

SOUTH LONDON PARTNERSHIP

**ADULT COMMUNITY LEARNING
(ACL) COLLABORATION
FRAMEWORK**



South London Partnership

'Representing and connecting'

April 2018

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1. SUMMARY

The five London boroughs that make up the South London Partnership (SLP) are committed to delivering excellent adult community learning (ACL), working in partnership with other learning providers and other partner organisations.

ACL offers a range of invaluable learning that helps our residents to enter and progress in work and improve their health and wellbeing. It also supports the success of our communities.

South London's ACL providers have a successful track record. Also, there are significant differences between the approaches to commissioning and delivering ACL, across the five SLP boroughs.

We believe, however, that by working together more effectively, SLP will be better placed to address the challenges presented by a tough funding environment; and to make the most of the opportunities presented by the devolution of the Adult Education Budget (AEB) to London. This document sets out a framework that will enable us to deliver ACL that better meets the needs of our residents, more cost effectively, by:

- sharing good practice and improving quality
- benchmarking performance and costs
- reducing unnecessary duplication of provision
- sharing resources
- tackling shared problems
- taking a joined-up approach to the commissioning of shared requirements

Part 2 of this document, **Introduction**, briefly sets out the commitment of the SLP boroughs to working with the Mayor to develop a positive vision for ACL in London; and to working with each other to improve ACL in South London, where we can achieve more by collaborating than by acting alone.

Part 3, **Background**, explains how this collaboration framework fits in with recent and forthcoming changes to London's adult skills landscape, including devolution of the AEB to London from 2019; and SLP's recently published skills strategy. It also uses data provided for the London review of ACL (2016/17) to give an indication of differences and similarities between the SLP boroughs' approaches to commissioning ACL.

Part 4, **A Shared Vision for ACL**, sets out a vision that is shared by all of the SLP boroughs. Although this vision has been developed by SLP, we are committed to working with the Greater London Authority (GLA) and the other London sub-regions to develop a coherent approach to ACL across London. Our vision can make a valuable contribution to – and will be aligned with – that emerging pan-London view.

Part 5, **Objectives, Principles and Ways of Working**, sets out what the SLP boroughs are aiming to achieve through this collaboration framework; and how we will work together, in a way that respects the differences between the boroughs and the importance of tailoring ACL to local needs, while at the same time enabling us to collaborate more effectively.

Part 6, **Action Plan**, sets out some specific actions that we will take in order to make this happen, for the remainder of this academic year and next academic year.

2. INTRODUCTION

The five London boroughs that make up the South London Partnership (SLP) are committed to delivering excellent adult community learning (ACL), working in partnership with other learning providers and other partner organisations.

ACL offers a range of invaluable learning that helps our residents to enter and progress in work and improve their health and wellbeing. It also supports the success of our businesses, communities and neighbourhoods; and through integrated approaches to delivery, it enhances the effectiveness of other public services.

In the context of the devolution of the adult education budget (AEB) to the Mayor from 2019, SLP wishes to work with the Greater London Authority (GLA) to develop a positive vision for the future of ACL in London.

At the same time, the SLP boroughs are committed to working with each other to improve ACL in South London, where we can achieve more by collaborating than by acting alone.

This collaboration framework sets out how the SLP boroughs will work together, in respect of the commissioning of ACL services. It includes an action plan, which covers the remainder of the current academic year and next year. This document is intended primarily for internal use by the boroughs, but it will be shared with learning providers and other stakeholders whose involvement will be crucial to the success of a collaborative approach to ACL.

Given the changes that are taking place to the policy and delivery landscape for adult skills, we expect this framework to evolve over the medium to long term and therefore to require updating from time to time.

By working together where it makes sense to do so, we can deliver better ACL, more cost-effectively for our residents and businesses. This document explains how we will do that.

A note on “commissioning”

“At its simplest, commissioning is the process of planning, agreeing and monitoring services.” (NHS England)

In this document, we are using the term “commissioning” in this broad sense. We are not using it to distinguish between “commissioned” and “in-house” models for the delivery of ACL; we assume that both of these models involve some form of commissioning process. As is explained later in the document, this collaboration framework is designed to work for a group of boroughs using a mix of delivery models.

3. BACKGROUND

3.1 Policy and delivery context

This collaboration framework reflects and builds on a number of recent and forthcoming reviews, strategies, and changes to the adult skills landscape. These are briefly described in this section, as follows.

- Devolution of the AEB
- Wider SLP strategies for economic growth and skills
- Area based review of further education
- London review of ACL
- Further pan-London work on ACL

3.1.1 Devolution of the AEB

The AEB will be devolved to the Mayor from 2019/20. In November 2017, the GLA published *Skills for Londoners*, a draft skills and adult education strategy, for consultation.

The Mayor's vision states that "too often, low levels of education and skills prevent many Londoners from being able to participate fully in society or benefit from the opportunities available. More often than not, it is young people and adults born to poorer families or belonging to minority or vulnerable groups, such as those with special educational needs and disabilities, who are held back. Not only does this have a profound effect on levels of income equality and social mobility in the capital, it caps London's economic success, preventing our city from being all that it could be." Further/adult education and skills provision must:

- Empower all Londoners to access the education and skills to participate in society and progress in education and in work
- Meet the needs of London's economy and employers, now and in the future
- Deliver a strategic city-wide technical skills and adult education offer

In respect of ACL specifically, *Skills for Londoners* states that, as part of an AEB Skills Statement to be published in 2018, City Hall will set out priorities for ACL. The strategy invites views on these priorities and on how the impact of ACL can be measured. It also refers to "joint work with London Councils and the borough sub-regional partnerships to identify priorities and outcome measures for ACL activity to ensure it prioritises support for the most disadvantaged and socially excluded Londoners".

Skills for Londoners also recognises the importance of integrating adult education with other services: "The Mayor will also work with London's boroughs, Jobcentre Plus, Housing Associations and other relevant service providers to improve the integration of adult education with employment, health and housing support."

The SLP boroughs will continue to work together to provide the GLA with a joined-up view on what the future of ACL in London should look like.

3.1.2 Wider SLP strategies for economic growth and skills

One of the five priorities of SLP's Growth Proposition is skills for jobs. The Growth Proposition emphasises the importance of: building stronger links between businesses and education and training providers, in order to build a workforce with the skills needed to meet future demand in growth sectors; strengthening pathways through education and training into jobs for our residents; and integrating the skills agenda with wider work, such as employment support, health and care.

SLP recently developed a South London Skills Strategy, *Skills for South Londoners*, which was launched on the 28th of February. The strategy identified a number of key skills issues in South London, including: pockets of skills deprivation; in-work poverty; the need to support in-work progression and provide pathways to higher skills; digital skills needs; and the importance of lifelong learning. The strategy includes an action for SLP to collaborate in order to increase the impact and efficiency of ACL.

This collaboration framework takes that action forward and is therefore an element of the South London Skills Strategy. The oversight of the collaboration framework will be integrated with the governance for the skills strategy as a whole.

3.1.3 Area review of further education

The South London area review of further education reported in February 2017. The area reviews were designed to ensure that colleges are financially stable into the longer term, run efficiently, and well-positioned to meet the present and future needs of individual students and the demands of employers. Emerging findings from the London review of ACL (see 3.1.4 below) informed the four sub-regional area reviews.

Recommendations from the South London area based review of further education included the following:

- Carshalton College and Kingston College to merge, with or without South Thames College.
- Richmond Adult Community College to merge with Hillcroft College.
- London government and ACL providers to explore recommendations arising from the London review of ACL, including the potential development of a sub-regional community education hub.
- SLP to continue work to develop a sub-regional Skills and Employment Board.

Both of the mergers referred to above (with South Thames College, in the first case) took place later in 2017.

3.1.4 London review of ACL

In parallel with the area based review of further education (see 3.1.3 above), London government commissioned a review of ACL across the capital. This reported in March 2017. It provided recommendations on the future strategic direction, commissioning and delivery of ACL provision in London, in the context of devolved skills funding.

The London ACL review identified several issues with ACL in London, including: elements of curriculum duplication or commonality (although the review recognised that this could be a reflection of demand); the lack of an organised system for sharing good practice; costly backroom services; and a lack of common policies.

The recommendations of the London ACL review ranged widely, from an overarching skills strategy to measurement of outcomes.

In respect of the delivery infrastructure for ACL, the review recommended that the existing provider base should be retained in the short term, but also that: local authorities and providers should consider sharing backroom and/or curriculum-led services; and that London government should support the development of sub-regional community education hubs (each through a single local authority, college, or Institute for Adult Learning).

3.1.5 Further pan-London work on ACL

Following on from the pan-London review of ACL, in 2017 London Councils commissioned a pan-London project on behalf of the four London sub-regional partnerships and the GLA: *Adult community learning in the context of London's vision for skills*. This work has focused on three particular areas:

- the future role and distinct focus of ACL in London
- how the outcomes and impact of ACL should be measured
- commissioning arrangements for ACL when the AEB is devolved to the Mayor

SLP anticipates that the outputs from this project will make an important contribution to our thinking about the future of ACL and our dialogue with the GLA about how it should be commissioned. This collaboration framework therefore needs to be aligned with the conclusions of the further pan-London work on ACL. Elsewhere in this document, we indicate a few specific areas where this is particularly the case.

3.2 An overview of ACL commissioning in South London

3.2.1 Delivery models

It is important to note that the delivery models for ACL vary considerably across the five SLP boroughs. In some cases, the boroughs are directly responsible for the delivery of ACL through an in-house provider. In others, ACL services are commissioned from external providers through some form of procurement process.

3.2.2 Funding and curriculum

In 2016, the five boroughs provided data about their adult learning commissioning, to inform the London review of ACL (see 3.1.4 above). In most cases, this data was for a period up to and including the 2015/16 academic year.

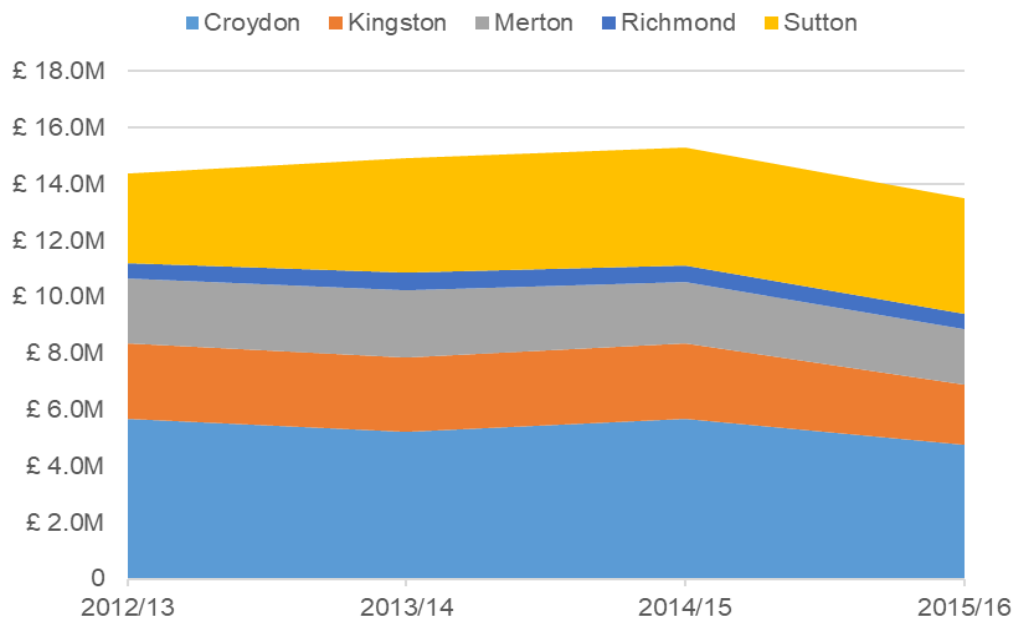
There have been several important changes to the ACL delivery landscape in South London since 2015/16. These include: the implementation of an external procurement model by Merton; and the merger of Richmond Adult Community College (RACC) with Hillcroft College (see 3.1.3 above). Nevertheless, the 2015/16 data can provide some insight into the extent to which ACL was similar or different across the five boroughs, based on comparable data for that year.

Figure 1 shows the total funding reported by each borough to the London review of ACL, over the four years up to 2015/16. These total funding levels differ substantially between the boroughs. Note that the funding shown for Richmond is the funding received by the London Borough of Richmond (i.e. the local authority) only and does not include the activity of

Richmond Adult Community College (RACC), which is briefly described in the box after Figure 1.

Figure 1: Total funding, 2012/13 to 2015/16

Source: Data provided by SLP boroughs in 2016 for the London review of ACL



Richmond and Hillcroft Community College (RHACC)

The level of funding shown for Richmond in Figure 1 is low, relative to the other boroughs. A large proportion of the ACL delivered in Richmond, however, is delivered by Richmond and Hillcroft Adult Community College (RHACC), formerly Richmond Adult Community College (RACC, see 3.1.3 above). RHACC is an independent entity, funded directly by the Education and Skills Funding Agency.

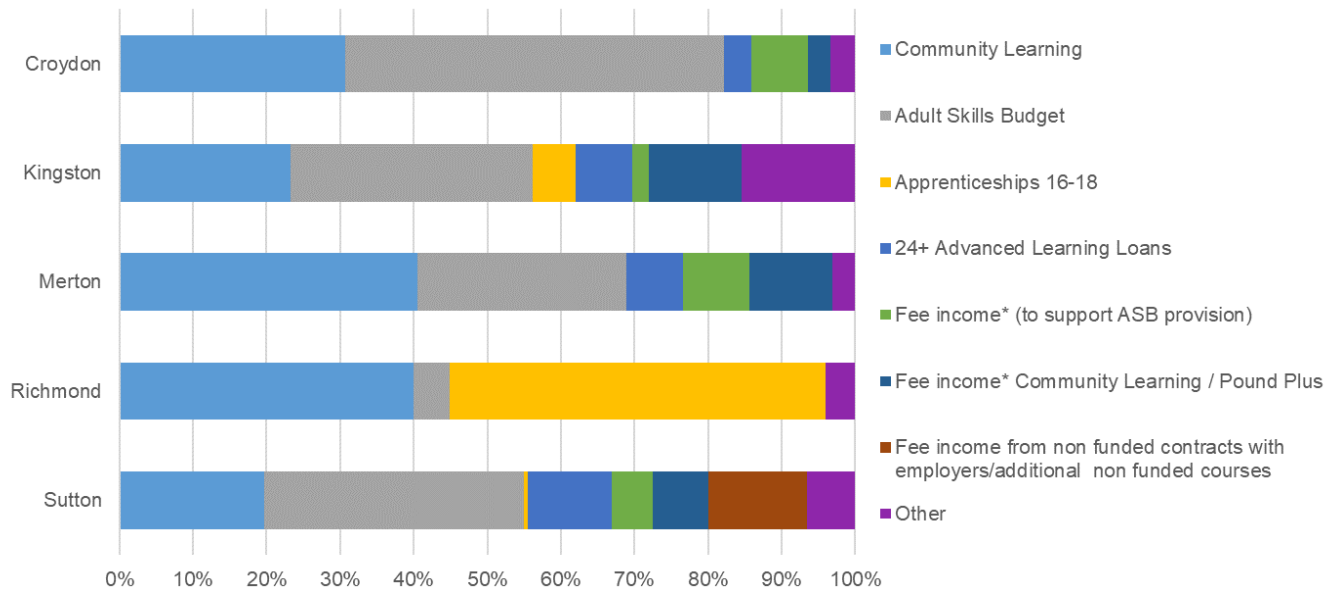
In 2015/16, RACC’s funding for ACL totalled £2.35m: £240k of Community Learning funding; £376k of “Community Learning Type” Adult Skills Budget; and £1.73m of fee income (data provided by RACC for the London review of ACL). RACC’s total income for 2015/16 was £5.95m (Annual Report and Financial Statements).

Post-merger, RHACC has £1.2m of funding for ACL type provision delivered in Richmond, Kingston and the London region and a total Adult Education Budget allocation of £4.6m. The forecast total income for the merged college in 2017/18 is £8.9m. (Information provided by RHACC.)

The funding totals shown in Figure 1 included a mix of different funding types, not just the funding stream previously known as “Community Learning”. These funding mixes varied considerably across the five boroughs, reflecting differences in the extent to which their ACL commissioning and providers had broadened the range of their activities beyond Community Learning. This is illustrated in Figure 2.

Figure 2: Funding mix, 2015/16

Source: Data provided by SLP boroughs in 2016 for the London review of ACL



The boroughs were also asked to provide data on learners by subject area / learning type, for their Adult Skills Budget (ASB) delivery and their Community Learning delivery. The composition of ASB delivery across the four boroughs with a substantial volume of ASB delivery (Croydon, Kingston, Merton and Sutton) was relatively similar, with “Preparation for Life and Work” dominating in each case, as shown in Figure 3.

Figure 3: Proportions of Adult Skills Budget delivery by subject area, 2015/16

Source: Data provided by SLP boroughs in 2016 for the London review of ACL

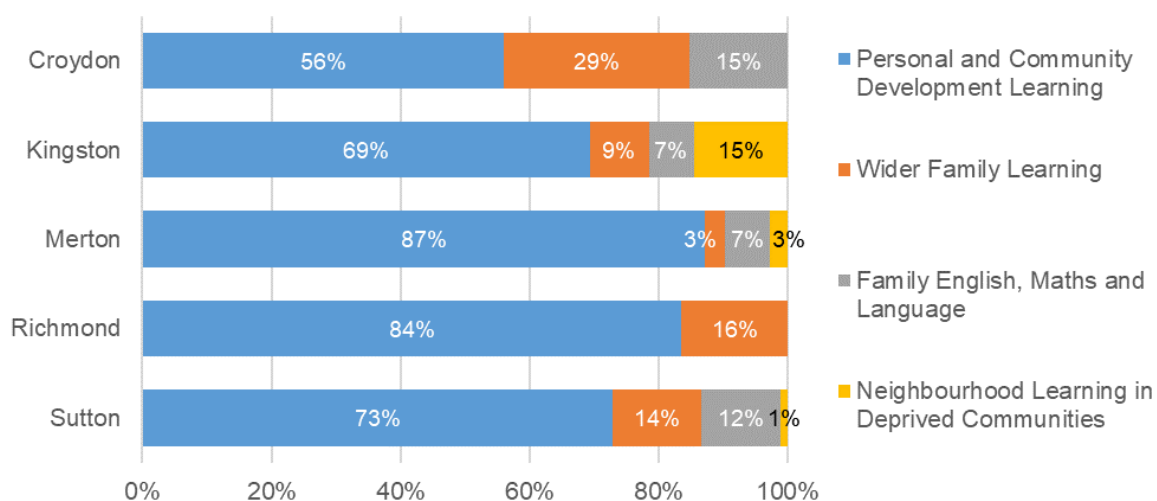
Note: Data for Richmond relates only to a very low volume of Adult Skills Budget delivery, commissioned by the local authority. It does not include Adult Skills Budget delivery by RACC (see above).

	Croydon	Kingston	Merton	Richmond	Sutton
1 - Health, Public Services and Care	2%	6%	3%	0%	7%
2 - Science and Mathematics	1%	10%	4%	0%	4%
3 - Agriculture, Horticulture and Animal Care	0%	2%	0%	0%	0%
4 - Engineering and Manufacturing Technologies	0%	0%	0%	0%	0%
5 - Construction, Planning and the Built Environment	0%	0%	0%	0%	0%
6 - Information and Communication Technology	6%	5%	2%	0%	1%
7 - Retail and Commercial Enterprise	0%	0%	3%	0%	2%
8 - Leisure, Travel and Tourism	0%	0%	0%	0%	0%
9 - Arts, Media and Publishing	0%	0%	2%	0%	1%
10 - History, Philosophy and Theology	0%	0%	0%	0%	0%
11 - Social Sciences	0%	0%	0%	0%	0%
12 - Languages, Literature and Culture	8%	8%	3%	0%	4%
13 - Education and Training	1%	0%	5%	0%	2%
14 - Preparation for Life and Work	80%	68%	78%	0%	78%
15 - Business, Administration, Finance and Law	2%	0%	1%	100%	1%
Other	0%	0%	0%	0%	0%

There were significant differences, however, in the composition of the five boroughs' Community Learning delivery, as shown in Figure 4. (As with the previous three figures, the data for Richmond in Figure 4 does not include RACC.)

Figure 4: Community Learning delivery by learning type, 2015/16

Source: Data provided by SLP boroughs in 2016 for the London review of ACL



3.2.3 Gaps in provision and opportunities for improvement

When providing data for the London review of ACL, the boroughs were asked to provide “views on gaps and opportunities to improve the curriculum offer for learners in the review area”. Those views (including views from RACC) are summarised in the table below.

It should be noted that the boroughs took different approaches to providing their views. Many of the points below are based on a view expressed by one borough only and these issues may therefore not be shared across multiple boroughs; further dialogue between boroughs is required to understand whether this is the case. Also, some of the gaps in provision reported in 2016 may have been addressed since then.

Nevertheless, the views summarised in the table provide some insight into the different concerns of the boroughs at that time. They may also be a useful input to future discussions about areas in which collaborative working could add value.

VIEWS ON GAPS IN PROVISION / OPPORTUNITIES TO IMPROVE THE ACL OFFER
<p>Provision for particular groups</p> <ul style="list-style-type: none">• Harder to reach parents/carers, people within the Troubled Families programme• Highly skilled workless people• Isolated communities, including isolated older people and workless people• People facing benefit caps• People with learning difficulties/disabilities• People with or at risk of mental health problems• Students needing to improve mental wellbeing• Survivors of domestic violence
<p>Adult community learning</p> <ul style="list-style-type: none">• Family learning programmes• Informal adult learning through the use of volunteers• Mediation training for the community• Provision to promote employability and routes into self-employment• Provision to promote further education• Wellbeing learning e.g. arts, cookery, exercise, languages etc.
<p>Adult basic skills</p> <ul style="list-style-type: none">• Digital skills• Family literacy, language and numeracy• English• ESOL• Maths

Vocational education and training

- Apprenticeships and traineeships
- Business administration
- Customer service and retail
- Health and social care
- Higher level accountancy, book-keeping and financial skills
- Higher level (L3+) ICT skills
- IT, design and technical skills for the creative industries
- Text processing

Opportunities for collaboration

- Working across ACL providers and other partners to raise standards in English and maths provision
- A co-ordinated approach to progression for learners across ACL and FE providers

4. A SHARED VISION FOR ACL

4.1 Context for a shared vision for ACL

Below, we set out a vision for ACL that is shared by all of the SLP boroughs.

The SLP Growth Proposition recognises South London's strengths as "a place to live, work and thrive", whilst setting out a clear ambition to address the challenges which hold South London back. South London boroughs are committed to adult learning and skills – in the broadest sense, and provided and funded in different ways – as a key instrument in tackling issues ranging from inclusion and resilience in the labour market to inclusion and wellbeing in local communities.

Although this vision has been developed by SLP, we are committed to working with the GLA and the other London sub-regions to develop a coherent approach to ACL across London, while ensuring that ACL continues to be tailored to local needs.

This vision therefore aligns with key recommendations from the further pan-London work on ACL (see 3.1.5 above), including recommendations for key beneficiary groups and areas of focus for learning content.

4.2 Rationale for a shared vision for ACL

Research shows that adult learning – in the broadest sense – impacts on three domains at the same time:

- health and well-being
- employment and work
- social and community life

Being involved in learning of any kind means that South London's residents are more likely to be healthier, get a job and get on at work, and be able to support their families and community life. The evidence shows that once people start learning, they are more likely to access further opportunities.

Publicly-funded ACL provision – designed around the needs of adults, whatever their experience of school, and tightly tailored to local needs – is ideally placed to support participation in learning and deliver social and economic benefits. As a key element of the wider learning and skills ecosystem, it is essential that the available ACL resource is effectively used and well planned to maximise impact and realise the benefits for South London and its residents.

4.3 A South London vision for ACL

Our vision

Our vision for Adult Community Learning is one where every South London resident can access the learning they need, to:

- get sustainable employment and progress at work
- boost well-being and stay healthy
- help their children progress at school
- get involved in their local communities

These outcomes align with the broader purpose of ACL envisaged for London as a whole through the further pan-London ACL work (see 3.1.5 above), whilst meeting a range of South London and borough priorities.

4.4 South London priority groups for ACL

Together, South London boroughs have identified priority groups, who will benefit from greater collaboration in the planning and delivery of ACL services. A focus on these groups within ACL supports the wider goals of the South London Skills Strategy, which aims to support all residents towards or into sustainable work and progress their careers, including through the provision of tailored ACL support which addresses wellbeing and skills needs.

The **priority groups** include:

- people who are unemployed or economically inactive – including those who are furthest from the labour market
- people wishing to upskill to change careers, progress to better paid roles, or who are vulnerable to change in the rapidly evolving South London labour market
- people with basic skills needs: literacy, numeracy, digital, English for speakers of other languages (ESOL)
- people with learning difficulties and / or disabilities
- people experiencing or at risk of social isolation
- people living in South London areas identified as pockets of 'skills deprivation', with low attainment of qualifications (the South London Skills Strategy identifies, for example, North Sutton, Wadden Marsh, Purley Way and New Addington)

Taken together, a broad South London focus on these groups aligns with the wider priority groups for ACL emerging at pan-London level, and which are likely to be reflected in the GLA's future commissioning arrangements for ACL. South London boroughs recognise that there are differences in priorities at local level, but also common issues where working together can make a difference. The South London ACL action plan (see part 6 below) provides the flexibility for boroughs or sub-groups of boroughs to collaborate on priorities in all or some parts of South London.

4.5 Design principles for effective ACL

The SLP boroughs are committed to effective ACL provision. Effective ACL provision is characterised by a focus on: lifelong and life-wide learning, progression, responsiveness, collaboration and innovation. Our framework for collaborative working will enable us to ensure these principles are reflected in future service design and delivery.

Design principles for effective ACL in South London

- **Lifelong, life-wide learning**

Providing and signposting opportunities to learn and continue learning that build on adults' knowledge, skills, attitudes and values gained in everyday life, so ensuring inclusivity.

- **Progression**

Creating inclusive progression pathways for those who need them, such as people furthest away from the labour market and those continually in low paid work.

- **Responsiveness**

Increasing the responsiveness and the flexibility of ACL delivery to keep pace with changes in the economy and changes to demographics, supporting inclusive growth. Tailoring provision to meet the changing needs of local communities and the changing requirements of businesses and the workplace.

- **Collaboration and innovation**

Working together to build on our strengths, take advantage of our opportunities and overcome the things that are holding South London back, innovating and adding value to what each borough could achieve individually.

5. OBJECTIVES, PRINCIPLES AND WAYS OF WORKING

5.1 Introduction

This collaboration framework explains how SLP will put our shared vision for ACL into practice. In addition to the vision statement, it has three key components:

- a set of objectives of the collaboration framework
- a set of principles that will underpin the collaboration between the boroughs
- ways of working – a set of key activities that will enable the boroughs to identify and implement opportunities to collaborate

These are set out in turn, below.

5.2 Objectives of this collaboration framework

By agreeing this SLP ACL Collaboration Framework, the five boroughs are committing to:

1. put our shared vision for ACL into practice
2. champion the vital contribution that ACL makes to our communities, across a wide range of outcomes
3. work together to shape the way in which ACL is commissioned, once the AEB is devolved to London – ensuring that it is aligned with wider strategies for skills and economic growth
4. identify and implement specific opportunities to commission better and more cost-effective ACL by working together, including:
 - a. sharing good practice and improving quality
 - b. benchmarking performance and costs
 - c. reducing unnecessary duplication of provision
 - d. sharing resources
 - e. tackling shared problems
 - f. joined-up commissioning of shared requirements

5.3 Principles

Collaboration by the boroughs under this framework will be underpinned by the principles that are set out below. These principles recognise the accountability of each borough for its ACL service. They also aim to ensure that the framework is flexible and can enable joint working between boroughs with different delivery models and approaches.

1. Boroughs will commission ACL in a way that supports the delivery of SLP's shared vision for ACL.
2. At the same time, they will commission ACL in a way that responds to the local needs of boroughs, neighbourhoods and communities.
3. Boroughs continue to be accountable for what ACL they commission and how it is commissioned. Different boroughs will continue to have different delivery models.
4. In respect of particular opportunities to work together, some boroughs may choose to collaborate and others may not.
5. Boroughs will share information about their ACL commissioning with each other, on a transparent basis.
6. Boroughs recognise and will build on the collaborative working that already takes place between boroughs. Some of these relationships are with boroughs outside of SLP.

5.4 Ways of working

In order to enable collaboration, where it makes sense to work together, the SLP boroughs are committing to the regular activities set out below. The action plan (see part 6 below) includes some of the specific steps required to make this happen.

Ways of working

The SLP boroughs will:

1. share information, regularly and in a consistent format, about: what ACL they have commissioned; its performance, quality and cost; and future commissioning plans
2. share analysis of the drivers of demand for ACL (e.g. demographic or economic change) and work together to improve this analysis
3. meet regularly to review shared information and analysis and identify potential opportunities to improve outcomes or cost-effectiveness by working together
4. as far as possible, align commissioning cycles, so that key decisions about ACL are taken at the same time across boroughs, enabling collaborative approaches where applicable
5. regularly review the SLP ACL Collaboration Framework and update it as required

As discussed in 3.2 above, ACL providers in South London deliver a range of learning that is considerably wider than the learning previously funded by the Community Learning funding stream. Not all of this learning would necessarily fall within any particular definition of ACL.

To limit the scope of this collaboration framework to a particular definition of ACL, however, would unnecessarily constrain the potential to improve the commissioning of adult learning by the SLP boroughs. For the purposes of this framework, therefore, the SLP boroughs will share information about, and explore opportunities for collaboration across:

- all adult learning delivered by local authority ACL providers (Croydon, Kingston, Sutton)
- all adult learning commissioned by the boroughs from external providers (Merton, Richmond)

As previously discussed, in Richmond and Kingston, a substantial proportion of ACL is provided by Richmond and Hillcroft Adult Community College (RHACC). RHACC is an independent corporation and its services are not commissioned by the boroughs. Given the importance of its role in the delivery of ACL in South London, SLP will engage with RHACC to agree an approach to working together.

6. ACTION PLAN

An initial version of an action plan for the remainder of the current academic year and the next academic year is set out below. The actions are required to take forward this collaboration framework and/or emerged from the discussions among the SLP boroughs about the development of this framework. The action plan needs to be a living document and may therefore be added to or revised.

Timing	Action
By the end of the current academic year (AY 2017/18)	<ol style="list-style-type: none"> 1. Incorporate this collaboration framework into the governance and delivery planning arrangements for the new South London Skills Strategy 2. Engage the GLA in a dialogue about the vision for ACL and ensure that SLP and GLA approaches are aligned 3. Develop and agree a detailed template to enable sharing of information between the SLP boroughs about their commissioning of ACL 4. SLP boroughs complete the template and meet to share intelligence, identify potential areas for collaboration, potential duplication etc. 5. SLP boroughs share timings of forthcoming commissioning decisions and explore the potential to align these 6. Consider external publication of the SLP vision for ACL
Quarter 1, AY 2018/19	
Quarter 2, AY 2018/19	<ol style="list-style-type: none"> 7. SLP boroughs update the template and meet to share intelligence, identify potential areas for collaboration, potential duplication etc. (i.e. six months after action 4 and six monthly thereafter)
Quarter 3, AY 2018/19	<ol style="list-style-type: none"> 8. SLP boroughs review any work undertaken at a pan-London level to develop an outcomes framework and performance indicators for ACL, and decide whether to develop a set of shared indicators at a sub-regional level
Quarter 4, AY 2018/19	<ol style="list-style-type: none"> 9. SLP boroughs update the template and meet to share intelligence, identify potential areas for collaboration, potential duplication etc. 10. Review the effectiveness and impact of the collaboration framework after one year

The following should be noted, in respect of particular actions:

- Action 3 – *Develop and agree a detailed template to enable sharing of information between the SLP boroughs about their commissioning of ACL.* Delivery of this action point should take into account the emerging recommendation from the further pan-London work on ACL (see 3.1.5 above) regarding the use of borough-level business plans in the future commissioning of ACL.
- Action 4 – *SLP boroughs complete the template and meet to share intelligence, identify potential areas for collaboration, potential duplication etc.* During the discussions between the boroughs regarding the development of this framework, a number of potential areas for collaboration were suggested. These are set out in the box below and SLP may wish to explore them further, together with other areas that are identified through the process described in this action plan or suggested by stakeholders.

Priority areas for learning provision

- health and social care workforce development
- reducing digital exclusion

Working with employers

- more effective engagement of employers in ACL services

Better and/or shared systems

- improving data on demand for, and the performance and impact of, ACL

Tutors

- tackling shortages of English and maths tutors
- sharing of tutors across boroughs
- shared approaches to CPD for tutors

- Action 7 – *SLP boroughs review any work undertaken at a pan-London level to develop an outcomes framework and performance indicators for ACL, and decide whether to develop a set of indicators at a sub-regional level.* Delivery of this action should take into account the emerging recommendation from the further pan-London work on ACL (see 3.1.5 above) regarding the measurement of outcomes – including the use of social metrics and how to develop and improve systems for measuring outcomes over the next three years.