



Children's Services

Lifelong Learning Services ICT, Business and languages

1. Executive Summary

The main areas of learning (courses) that the Programme Area covers are Information and Communication Technology, Languages and Communication. Courses are also provided in the following areas of learning: Business, Administration, Management and Professional, Retailing.

The London Borough of Tower Hamlets Lifelong Learning Service (LBTH LLS) is a local education authority directly delivered adult education service. It delivers on over 30 sites including 4 modern Idea Stores. It was merged with the Libraries Service in 2005/06, forming learning opportunities under the Idea Store brand.

One focus of the lifelong learning service is to widen participation in adult and family learning. It is therefore key to promote equality in the service to ensure that local people have access to appropriate learning opportunities.

Current assumptions and practices can set up barriers that can discriminate against people on the grounds of age, disability, faith, gender, religious belief or sexual orientation.

The Service promotes good relations between different communities that it serves based on mutual understanding and respect by reflecting as much as possible in the offer and in the materials used as wide a representation of interests and aspirations of different sections of the Boroughs community as possible.

Opportunities are created on all the courses on offer for all sections of the community, in terms of age, disability, faith or religious belief, gender (or sexual orientation) to take equal part in learning. Different ages are encouraged to learn side by side, but opportunities also exist for older learners and families to engage in learning within these specific need areas

2. Data Collection & Consultation

Data Collection

QLS Management Information System
Student Surveys
Learner Voice Survey
LSC national, London-wide and local data

Consultation

Learner Voice Consultation
Learner Satisfaction Surveys
End of course feedback
Student Focus Day
Bethnal Green Workshop Consultation

3. Key Findings

Ethnicity

The high level of “Not Known” represents problems with paying customers completing *voluntary questions* on the enrolment form.

Good representation of Black African/Caribbean/other during a period of declining numbers overall (the decline above is consistent across several groups and proportional to the overall decline in numbers).

Improving representation of Bangladeshi learners (In Languages from 9 to 25% and from 9 to 21% in ICT and Business) during a period of decline in these programme areas.

There has been a shift of White/White other from 59 to 52% in Languages and from 55 to 48% in ICT and Business)

Gender

Languages & Humanities: Female (474) 338 Male (1121)763

ICT & Business: Female (609) 346 Male (690) 556

(in brackets the 03-4 figures). The above proportions are in line with national trends.

Age

Representation across the age ranges is in line with the borough profile.

There is a wide range of ages across the curriculum offer.

Family learning classes

Classes for 50+ and 16-19 year old

Disability

There is a very low take up of the service by disabled people as only two enrolled people have declared a disability.

This reflects a cross-service issue as regards getting learners to complete sections of the enrolment form that are identified as being *voluntary*.

Sexual orientation

There is no evidence that the policy affects LBG groups differently or has the potential to do so. However, this is not a matter for complacency as there is equally no evidence that the policy does not affect LBG groups differently.

Faith and beliefs

There is no evidence that the policy affects religious groups differently or has the potential to do so.

However, this is not a matter for complacency as there is equally no evidence that the policy does not affect religious groups differently

4. Conclusions & Recommendations

The main areas requiring further attention are:

- Monitoring of student enrolment data
- Access
- Under representation by Bangladeshi community and men (in languages)

Summary of recommendations for improvement

- Curriculum review
- Monitor workforce
- Improve data collection

Action Plan

Recommendation	Key activity	Progress milestones
Improve accessibility to Computer equipment	Improved uptake by disabled people	<ul style="list-style-type: none">• Creation of PC suite at WIS – Summer 2007• Replacement of laptops – Autumn 2008
Improve planning for ground floor room use at all sites	Increases in the number of ICT classes delivered in accessible / ground floor locations	<ul style="list-style-type: none">• Increases in the number of disabled learners accessing ICT courses – Autumn 2008
Increasing in the attainment and completion rates of Bangladeshi men (in particular)	Running pre-entry ICT / Business courses aimed at increasing 'readiness' for accredited / more demanding courses	<ul style="list-style-type: none">• Review of ongoing assessment processes – Spring 2007.• Organise pre-enrolment advice and guidance sessions – ongoing
Improve the qualifications profile of tutors delivering Family learning opportunities to ethnic minority groups	Recruitment of better qualified tutors	<ul style="list-style-type: none">• Organise and deliver training to existing tutors to improve / develop skills – 2007/8• Recruit suitably qualified tutors – Autumn 2007