

**GLASGOW'S LEARNING PARTNERSHIP COMMUNITY BASED ADULT
LEARNING
ANNUAL REPORT 2015 / 2016**



“Adult learning is essential to enable and encourage adults in Scotland to acquire the knowledge, skills and confidence necessary to play an active and productive role, both personally and societally.”

Adult Learning in Scotland: Statement of Ambition, 2014

SECTION 1: OVERVIEW

Community-based adult learning has, in the past year, supported thousands of adults across Glasgow to develop literacies, language and digital skills relevant to their interests, goals and circumstances. Adults have again told us how they are utilising these skills and about the impact learning has had on their personal, family, work and community lives. Accessing learning sessions in community projects, libraries, learning centres, colleges, nurseries and in the workplace, adults have been supported by a range of learning providers from across sectors.

The strategic Adult Learning Group, a sub-group of Glasgow's Learning Partnership, supports the ongoing delivery and development of partnership approaches to community-based adult learning services in the city. Chaired by Glasgow Life, the group meets on a quarterly basis and involves a range of partner organisations from across learning sectors.

The Direction of Adult Learning

Following publication of the city's Community Learning and Development Plan in September 2016, community-based adult learning in Glasgow is now beginning to be planned and reviewed in line with the city's new CLD Plan 2015-17. The strategic Adult Learning Group, local adult learning partnerships and the GCVS Learning and CLD Service have been promoting and supporting the implementation of the 3 strategic outcomes for adult learning:

Outcome 1: There is effective communication about the provision of adult learning opportunities and appropriate support to increase access and participation and improve quality.

Outcome 2: The range and mode of delivery of community-based adult learning reflects the city's priorities and learner needs and is regularly reviewed to support initial engagement, participation and progression.

Outcome 3: There is meaningful evidence on the impact of adult learning services through agreed approaches to robust performance management and quality assurance processes.

Community-based adult learning continues to be delivered by organisations supported through the Glasgow's Learning Partnership in a range of informal community settings. Learning is delivered in short sessions, usually once or twice a week, supporting adults to develop literacies, language and digital skills and is open to adults aged 16 and over, with some opportunities to undertake accredited learning. This can include SQA Communications units, European Computer Driving Licence and ESOL qualifications. A number of learning providers also target specific groups and communities and tailor provision to reflect their needs and circumstances. This includes some focus on specific themes such as criminal justice, welfare reform, supporting dyslexic learners, and family learning.



Glasgow Kelvin College's Community Achievement Awards programme was developed in response to the challenge of capacity building requirements to support co-production as part of the Thriving Places priority. The Community Achievement Awards programme is recognised by Volunteer Glasgow as an asset in support of signatories to Glasgow's Volunteering Charter and supports SCQF accredited outcomes at levels 4 to 7 for people who are involved in, delivering and developing community activities. The Awards programme is delivered in partnership with a wide range of voluntary sector partners including Bridgeton Community Learning Campus, the North East Recovery Community, the Fuse Youth Café, A&M Scotland, GoWell, GAMH and churches. In February, the success of this programme was recognised by the then Cabinet Secretary Angela Constance in an awards ceremony in Wallacewell and the partnership with the Glasgow Centre for Population Health (in the GoWell project) has recently been commended by the Royal Town Planning Institute in its awards.

Launched in May 2015, the new Adult Achievement Awards became available to learners as a means of recognising the breadth of outcomes being achieved in a broad range of learning programmes. The awards were developed by Newbattle Abbey College, Education Scotland and the Scottish Credit and Qualifications Framework Partnership (SCQF) at levels 3, 4 and 6 and are part of the implementation of the Adult Learning in Scotland Statement of Ambition. The Glasgow pilot involved all 3 colleges and was led by Glasgow Kelvin College with the involvement of over 100 learners from the colleges, Rosemount Lifelong Learning, Deaf Connections, Glasgow Homelessness Network and Glasgow Life. The pilot programme adopted two different models for assessment. In almost all of the pilots the reflective journals were submitted directly to Newbattle Abbey College for assessment. In Glasgow each College assessed learners' reflective journals and these were then quality assured by Newbattle. The Education Scotland evaluation of the pilots reports that both of these models were effective and provided assurance of quality. The second phase of the Awards is now being rolled out, increasing the range of options available to adult learners to support them to reflect upon, record and receive recognition of the learning they have undertaken.



One of the challenges for community-based adult learning is the effective promotion of adult learning opportunities to individuals and groups who could most benefit from accessing provision. Individual organisations continued to produce a range of publicity materials and deliver awareness-raising sessions to staff groups to encourage referrals into learning. In 2015/16 a review of promotional materials by the Adult Learning Group was started to identify and share effective learner engagement practices across the partnership. In addition, the Glasgow's Learning adult literacies leaflet has been refreshed and distributed to partners to support referrals. As self-confidence continues to be a barrier for many adults and a degree of stigma remains around adult literacies, partnership working is central to supporting more vulnerable adults into learning. Partnership working has also helped to address, to

some degree, other barriers to learning including childcare. The 3 local adult learning groups in the South, North East and North West have, in the past year, strengthened partnership approaches to engaging learners.

In order to further develop partnership working and promote referrals into learning, awareness raising activities and development sessions continued to be delivered to a range of services including criminal justice staff, youth organisations, adults working with vulnerable adults and Education Services staff. These sessions include promotion of the Glasgow's Learning helpline and website <http://www.glasgowlearning.org.uk> which continues to give advice and support to adults to access adult learning.

Volunteer tutors continue to assist tutors and support learning, making a valuable contribution to adult literacies and ESOL learning in Glasgow. Workforce development activities in 2015/16 reflected relevant national strategies and frameworks with opportunities broadening to reflect organisational restructure and the widening of some staff and volunteer remits. Tutors and volunteers have continued to be supported through workforce development, with a range of training and development sessions on offer. These have included the SCQF credit-rated Glasgow Life *First Steps in Adult Literacies Tutoring* introductory course, a range of dyslexia training, autism awareness raising, sessions on measuring the impact of work and self-evaluation, and training on the impact of trauma on the learning environment. The GCVS Learning and CLD Service has played a key role in delivering and co-ordinating many of these training sessions and supports ongoing partnership dialogue and quality improvement through regular network meetings, information bulletins, resource round-ups and weekly partner emails. This has ensured that tutors, development staff and managers have been kept informed and been supported to develop their practice.

Learners continue to be encouraged to shape services and have been supported to come together to share their views in their local areas and at national events. A learners' forum has been established in the north east and GCVS host 2 citywide learners' events per annum. Promotional post cards to publicise learners' fora have been produced and promoted through the local adult learning groups.



While providers from across sectors have continued to strive to deliver programmes and services to meet the needs of the communities we serve, there is an increasing challenge of reduced levels of resource to support community-based adult learning to meet need. Individual organisations, partnership arrangements and collaborative working are making best use of available resources, with ongoing support to continue to do so. However, efforts continue to make a case for additional resources across community-based adult learning.

SECTION 2: CURRENT PROVISION

ADULT LITERACIES

Adult literacies learning continued to be delivered by a range of organisations, being shaped by learners through Individual and Group Learning Plans. Delivered, in the main, in small groups with limited one to one support available through some organisations, an estimated 12,000 adults were supported in both community and college settings. Of these learners, 2,955 were supported through the GCC Integrated Grant Fund (IGF) and 436 were supported by Glasgow Life. Some literacies learners have been supported to undertake SQA qualifications, with others participating in the pilot national Adult Achievement Awards.

In order to gain a clearer picture of current levels of adult literacies need, it has been agreed that the ALN Hot Spot analysis should be refreshed to identify areas with the highest probable need. A sample of case studies contained in this report highlights both the impact

developing literacies skills has had on the adult learners featured, as well as the wider benefits of effective guidance and partnership working.

ESOL (English for Speakers of Other Languages)

In the past year, community-based ESOL learning providers delivered a range of ESOL classes, conversation cafes and support services in community venues across the city. These services supported adults to develop language skills and promoted integration into our communities by supporting learners to be more confident using English for social interaction and to access education, employment, health and other services. Participants were from a range of different countries including China, Nigeria, Eritrea, Pakistan and Syria and had a range of backgrounds including Asylum seekers, migrants and refugees.

The EASE project and Glasgow ESOL Network Project continued carry out standard initial assessments, referring learners into provision at their level. The city's ESOL maps were further developed with updated information on assessment sessions, ESOL classes and informal drop-in sessions. In addition, a variety of other organisations referred adults into learning, including Integration networks, Glasgow ESOL forum, colleges and other support and housing services. Information on ESOL assessment, classes and drop-in continues to be updated by the ESOL Network Project and posted on <http://www.learnesolglasgow.com/> where the new ESOL register is also hosted. This register, for adults looking for English classes, is being widely promoted by partners in community projects and venues, including Glasgow Life libraries where staff and Digi Pal volunteers are offering adults support to complete registration.

Providers continue to report the demand for low level ESOL literacies provision in the city, working with a number of learners who have limited or no literacies skills in their first language. GCVS facilitates, in partnership with City of Glasgow College, 2 ESOL networking and upskilling sessions for staff per annum. Recent topics explored include ICT for ESOL learners and support for volunteers and peer supporters.

Welfare reform continues to be a key consideration across community-based learning. In 2016, the DWP contract with Ingeus, put in place to meet the English Language Requirement for benefit claimants, came to an end. Glasgow ESOL providers have been involved in discussions with Education Scotland to advise on a preferred future national model.

In the past year, Glasgow Life supported approximately 1500 learners to develop English language skills from ESOL literacies to Access 3 using both core funding and national ESOL strategy funds. In addition, Over 700 adults are projected to have accessed ESOL learning delivered by colleges, WEA and Glasgow ESOL Forum through the national ESOL strategy funding. ESOL learning providers also access other sources of funding to support ESOL delivery, including GCC IGF grants.

DIGITAL

As the city's digital infrastructure is further developed through the Digital Glasgow programme offering, among other things, increased access to Wi-Fi, community-based adult learning plays a key role in supporting residents to develop the skills required to create and access the opportunities that this digital infrastructure has to offer. The John Wheatley Learning Network (which recently won Education Award at the Inspiring City – People Make Glasgow Awards 2016) is a partnership of 27 different host organisations supporting digital inclusion in 35 community based learning centres supported by Glasgow Kelvin College in a strategic partnership with the Wheatley Group, with the 32 Glasgow Life libraries also continuing to be a vital community resource for access to computers, digital learning and support.



A range of digital learning courses and support continue to be offered by Glasgow Life, third sector organisations, college outreach and Housing Associations. Glasgow Life, and other digital learning providers, have also been working closely with Job Centres to review and improve referral systems and to raise awareness of other support available to benefit claimants. This includes 10 money advice outreaches in various libraries, a CAB pod in Possilpark Library and digital support from Digi Pal volunteers.



In 2015/16 Glasgow Life provided both introductory digital learning and free internet access in the city with 1,780 adults taking part in courses including basic computer classes; European Computer Driving Licence; Goals 4 Work; digital photography; family history and Smart Tech sessions on using Skype and accessing Ebooks and Emagazines on iPads and Tablets. These sessions proving to be very popular, especially since libraries have received free Wi-Fi.

SECTION 3: CELEBRATING SUCCESS

***Aye Write!* 2016: Celebrations of learner achievement**

A key role of adult learning tutors is to support learners to reflect on the success they are achieving in their weekly sessions throughout the year. Many organisations also hold local celebratory events at key points in the year, including during Adult Learners Week and bring together family and friends at awards ceremonies for those who have undertaken qualifications and other awards.

The community events at the annual *Aye Write!* book festival give hundreds of learners from across the partnership an opportunity to come together to share their experiences and celebrate their successes.

This year saw our largest audiences yet across our 3 Glasgow's Learning events in the *Aye Write!* Community Engagement programme: the Journeys Creative Writing workshop, ESOL and Adult literacies learning events. Over 430 people from adult learning and ESOL groups across the city came together in March at the Mitchell Library to celebrate their writing achievements.

The performances and displays of work traced people's journeys from far away to just down the street, through sadness, illness, joy and to new beginnings. It was fantastic to be able to share these stories and testament to the hard work of staff supporting these groups to see learners take to the stage and have a voice.

A number of learners took part in the events as volunteers. These were learners who had taken part in *Aye Write!* in previous years and felt confident to take a more active role in the operational side of the event. They provided a friendly welcome to the events, showed people where their work was on display, helped them find seats and generally took ownership of the learner-centred focus of the event.

Acclaimed singer Carol Laula opened the ESOL event and got everyone to join in in song, while Jim Carruth, Glasgow's Poet Laureate, provided a warm welcome to adult learners at the adult literacies learner celebration. John Binnie, local playwright and director, inspired learners to take their writing to the next level in a more intimate creative writing event.

Learners told us...

"It was my first time here. Good to hear all the different stories. It's made me think about coming up and reading out my story next year!"

"The class [workshop] was very good. I learnt to put my feelings into words."

“Very good, didn’t know what to expect, never done nothing like this before ... but got great growth from it so glad I came, I’ll be back.”

SECTION 4: FOCUS ON A NEW INITIATIVE - GLASGOW ESOL ACCESS PROJECT

In 2014, Glasgow’s ESOL providers commissioned CJM Research, an independent market research company, to undertake research to help better understand the demand for English for Speakers of Other Languages (ESOL) in Glasgow as well as how engagement and provision could be developed.

The research took place in late 2014 and early 2015 and involved interviews with ESOL practitioners, 33 advisory/support organisations and community groups, surveys with 71 non-learners and 472 surveys with current ESOL students.

The research concluded with a number of recommendations which include:

- There should be a collation of assessment data so that it is for the city overall rather than each individual project (ENP and EASE). This data should include assessments completed by the projects, other organisations and the colleges.
- Consideration should be given that either one single organisation or one system/database is used for all assessment data and possibly for all applications to improve efficiency, reduce duplication and ensure students are, where possible, offered provision closest to their home.
- Consideration should be given to how/if technology can improve the assessment, information provision and application process.

In order to further develop partnership approaches to action these recommendations, the Glasgow ESOL Access Project was set up in late 2015, with a partner briefing event and formal launch in early 2016. The project aims are:

- To create a Register of Interest that is open to all potential ESOL learners and referrers
- To improve communication with learners
- To identify gaps in provision in the city

The city’s 3 colleges, the WEA, Glasgow ESOL Forum and Glasgow Life have worked together to develop this new project designed to improve access to ESOL learning and enhance the city’s information on demand for learning in both community and college settings. In order to achieve this, a new online ESOL register has been developed to allow adults to register interest in taking up ESOL learning in the city. The registration form has been designed in a clear format and requires only limited information. Following registration, SMS messaging is being used to confirm registration and communicate information about local drop-in ESOL conversation and informal learning sessions. Each adult is issued a unique registration number, which will allow partners to better track and support learner progression.

Promotional cards have been produced with information on how to go online to register. A decision was made to host the registration form on the Glasgow ESOL Network Project website www.learnesolglasgow.com as this website also gives access to a range of information on assessment and learning provision through ESOL maps. The register is being administered by Glasgow ESOL Forum. Promotional materials have been distributed to venues across the city, including Glasgow Life libraries. Partners recognise that some adults seeking ESOL learning may not have access to a computer or have the digital or language skills to complete the online form and so Glasgow Life is looking at what support can be made available in our libraries to enable adults to get on the register. A series of staff



briefings have taken place to explore the potential required support:

In the past year, Job Centre staff have also been briefed on the new register through team meetings and manager workshops. Feedback from library, Job Centre, college and other staff will contribute to the ongoing development of this work.

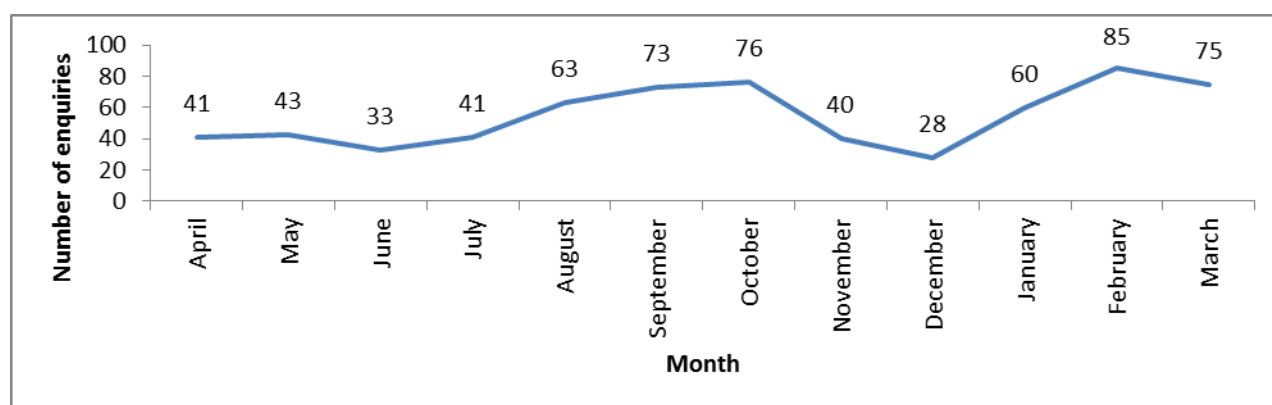
SECTION 5: GLASGOW'S LEARNING HELPLINE

Glasgow's learning helpline is a free referral service which supports adults into literacies, ESOL and digital learning and volunteering opportunities.

Details of enquiries

In 2015/16, a total of 658 enquiries were handled. 138 (21%) of these translated into actual ALN referrals; there were also 67 (10%) general ALN enquiries. Other enquiries received were regarding ESOL classes (18%), Digital Learning (9%) and Volunteering (35%).

The busiest month was February, followed by October and March, and the quietest months were November and December, followed by May and June.



Source of calls

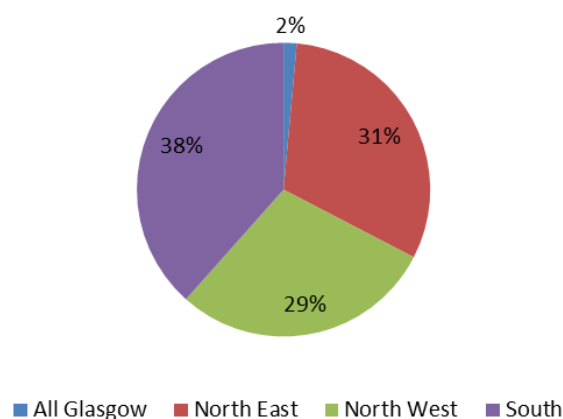
43% of calls were self-referrals, 27% were calls from case workers (Job Centre Plus, Ingeus and Working Links) and 30% of calls were from other sources such as family, health professionals and employers.

Requests for daytime/evening provision

80% of callers had no preference regarding accessing daytime or evening provision. Slightly more – 13% – specified daytime provision, with 7% looking for evening provision.

Referral destinations by geographical area

There is quite an even geographical split in learning destinations across the South, North West and North East.



SECTION 6: CASE STUDIES AND LEARNER IMPACT STATEMENTS

The following case studies illustrate the impact adult learning can have on individual learners and their families, demonstrating the learner-centred social practice approach adopted by providers across the partnership and how flexible services can support adults to take-up and stay engaged in learning.

1. Care Leavers Employment Service & Glasgow Kelvin College, Adult Literacy and Numeracy / Core Skills Project: Case Study on learner “TB” Aged 17

TB had been exposed to an extremely chaotic childhood and, due to parental neglect, was received into the care system at a very young age. At the age of 14, TB gave birth to her daughter whilst still in care. TB did not then engage with formal education and left school with little qualifications.

Being a full-time mum, it was hoped that when TB began working with Care Leavers Employment Service (CLES) and their Core Skill classes at aged 16, it would assist in building both her confidence and self-esteem, as well as gaining academic qualifications to aid in a successful transition into the world of work.

TB was introduced to Coreskill classes provided in May 2015. It was agreed that her Learning Plan would include attendance at all 3 classes offered Literacy/Numeracy and ICT). TB’s initial Target Skills assessment indicated that she should begin working at Intermediate 1 (Level 4) in all three subjects. The flexible approach used at these classes allowed TB to attend when childcare allowed and she applied herself very well. She showed great commitment both in terms of effort and time management.

TB has done tremendously well in achieving all 3 Core Skill qualifications @ Access 3 (Level 3) and Intermediate 1 (Level 4) in under a year. Her skills in Mathematics are so good that she has been offered to progress to Level 5. TB has achieved all this while caring not only for her young daughter but for relatives too. TB left care during her time at Corskills and has now happily settled into her own home with her daughter, and is positively looking to the future and planning ahead.

2. Glasgow Life ESOL Family Learning at Royston Library

The Family ESOL Group was developed by Glasgow Life to offer parents and carers, who couldn’t access mainstream ESOL, an opportunity to learn English with their pre-five children. The ESOL Family programme is an 8-week programme, which ran for 1.5 hours per week in Royston Library. It had a different theme every week such as colours, food or animals and learners sang a new song with their children every week. There was also time set aside at end of the session to signpost to other appropriate ESOL and family activities. Outcomes for the learners included:

- Increased confidence in interacting with family in English.
- Parents and carers were provided with ideas and knowledge of a range of positive play activities using ESOL.
- Parents and carers developed an understanding of learning through play.
- Learned about further opportunities for ESOL and support for families, thereby reducing isolation and promoting integration.

The Family ESOL Group made a real difference to lives. The parents told us...

“At home I used to only play Chinese songs but I now have an app on my phone so that me and my husband can sing English songs to my son.”

“My English is improving now, I look at CBeebies and I understand Mr Tumble!”

“My husband is pleased I come here because I am meeting other mums.”

“I have learned how to teach my daughter some new things, like the colours on traffic lights.”

Those taking part in the group also progressed on to other activities. A couple of the group have now joined the International Women’s Group ESOL whilst others are enjoying making use of the library services and other programmes.

3. City of Glasgow College – Riverside Campus

City of Glasgow College work closely with Glasgow City Council Chief Executive's Office who refer GCC employees with literacy issues. In September 2015, a member of staff was referred who had worked for the Council for more than 30 years and couldn't read or write. He had guessed his way through work and relied on others when he had to actually read or write. His line manager recognised his literacy issues and he finally agreed to attend the college's Phonics class to help him begin to address his issues. He was very shy and quiet initially but after the first three or four weeks he came out of his shell and surprised himself at how much he could read. It is indeed been a joy to behold when he asks a question about spelling or relates a previous lesson with something he read with his grandson. He still has a long way to go of course but the impact of attending his class has helped him in every single area of his life.

4. Deaf Connections

In 2015/16, the Community Learning and Development project supported 6 individuals through their Adult Achievement Award. The project worked in partnership with Glasgow Clyde College and 6 participants joined other learners throughout Glasgow in this pilot programme. Of the 6 learners, 5 achieved SCQF level 4 and 1 achieved SCQF level 3. The Adult Achievement Award is all about creating opportunities and changing lives, which is a central ethos of Deaf Connections L&D programme. Gaining these awards enabled participants to receive recognition for their volunteering efforts, provided a respected qualification, enhanced employment prospects and encouraged partnerships. All the participants progressed to become guides with Glasgow Museums. Our participants were presented with their awards on 23rd March 2016 and were the keynote speakers at Deaf Connections' 25 year anniversary event. Their presentation to an audience of 150 people showed their success in their personal learning journey as confident individuals and effective contributors.

The following are excerpts from evaluation interviews with participants:

"I felt that the Adult Achievement Awards is very interesting and it was fantastic, as it allows me to learn new skills such as researching and it is a big help for me as it also improved my communicating skills within a group, which is part of my decision to take part and it did exceed my expectations really as I am more confident with a group who can communicate with me in a language I am comfortable with, which is sign language. I found something new about myself, that I am MUCH more confident than I realise. I can present information in sign language to a video camera, which I have never really done before and this feels more natural to me."

"It is a very valuable experience to be involved with the Adult Achievement Award. My decision to take part is to improve myself as a person and the ability to learn new things thus improving my self-confidence. It was what I really expected, as I start to concentrate on my own future. I did learn new things about myself especially that I found myself functioning better working with other people in a team. I do plan to continue with my learning by coming into Deaf Connections as I felt it's a valuable place of my life within the deaf community and learning new skills, new experiences for myself and to improve my own self-confidence."

"I felt good and more valuable to be involved with Deaf Connections. My decision to take part was because of the subject of the topic we covered for this scheme, History, which is my own interest and make new friends with other Deaf people. It was very helpful and it makes me proud of myself even more which I didn't expect at all. I did learn new things about myself, especially when I am feeling more confident in myself and determined to carry on improving myself via learning and I felt I can move on with my life."

5. ALN Link Project for Liberated Prisoners – City of Glasgow College

JA is a 20 year old male that was referred to the project by Scottish Prison Service staff at HMP&YOI Polmont. JA was also working with Passport to Industry and the mentor had set him up with a job at the Glenburn Centre in Easterhouse. He recognised his short comings in literacy but he chose the job over going to the local ALN class. However, after several weeks at the job the manager noticed that JA was struggling to deal with filling out forms and repair sheets. The Development Worker (DW) was given the number of the manager by the mentor from Passport and he was told that JA could attend an ALN class at John Wheatley Campus in Easterhouse. He asked the DW to arrange to take JA along to the class and said that he would give him the morning off work to attend. At the discussion at the college with JA he disclosed that he struggled to read bedtime stories to his daughter and wanted to improve his literacy levels for his family as well as his job. It was agreed that he would attend every Wednesday morning and the manager gave him permission to attend.

APPENDIX

GLASGOW'S LEARNING ADULT LITERACIES LOTIS REVIEW AND EQUALITIES REPORT

Learner Outcome Tracking Information System (LOTIS) 2015/16

The Learner Outcome and Tracking Information System was set up a number of years ago as a standard means for adult literacies learners to record the outcomes of their learning and gather equalities information for Glasgow's Learning Partnership for organisations funded through Glasgow City Council's Integrated Grant Fund. In 2015/16, a total of 1,253 adult literacies learners completed LOTIS Review forms, answering 7 questions on the outcomes of their learning and progression. This was 42% of those learners in scope and represents a 7% decrease in responses from 2014/15. The completion of Equalities forms by 1,332 in 2015/16 was 44% of learners, representing a decrease of 3% from 2014/15. It is worth noting that the completion of LOTIS had been a condition of grant for GCC IGF funded provision until 2015/16, but this is no longer the case. LOTIS has always been a voluntary scheme, whereby learners are not obliged to answer the Review or Equalities questions. The following data is a collation of Review and Equalities forms submitted in 2014/15 and 2015/16.

REVIEW DATA

Total Respondents

2014/15	1,457 learners
2015/16	1,253 learners

1. Did you get better at?			% of Total Responses	
Total Responses	2014/15	2015/16	2014/15	2015/16
Reading	844	671	56%	54%
Writing	877	711	58%	57%
Spelling	744	623	49%	50%
Numbers	394	267	26%	21%
Form Filling	433	366	29%	29%
Computing	401	348	27%	28%
ESOL Literacies	201	261	13%	21%
Prefer Not to Answer	3	13	0.2%	1%

2. Did this class / learning help your ...			% of Total Responses	
Total Responses	2014/15	2015/16	2014/15	2015/16
Personal Life	898	717	59%	57%
Family Life	453	412	30%	33%
Community Life / Volunteering	457	460	30%	37%
Work Life	379	281	25%	22%
Social Life/Relationships (e.g. friendships, social networks etc)	548	435	36%	35%
Finances/Money	199	240	13%	19%
Physical Health	252	271	17%	22%
Mental Wellbeing	502	393	33%	31%
Prefer Not To Answer	2	12	0.1%	3%

3. Are you working towards a qualification(e.g. SQA or other accredited learning)			% of Total Responses	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Yes	584	487	39%	39%
No	506	457	33%	36%
Not at the moment but I'd like to	0	20	1.3%	2%
Prefer not to answer	1	7	0%	1%

4. Do you feel that the current learning has improved your confidence?			% of Total Responses	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Yes	1141	905	76%	72%
No	43	51	3%	4%
Maybe	125	130	8%	10%
Too soon to tell	75	87	5%	7%
Prefer not to answer	52	74	3%	6%

5. Do you feel more confident to move on to other opportunities?			% of Total Responses	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Yes	901	746	60%	60%
No	105	40	7%	3%
Maybe	199	198	13%	16%
Too soon to tell	162	184	11%	15%
Prefer not to answer	103	77	7%	6%

6. Are you progressing on to something else?			% of Total Responses	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Going to college	246	210	16%	17%
Going to other classes or training	265	168	18%	13%
Certificate / Qualification	74	39	5%	3%
Getting a job	59	49	4%	4%
A better job or promotion	17	11	1%	1%
Volunteering	73	58	5%	5%
Organisation or Committee	38	33	3%	3%
Other	80	50	5%	4%
Prefer not to answer	166	204	11%	16%

7. Are you leaving because you have finished your learning programme?			% of Total Responses	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Yes	582	617	39%	49%
No	657	469	43%	37%

LOTIS EQUALITIES DATA

Total Respondents

2014/15	1,511 learners
2015/16	1,332 learners

Gender Identity			% of Total Respondents	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Male	792	682	54%	51%
Female	665	650	46%	49%
Prefer not to answer	0	0	0%	0%

Is your gender identity the same as the gender you had at birth?			% of Total Respondents	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Yes	1114	951	76%	71%
No	16	11	1%	1%
Prefer not to answer	55	24	4%	2%

Which age band do you fall into?			% of Total Respondents	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
16 – 19	299	218	21%	16%
20 – 25	275	278	19%	21%
26 – 34	282	257	19%	19%
35 – 44	245	190	17%	14%
45 – 54	202	175	14%	13%
55 – 64	95	113	7%	8%
65+	34	81	2%	6%
Prefer not to answer	40	18	3%	1%

Do you consider yourself to have a disability?			% of Total Responses	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Yes	462	463	32%	35%
No	950	828	65%	62%
Prefer not to answer	38	36	3%	3%

Do you have a current religion, faith or belief?			% of Total Responses	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Yes	797	549	55%	41%
No	582	313	40%	23%
Prefer not to answer	55	59	4%	4%

If yes, what is your current religion, faith or belief?			% of Total Responses	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Church of Scotland	134	114	9%	9%
Roman Catholic	157	148	11%	11%
Other Christian	206	76	14%	6%
Buddhist	8	4	0.5%	0%
Hindu	13	15	1%	1%

Jewish	0	2	0%	0.2%
Muslim	280	193	19%	14%
Sikh	12	7	1%	0%
Pagan	0	0	0%	0%
Prefer not to answer	201	117	14%	9%

Sexuality			% of Total Response	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Bisexual	21	13	1%	1%
Gay woman/Lesbian	14	17	1%	1%
Gay man	9	5	0.5%	0%
Heterosexual/Straight	923	704	63%	53%
Other	3	2	0.2%	0%
Prefer not to answer	384	242	26%	18%

Ethnicity			% of Total Response	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Asian	236	179	16%	13%
Black	261	256	18%	19%
White	717	727	49%	55%
More than one ethnicity	4	6	0%	0%
Other ethnic background	64	29	4%	2%
Prefer not to answer	27	18	2%	1%

If you chose Asian, please specify			% of Total Response	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Bangladeshi	10	4	1%	0%
Chinese	17	15	1%	1%
Indian	20	17	1%	1%
Pakistani	89	57	6%	4%
Scottish	20	10	1%	1%
Any other	41	41	3%	3%

If you chose Black, please specify			% of Total Response	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
African	212	174	16%	13%
Caribbean	6	2	0.5%	0%
Scottish	3	2	0.2%	0%
Other	2	1	0.1%	0%

If you chose White, please specify			% of Total Response	
Total Responses				
	2014/15	2015/16	2014/15	2015/16
Scottish	606	480	42%	36%
Other British	18	23	1%	2%
Irish	5	7	0.3%	1%
Any other White	3	6	0.2%	0%