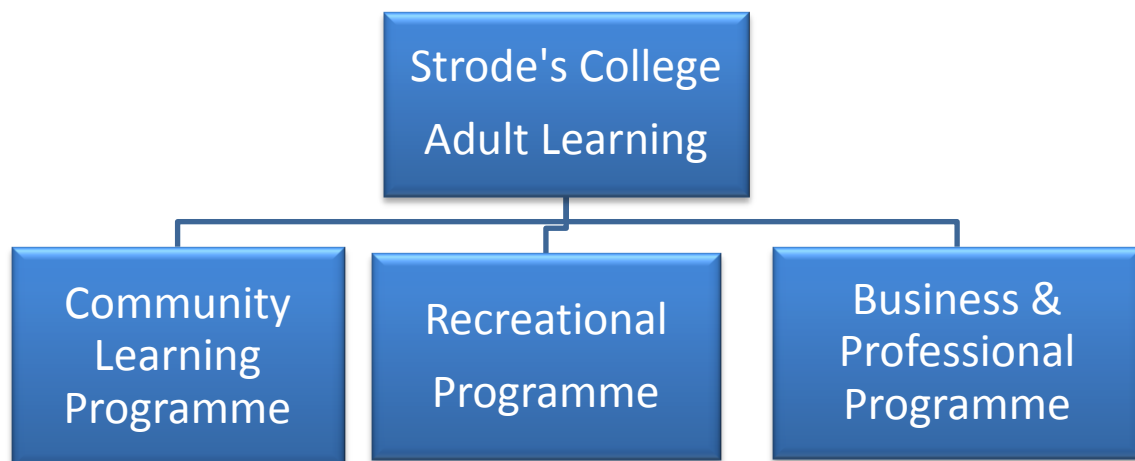
Strode's College is committed to providing access to learning for adults, to widen participation and deliver high quality education that brings new opportunities to improve lives within our local community.

Linking in to the College's Strategic Plan, the programme provides a responsive curriculum that meets the needs of students and equips them with the skills and knowledge to progress to appropriate destinations (SPO1) through high quality teaching and learning within a safe environment (SPO2).

The College's overall core values are to:

- Deliver excellence
- Behave with integrity
- Respect each other
- Value Diversity

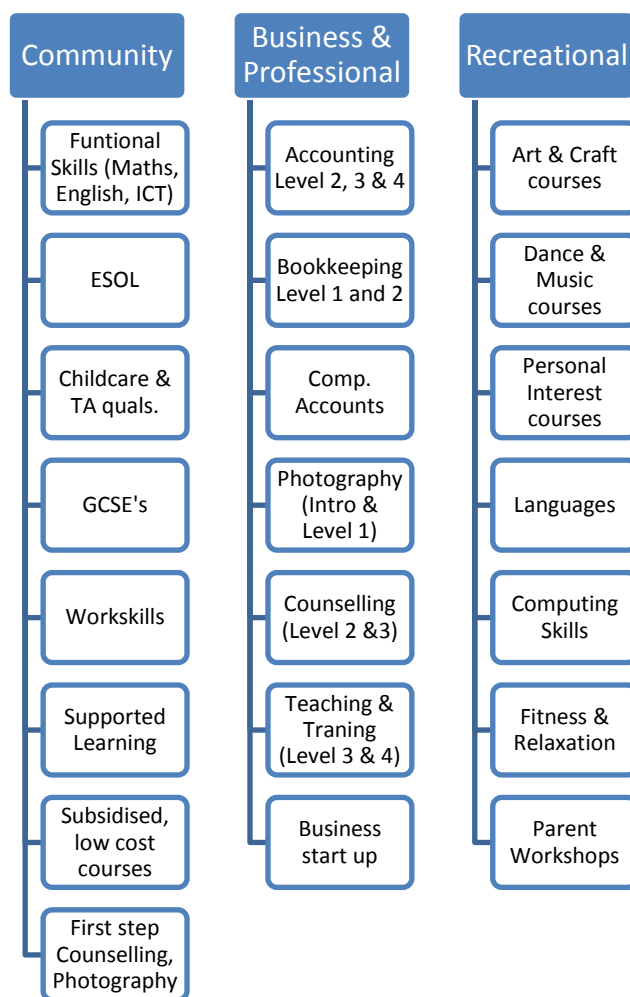
There are three key programmes within the Adult Learning Provision at Strode's College; Community Learning; Recreational Learning; and Business and Professional Courses.



All aspects of our Adult Learning provision enable people to develop their skills and confidence to progress to further learning and/or employment.

The core purpose of the key programmes within Adult Learning:

Community Learning	Business & Professional	Recreational
<ul style="list-style-type: none"> <li>• Provide learning to widen participation and engage the most disadvantaged in learning.</li> <li>• Bring new opportunities and skills to improve lives</li> <li>• Promote social renewal, inclusion and social economic wellbeing of individuals, families and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and enhance the skills and knowledge for employment, career change and/or further learning</li> <li>• Provide a vocational skills offer to enhance the local economy and improve individual lives and future prospects</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of leisure and well-being courses for personal development, self-fulfilment and cultural enrichment and enjoyment.</li> </ul>



*How does each programme meet its purpose?*

## Business and Professional Courses:

*How do we meet this purpose?*

- ***Develop and enhance the skills and knowledge for employment, career change and/or further learning***
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- ***Provide a vocational skills offer to enhance the local economy and improve individual lives and future prospects***

Skills offer:

- AAT Level 2, 3 and 4 – demonstrate vocational routes and progression offered
  - Book Keeping Level 1 and 2
  - Photography Level 1
  - Counselling Level 2 and 3
  - Teaching in Post Compulsory Education Level 3 and 4
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- Meet local demand for courses e.g.  
3 x AAT Level 2 plus 2 x Level 3 and 2 x Level 1 Book Keeping courses running to cater for both learner and employer demand
  - Employers (info available on request) send staff to train with us to meet skills gaps in staff and maximise staff outputs
  - Some Business and Professional courses are over-subscribed, which suggests that the Adult Learning provision is meeting to the local market demand
  - 100% success rate in Award in Education and Training Level 3, BTEC Photography Level 1 and Counselling Level 3
  - Progression routes available
  - High success rates above national averages ( e.g. AAT Accounting Level 2 (+9% above average), Counselling Level 2 (+2%) and Level 3 (+13%), Education Level 3 (+24%) and Photography level 1 (+15%) provide adults with nationally-recognised qualifications to be able to seek or advance career paths
  - Analysed student needs above timings that will suit them best

- Evening courses to cater for needs
- Student centred approach
- Enterprise M3 Local Enterprise Partnership are prioritising maths for raising skills levels in the area, for which we are contributing to by our maths and accounting focus

## Community Learning:

Our Community Learning programme aims to widen participation, engage the most disadvantaged learners into learning and bring new opportunities to improve lives. Community learning seeks to promote social renewal, inclusion and social and economic wellbeing of individuals, families and communities.

Community Learning funding contributes to some courses, both on-site and in the community. Adult Skills budget supports the qualifications within this programme.

### How do we meet this purpose?

#### ***Provide learning to widen participation and engage the most disadvantaged in learning.***

- Focusing public funding on people who are disadvantaged and least likely to participate in education and training.
- Learning currently takes place in 6 outreach centres – all but one are in areas ranking high on the Index of Multiple Deprivation (2011); the Kings Centre, Chertsey Children's Centre, Sayes Court Children's Centre, The Haven Children's Centre, The Hythe Centre and The Literary Institute.
- Low cost or subsidised provision to support learners to access education and to have opportunities to progress to further learning or employment (e.g. Intro to Counselling, Intro to Photography and first step English communication skills for parents in schools). Clear links and signposting to progression opportunities and qualifications.
- Maths and English Entry 1 to Level 2 courses (therefore, all levels offered) to cater for needs and ensure progress for students.
- Assessments, where possible to take place in outreach centres
- Small class sizes to deliver more personalised learning
- Increased learning hours for Functional Skills courses to enhance and consolidate learners to prepare them to achieve (90 Teaching hours as opposed to 45).

- Liaison with the Job Centre to engage learners into learning and enhance job prospects.
- Use of Learning Support Assistants to support learning and help students achieve.

***Bring new opportunities and skills to improve lives***

- Offer a varied programme of courses both on-site and in the community for all to access and prevent transport barriers to learning.
- Certificated courses to improve job prospects
- Build confidence – evidence shows that students now have confidence to do courses
- First step introduction
  
- Clear progression opportunities, i.e. Childcare Level 1 progresses onto Level 2 STL in Schools. Community outreach courses (e.g. The Haven, language class) progress onto certificated courses (ESOL or Functional Skills).
  
- Signposting onto courses, employment opportunities and qualifications.

***Promote social renewal, inclusion and social economic wellbeing of individuals, families and communities.***

- Contribute to crèche support to meet childcare needs in some outreach locations to help learners address childcare barriers to learning and improve their economic wellbeing by gaining qualifications.
- Work with Children Centres to identify needs and deliver courses in the outreach centre to overcome transport barriers to learning
- Small class sizes to deliver more personalised learning and make learners feel comfortable with learning and the learning environment to maximise opportunity for retention and success.
- Level 2 STLS students volunteer in local schools across Egham, Staines, Virginia Water and Chertsey as part of their course
- Increased learning hours for Functional Skills to enhance and consolidate learners to prepare them to achieve to be able to apply these skills to other areas of their life.
- Student satisfaction in learner fora (Feb 2016 focus groups) is evident and there is strong evidence of the impact of Community Learning courses positively influencing lives outside of lessons.
- Liaison with the Job Centre to engage learners who will benefit from improved job prospects.
- Work with Great Foster's Hotel to up-skill staff in English language (ESOL) schools.

## Recreational:

Ranging from Art to Yoga, we offer a wide, and varied, programme of recreational learning for adults.

***A wide range of leisure and well-being courses for personal development, self-fulfilment and cultural enrichment and enjoyment.***

How do we meet this purpose?

- Termly programme of approximately 75 courses per term to choose from (of which 63% were Recreational in Autumn term, and 54% in Spring term)
- Response to learner needs and interests
- Additional classes put on to cater for demand (e.g. Pottery and Photography had high demand so two evenings put on In Autumn 2015 term and Spring term 2016 for Pottery)
- Flexible and varied class times offered to best meet learner preference
- Student perception of courses: 93% of students, who evaluated their courses, rated the enjoyment of the course as good and better and 93% rated the quality of teaching and learning as good or better.<sup>1</sup>
- Building social relationships. Students have 'Whatsapp' group messenger accounts to support learning in some subjects. Moodle used effectively in some areas e.g. Drawing and Painting to support independent learning and social communication between peers.
- Variety of categories of learning (Arts and Crafts, Dance and Fitness, Personal Interest) to appeal to a broad range of learners.
- Excellent Observation of Teaching and Learning for many recreational courses. All recreational courses that were observed received Good or Better grading in 2014/15.

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<sup>1</sup> Student Perception of Courses (SPOCs) Analysis detailed in 2015 SAR.