

# Merton Adult Learning Strategy 2023 – 2026 Delivery Plan

| <b>Objective 1 - Further develop our evidence-based approach to commissioning to ensure the fullest return on investment.</b>   |   |   |   |                    |
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| <b>Activity</b>   | <b>Outcomes</b>   | <b>Risk Factors</b>   | <b>Stakeholders</b>                             | <b>Target Date</b> |
| Continue to develop data systems relating to key borough employment and demographic data to inform curriculum decisions.  | Data driven approach to commissioning and evidencing of decisions. Better understanding of curriculum development by providers. | Complexity of data to easily draw conclusions. Economic uncertainty around job projections.                       | MAL team and providers, Merton Hub and GLA.     | Ongoing            |
| Embed new management information system (MIS) so that more informed and real time information is provided on the progression and destination of learners.                     | Timely collection and presentation of data. Data covers new performance areas identified in the Service Plan.                   | Capacity within team and MIS provider to deliver required works. Ability of providers to collect additional data. | MAL team and providers. MIS system provider.    | July 2023          |
| <b>Objective 2 - Further develop collaboration and partnerships across the employment, voluntary and health sectors to embed the work of adult learning in the community.</b> |   |   |   |                    |
| Review the governance of the Merton Advisory Panel to ensure that there is good cross borough representation in key areas.  | Improved community representation and sector specific knowledge on the advisory panel.  | Capacity of representatives to be able to attend and contribute.  | MAL team, providers and advisory panel members. | July 2023          |
| Further develop partnership and collaboration agreements with key partners.   | Improved pathways into employment and better signposting/referrals onto other services.   | Capacity of team and partners to actively engage. Ensuring that objectives and priorities are shared.             | MAL team, providers and partners.               | Ongoing            |

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| Improve relationships with further and higher education organisations to improve progression routes   | Improved pathways into employment and better signposting/referrals onto other services   | Capacity of team and partners to actively engage.<br>Ensuring that objectives and priorities are shared. | MAL team, providers and partners. | Ongoing                      |
| <b>Objective 3 - Deliver a significant proportion of our courses in priority areas in the borough to address inequalities.</b>  |  |  |                                   |                              |
| <b>Activity</b>   | <b>Outcomes</b>  | <b>Risk Factors</b>  | <b>Stakeholders</b>               | <b>Target Date</b>           |
| Commission new contracts to focus on key skills delivery in the east of the borough.  | Increase number of learners attending courses from the east of the borough.<br>Increased course delivery in the east of the borough. | Availability of venues and take up by learners.  | MAL team and providers.           | Ongoing                      |
| Work with main provider to increase participation of residents in courses from priority areas.  | Increase number of learners and enrolments from designated deprived wards.   | Learner demand, effective marketing and venue location.  | MAL team and main provider.       | Ongoing                      |
| Ensure that all contracts have built in requirements for providers to deliver in priority areas.  | Increased take up of courses amongst priority groups.  | Learner demand and enrolment numbers.  | MAL team.                         | Ongoing                      |
| <b>Objective 4 - Increase the range and quality of courses in employability and ensure that a thread of employability and life skills is weaved into all courses.</b> |  |  |                                   |                              |
| Commission new courses in priority areas using economic data.   | Informed data driven commissioning decisions.<br>Increased take up on courses.   | Suitability and availability of economic data.   | MAL team.                         | Ongoing                      |
| Commission new green skills provision.  | Provide a range of green skills courses that support   | Green skills provision still new.  | MAL team and providers.           | Commencing from October 2022 |

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|  | learners into employment in the sector.<br>Develop curriculum to address gaps in employment.                                      | Ability of providers to adapt to changes in the market.<br>Employment opportunities.                           |   |                    |
| <b>Objective 5 - Adapt courses to address employer's future workforce needs and progress more residents into good work including skills for the green economy.</b>   |   |  |   |                    |
| <b>Activity</b>  | <b>Outcomes</b>   | <b>Risk Factors</b>  | <b>Stakeholders</b>                                       | <b>Target Date</b> |
| Increase engagement with key employers to help feed their workforce requirements into curriculum development.  | Development of partnerships with key stakeholders.<br>Establishment of a referral pathway into good employment.                   | Ability to be able to engage and identify good employers.  | MAL team and providers.<br>Job Centre Plus.<br>Employers. | Ongoing            |
| Deliver job outcomes in green skills and health & social care to meet South London Partnership objectives.   | South London Partnership (SLP) job outcomes targets met.<br>Increased number of learners moving into employment in these sectors. | Suitable employment pathways via providers.<br>Employers commitments to paying London Living Wage.             | MAL team, Job Centre Plus, SLP.                           | July 2025          |
| Establish baselines and performance measures to demonstrate the impact of how learners are moving into good work.  | Establish definition of good work and baselines.<br>Increase % of learners moving into good work.                                 | Comparable data to be able to measure and define 'good work'.<br>Quality of information provided by providers. | MAL team and providers.                                   | July 2025          |
| <b>Objective 6 - Embrace technological developments and support residents through the delivery of courses that increase digital opportunities and enable residents to get online safely and confidently.</b> |   |  |   |                    |
| Increase the breadth of digital skills courses.  | % increase in number of courses and learners.   | Customer demand.   | MAL team and providers.                                   | Ongoing            |

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| Continue to develop the Connecting Merton project to ensure that all residents have the equipment and support to confidently go online. | Increase number of residents accessing Connecting Merton service.<br>% of residents who report that they can confidently use computers and the Internet as a result of the scheme.                               | Customer demand.<br>Reach into the community and reluctance within some groups to engage with IT. | MAL team,<br>Libraries and providers.                       | Ongoing            |
| <b>Objective 7 - Deliver courses to improve the health and wellbeing of our residents and reduce social isolation.</b>                  |  |   |   |                    |
| <b>Activity</b>   | <b>Outcomes</b>  | <b>Risk Factors</b>   | <b>Stakeholders</b>   | <b>Target Date</b> |
| Ensure that health & wellbeing is fed into all courses.   | Health & wellbeing elements to be covered during assessment and classes and measured via monitoring visits.  | CPD delivered adequately to tutors.<br>Monitoring systems in place to track progress.             | MAL team,<br>health partners and providers.                 | Ongoing            |
| Continue to develop course offer to support residents to improve their health and wellbeing.  | Engage with health services to assist in developing curriculum.<br>Measure health outcomes of learners on courses.<br>Case studies.  | Customer demand.  | MAL team,<br>health partners and providers.                 | Ongoing            |
| Work collaboratively with health and social care partners to respond to emerging themes and promote services available to learners.     | SLP job outcomes in Health & Social Care.<br>Increase partnerships with employers to support learners into employment.<br>Further develop health & wellbeing support and signposting for learners via providers. | Suitable employment opportunities.<br>Engagement from health and social care partners.            | MAL team,<br>providers and health and social care partners. | July 2025          |

| <b>Objective 8 - Provide popular courses and continue to develop our curriculum to fit the skills needs of residents.</b> |  |  |  |                    |
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| Embed employability skills into all courses.  | Evidenced employability thread in all course plans. Improved links to employers and improved job outcomes.   | Learner interest in changing career or moving into the job market. | MAL team, providers and employers.                 | Ongoing            |
| Where applicable courses to provide training on starting your own business and independent trading.                       | % of learners moving into self-employment. Case studies.   | Learner interest in this subject area.                             | MAL team, business start up centres and providers. | Ongoing            |
| <b>Objective 9 - Deliver provision for families to encourage intergenerational learning.</b>                              |  |  |  |                    |
| <b>Activity</b>   | <b>Outcomes</b>  | <b>Risk Factors</b>  | <b>Stakeholders</b>                                | <b>Target Date</b> |
| Embed new family learning course offer.   | Increase number of learners and courses for family learning. Increase venues where family learning is delivered. Provide a diverse offer that attracts families from mainstream and non-mainstream educational settings. | Learner interest. Course suitability.                              | MAL team and provider.                             | July 2025          |
| Work collaboratively with schools, family centres and libraries to deliver more provision in the community.               | Increase number of courses delivered in the community. Increase numbers of learners. Increase % of learners from deprived wards.   | Venue suitability. Learner demand.                                 | MAL team and providers.                            | July 2025          |

| <b>Objective 10 - Provide targeted courses for adults to improve literacy and / or numeracy skills to enable learners to participate more fully socially and / or economically.</b>  |   |  |  |                                   |
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| <b>Activity</b>  | <b>Outcomes</b>   | <b>Risk Factors</b>  | <b>Stakeholders</b>                                      | <b>Target Date</b>                |
| Launch new provision of Multiply courses to provide more entry level maths courses in the community.   | Increase number of maths courses.<br>Increase number of learners attending.<br>Achievement rates on courses and progression data. | Learner demand.<br>Suitable community venues.<br>Grant funding.                                    | MAL team and providers.                                  | July 2025                         |
| Continue to develop more entry level courses for learners in maths and English.  | Increased number of courses and learners.<br>Increase breadth of course offer.  | Learner demand.<br>Grant funding.  | MAL team and providers.                                  | Ongoing                           |
| Continue to increase ESOL provision and respond to new demands.  | Increase number of courses and learners.<br>Amend curriculum offer to meet demands.   | Learner demand.  | MAL team and providers.                                  | Ongoing                           |
| Continue to develop the Learn English in Merton (LEIM) service and web portal to better signpost ESOL learners onto appropriate provision.   | Number of assessments undertaken per year.<br>Web visits to LEIM portal.<br>Number of learners.                                   | Learner demand.<br>Suitable pathways established and provider availability.<br>Venue suitability.  | MAL team and providers.                                  | Ongoing                           |
| <b>Objective 11 - Further develop the range of courses for learners with learning difficulties and / or disabilities (LLDD) to enable them to live as independently as possible to improve their wellbeing and life chances.</b> |   |  |  |                                   |
| Commission new contractor to deliver LLDD services.  | Increase number of LLDD learners and courses.<br>Value for money.<br>Further development of curriculum offer.                     | Limited provider market.<br>Venue suitability for proposed courses.<br>Learner demand for courses. | MAL team and provider working with Mencap, carers groups | New contract to start August 2023 |

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|  |   |   | and Adult Social Care.                |                    |
| Work with Council Transitions and Children's Services teams to increase the proportion of young learners on courses.                   | % of 19 – 25 year olds attending LLDD courses.  | Competition from other services.<br>Parents/carers wishes.  | MAL team, provider and Council teams. | July 2026          |
| Embed more digital skills training so that learners have access to high quality learning wherever they are.                            | Deliver some remote online courses in LLDD.<br>All learners to have access to IT to learn remotely should they need to.     | Skills of learners to be able to learn remotely.<br>Availability and suitability of IT equipment. | MAL team and provider.                | March 2024         |
| <b>Objective 12 - Tailor the learning journey for all learners from beginning to end so that they progress onto new opportunities.</b> |   |   |                                       |                    |
| <b>Activity</b>  | <b>Outcomes</b>   | <b>Risk Factors</b>   | <b>Stakeholders</b>                   | <b>Target Date</b> |
| Implement new progression and destination reporting with providers.  | % of learners moving onto new learning or job opportunities.<br>Improved reporting of learner progression in their courses. | Timeliness of reporting by providers.   | MAL team and providers                | March 2023         |
| Improve links between providers and employers that leads more learners moving into good work.  | % of learners moving into good work.<br>Increase number of partnerships with employers.                                     | Definition of good work and how this is recorded in data systems.<br>Partnerships with employers. | MAL team, providers and employers.    | March 2024         |
| <b>Objective 13 - Deliver excellent teaching and learning that is learner focussed and enables residents to progress.</b>              |   |   |                                       |                    |
| Achieve 'Outstanding' status at next Ofsted inspection.  | Achieve overall rating of 'Outstanding' at next Ofsted inspection.  | Continual improvement of providers and embedding of areas identified in Quality                   | MAL team and providers.               | December 2024      |

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|   |  | Improvement Plans (QIPs).   |                                    |                    |
| Monitor and implement actions arising from the annual Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) plans.          | All actions completed in QIP within suitable timeframes.<br>Embedded SAR and QIP process with all providers.   | Delivery of improvement actions completed in a timely fashion.<br>Capacity.             | MAL team and providers.            | Ongoing            |
| Move more residents into 'good work'.   | London Borough of Merton pledge to London Living Wage.<br>Define measurements for good work.<br>% of learners moving into good work.                                     | Quality of data intelligence to inform what good work is.<br>Engagement with employers. | MAL team, providers and employers. | Ongoing            |
| Continue to be accredited in the Mayor's Skills Academy in Digital Skills and apply for accreditation in a minimum of one other area. | Mayor's Skills Academy accreditation for Digital Skills.<br>Achieve accreditation in at least one other service area.  | Capacity and quality of provision.  | MAL team and providers.            | Ongoing            |
| <b>Objective 14 - Work collaboratively with providers to ensure that best practice is shared and embedded in course provision.</b>    |  |   |                                    |                    |
| <b>Activity</b>   | <b>Outcomes</b>  | <b>Risk Factors</b>   | <b>Stakeholders</b>                | <b>Target Date</b> |
| Further develop the Merton Advisory Panel as a platform for sharing best practice.  | Review terms of reference on an annual basis.<br>Ensure that representation is reflective of all key areas.<br>Embed best practice sharing systems in meeting structure. | Participation and representation in Advisory Panel.                                     | MAL Advisory Panel.                | Ongoing            |



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| Attend sector specific network and training events and ensure information is cascaded to providers. | Representation at all relevant sector specific training events.<br>Knowledge to feed into all the objectives highlighted in this plan.<br>Cascade systems in place for providers. | Capacity.<br>Provider engagement. | MAL team and providers. | Ongoing |
| Further develop the Advisory Panel sub-group for providers to share best practice.                  | Improve number of learner case studies.<br>Increase sharing of best practice.   | Capacity.<br>Provider engagement. | MAL team and providers. | Ongoing |

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