

# ADULT LEARNING ANNUAL REPORT 2024-25

WORKING4U ADULT LEARNING AND  
LITERACIES REPORT FOR ACADEMIC YEAR  
2024-25





# INTRODUCTION

Welcome to our Adult Learning Annual Report, which covers the work done by the Working4U Adult Learning and Literacies Team and the Adult Learning Partnership over the past academic year from August 2024 to July 2025.

We hope you enjoy reading about our work !





*The Wellbeing Group busy weaving!*

## OUR PROGRAMMES

This year, the Team continued to deliver a range of classes in the following programmes:

- **Certificated courses in partnership with West College Scotland** - 21 classes in Computing, Psychology, Gardening, Childcare, Creative Writing, Cooking, Baking, Criminology, Social Anthropology
- **Digital and Adult Literacies** - 7 Literacies Groups, working on reading, writing, spelling and numbers; 2 Beginners Computing Groups
- **English for Speakers of Other languages (ESOL)** - 2 Beginners Groups; 2 Elementary; and 3 New Scots Groups
- **Wellbeing** - Time-out Tuesday, and Wellbeing Wednesday; 2 Family Cookery projects and a Budget Cookery Course
- **Multiply** - Courses to Improve number skills: Family Cookery with embedded maths; Budget Cookery; Stitch in Time; Counting on Crafts
- **Learner Voice** - A group of our learners and volunteers who meet to discuss learners' issues and raise the profile of adult learning, including organising our annual Learner Event
- **Professional Learning** - Staff development
- **West Dunbartonshire Adult Learning Partnership**

## PARTNERSHIP COURSES



**164 learners enrolled in 21 classes over 2 learning blocks.**

Classes continued to be popular, with most groups having 14 to 23 learners. We introduced a new subject this year, Social Anthropology, which proved to be a welcome addition, with 17 learners taking part.

There has been an increase in ESOL learners attending these courses giving them an additional opportunity to improve their English, make friends, and gain qualifications.

There was a 'growth' in learners in the Horticulture course at the Phoenix Centre. The Centre provided the class with a new polytunnel, and Phoenix Café were able to use all the produce grown by the group in their 'Pay what you Can' Café. Strong relationships were also built with Greenspace, who have been providing extra gardening resources for the class.

We had a new opportunity to incorporate hospitality and catering SVQs, levels 1-2, alongside SQAs in the Exploring Cooking courses. These were extended to 3 courses running across the 2 semesters due to their popularity and demand.

The Creative Writing class had exhausted the SQA units they could undertake with the College. Instead, the Adult Learning budget was used to fund an independent writer/lecturer for 16 weeks until Dec 2024, with the agreement that this would give them time to become an independent group. With guidance from the Adult Learning and Communities Teams, they started in January 2025 as the Dumbarton and Vale Writing Group. They applied for and received £12,000 funding for 2 years from The National Lottery and have now secured a writer/lecturer for their independent classes.

9 learners will progress into full time college courses next term: 1 into a full-time hospitality course and 8 moving into the Childhood Practices Course 'PDA Education Support Assistance' (School Hours) this course enables learners to study full time but within times that enable school pickups.

Learners in all classes have been given the opportunity to progress to classes next year and proposals have been submitted to West College Scotland for August to December 2025. There will be 11 new SQA courses offered in the new year, including one that hasn't be delivered before on Relaxation and Mindfulness.

There is continued support for classes locally by partners, with cost free venues in Libraries and The Phoenix Community Centre, which are vital to the learning offer.



*Cookery class*



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## DIGITAL AND ADULT LITERACIES

### **137 learners enrolled in Digital Learning and Literacies groups.**

Our Literacies Groups had good attendance, with an average of 11 learners coming along to each group. Learners have an Individual Learning Plan (ILP), but we also take the opportunity to learn things as a group. Given the focus on numeracy through Multiply funding, we had more learners working on maths and gaining Core Skills Numeracy Qualifications than we have had previously, although learners continued to work on other aspects, such as Reading and Creative Writing.

The groups aren't just about spelling and maths; they're about using these skills in real life. With this in mind, we have different activities, including speakers on subjects the groups are interested in. This year, we had talks on Cyber Security from the police, Fire Safety from a Community Safety Officer, and CPR from the Working4U Employability Team.

We had 2 digital learning classes: Getting Started in IT in Clydebank Library and Digital Friends in Dumbarton Library.

Across the 2 classes, we had 28 enrolments and an average attendance of 7. Aimed at complete beginners, learners can also undertake an SQA Core Skills ICT unit, if they want to. Learners worked on various aspects of everyday computing according to their needs, using an ILP. As well as this, 8 learners gained an SQA Core Skills ICT level 3.

2 volunteers and 2 learners also gained employment, and 3 progressed to a partnership computing course. We were able to have the settings changed in one of the computers in Dumbarton Library, so it's now more accessible for those with a visual impairment.

One of our Digital and Literacies Tutors, Norma, retired at the end of this year, after many years' service. We wish her a long and happy retirement!

*The Alexandria Group had a trip out to the Transport Museum in Glasgow.*



*I've recently moved into a property with my own garden. I've gained an understanding of plants, recognising them and learning how to best prepare for spring. I'm also trying my hand growing fruit and vegetables. The gardening course takes place in a community centre in Dumbarton, I see the benefits that our class have done to make the centre a welcoming place and good for mental health to sit or share the garden area for our class and the public who use it at other times. The class also contributes to the kitchen that feeds the local community, it's an area where people are finding things tough and it's nice to meet the people who work and visit the centre. The importance of the Phoenix Centre to its local community must never be underestimated.*

**Gardening Learner**

*I'm feeling much more confident since joining the class. Not so reluctant to switch on computer at home. Very friendly and welcoming class.*

**Computing Learner**

*Meeting new friends, I have become more confident with reading*

**Literacies Learner**



*Using maths to make clothes*

As well as encouraging our learners in our Literacies Groups to improve their number skills, we used Multiply funds to deliver several other courses.

The Counting on Crafts course aimed to embed SQA Core Skills Numeracy in a craft course, with learners achieving their SQA learning outcomes while learning new skills.

We use Multiply funding to run 2 textiles classes with embedded maths. These classes, Stitch in Time, were popular with 14 learners attending.

We also used Multiply funds to deliver Cookery courses with integrated maths. We delivered Family Cookery classes in local Primary Schools and Budget Cookery classes in Alternatives Safe as Houses. The cookery classes are always popular with schools, as a tool for engaging with parents, who enjoy having time set aside to learn with their children.

Multiply Funding stopped at the end of the Financial Year ( March 31<sup>st</sup>, 2025). Learners undertaking SQA units were supported to complete them in our ongoing Literacies Groups and other funding will be utilised to deliver the most popular classes in the next session.

# ESOL



**96 learners registered in our Community and New Scots ESOL. We also conducted 81 initial assessments.**

These assessments enable us to find the right level of community English class for learners, or whether they would benefit from higher level English at college, our other classes, or support from the Employability Team.

Our Elementary ESOL class in Centre 81 was offered the opportunity to do an Employability ESOL course in West College Scotland, and 5 learners took up the option. Our ESOL classes base learning on language needed for everyday life. For example, this class was working on food preparation and cooking verbs, along with textures and tastes. They finished their learning off by taking part in a 'Store Cupboard Beauty' activity, following instructions to make a face mask, hand lotion and eye mask from ingredients found in the kitchen. While applying the beauty treatments, they discussed how each felt; it was a fun and memorable way to reinforce vocabulary learnt in class. The class also had an input from the Clydesider magazine, and they've been asked to write an article about coming to ESOL classes.

The Beginners' ESOL class was impacted by the tutor leaving for a full-time post and only took place once a week, until we recruited our new tutor. Fortunately, we successfully recruited a new ESOL tutor, Tracey, who teaches in this class and the Beginners class in Dumbarton.

As part of their learning activities, the Clydebank beginners class helped to organise a end-of term get together for all Clydebank ESOL learners, by writing the text to send to learners then deciding on the activities that we would be doing. 40 Clydebank learners from different classes took part, they brought food to share with others and engaged well in fun activities designed to reinforce their English language skills. They're keen to have similar events in the future.

Our New Scots ESOL classes continued to be busy, and learners in one of the classes were supported to undertake an SQA Communications unit. Learners in these classes also worked on time, timetables and money, which culminated with a train trip to Loch Lomond. After they got off the train, they went for a walk in Balloch park, before enjoying a cruise on the Loch. They finished the day by having fish and chips, before getting the train back to Dalmuir. It was a great day out for our New Scots!

We like to encourage ESOL learners to take part in other activities, and some have attended other classes, for example: Childcare, Creative Writing, Gardening, and Getting Started in IT. An ESOL learner has also joined the Learner Voice group.





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## WELLBEING

### **27 learners took part in our Wellbeing groups.**

The Time Out Tuesday group in Dumbarton had a very busy year. During the first term, the group combined knitting with a project on Dementia. This started with Dementia Awareness Training delivered by a Dementia Adviser from Alzheimer's Scotland.

Following this, the group had a visit from Police Scotland to talk about Dementia Safeguarding Tags and the Herbert Protocol, which is a form families can complete to provide comprehensive information about missing persons. This saves time and may give clues to missing persons' whereabouts.

One group member showed the group how to knit 'fiddlemitts'; these are designed to relieve tension and restlessness as part of a comforting sensory experience for Dementia sufferers. 16 fiddlemitts were knitted and these were donated to Crosslet Care Home alongside a Christmas hamper of goodies for the residents. The group also did Jackie Stewart's (dementia) walk around Levensgrove.

Over the year, the group had lots of inputs from various organisations including: the Citizen Advice Bureau; the Local History and Archives officer at WD Libraries, who gave a talk on historical crime & punishment in Dumbarton; and Home Energy Scotland, after which two members of the group phoned their energy supplier to change from the Standard Tariff.

The Richmond Fellowship showed the learners how to do a stress and body scan; a rep from Police Scotland did an input on cyber security; Fire Safety Scotland delivered a session on home safety; and the group had an input from Mentor Scotland's group based in Benview on peer support for mental health and wellbeing.

The group also had a very useful and informative input about sign language from Chatty Hands. As well as all this, the they took part in chair yoga and alternative treatments. Craft activities included woodcut printing crafting, charcoal drawing, and stitching bunting with Emma Henderson for Roman Festival at Old Kilpatrick.

A particular highlight which the group thoroughly enjoyed was the visit to Bellsmyre Community gardens, where they were warmly received and given a bit of knowledge about plants and cuttings. They enjoyed it so much that they had a return visit in May.

*Working on banners for Roman Fest*



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### *CPR session*

The ESOL Wellbeing Wednesday group in Clydebank were also busy with a range of inputs aimed at health improvement. They practised chair yoga and a rep from the Richmond Fellowship visited to talk about anxiety, finishing the session off with a relaxation body scan. WDCVS did a short presentation about the health and social walks that they run, and Green Tree Remedies gave an interesting input about different oils and their uses.

The Libraries' Culture team ran a session on needle felting, and the group also had a workshop on stained glass painting. The glass designs that the group made were displayed during the spring break in Clydebank Town Hall.

They had a great input from Police Scotland, discussing issues regarding Anti-social behaviour, CCTV, cybercrime and how to contact the Police. The group found this very useful. They were also given bike marking kits, to ensure the safety of their bikes. The Fire Brigade delivered a session on CPR, and the group got to practise on 'Resusci Anne' dolls. They were shown how to use a defibrillator, including contacting 999 and getting the code to access the machine.

They had an enjoyable day out at Levensgrove Park, having a wee hurl on the Trishaws.

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## WEST DUNBARTONSHIRE LEARNERS' VOICE

The biggest piece of work for WDLV is the annual learners' event. This year, they were successful in obtaining £4350 of funding from the National Lottery, which funded the Lifelong Learning Event in November.

The event aimed to bring our learners together to celebrate their learning; promote the benefits of adult learning; find out about the other services available; and be consulted on our service and what adult learning means for them.

WDLV invited thirteen local partner organisations to have information stalls at the event. Organisations reflect a range of community activities in areas such as Libraries; community development; Further Education; mental health and wellbeing; arts and culture; and benefits & employment. WDLV planned to make this a fun event with entertainment and lunch provided, where learning was celebrated and the diversity of learning in WD recognised. They also hoped to increase their membership, as their role is vital in creating a strong learning community voice.

Added support on the day came from local partners, members of the Adult Learning Partnership, Working4U staff and 3 affiliated members of WDLV who cannot commit to weekly meetings but are happy to help with set up.

Will Quinn from the Scottish Government's CL&D Policy Unit was the guest speaker which enabled us to have a Q&A session for learners. WDLV also gave their yearly update and encouraged learners to take part in the consultation and interactive stalls later in the day.

The Lifelong Learning event was a wonderful day: 184 learners attended and everything went as planned. West Dunbartonshire Learners Voice were encouraged by feedback from the evaluations, with 100% of respondents saying they would like to see another learners' event. Participants enjoyed the day and felt it gave them an insight into the bigger picture in terms of the issues facing adult learning locally and nationally.

WDLV shared the results from the consultation with the ALP and ALLT and contacted learners who expressed an interest in joining. Findings from the consultation will be the basis for plans going forward.

Due to some canny budgeting, there were some funds left over, and the group received permission from the National Lottery to use them for training and team building workshops. These included a teambuilding day out and social media training.





*WDLV crafting*

As Adult Learning was facing budget cuts again this year, WDLV campaigned to raise awareness of the positive impact of Adult Learning in the community and the importance of continued funding. Although the Council did pass the cuts, funding was secured via the UK Shared prosperity fund to support the service for the time being.

The group continues to have representation on the Adult Learning Partnership and on Scotland's Learning Partnership (SLP), and they took part in SLP's Craft and Web Day which launched the Elfie's (learners' crafting group) website.

Joe Boyle, founding member of WDLV, decided to step down after many years of support and activity with Learner Voice, he will be greatly missed by all the WDLV group members.



*Joe with last year's award*

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## PROFESSIONAL LEARNING AND DEVELOPMENT

Due to staff illness, there was a smaller offer of bespoke staff development this year. However, staff did attend various staff development opportunities delivered through Community Learning and Development (CLDSC) and Education Scotland (ES), as well as networking meetings. Staff and volunteers attended sessions available through the CLD West Alliance Winter Festival, which is delivered by Local Authorities in the City Region area. These included: WD Community Transport (WDC); Family Learning and Schools Partnerships (Glasgow Life); Fast Track ESOL Volunteer Scheme (Inverclyde); and Building Racial Literacy (ES).

In terms of bespoke Team staff development, we referred to the CLD Plan and staff consultation and arranged the following: Volunteer Week Celebration with input from CLDSC and consultation; a Scottish Refugee Council (SRC) webinar on Refugee & Asylum Rights & Entitlements; and an end of year staff review session. We supported 3 volunteers to do the online non-certificated Introduction to Teaching English as a Foreign Language at Dundee and Angus College.

The Refugee training was very well attended, with twenty-three people taking part and feedback was very positive: in the SRC evaluation, 100% of the respondents gave the top rating of 4 stars for the 'I have learnt something new' category. At the Volunteers Week Celebration, we heard from Kirsty Gemmell about the benefits of CLDSC membership and one member of staff has applied for membership. At our staff session at the end of term, it was good to have time out to discuss how we thought we did this year, what our priorities should be for next year, and staff development requirements. Our three ESOL volunteers also completed the online course and thoroughly enjoyed it.

We have also been contacted by Glasgow University to take a third year BA Community Development student on placement for 2025-26. As well as being an action in the CLD Plan, we will be delighted to have a student in place to help support the development of the CLD workforce.

*Volunteers Week celebration with visit from Kirsty from CLDSC*



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## WEST DUNBARTONSHIRE ADULT LEARNING PARTNERSHIP

2024 saw the first year of a new 3-year CLD plan, with the ALP contributing to the writing process.

Due to staff illness, the partnership couldn't meet as often over the year, but they still progressed actions defined in the 2024-27 plan.

For this plan, the themes from the Scottish Adult Learning Strategy (ALS) were used, although the strategy itself is currently paused, these themes are a useful way of organising our work.

In general, the ALP continued to be a useful forum for partners to share information and advice and to work together to improve services for learners.

## Summary of ALP Activities

### *ALS Theme 1 Expanding Adult Learning*

- **Multiply Funding in 2024 to widen numeracy learning:** programme completed. Total numbers across ALLT and outsourced: 56 courses; 433 learners; 100 achieved a qualification
- **ESOL Partnership working:** ESOL courses funded through the ESOL regional partnership with WCS: 2 classes x 2 sessions per week and 2 x 1 session per week; New Scots ESOL funded through the Resettlement Team: 2 x 2 sessions per week and 1 x 3 sessions per week

### *ALS Theme 2 Supporting the Learner Journey*

- **Reviewing Partnership Courses:** ongoing liaison between partners; groups were consulted with and discussions held between ALLT and WCS to agree hours and subject areas for 25-26
- **Strengthen links to Adult Employability (AE) :** AE training courses and support info shared with ALP at each meeting
- **Share information on Adult Learning including positive outcomes:** ongoing updates at ALP meetings; courses advertised on the Adult Learning Facebook page, as well as good news stories; 1.8 k followers on Facebook
- **Annual Learner Celebration event:** partners contributed to the organisation and delivery of the 2024 event.



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## WEST DUNBARTONSHIRE ADULT LEARNING PARTNERSHIP

### Summary of ALP Activities (continued)

#### *ALS Theme 3 Promoting Inclusion: Access Diversity and Inclusion*

- **Support individuals and groups to influence positive change:** 180 Learners consulted at the Learner Event; 125 respondents to What's Changed4U evaluation survey; 16 group discussions with learners to chat about their experience. Consultations will help learners influence provision.
- **ALP members continue to represent West Dunbartonshire on local and national strategic bodies and share information:** WDLV member continues to have membership of the National Learners' Forum and updates ALP. The ALLT Team Leader represents WD on: CLD West Alliance; CLD Managers Scotland Executive Committee; chairs ALMA an Adult Learning managers group; attends Education Scotland's Literacies and ESOL networks. The Adult Employability Team Leader attends the Local Employability Practitioners network . 2 ALP members have been attending Education Scotland facilitated sessions for improvement for the WD CLD Strategy Group.
- **Ensure representation from Learner Voice Group is included in Adult Learning Partnership:** WDLV rep continues to be an ALP member
- **Investigate including an ESOL learner(s) in ALP to widen representation:** although not on the ALP as yet, new members were recruited for WDLV, including an ESOL learner.

#### *ALS Theme 4 Staff and Volunteer Development*

- **Professional learning and Development for CLD volunteers and staff:** the West Alliance Winter Festival Opportunities were shared, the ALP member from the Communities Team delivered WD's contribution on Community Transport; 23 people attended the SRC Webinar on Asylum and Refugee Rights and Entitlements; Rep from the CLD Standards Council (CLDSC) gave input at ALLT Volunteer Week celebration; 5 new volunteers have joined ALLT and trained for Digital Friends, ESOL and Literacies; 3 volunteers were supported to do the online Introduction to Teaching English as a Foreign Language course at Dundee and Angus College; practitioners continued to attend networks including CLDSC member meetups; ALLT held a staff Development Session to review the year, this included question on training. Results will be used to plan next year's diet of training.

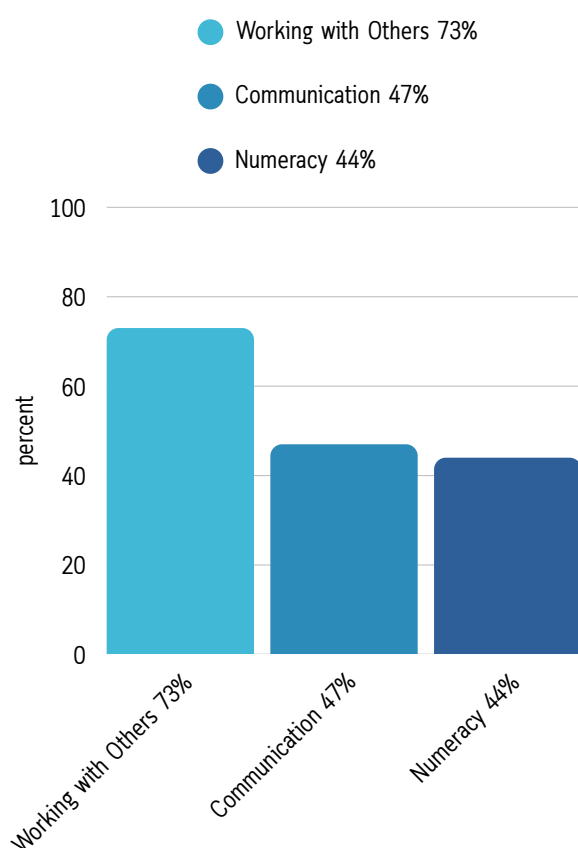
# EVALUATION

Throughout the year, the Team consults with learners to make sure they're achieving their learning outcomes and are happy with the service. At the end of the year, in June, we ask learners to complete an evaluation form, 'What's Changed4U' which tells us what learner feel they have gained from coming to classes. We also hold discussion groups so we can find out how they feel we have done as a service and if they have any suggestions for improvement.

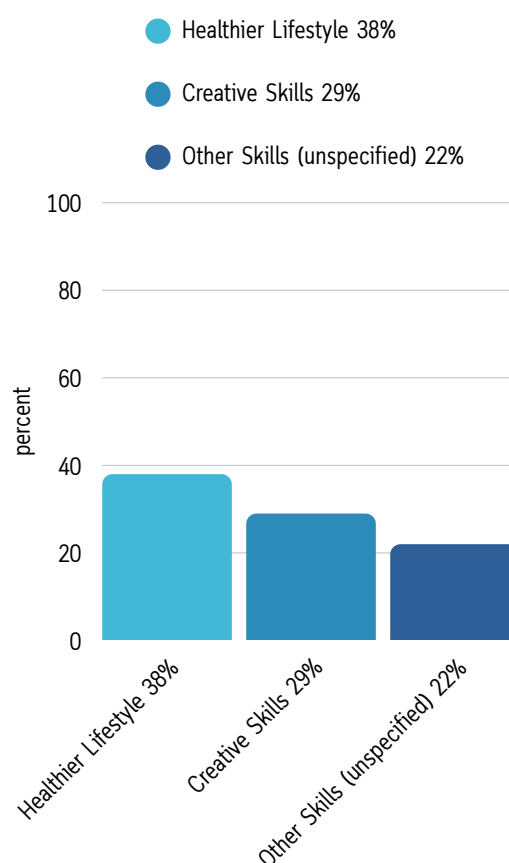
## WHAT THE LEARNERS TELL US

This year, 78 people completed the 'What's Changed4U' evaluation form and 47 completed the 'What's Changed4U' for ESOL learners. We also held 15 discussion groups with Literacies, ESOL and Digital groups.

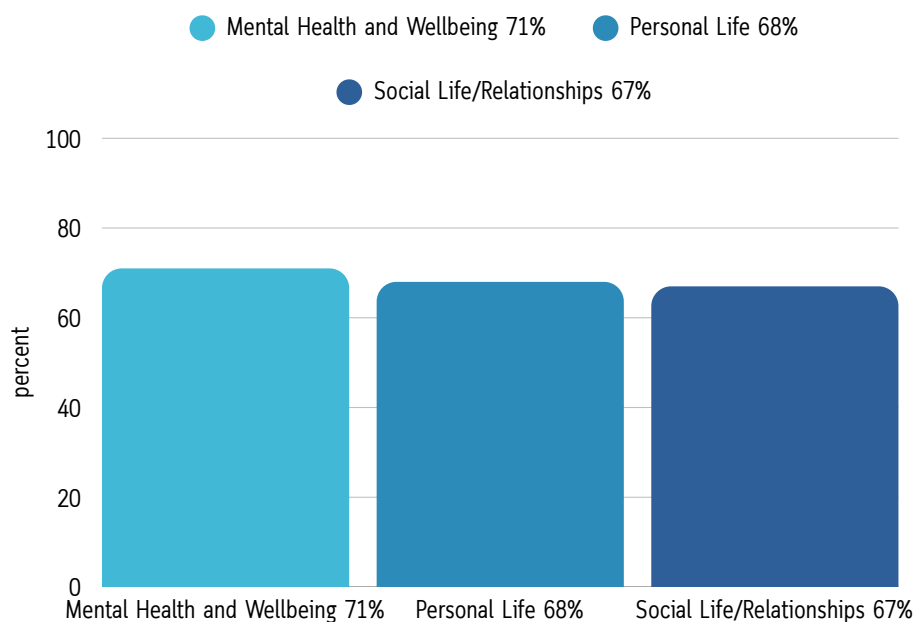
*Top 3 Core Skills gained in percentages*



*Top 3 'Other Skills' gained in percentages*



### Top 3 Positive Outcomes by percentage



The positive impact on mental health and wellbeing is also echoed when asked about confidence, with 85% of respondents saying they feel more confident and 73% saying they feel more confident to move on to other opportunities.

When asked about satisfaction with the service, 95% gave a very satisfied and satisfied response and 96% said they were very likely or likely to recommend the service to a friend or colleague.

“

I am making healthier food choices, it has also helped my reading and maths skills by reading a recipe and weighing out the correct amount of ingredients

**Cookery Learner**

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“

It's an opportunity to meet people and socialise while learning new skills. The group is very supportive and I look forward to attending every week. I also enjoy sharing knowledge and helping others in the class

**Wellbeing Learner**

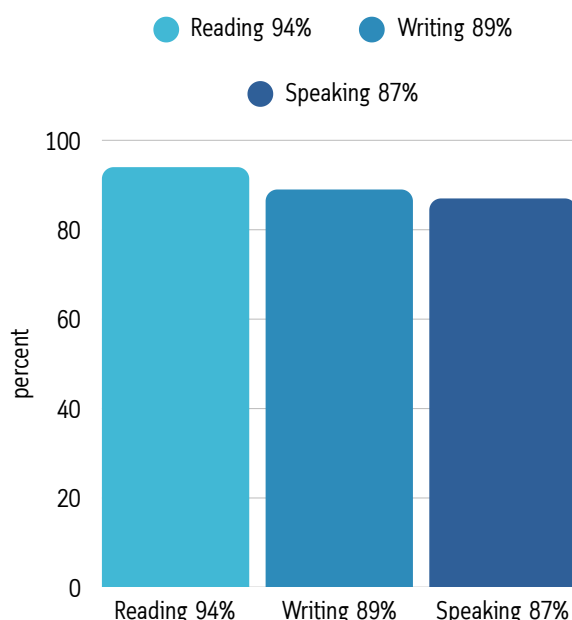
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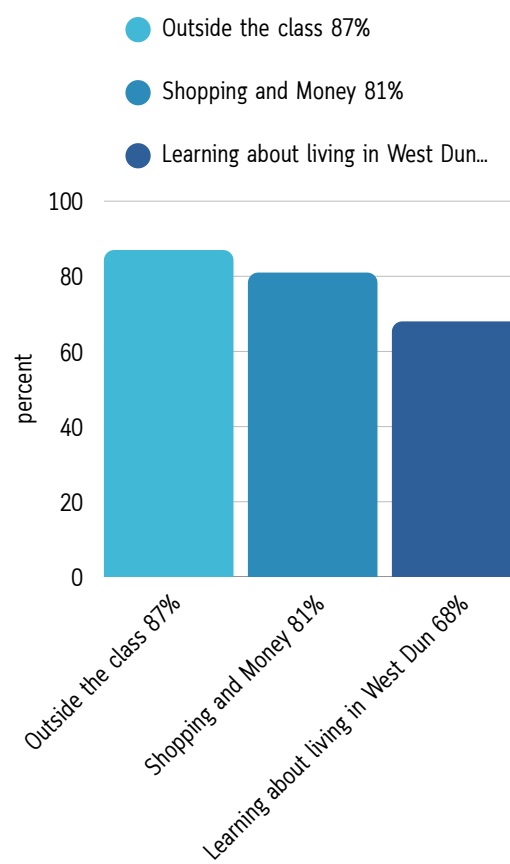
## ESOL EVALUATION

Our ESOL questionnaire is slightly different to make it more accessible for learners whose first language isn't English. This year, 47 people completed a questionnaire.

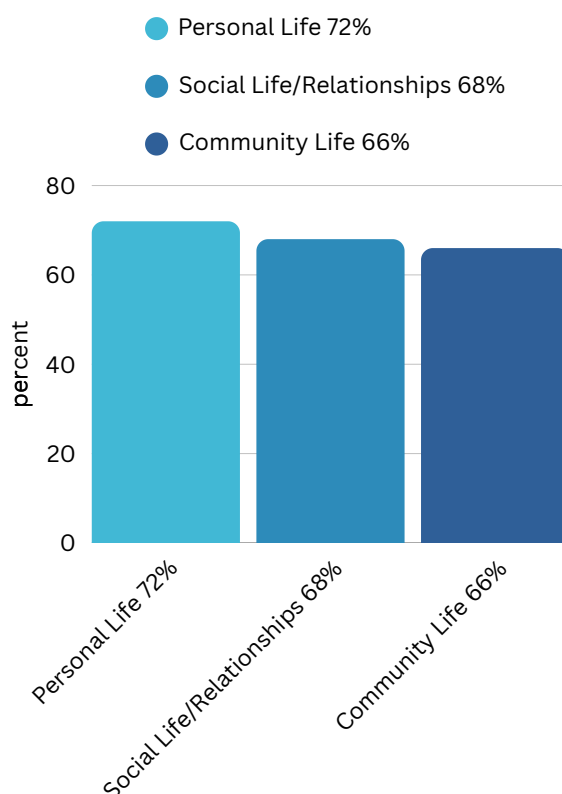
*Top 3 Communication Skills gained in percentages*



*Top 3 'Using English' in percentages*



*Top 3 Positive Impacts*



“It helps me want to integrate into the community in Dumbarton and to be able to one day make friends and be able to communicate.

**ESOL Learner**

When asked about satisfaction with the service, 94% gave a very satisfied and satisfied response and 89% said they were very likely or likely to recommend the service to a friend. 81% of respondents felt more confident in themselves and to do other things.

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## EVALUATION DISCUSSION GROUPS

### LEARNERS

We held discussion sessions with 16 groups to find out how learners thought we performed over the year.

In terms of what went well, the main themes which came out were:

- Working together in groups
- Good tutors
- Good resources
- Enjoyable topics and activities

When asked about what could be made better, the main themes were:

- Some issues with equipment/Wi-Fi
- More opportunities to practise English
- More trips

When asked how the team did with the learning programme on offer, learners felt we had done well and gave a range of suggestions for other topics. These are quite varied, so we can look into the offer going forward or signpost learners to other services which already provide some topics e.g. First Aid.

Our question about the work of the Adult Learning Partnership focused on one of the actions from the CLD plan: *Investigate models for supporting learners to engage with other learners in the community/across groups*. Learners gave us some suggestions about how we could go about this, such as the annual learner event or learners visiting other groups.

Finally, we asked learners what they thought priorities for the WDLV should be and if they would like to join. Learners commended the work of WDLV and said they should continue with their work, including campaigning for Adult Learning and against further cuts. Two people volunteered to join the group.

Overall, the learners' evaluation has been very good. In the spirit of continuous improvement, we will use our findings to form an improvement plan for the 2025-26 academic session.



*Cute felting!*

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## EVALUATION DISCUSSION GROUPS

### STAFF AND VOLUNTEERS

During Volunteers' Week (the first week in June), we always have an event to thank volunteers and consult with them about the service and their experiences. We also have a staff session at the end of term with Development Officers and Tutors.

At these events, we discuss what we thought went well and what needs improved, what else we could do and what staff training would be helpful. There were common themes emerging from both consultations, which are outlined below.

What went well:

- Positive Team: team is resilient, resourceful and experienced
- Positive learner experience e.g. listened to, flexible approach, welcoming, positive learning environment
- Learners are well supported
- Opportunities: progression and variety of courses

Suggestions for improvement were:

- Set aside more time for learner reviews
- Venues/storage/Wi-Fi
- Certificate of attendance for learners
- More staff & volunteers
- More trips for learners

Staff and volunteers also gave us ideas for professional learning to support them in their work. This year we asked an additional question on ideas for an ESOL conversation class, which we will bear in mind when planning.

### ALP

The ALP undertook a review session to reflect on progress made in 2024-25. When thinking about what went well, common themes were:

- Regular, scheduled meetings, everybody attends regularly, informal, safe space
- Having wide range of partners: statutory and others that you never worked with before
- Partners are invested
- Information updates: better informed and can get advice from partners with a different perspective

When discussing what didn't go well, the main issue was using the Teams platform, as it seemed to cause technical difficulties for partners who don't have a work account.

Finally, members also discussed the CLD plan and agreed on activities to be included in the action plan for next year. Areas include ESOL; specific pieces of work for Adult Learning with the Communities Team, and with Libraries; and a raised awareness of Employability Services for learners.



## The Academic year in numbers (Aug 2024-July 2025)

| Performance Indicator  | Total Number |
|--|--------------|
| Total number of learners   | 519          |
| Learners with a disability or health issue                                   | 241          |
| Families engaged in family learning  | 35           |
| Learners gaining an accredited qualification (SQA units)                     | 227          |
| Digital and Adult Literacies learners  | 137          |
| Volunteers supporting activities   | 28           |
| Learners saying they have improved mental health and wellbeing on evaluation | 89           |
| People involved in WDLV  | 6            |
| Number of learners consulted   | 367          |
| ESOL learners  | 96           |
| ESOL initial assessments   | 81           |

# PLANS FOR 2025-26

## Team programmes

Information gained from our experiences this year, and from evaluations, feed into refreshed actions for the 2025-26 academic session, which is year 2 of the current 3-year CLD plan.

ALLT will deliver classes in the following subject areas:

- **SQA Certificated Courses with WCS**

We will run 10 classes in Block 1 (August to December), including SQA Units in Computing, Childcare, Modern Studies, Criminology and plan to start a new Mindfulness course. This will be followed by progression classes in Block 2 (January 2026)

- **Digital and Adult Literacies**

This is a rolling programme, with learners being able to join throughout the course of the year. We plan to run 7 Literacies groups and recruit a new tutor. We will also run 2 Digital Groups.

- **ESOL**

We will run 4 Community ESOL groups: 2 Beginners, 1 Elementary, and 1 Pre-Intermediate. We will also run 3 New Scots Groups at Literacies, Beginners and Elementary levels. We are also planning to start a new Conversation Cafe.

- **Wellbeing**

This programme will include our Dumbarton and Clydebank Wellbeing Groups, our Stitch in time Sewing Group, Budget Cookery at Safe as Houses, and a rolling programme of Family Cookery projects in 5 Primary Schools.

- **Learner Voice**

We will continue to support West Dunbartonshire Learner Voice Group, which meets once per week, activities will include organising the annual learner event.

- **Professional Learning**

Development sessions will be organised, based on our consultation with staff and volunteers. We will run a Volunteer tutor Training course in the autumn. We will continue to promote opportunities and will participate in the West Alliance CPD network.

Updated actions for improvement for both ALLT and ALP for 2025 -26 are outlined in the tables in the following pages.

## Expanding Adult Learning

| CLD Plan Actions   | Lead  | Year 2 Action  |
|--|---|--|
| ESOL partnership -work with Resettlement team and WCS to respond to the demand for English learning in the community and social integration within communities | ALLT (funded by Resettlement Team)<br>ESOL Scotland | Develop ESOL Conversation project<br>Work with ESOL Scotland to deliver their online free ESOL class                   |
| Align ALP outcomes within the Libraries Strategy with a focus on digital literacies by increasing skills, confidence and access                                | Libraries   | Explore gaps in digital literacies provision which could be supported by libraries                                     |
| New Action on Health Improving Libraries   | Libraries   | ALP members to contribute to activities  |
| Investigate models for supporting learners to engage with other learners in the communities/across groups  | ALLT/WDLV/<br>Communities Team                      | Create opportunities throughout the year for smaller learner get-togethers<br>Explore ways to link with library events |
| Investigate funding avenues to protect Adult Learning in West Dunbartonshire   | ALP   | Members raise awareness re funding   |
| New Action: provide more opportunities for learners to get out and about   | ALLT  | Investigate ways to increase trips for learners and put into action  |

## Supporting the Learner Journey

| CLD Plan Actions   | Lead                              | Year 2 Action   |
|--|-----------------------------------|---|
| Strengthen links to Adult Employability and other skills agencies for access to training and support for Adult Learners            | ALLT, SDS and Adult Employability | Employability events and training courses shared at ALP   |
| Share Adult Learning data and information within Adult Learning Partnership to ensure vulnerable learners are accessing provision. | ALP                               | Quarterly update on the Council's management information system<br>Annual review in line with the academic year |
| Deliver an annual Learner Celebration event  | ALLT & WDLV                       | Nov 25 (50 Years of Alexander Report)   |
| New Action: certificates for learners  | ALLT                              | Create template for attendance certificate to give to learner on completion                                     |
| New Action: Wi-Fi/internet   | ALLT/ Libraries                   | Investigate issues and seek resolution  |



## *Promoting Inclusion: Access Diversity and Inclusion*

| CLD Plan Actions  | Lead                    | Year 2 Action   |
|---|-------------------------|---|
| ALP will listen to and support individuals and groups to influence positive change        | ALLT & Communities Team | Explore joint work on women in democracy (Democracy Matters: Elect Her) |
| Ensure representation from Learner Voice Group is included in Adult Learning Partnership. | ALLT                    | Ask the ESOL learner on WDLV if she wants to come to ALP                |

## *Staff and Volunteer Development*

| CLD Plan Actions   | Lead | Year 2 Action  |
|--|------|--|
| Professional learning and Development (PLD) for CLD volunteers and staff | ALLT | <p>Devise PLD calendar based on staff and volunteer consultation e.g. session on support available for learners through W4U/ALP</p> <p>Update WDC volunteer guidance</p> <p>Volunteer tutor training course</p> <p>Support BA Community Education student on placement</p> |



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