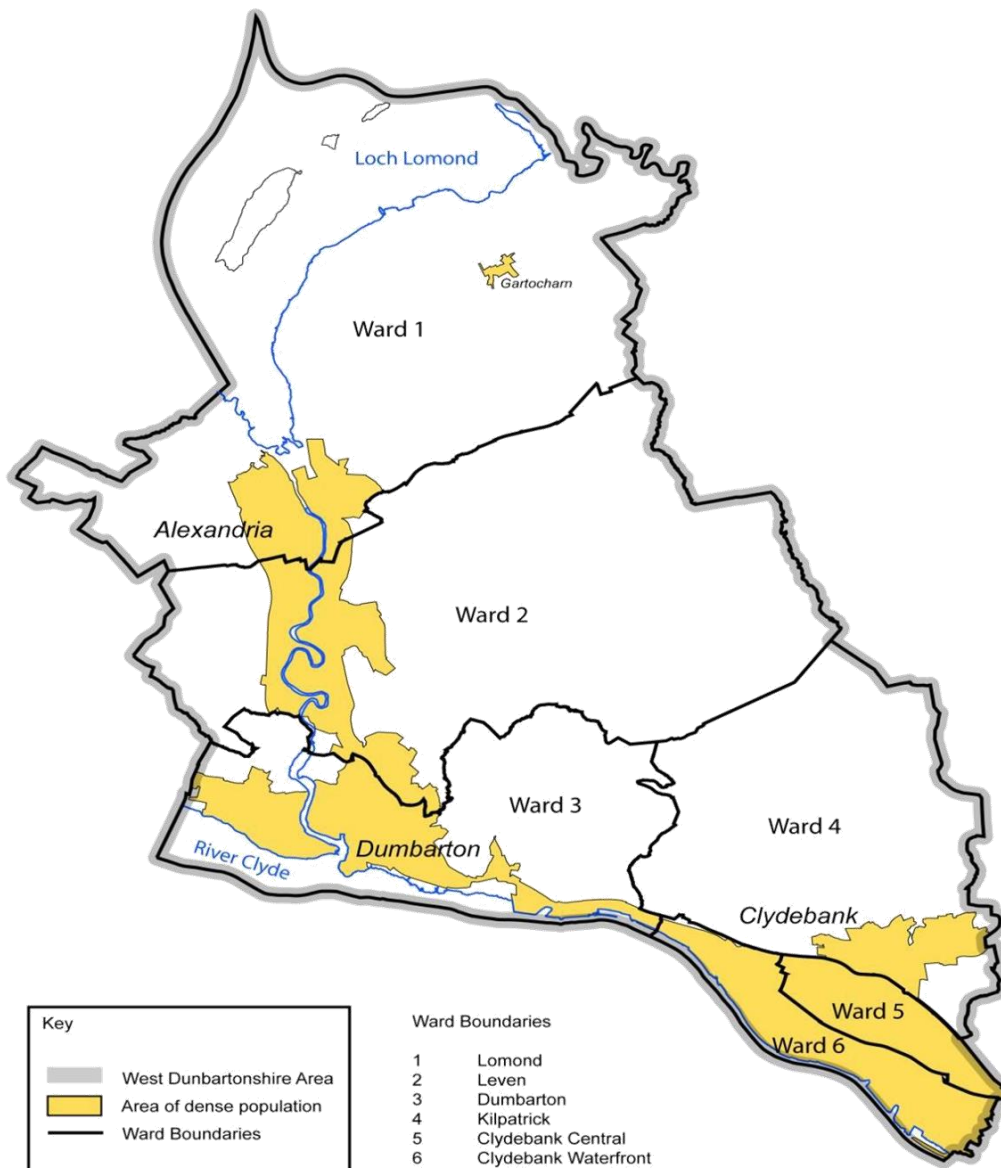


West Dunbartonshire

Community Learning and Development Annual Report
Adult Learning and Literacies
2021 - 2022

West Dunbartonshire Multi Member Ward Map



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1. Introduction

The Adult Learning aspect of West Dunbartonshire's CLD Plan is delivered by Working4U's Adult Learning and Literacies Team, with the Adult Learning Partnership (ALP) providing a strategic function.

Working4U Adult Learning and Literacies

Working4U Adult Learning and Literacies Team (ALLT) offers a range of community Based Adult Learning (CBAL) opportunities to help develop confidence, personal skills and gain qualifications. Taking a learner-centred approach, the Team supports learners to achieve learning goals in personal, family, community and work life. The Team strives to maximise the impact of our provision by focussing our activities on people and communities who are most disadvantaged. This is achieved through working with Working4U colleagues, networking and raising awareness with organisations supporting the disadvantaged and with schools within higher SIMD areas. The learning programmes on offer are also delivered through strong partnership working, particularly with West College Scotland (WCS) but also with colleagues in other Council Services, such as Libraries and with the Voluntary Sector. The programmes outlined in the CLD plan include:

- **Vocational community-based SQA certificated courses (with West College Scotland):** meeting local employability needs as well as those of the learners, they include subject areas such as Childcare, Care, Health and Wellbeing, Humanities, IT skills, Fabric Skills, DIY skills;
- **Adult literacies:** rolling programmes of support based on individual needs as well as an Additional Learning Support Needs (ALSN) group run in partnership with Unity Empower ;
- **ESOL:** rolling programme of community classes funded through the West Region ESOL Partnership led by WCS and bespoke classes for refugees, funded through the Resettlement Team
- **Digital Learning:** rolling programme of Digital Friends one to one support and Connecting Scotland Digital Champion support
- **Family Learning:** bespoke projects run in partnership with Primary Schools and working with WCS on the Learning beyond Lockdown programme
- **Learner Voice:** supporting West Dunbartonshire Learner Voice Group to advocate for Adult learning;
- **First Steps courses:** STEPS to Excellence, Inspire, Health and Wellbeing
- **Financial Capability (Illegal Money Lending Project):** supporting residents who are at risk of using illegal money lenders
- **Professional Learning and Development (PLD):** regular Adult Learning specific PLD sessions for staff, volunteers and partners; supporting student placement

Areas which were identified for development included:

- COVID recovery: reinstating face-to-face, one-to-one and group support, including identifying community venues and outreach and engagement;
- Looking at how to benefit from the increase in online learning to offer a blended learning approach;

- Reinstating face-to-face engagement with volunteers, depending on COVID restrictions;
- Reviewing Prison Literacies and how to take learning in terms of criminal justice forward;
- Communication/awareness raising of the benefits of adult learning and opportunities available;
- Refreshing community learning computers;
- Developing ESOL to support Afghan refugees;
- Reinstating regular PLD sessions, including Education Scotland funded STEM PLD.

The Adult Learning Partnership

The Adult Learning Partnership (ALP) is a forum which aims to create and support a shared vision of Community Based Adult Learning in West Dunbartonshire through effective partnership working. The Partnership-meets on a 6 weekly basis and membership includes representatives from HSCP, Work Connect, West Dunbartonshire Libraries, West Dunbartonshire Council Communities Team, West College Scotland (WCS), Skills Development Scotland (SDS), West Dunbartonshire Council for Voluntary Services (WDCVS), West Dunbartonshire Working4U Employability Team and Working4U Adult Learning and Literacies Team (ALLT); it is chaired by the Adult learning and Literacies Team Leader.

In Terms of the 2021- 24 plan, the ALP decided to base the themes around the Themes in the draft Adult Learning Strategy (ALS, May 2021 version). Planned activities included:

Theme 1: Expanding and Extending Adult Learning

1. Working4U ALLT and WCS continue to analyse and review the partnership courses to ensure Learners' needs are identified and met
2. Progression routes identified through existing activities in the ALP
3. Working4U ALLT continue to take part in the West Region ESOL Partnership
4. Identify most appropriate methods of delivery post-COVID including continuing to provide online learning
5. Cyber security to be part of induction for online learning, i.e. accessing the internet and being safe online

Theme 2: Connecting the Adult Learning Journey

6. ALP members continue to sit on local and national strategic bodies and share information
7. Ensure Learner Voice Group included in ALP
8. Continue the guidance element of the previous plan, including raising awareness of services available to Adult Learners from SDS

Theme 3: Communication

9. Share information on Adult Learning including raising awareness of positive outcomes

10. Share positive outcomes of Adult learning within local strategic partnerships
11. Share Adult Learning data and information within ALP

Theme 4: Access and Inclusion

12. Continue with accessibility aspect of the previous plan by identifying suitable venues and continuing to support online access for learners

Theme 5: Workforce Development

13. Reinstate the joint Professional Learning and Development halted during COVID, including STEM PLD
14. Awareness raising about services across the partnership
15. ALLT and WCS continue to work on the development of the new entry level Adult Learning PDA
16. Refresh support to Adult Learning Volunteers

2. Methodology

In order to evaluate the progress of the CLD Plan, we identified the following steps:

Reading

We have several sources of information for desktop research: Pentana Performance Indicators and their related notes; Pentana CLD Plan action progress notes; and the Team's Project Reports, which give a more detailed description of each of our programmes.

Self-evaluation discussion groups

The ALLT undertook a review session to talk through our progress, key achievements, what needed improvement and what we would take forward. We refer to learner feedback and observation to help with the review

The ALP also undertook a review session, using Google Jamboard to note achievements, what didn't go so well and priorities for the coming year.

Learner Feedback

We undertook a What's Changed4U outcome evaluation with learners at the end of term and a separate ESOL evaluation. We also held a focus group session with WDLV.

3. Key Achievements

Working 4 U Adult Learning and Literacies Team

Since September 2021, we have been working hard on COVID recovery, re-engaging with learners and partners and have been able to increase our face-to-face provision for learners. We now offer a hybrid curriculum, with an increased cohort of learners. Scottish Government CBAL Recovery Funds enabled us to achieve this by providing funding for:

- Delivery infrastructure: 45 laptops and peripherals for delivering digital learning;
- Outreach focus: let money for community venues;

- Re-engaging learners: Family Learning sessions; learning materials; College taster sessions;
- Addressing accessibility: 800 bus tokens to enable financially excluded learners to access classes

We also obtained Scottish Government funding to purchase digital equipment for CLD practitioners. Shared with the Youth Learning Team, we have used this to purchase 7 pool laptops for use by our peripatetic part-time tutors and youth workers,

Programmes

Vocational community-based SQA certificated courses (with West College Scotland):

Since Sept 2021 we have delivered 40 Courses, online via the WCS Moodle and have increased in-person courses as we have emerged from COVID mitigations. Subjects were across a range of Faculties and Scottish Credit and Qualifications Framework (SCQF) levels:

- Level 3 SQA Units in: Getting Started in IT; Allotment Gardening;
- Level 4 Units in: Early Education and Child Care; Play in Early Years; Fashion & Textile Technology; Fashion & Textiles: Item Development; Gardening: an Introduction; British Sign Language (BSL); Social Issues in the UK; Sociology: Criminology & Crime Scenes; Digital Forensics; International Studies;
- Level 5 Units in: Cyber Security Fundamentals; IT Solutions for Administrators; Spreadsheets for Administrators; Databases for Administrators; Coping Strategies and Building Resilience; Psychology: Individual Behaviour; Psychology: Social Behaviour; Crime & Law; Counselling: an Introduction; Human Behaviour & Development in Care; Cookery Processes; English Creation & Production; Fashion & Textile Technology; Fashion & Textiles: Item Development; Language & Literacy in Early Years; Development & Wellbeing of Children & Young People; Literature 1;
- Unlevelled Introductory courses in BSL and Vehicle Maintenance



As we respond to learners' needs and aspirations in the context of external influences, such as the local job market, we have a dynamic learning offer and have continued to increase the range of topics, such as the BSL, Gardening and Vehicle Maintenance. The Team provides ongoing support and guidance and enables progression, this can be in-house, with referrals to Work and Money and our other learning provision, such as Literacies. Learners are also encouraged to progress their learning and we have learners moving on to Further Education, Higher Education and employment.

“Looking back on my learning with working 4U, I would recommend it to anyone who has been out of learning for a while or even just nervous about studying, I am so happy I attended the courses as I learned so much and made some new friends we all had such a good time and it has made me more confident in myself.

I am now starting my HNC health care practice through my job and attend college once a week while I am still working part-time.” Partnership Learner

This partnership won a prestigious College Community Learning Award at Colleges Development Network (CDN) Awards 2021 and also won the Judges’ Award, which recognises the very best overall submission voted by the judges. It was also referred to at the launch of the Adult learning Strategy as a partnership which should be emulated across Scotland.

The positive impact on learners has been immense, this programme changes lives

(CDN Colleges Awards 2021 Shortlist summary)

Adult literacies

The majority of our Literacies provision has returned to face-to-face classes, although we are still holding one session on our Zoom Learning Hub. Literacies learners were particularly affected by remote learning, so the lifting of restrictions and the move to in-person delivery has meant we can provide them with the support they need to improve their literacies skills and meet other people. We have been able to access community venues through good partnership working organisations such as Unity Empower, CAB and Libraries. Connecting Scotland equipment has been a real benefit to learners and they are much more confident in using tech. We were able to cascade our STEM Professional Learning on the *Science behind the Climate Crisis* and learners have a greater awareness of Climate Change. Learners have enjoyed being back face-to-face, which has improved their confidence and general wellbeing. We have also been able to re-engage with our volunteers, many of whom were unable to join our Zoom classes and have recruited 3 new volunteers.

As learning is planned with the learners, we have covered a range of activities according to need:

- Clydebank Tuesday Group enjoyed being back in person and have worked on writing skills, which were difficult to do on Zoom, and reading. They’ve also done a considerable amount of Numeracy work, using materials purchased through the CBAL Recovery fund. They have also been able to use the MiFi and bus tokens

which were purchased through this fund. Feedback from the learners has shown an increase in confidence and wellbeing.



- The ALSN Group was a busy group. They enjoyed using their Connecting Scotland iPads to use apps like Google Maps to check walking directions and searching for when the next bus is, booking tickets at the pictures, downloading apps and online safety. The Group also looked at election processes for the local elections. They celebrated National Numeracy Day by having a games day using maths. They also culminated the end of term with cooking with numbers (weighing/measuring and fractions) and having a trip out to the local park.
- The Dumbarton Groups have been hybrid, with one group continuing on Zoom, working on subjects like Climate change and COP 26, the countries of the world, and doing Countdown Conundrums. They also held a numeracy quiz for team members to celebrate National Numeracy Day, which was quite tricky but good fun! This group also had 1-1 in-person support in Dumbarton Library. The Dumbarton groups met in Church St prior to COVID and, with the building re-opening, we have been able to move 1-1s back and had our final group session of the year in our old room, in anticipation of returning in the new academic session.
- The Alexandria Groups had not taken to remote learning at all, so being able to re-engage with learners and volunteers in person has been a real bonus. We were able to access the Citizen's Advice Bureau for 2 groups. One concentrated on helping learners to use their Connecting Scotland iPads on essential literacies, such as completing Universal Credit journals, using emails and attachments and mobile phones. With re-engagement and reducing social isolation being a priority, our other group embedded literacies into a 'Knit and Natter' Group. This group was well received, we were able to re-engage with 1 of our previous learners and 4 new learners.

"I am now more involved and independent within the class. I am improving each week. My tutor and support worker have both noticed a big difference."
Literacies Learner

ESOL

English for Speakers of other languages (ESOL) moved from online delivery to a blended approach. Although ESOL had moved well to Zoom, there are aspects that are better covered

in person, such as writing. Our Community ESOL continues to be funded through the Regional ESOL Partnership with West College Scotland, which enabled us to support 50 learners over the Academic Session, achieving our target number. We were also funded by the Resettlement Team to bespoke ESOL classes for Afghan Refugees. We had a package of funding support to enable face-to-face classes to return: CBAL Recovery funds paid for the Centre 81 let; The Resettlement Team paid for the let in Dalmuir CC; and we re-started our Dumbarton Group in Dumbarton Library with the support of our partners in Libraries.

Each potential learner undertakes an assessment with us and is placed in classes according to their need. We have a good working relationship with West College Scotland, so learners at a higher level are referred to our contact there. Our classes are at Beginners and Intermediate level, with learners being supported to progress to higher levels at WCS and also to our other provision. As with Literacies, we take Social Practice approach and plan activities in consultation with learners:

- The Dumbarton ESOL group is at Elementary level and meets once a week. Originally on Zoom, the group participated in a consultation with Libraries on how they can make the service more accessible. This resulted in the class visiting Dumbarton Library for a tour with a couple of learners joining the library. The class is now held in the Library. One of the highlights of this year's course was a murder mystery, as part of Book Week Scotland, where they all had a part to play and had to work out who did it. The learners really enjoyed it and have now started to read and discuss books within the group.
- The Centre 81 Group is a mixed Elementary and Pre-intermediate level and meets twice a week. This is a hybrid class, with one session being held at Centre 81 and the other continuing on our Zoom Adult Learning Hub, the Resettlement Team also pays for crèche support in Centre 81. The class participated in a consultation with WDC Housing regarding using online forms.
- The Beginner ESOL class, which met in Clydebank High School prior to COVID has remained completely online as access to the school hasn't been resumed yet.
- Prior to COVID, we also ran a Conversation Café in Centre 81, so that learners had an opportunity to meet in a more informal setting to reinforce their speaking and listening skills. This didn't transfer well to Zoom and was changed to another Beginners' class in response to need.
- The Refugee ESOL was set up to support Afghan refugees and meets 4 times per week. Originally, the sessions were all in-person, however, the class asked for the course to be blended to allow for caring responsibilities, so they now meet in Dalmuir for 2 sessions and the other 2 sessions they join with the 'Clydebank HS' class online, giving them the opportunity to meet other ESOL learners. Ukrainian refugees are now also attending this class.



- We had a short summer programme for the Refugee ESOL class, based on the subject of Loch Lomond. Learners increased their

vocabulary on the natural world and Scots Language, they had a trip to Incailloch Island and took part in Family arts and crafts.

Learners undertake a separate 'What's Changed4U' evaluation, due to the language barrier and the majority of respondents reported that they have increased confidence and language skills. We recruited a new ESOL Tutor for the refugee classes, CELTA qualified, she had been a volunteer with us prior to gaining obtaining the post. We have also recruited 2 new qualified ESOL volunteers.

“It has changed my life, I now have the confidence and English to help me with shopping, going to the doctors, everything, I don’t need an interpreter anymore. I am very happy and independent.” ESOL Learner

Digital Learning

Our Digital Literacies programme, Digital Friends, had been particularly impacted by COVID restrictions as we typically work with learners who aren't confident or able to access the internet. As well as a group tutor, learners are supported on a 1-1 basis by volunteers so, with the return to community classes, we were able to provide our volunteers with opportunities to help out. This year, we were able to re-start one-to-one provision in libraries and, with further easing of restrictions after Christmas, we re-started groups, which due to COVID mitigations had to limited group size:

- Clydebank: we ran a small group in Centre 81 with the let and the crèche being funded by the Resettlement Team and delivered to families they have been working with. We also re-started a small group in Dalmuir Library, with a volunteer providing assistance to the tutor.
- Dumbarton: we started 2 group sessions in the library, using a mixture of laptops and library computers.
- Alexandria: we were able to access the CAB to deliver a small group. Due to COVID related social distancing, we had to split the class and alternate attendance, so that learners attended every fortnight.
- We have also started a new Digital programme, funded by Greater Glasgow and Clyde NHS. This programme is designed to support newly diagnosed Type 2 diabetes patients with their digital skills so they can My Diabetes, My Way online programme. We have a dedicated tutor for this programme and sessions will take place in Libraries, who have been supportive in the setting up of this new provision.

We continued to provide support to learners who obtained Connecting Scotland equipment and we have seen them become confident users of their iPads and Chromebooks. We have used CBAL Recovery Funds to purchase 45 new much-needed laptops and 6 MiFi units for use in community classes. These should be ready for use in the new Academic Session.

One of our long-standing Digital Learning Tutors retired this year and we are currently in the process of recruiting a new member of the team.

Family Learning

Prior to COVID, we delivered Family Learning activities in partnership with Primary Schools, many of which were funded through the Pupil Equity Fund (PEF). With the onset of the pandemic, we had to halt our provision in schools. Instead, we worked in partnership with WCS on the Learning Beyond Lockdown project which was targeted at parents with the aim of supporting them to address 'learning loss' by increasing their confidence in supporting their child's learning journey. With the easing of restrictions this year, we were able to engage with schools and communities to re-start Family Learning Activities. The CBAL Recovery fund helped us to purchase resources and Community Chef time, which enabled us to run several projects:

- Linnvale Primary: we ran a short programme involving cooking one pot winter warmer meals. The main aim of this project was to engage a small group of families back into the school after 2 years of COVID restrictions. The main focus was on cooking cheap, healthy one pot winter warmer meals that the family could prepare and cook quickly together and take home to eat. It was also hoped that families could play some educational numeracy games while their meal was cooking. The school provided all the costs towards the food and equipment needed for the families to cook each week and also purchased the number games. Working 4 U covered the cost of the community chef through the CBAL recovery fund. Families taking part engaged well and really enjoyed it, cooking a variety of meals and taking part in the numeracy board games provided.
- Carleith Primary: this family cooking project, was a first family engagement project in this school. 4 families took part, all of whom had children with additional needs. Families prepared and cooked cheap healthy family meals on the table top cookers, using equipment purchased by the school from a Food for Thought grant. The main outcome was attracting families into learning together in school and offering families some quality one to one time with their child with additional needs. The school had never tried anything like this before and plan to keep a rolling programme of similar learning opportunities ongoing from August 2022. This was a very successful project with good positive evaluations and comments from school and parents.
- St Mary's Primary: 5 families took part in this family cooking project, which the school wanted to offer to families who had previously engaged in 2019, before the pandemic. All really enjoyed being back in the school and this time preferred using the table top cookers which were purchased as part of the CBAL recovery fund and enabled families to fully engage and learn more about the actual cooking process from start to finish. We hadn't been able to do this previously as the food prepared was given to school kitchen staff to cook.
- St. Michael's Primary: The programme consisted of various activities including arts, crafts, den building and cookery. In addition families could prepare and enjoy some



food together and when there were non-cookery sessions, snacks were provided. The aim of the programme was to promote positive and valuable family learning and engagement with local families, by providing enjoyable and free activities. Due to the CBAL Recovery funds we were able to purchase Cook-it kits and den building materials that families were able to access as part of this learning opportunity. During one of the sessions, the Development Officer from the Illegal Money Lending project attended to offer information to families. Feedback from families was positive and families enjoyed taking part and trying different activities together.

- West Dunbartonshire Discovers: this was a Maths Week Scotland funded, Family Learning Project. The aim was to work with families to promote positive family interactions through the medium of science and maths. In addition, to encourage and promote enjoyment and confidence in STEM based activities. We were awarded £700, which was used to buy resources for families including calculators, maths sets, arts and craft materials and baking and measuring utensils. The resources were delivered to families with a voucher to enable families to bake at home. To enhance the sessions, staff accessed further support via the STEM Ambassador programme and managed to access support from a STEM Ambassador. Part of the fund was also used to buy Glasgow Science Centre vouchers for a family trip in March. Families that joined the sessions came from areas throughout West Dunbartonshire. Schools were contacted to help promote the sessions and a family link worker also identified families. Feedback was very positive, people enjoyed the sessions and they were described as having ‘cool science stuff’ and ‘interesting’. Families sent photos of some of the work they had done, which also added to the ‘Working 4U’ Adult Learning Facebook page. The involvement of the STEM Ambassador made the sessions more informative by contributing more science/maths detail.
- Phoenix Centre: Family Learning activities around arts and crafts as a way to engage with families with the easing of COVID restrictions. Families were encouraged to learn together within their local community and further develop skills in cooking and trying new foods. Participants were then able to eat food that had been made at the Phoenix or take it home with them. These sessions provided families with an opportunity to support one another and enjoy positive interactions within their family but also build networks with other families. It is hoped that by further developing positive relationships with Working4U staff, learners will feel more confident in attending other opportunities such as Literacies provision.

We were also able to use CBAL Recovery funds to purchase ‘Seasons for Growth’ materials, which we hope to use with parents in the coming year.

“...is loving the hand on arts and crafts, he really loved this week making rockets and the balloon craft. That's sparked his imagination. I enjoy seeing that he is great with facts and will speak out.”

Family Learning Participant

‘First Steps’ Courses

First Steps courses are aimed people who feel less confident about returning to learning. They provide an introduction to Adult Learning, building confidence to progress to other courses. They include Development Officer self-delivery programmes, such as STEPS and Inspire; and Direct Delivery programmes, using a Self-employed tutor such as Confidence Building, Stress Management and starter IT. Although we were able to run STEPS courses online, the very nature of these programmes meant that they were difficult to deliver online. However, this year, with restrictions being lifted, we were able to run a number courses which aimed to re-engage with the most isolated learners. These included:

- **Inspire:** this is a 6 week gentle programme that uses a social practice approach with people who, for various reasons are in stage 1 or 2 of the Strategic Skills Pipeline and for various reasons are not job ready or engaging with anything. Participants have the opportunity to engage in different taster sessions which aim to address the barriers they currently face. The programme hopes to Inspire adults to be a bit more confident, resilient, and ready to engage in new adventures. We ran 2 groups in TELL Training and one in Dalmuir Community Centre. We were able to utilise CBAL Recovery Funds to pay for complementary therapies and, as COVID restrictions lifted, partners from organisations such as SDS, CAB and Richmond Fellowship contributed activities. We see this programme as being the start of a learning journey and, as such learners are encourage to move on to other opportunities. This year, learners have progressed in a variety of ways: Adult Learning courses, such as Computing and ESOL; applying to volunteer in the Golden Jubilee; referred to the CVS Walking group, Working4U Employability and the Illegal Money Lending project. STEPS is also a good progression for learners.
- **STEPS:** the Steps to Excellence Programme is a well-known programme that aims to help individuals be more ‘Confident, resilient, optimistic and make informed choices’. We had been able to adapt the programme for online delivery with some success and ran one on Zoom prior to restrictions being lifted. After Christmas, we were able to begin in-person courses and delivered one each in Clydebank and Dumbarton, funded through the Disabled Parents Employability Support fund (DPES). We also used CBAL Recovery funds to purchase more packs. The groups are small, which benefits the learners, some of whom had health conditions. Feedback form the courses was positive with learners saying that they feel more confident and more positive about themselves.
- **Health and Wellbeing:** in response to the impacts of the pandemic on residents’ mental health and ability to socialise with others, we delivered two programmes focusing on wellbeing: Take A Break, which was held on Zoom until Christmas and then Spring Wellbeing, which took place at Ben View Resource Centre and was extended until June. The aim was to provide a safe space to develop a support network and speak to others about mental health or engage in dialogue with people. As well as discussion, there was time for participants to share ideas, tools and

strategies that they use to support positive health and wellbeing. The groups offered peer support and directed what they would like to focus on and this might be arts, crafts or discussions. The CBAL Recovery fund enabled a positive piece of partnership working by using a local community venue (Ben View). The participants gave positive feedback and friendships developed within the group. 2 participants from the group also attended our Adult Learning taster programmes. Our BACD student placement from Glasgow University also supported this group and her observed practice for her course was held at this group.

“Before, I would just think about things. I have enrolled in a course on 10th January and I previously would never have done anything like that before.” STEPS Learner

Learner Voice

West Dunbartonshire Learners’ Voice are a group of WD learners who meet weekly to discuss learners issues, raise profile of adult learning and are involved in representing adult learners in West Dunbartonshire at a local and national level. Since September 2021, the group have been able to meet in person at Tell House, as our partners at Tell Training kindly donated the use of their premises. This was welcomed by the group as they hadn’t attended face to face classes before this due to COVID and many of the members had felt isolated.

The group have undertaken a variety of activities including:

- Participating in consultations on the new Adult Learning Strategy and the West Dunbartonshire CLD Plan, including follow-up meetings with the Working4U Manager and Adult learning and Literacies Team Leader;
- Organising and delivering the adult learners ‘Christmas Cracker Quiz’ online learners’ event with Quizzes and Music for all our learners from across the Adult Learning provision. This gave an opportunity for WD learners to come together and meet others.
- Working with Glasgow University student on placement, helping with consultation questions on her community mapping of the local area.
- Attending the STEM Professional Learning workshops on the Science behind the Climate Crisis, which included a trip to Glasgow Science Centre.
- Involvement in the launch of the National Adult Learning Strategy (29th June) by taking part in a discussion with MSP Jamie Hepburn, the Minister for Further Education Minister for Higher Education and Further Education, Youth Employment and Training.
- 2 members attending ALP meetings; one of the members is also involved at a national level with Scotland’s Learning Partnership’s Learner’s Forum
- Promoting Adult Learning: raising awareness through their Facebook page and working with a graphic designer to update their logo.
- Successfully bidding for national Lottery funding for the first in-person learners’ event since the pandemic struck in October; planning and organising the venue, transport, refreshments and activities. They have decided the theme will be health and wellbeing.

Financial Capability (Illegal Money Lending Project)

This project aims to increase the financial resilience of residents in West Dunbartonshire in order to minimise the risk of residents resorting to illegal or high interest money lenders. Although managed by the Youth Learning Team, the activities are delivered across Youth and Adult Learning. In terms of Adult Learning, the Development Office has supported people with budgeting and opening bank accounts; delivered Family Learning sessions and given inputs at STEPS and Adult literacies classes.

Professional Learning and Development (PLD)

Prior to COVID-19, we organised monthly sessions for staff, based on a Training Needs Analysis, this was open to paid members of staff, volunteers and shared with the ALP. However, with restrictions affecting our learning provision, including opportunities for our volunteers to support learners, we have had to adapt our PLD.

We made a successful bid to Education Scotland's Enhancing Professional Learning in STEM funds to support PLD workshops for staff and volunteers on The Science behind the Climate Crisis. Delivered by Glasgow Science Centre, the aim was to raise awareness of human impact on climate change and enable practitioners to increase their confidence in talking about environment with learners. 15 participants took part, 3 of whom were volunteers. We had 4 sessions in total, running from October 2021 – February 2022. The 2 hour sessions were held online due to continued COVID restrictions and covered: what climate is; anthropogenic climate change; the global response to human induced climate change, including COP 26; climate justice and engaging West Dunbartonshire. Participants felt that the workshops helped them to understand the issues and the language around climate change better and that they felt more aware about what was happening at COP 26 but that they would prefer more interactive sessions in person. As such Loch Lomond and Trossachs National Park has been contacted with a view to setting up PLD sessions in Phase 2 of the grant, payment of which has been confirmed by Education Scotland.

Following the STEM PLD, we had 2 OU OpenLearn Champion Training Sessions. Eight members of staff from across Working4U attended, which enabled participants to find out about the free resources available through the Open University for use with learners and for personal Development. Completion of the session also allowed participants to become Openlearn Champions so that they can cascade information to others.

Staff and volunteers are also encouraged to attend appropriate PLD activities provided through national bodies such as Education Scotland (ES), CLD Standards Council (CLDSC), National Association for Teaching English and other Community Languages to Adults (NATECLA), Linking Education and Disability (LEAD) Scotland and regional bodies such as the West Partnership and West Alliance. An additional hours budget is set aside for part-time staff to be able to attend. This year, CLD Tutors have utilised additional hours to attend: an Education Scotland ESOL practitioner webinar; West CLD Alliance ESOL webinar; the Climate Crisis Workshop; and a NATECLA Training Session - Trauma in the ESOL Classroom. Team members also took part in the West Partnership's Family Learning and Engagement Sessions.

Staff are also members of various national and regional networks, which provide opportunities to share practice, develop professionally and therefore improve services. These include CLD Managers Scotland (the Team Leader chairs the Adult Learning Sub Group); the Adult Learning Strategic Forum Scotland; Education Scotland's networks: ESOL Leads ;

Literacies; Numeracy Practitioners; Family Learning Network, and Specific Learning Disabilities Network; and the Regional ESOL meeting.

In partnership with colleagues from Learning Link Scotland and WCS, we had made a successful business development application to SQA to develop an SCQF Level 6 PDA introduction to working in Adult Learning. This has entailed working with colleagues across Scotland in a Qualification Design Team. Units have been written up and we are working with our design partner in SQA to refine them. This qualification should be a good entry level award for people working in or interested in working in adult learning in a variety of settings and ties in with the Workforce Development theme in the Adult Learning Strategy.

We have continued to provide placement opportunities for CLD students, which is a whole Team effort and includes the Learner Voice Group. This has its challenges, as we are still working remotely, however, we managed to support a student on placement from Glasgow University BACD programme to successfully complete her 1st Year placement.

We also contributed to the submission for renewal of WDC's CLDSC Standards Mark approval, which was successful.

The STEM phase 2 workshops are currently in the planning stage with the National Park, as is an anti-sectarian workshop from Nil by Mouth. A PLD survey has been sent to staff and volunteers, which will inform planning for other opportunities.

West Dunbartonshire Adult Learning Partnership

The ALP continued to meet regularly on MS Teams, with two members of the Learner Voice Group now also attend. When formulating the 21-24 CLD Plan, we had identified a number actions, which we tied in with the then themes in the draft Adult Learning Strategy (ALS, May 2021 version).

- **Theme 1: Expanding and Extending Adult Learning:** ALLT and WCS colleagues continually review and plan the learning offer with learners and progression routes are negotiated with them and the appropriate faculties. We have also introduced new subjects, such as BSL, Vehicle Maintenance and Gardening. As described above, this partnership won prestigious CDN Awards. Learners are also advised of the Money and Work support available through Working4U. We have continued our ESOL partnership working with WCS, which funded our community ESOL programme; the End Year Report has been completed. In terms of delivery post-COVID, Learners were surveyed as part of the plan consultation, 48% said they would prefer face-to-face, with 42% saying they would like a hybrid approach. Assessments were undertaken to re-start face-to-face work, which has increased over the past year, with the appropriate protocols in place. Digital Forensic and Intro to Cyber Security units were delivered under the SLA with WCS. Internet safety is included in Digital Friends. We have started a new provision in partnership with the HSCP to deliver basic IT skills for Type 2 Diabetes patients in Libraries, which will include Cyber Security.
- **Theme 2: Connecting the Adult Learning Journey:** the Partnership is connected to local and national networks as members sit on various other partnerships and report back to the group. In particular, the ALLT Team Leader is chair of CLDMS Adult Learning Sub Group and, as such, sits on the Adult Learning Strategic Forum Scotland, including the strategy writing sub group. A WCS colleague is also a member of CDN and the CLDSC Approvals committee. This member has also agreed to be the ALP's rep on WD's Strategic Employability Group, in response the new Adult Learning Strategy's recommendation that local CLD and Employability

Partnerships work more closely together. One of our Learner Voice reps is a member of Scotland's Learning Partnership's national learners' forum, ALFIES, and report back to our meetings on the work they are undertaking. Guidance is an important part of this theme and SDS have re-started their awareness raising and 'BUZZ' sessions with our learning groups, after being halted due to COVID.

- **Theme 3: Communication:** we had actions in this theme around sharing information, which we do through our meetings and email as well as attendance at other partnership meetings. This theme was part of the draft Adult Learning Strategy but was removed in the final version as the communication aspect is threaded through the other themes. We can see this in Theme 2 as we share information as part of Connecting the Adult Learning Journey. We have agreed to mirror the ALS and remove this as a discrete theme.
- **Theme 4: Access and Inclusion:** our activity on this theme was around identifying suitable venues and continuing to support online access for learners. This included service re-start in Libraries, which was achieved in Dumbarton and Dalmeir Libraries and which is planned for Alexandria and Clydebank Libraries in the new Academic Session (22-23). We have also used CBAL Recovery Funds to access other community venues and have been able to run some classes in WCS Clydebank Campus. . Some partnership course are still online and we are taking a hybrid approach to ESOL and Literacies.
- **Theme 5: Workforce Development:** we re-instated shared PLD, with the STEM and OU sessions being open to Partners, as well as Working4U Staff and volunteers. CBAL Recovery Funds were used by CVS to support the roll-out of a new locally developed skills-based certification scheme, VISA (Volunteering to Improve Skills and Achievement). ALLT and WCS continued to work with Learning Link Scotland on the development of an entry level PDA for working in Adult Learning; writing and review groups were set up and units sent to our SQA Business Partners for comment. ALLT staff and volunteers have been asked to complete survey on PLD.

4. Areas for Development

Adult Learning and Literacies Team

What we said we'd do

When writing the CLD plan for 2021-24, we had identified the following as areas for development:

- COVID recovery: reinstating face-to-face, one-to-one and group support, including identifying community venues and outreach and engagement;
- Looking at how to benefit from the increase in online learning to offer a blended learning approach;
- Reinstating face-to-face engagement with volunteers, depending on COVID restrictions;
- Reviewing Prison Literacies and how to take learning in terms of criminal justice forward;
- Communication/awareness raising of the benefits of adult learning and opportunities available;
- Refreshing community learning computers;
- Developing ESOL to support Afghan refugees;

- Reinstating regular PLD sessions, including Education Scotland funded STEM PLD.

We have made good progress over the year in achieving positive outcomes, as follows:

- Face-to-face groups and 1-1 sessions have been re-instated, we have identified new community venues and re-engaged with previous community venues. We have also been undertaking outreach and engagement work, which has been facilitated by having the CBAL recovery funds.
- Our learning offer has been blended, with just over half WCS partnership courses delivered online and literacies and ESOL having online and face-to-face options. This has been particularly useful in ESOL provision as it has meant we could support learners with caring responsibilities and learners didn't have to travel far to attend the most suitable of level of class.
- The re-starting of in-person classes, in particular literacies and digital friends, has meant that our volunteers have had to opportunity to come back to classes to support learners.
- Continued to promote adult learning and its benefits, particularly through our Facebook page, which has over 1.4 thousand followers.
- Purchased 45 laptops and 6 new MiFi units through the CBAL Recovery Fund
- ESOL in place in place to support Afghan refugees, recruiting a new tutor and supporting refugees for other conflict areas.
- Completed Phase 1 of STEM PLD and submitted report. Other PLD delivered as described above. Phase STEM PLD in planning stages and training survey sent to staff and volunteers.

In terms of Prison Literacies, we have had initial discussions within the team on how to take this aspect forward, however, we have still to review and plan this area of work systematically.

“Since completing the course, I have successfully gained short-term employment within a local food bank, which I enjoy as I am learning lots of new skills and have routine in my day and a sense of purpose. I feel that my input is valued by the staff and volunteers and this in turn has helped improve my confidence, self-esteem and mood.” Learner on Partnership Gardening course

Going Forward

In reviewing our work for the past year, the Team identified areas which could be improved, which has informed our areas for development for the coming year:

Table 1: Team Review Priorities

Area of Work	What Could Be Better	Priorities for this year
Team communications and promotion	Leaflets / Graphics, banner for events.	Update leaflets and Individual Learning Plans (ILP). Apply to Corporate Communications for more professional look. Make Templates for leaflets Branding – tie into Adult Learning Strategy
Vocational community-based SQA certificated courses with West College Scotland	Venues College Data	Cost of living crisis impact: <ul style="list-style-type: none"> • need local venues • travel costs will need more bus tokens Ensure regular data updates from WCS
Digital Friends	More Volunteers Better venues	Sourcing suitable venue Recruit Volunteers Recruit Learners Develop ILP Use new IT resources (laptops)
Literacies	Suitable venue Recruitment of learners ILP Record of Learning Criminal Justice – prisoner literacies	Marketing Update ILPs /Paperwork. Continue rolling programme but market specific short term literacy courses perhaps around Health Literacies – promote to NHS More Awareness Raising Sessions Awareness session to Criminal Justice and discussion around taking ‘prison literacies’ forward
ESOL	Data collection	Update Evaluation forms Response to Ukrainian refugees – possible capacity issues.
FIRST STEPS	Few referrals Small groups do sometimes work better	Offer STEPS on a blended basis Promotion of First Steps courses
Family Learning	School funding – PEF? Create Plan – currently ad-hoc response	Family Learning Plan to tie in with Multiply funding
Learner Voice	Ring fenced money for Adult Learning events. Merchandise	Learner event Recruitment Take forward Learner issues
Volunteer Support	Recruiting	Recruitment PLD Plan

Area of Work	What Could Be Better	Priorities for this year
PLD	Progression for Volunteers	Analyse survey Work on calendar including STEM Continue to work on entry level PDA Seasons for Growth training for Literacies Staff Access SQA Assessors and Verifiers training
Involvement in Adult Learning Communities of Practice	Getting time	Continue to access as appropriate

As well as these specific actions, there are external factors which will impact on the Teams' work, including:

- the implementation of the Adult Learning Strategy
- the roll-out of Multiply funding
- responding to Ukrainian Refugee ESOL needs
- the impact of the 'cost-of-living' crisis on learners

Adult Learning Partnership

At our review session, we discussed priorities for the coming year, which will inform our action plan. We also agreed to tie the themes to those of the Adult Learning Strategy: Expanding and Extending Adult Learning; Connecting the Adult Learning Journey; Access, Diversity and Inclusion; Workforce Development. Specific priorities for this year include:

Table 2: Adult Learning Partnership Review Priorities

Area of Work	What Could Be Better	Priorities for this year
Partnership working	Attendance at meetings/ internet for remote meetings	Consult members if we should return to face-to-face meetings
Partnership working	Recording self-evaluation points and actions (WCS/ALLT self-evaluation) based on the How Good is Our... Quality framework	Re-instate WCS/ALLT self-evaluation sessions Update Framework of Responsibilities
Partnership working	Clearer roles for partners	Renew Action Plan for 22-23 and include roles

Area of Work	What Could Be Better	Priorities for this year
		Self-evaluate using How Good is Our Framework Update Framework of Responsibilities Joint PLD with partners especially ALLT and WCS to raise awareness of partnership programme.
Progression Routes	Resourcing progression routes for learners Awareness raising of possible pathways	Awareness raising of possible pathways
Access	Accessing venues	Continue to identify suitable venues Clydebank Campus
Access	Digital inclusion for learners if we continue with online learning	Offer hybrid model Identify ways to provide learners with kit (e.g. Connecting Scotland)

5. Impact on Learners

We obtain ‘real-time’ feedback from learners in class as part of our ongoing guidance and support and when reviewing learning for ILPs and ESOL mid-session reviews. This helps to continually adapt to learners’ needs. As well as this, we undertake a more formal end-of-year evaluation with a ‘What’s Changed4U’ questionnaire, which enables us to see the difference learning has made for participants.

Learners’ Evaluation

At the end of the Academic Session, 97 learners completed a What’s Changed 4U form and 38 learners completed an ESOL specific version. Being able to evaluate courses in person has meant that the response has doubled from the previous year’s evaluation, which was done remotely via a Survey Monkey link emailed to learners.

What’s Changed4U

- 74% of the learners had a college tutor and 31% had a Working4U Tutor
- In terms of improved skills, the most popular choice was *Working with Others or Working as a Team or a Group* at 37% with the second most popular choice being *Speaking, Listening, Communicating, Doing Presentations* at 28%

- In terms of other skills, the most popular choice was *other skills* at 34% and they listed specific skills learnt at their course e.g. gardening, BSL, using an iPad; the second choice was *living a healthier lifestyle* at 27%
- When asked about personal goals and impacts on areas of life the top 3 answers were: *Mental Health and Wellbeing* 49%; *Social Life/Relationships* 47% and *Personal Life* 41%
- In terms of progression, 66% said they intended to go on to further learning, 41% saying they intended to do another Working4U learning opportunity
- 62% have also completed a qualification with us
- 81% feel more confident as a result of coming to classes and 73% feel more confident about going on to further learning

Selection of comments from being asked what difference the course has made:

- *Seeing life from different community and their challenges*
- *Make some new friends, more social interaction, learning new skills*
- *I look forward to the class every week and I am sharing my learning with my children*
- *I have always wanted to learn sign language it is a great achievement*
- *I am now using the skills and knowledge gained on this course to grow my own fruit and veg at home, make my own compost etc. and can't wait to see the results of my harvest*
- *I have been struggling with health issues for a couple of years. Previous to this I always worked, I needed something for me to get my mental health up.*
- *Going to sewing class has really helped my confidence and self-esteem. All the ladies are absolutely wonderful and so friendly. I get bad social anxiety so don't really leave the house but my Tuesday classes quickly became the highlight of my week because I was included as part of the group from the first day. Successful finishing the projects in class is the first time I've felt proud of myself in a very long time. Julie, our teacher, is beyond lovely. She's more like a friend than a teacher. Julie is so supportive and has been nothing but kind to all of us.*

Satisfaction Questions:

- 71% were very satisfied with the service and 16% were satisfied, therefore 87% overall satisfaction;
- 77% said they were very likely to recommend the service to another and 13% saying they were likely to recommend the service, therefore 90% would recommend the service.

Learners' evaluations continue to be very positive on the whole and the comments learners make show the difference learning is making to them. Information obtained from the survey has contributed to our plans for the coming year.

Learner Voice Focus Group

The progress report was discussed at a Learning Voice meeting:

[It is] a pretty fair and positive report which is encouraging when you consider the previous couple of years. That task now is to rebuild, which is bound to take a bit of time. Confidence in meeting again will grow with the passage of time and interest will grow again.

One of the things that strikes me about the whole thing is the way technology was thrust upon people and there was a good response despite the challenges of embracing online learning and benefiting from it.

6. Key Progress Indicators (PIs)

Table 3: Key Progress Indicators for Financial Year 21-22 & Q1 2022

PI Title	Financial Year 2021/22	Quarter 2022/23
Number of local people receiving support through Working4U - Adult Learning & Literacies	465	127
Number of Local People receiving support from Working4U Adult Learning & Literacies with a disability or health issues	122	40
Number of adults engaged in family learning through CLD activity	16	13
Number of children/young people engaged in family learning through CLD activity	21	23
Number of local people entering education or training from Working4U Adult Learning & Literacies	459	127
Number of local people gaining an accredited qualification from Working4U Adult Learning & Literacies	159	103
Number of unique individuals participating in courses targeted at improving literacy and numeracy through Adult Learning & Literacies	120	39
Number of people (uniques) involved in volunteering activity to deliver Working4U Adult Learning & Literacies services	45	26
Number of adults with improved mental health and wellbeing outcomes through CLD activity	25	44
Number of people involved in consultation and representation structures	6	5

PI Title	Financial Year 2021/22	Quarter 2022/23
Number of people involved in consultation and representation as respondents	83	118
Number of Partnership Events hosted by Working4U Adult Learning & Literacies	1	0