



**BRENT ADULT AND COMMUNITY  
EDUCATION SERVICE**

**3 Year Development Plan  
2005-2008**



**INVESTOR IN PEOPLE  
BRENT ADULT AND COMMUNITY EDUCATION SERVICE**

# THREE YEAR DEVELOPMENT PLAN 2005 – 2007/08

## 1a INTRODUCTION

Brent Adult and Community Education Service is located in the London Borough of Brent, which is situated in North West London and is part of the LSC London West Region. Brent experiences high levels of deprivation. The unemployment rate in Brent is 4.5%; higher than both the UK rate of 2.5% and the London rate of 3.5%. In some Brent wards the unemployment rate was as high as 9.5% (Harlesden) with the lowest being Northwick Park at 1.9%.

The 2001 census describes Brent as one of the most culturally diverse boroughs in the UK. According to GLA projections, Black and Ethnic Minority groups make up the majority of the population at 54.7%. The population is subject to relatively rapid ongoing change. It is estimated that there are 16,300 – 18,800 refugees and asylum seekers in Brent, representing 6.5-7.5% of the population. 31% of Brent residents use English as an additional language.

According to the 2001 census, the proportion of males to females in the borough is 48.5% to 51.5% which is slightly higher than the rest of the UK (48.6% to 51.4%).

In common with much of London, Brent has a relatively young age structure with 25% of the population being in the 0-19 range and 37% in the 20-39 range. Brent's pensioners make up 14% of the population which is lower than the Greater London and England and Wales figures of 15.5% and 18.0% respectively.

Brent contains great contrasts of affluence and deprivation. There are many areas, described as super output areas, that are among the most deprived in the country. Brent is committed to meeting the needs of the borough by creating an inclusive service which meets the diverse needs of the community. Neighbourhood renewal is a priority because large areas of Brent remain chronically deprived and many people are effectively excluded from society.

## 1b MISSION

BACES conducted a significant review of its mission in preparation for its 2005/06 Development Plan. The mission has been reviewed and now reads:

*“BACES is committed to enabling adults to develop and achieve through quality learning opportunities with appropriate support, thus promoting equal opportunities and widening participation.”*

The London Borough of Brent contains great contrasts of affluence and deprivation. While deprivation in several wards is below the national average, others are among the most deprived in the country. There is a great ethnic diversity. While being technically 'Outer London', it has much in common with the inner city boroughs.

Brent Council is committed to meeting the needs of the borough by creating an inclusive service which meets the diverse needs of the community. Neighbourhood

renewal is a priority because of large areas of Brent which remain chronically deprived and many people are effectively excluded from society.

The Local Authority's vision is for the borough to be 'a learning community' within which every person is enabled to realise their potential and lead a fulfilling and productive life. A major strategic objective is to widen participation and improve levels of achievement in lifelong learning.

## **STRATEGIC SUMMARY**

### **Strategic Priorities and Fit**

BACES delivers a coherent service funded through both FE and ACL funding streams. This summary addresses developments in the service as a whole and encompasses provision from all sources of funding.

#### **1.1 Response to regional and sectoral needs and priorities**

Research conducted by the LSC indicates that Brent is the most deprived borough in terms of income and employment. In 2005/06 BACES will extend the number of courses piloted in 2004/05 which address employability skills. These include:

- Jobsearch skills eg CV writing, completing job applications, interview techniques
- Starting a business
- Working with Children

Courses will be aimed specifically at Skills for Life learners, as well as to learners who are enrolled on vocational courses such as NVQ Business Administration, ECDL.

#### **1.2 Skills for Life:**

- Reducing the amount of 'other' provision particularly in ESOL. This has largely been addressed, as evidenced in the April 2005 feedback given by the LSC in relation to the dramatic reduction in BACES' 'other' provision; in 2005/06 all ESOL programmes will be coded with QCA approved qualification aims.
- 'Other' provision in Skills for Life will consist of diagnostic assessments.
- An increase in the amount of provision in ESOL offered above entry level 3. For 2005/06, Level 1 courses will be offered and in 2006/07 Level 2 courses will be offered
- With the move into the new division there will be increasing opportunities to work strategically with senior managers to offer SfL courses to Brent Council employees and the Council's supply chain. This model will be rolled out to other divisions in 2006-8.
- As part of the Skills for Life strategy, models of delivering additional learning support to Skills for Life learners on vocational courses, such as NVQ Childcare and IT, will be developed during 2005/06 – 2007/08.

	2003/04	2004/05	2005/06	2006/07	2007/08
Other provision funded value	£684,991	£620,000	£580,000	£550,500	£520,000

### 1.3 Family Learning:

BACES is currently leading on the adoption of the LWLP Family Learning Strategy and will continue to co-ordinate a family learning steering group after the initial launch in June 2005.

A more strategic and co-ordinated approach to the delivery of FLLN in schools, including extended schools and early years settings will be taken facilitated by the Brent Family Learning Steering Group.

As a result family learning provision will be developed in the following ways:

- FLLN intensive courses targeted at prioritised schools over a 3-year period.
- Offering integrated packages of family learning courses incorporating input from a range of organisations eg PCTs, early years providers, libraries.
- A greater variety of FLLN courses offered with a wider range of partner organisations such as 'Early Start', 'Play and Language' and 'Family Finance' in conjunction with statutory and voluntary sector groups, eg library and heritage and museums services, Surestart and Homestart.

1.4 Courses identified as 'First Step' will offer progression routes to Level 2 provision both within BACES and other providers such as the College of North West London. Progression for learners will be assisted by:

- Clearly highlighting the progression routes on course information sheets
- Integrating information and advice sessions into courses
- For appropriate courses, arranging visits to other providers.

A sample survey of learner destinations will be carried out each year.

1.5 EMAG funding has been used to support the management infrastructure of Skills for Life and will continue to do so by funding the Head of ESOL and the Head of Literacy and Numeracy posts and 2 full-time Skills for Life Programme Manager posts.

### 1.6 Work with Brent Council:

This will consist of the delivery of NVQs in Administration and Customer Care and some ICT courses

Skills for Life courses will be targeted specifically at units in the new 'Environment and Culture' Department, such as the Cemeteries and Mortuaries service, SreetCare, Parks and Transportation services. Other SfL courses already developed will continue to be offered across Council departments.

The OCR Teaching Assistants Course will be offered to school support staff and classroom assistants

## **1.7 Widening Participation**

Continuing to target work in disadvantaged areas and working with 'hard to reach' groups e.g lone parents, people with disabilities, benefit claimants, people with mental health difficulties, homeless groups for example, at Cricklewood Homeless Concern, Addaction, Brent Irish Advisory Service.

There is an opportunity to work with the Youth Service to develop work for young people not in education and training. Discussions with the Youth Service will take place in 2005/06 with a view to developing Skills for Life courses targeted at 16-18 year olds around various themes eg music, IT.

BACES will continue to firm up its First Steps provision in order to attract learners without level 2 qualifications and support their progression onto Level 2 courses.

## **1.8 Other provision**

It is anticipated that in 05/06 'other provision' will include

- Courses for adults with learning difficulties and disabilities
- Courses where there is no suitable accreditation which meets the needs of our learners
- Diagnostic tests for ESOL, Literacy and Numeracy.

## **1.9 Level 2**

BACES offers full level 2 entitlement for qualifying learners on NVQ courses (Childcare, Admin and Customer Care)

By 2007/08 there will be an increase in courses at Level 2 in IT, Retail, Hospitality, Media and Health and Social Care

Courses are publicised by a combination of attendance at local events (including Adult Learners Week) and a range of publicity. BACES 05/06 brochure comes out in mid June 05 and will be available through all Brent libraries and One-Stop-Shops as well as from all BACES centres. The brochure release will be announced via a Newsletter which will be delivered to all Brent households as an insert in the Brent Magazine. Adverts will also be placed in local publications at intervals throughout the year.

## **Information and Advice**

BACES is a member of the London West nextstep partnership and achieved matrix accreditation in November 04. Information and advice is delivered by administrative and teaching staff, supported by three 0.5 Information and Advice workers. The I and A team work closely with Widening participation workers to ensure that high quality information and advice are available throughout the borough as well as in BACES main centres. BACES website carries a full course listing and detailed course information. The listing is also available from all Brent Libraries and One Stop Shops as well as BACES centres.

## **QUALITY**

Overall BACES is 21% above the floor targets for long and short courses, although there are some areas of learning that are below or marginally above the target, namely English, Languages and Communication, Hairdressing and Beauty Therapy, ICT, and Humanities. Specific actions for improvement will be implemented within these areas of learning to bring them up to the target by 2008.

There are a number of strategies that BACES will adopt to support the rapid improvement of the quality of provision. These will build on the processes that have been implemented during the first 3-year development plan phase by ensuring that monitoring arrangements of key quality procedures are robust and rigorous. Additionally, new quality procedures will be introduced which will extend the involvement in quality assurance across broader aspects of the service, for example, in the delivery of information and advice.

The main strategies are:

- **Implementing and embedding the new curriculum management structure**

this is a key aspect of organisational development which is expected to have a significant impact on raising the quality of provision. The geographical lines of reporting for curriculum support workers and curriculum leaders will cease to operate by the end of August 2005, as will the two-tier system of curriculum management. Instead the newly created programme manager posts will report to Heads of Curriculum, and, where possible, posts have been rationalised to streamline their focus, for example, a 0.5 or full-time post will have responsibility for one area of learning across BACES. In turn, the new structure will strengthen the management of part-time tutors who will have one, clearly identified manager, rather than the two and sometimes three line managers that existed under the geographical structure leading to a much greater emphasis on programme managers and part-time tutors working together to identify how the quality of provision can be improved such as:

- Closer monitoring of learner number, retention and achievement targets
- More effective completion of course documentation
- Contribution to the self-assessment process
- Improved observation grade profiles

The curriculum management restructuring has been supported by an increase in additional administration posts covering front-line staffing, premises management, payroll, finance and personnel administration.

- **Introduction of a quality framework**

This will be introduced at the end of 2004/05 for full implementation during 2005/06. The quality framework, produced as an annual quality action plan cycle, identifies the key quality assurance activities that need to be undertaken on a monthly basis across all functions of the service. An additional quality cycle written for teaching staff highlights the actions required and the documentation to be completed in order to assure the

quality of individual courses. The quality assurance framework will be embedded through the production of a quality handbook aimed at curriculum staff.

- **Refinement of the self-assessment process**

Self-assessment has become increasingly rigorous during the life cycle of the first 3-year development plan. However, the involvement of part-time tutors in self-assessment is not yet fully developed. In 2005/06 tutors will:

- Gather evidence from learner course evaluations, including retention and achievement rates.
- Provide judgements on the quality of individual courses.
- Be required to complete a self-assessment pro-forma at the end of each course.
- Set targets at course level for learner numbers, retention and achievement rates.

By the end of 2007/08, 100% of courses will have course documentation effectively completed.

- **Recognising and Recording Progress and Achievement (RARPA)**

BACES has, since September 2003, implemented a system for RARPA for both accredited and non-accredited courses mirroring the 5-stages of the nationally developed process. This is working well, particularly in Skills for Life provision, but needs to be extended to other areas of learning more rigorously. During 2005/06 BACES will:

- Take advantage of the national RARPA champion scheme.
- Identify appropriate RARPA methodologies for piloting across the whole range of provision.
- Investigate alternative forms of RARPA for groups of learners who may find it onerous, inappropriate or difficult to complete lengthy documentation, for example, older learners, learners with literacy and language needs particularly, those on family learning courses.

Combined with a more detailed approach to course reviews, RARPA will contribute to an improvement in the retention and achievement rates on non-accredited courses by the end of 2007/08.

- **Review of the teaching and learning observation scheme**

This will include a revision of the documentation used to record teaching observations in order to reflect the changes in the common inspection framework, and incorporate comments on how the tutor meets the needs of Skills for Life learners, as well as how e-learning is being used to support the delivery of the curriculum. It will also involve setting new targets for the percentage of teachers that are observed within a year from 50% to 100% by the end of the 2007/8. Annual observations of teaching staff will assist with the development of individual skills and improved methods of delivery, which will improve the observation grades profile and retention and achievement rates.

- **Skills for Life strategy**

A Skills for Life strategy is currently underway and will be ready for implementation during 2005/06. This will outline BACES' organisation-wide approach to meeting the needs of learners with literacy, language and numeracy needs and will include:

- Measures taken to assess the literacy, language and numeracy levels of learners on accredited courses.
- The approach adopted for embedding literacy, language and numeracy across on vocational courses.
- New types of courses involving contextualised learning mapped to the national curriculum with a SfL qualification aim, for example 'Step Up to Working with Children' for ESOL learners.

BACES will make extensive use of the new teaching materials available through the teaching and learning framework initiatives supported by the Standards Unit, particularly, but not solely, in the areas of learning identified earlier that are below the floor targets. BACES is currently making an application to the joint NIACE/LSDA 'Improving Teaching and Learning in ACL' to be a pilot centre for the materials being developed for Hairdressing and Beauty Therapy, ICT and Sport and Fitness. In addition, teaching and learning delivery across all curriculum areas will be enhanced by embedding e-learning as outlined in BACES' recently approved and commended e-learning strategy document. Access to a SuperJanet link will increase the availability of on-line high quality learning resources for teaching staff, and offer alternative modes of learning for learners.

BACES, as a service area of Brent Council, has continued to maintain its Investor in People status. The approach to continuing professional development involves several strands. There is a comprehensive programme of staff development designed to meet service and individual development objectives. High priority is afforded to the acquisition of teaching qualifications. During 2005/06, the staff development policy will outline the levels and type of teaching qualifications expected of teaching staff, together with details of how their professional development activity will be monitored. A database of teaching qualifications is currently being constructed which will be monitored and maintained by the professional development co-ordinator.

The Brent Council appraisal scheme has been adopted for all full-time and fractional staff, and for part-time hourly paid staff the observation of teaching and learning report is being extended to incorporate a learning and development review and plan. In 2005/06, 60% of staff will be appraised annually including part-time tutors through the observation scheme, rising to 100% in 2007/08.

Sharing of good practice internally is achieved in two ways. The staff development programme, which is largely delivered by in-house practitioners, is an outlet for the sharing of expertise within a range of learning areas. Starting in 2005/06, staff whose attendance is supported at external training events, will be required to complete a detailed evaluation report, published on the intranet site (BACElineS), highlighting the impact on good practice, as well as, where appropriate, cascading their acquired knowledge and skills through the staff development programme.

In addition, the quality support observation scheme, which has been operational for three years, will be extended to include opportunities for teaching staff to observe



other tutors identified as exhibiting good practice. This will be fully embedded by 2006/07.

Externally, the natural links with other London West providers through the Adult Education Principals' Group, is used as an informal network for the sharing of good practice such as policies, procedures, and a wide variety of documentation relating to the curriculum. More formally, BACES is represented on a range of LWLP (London West Learning Partnership) groups including the LWLP Board, the Operations Group, the Family Learning Action Group, and the E-Learning Strategy Group.

BACES also makes good use of the A.L.I Excalibur web-site for examples of good practice, and is active in the Support for Success 'Quality Information Network' meetings, and the HOLEX and LEAFEA networks; all of which are valuable for linking and learning from other providers within the sector.

As identified earlier, in 2003/04 overall BACES' success rate was, at 64%, 19% above the floor target for long courses and, at 67%, 22% above for short courses. This compares favourably with the national benchmarks for External Institutions in 02/03 of 52% for long courses and 63% for short courses, 62% overall. However, there are areas of learning within BACES that require immediate attention in order to improve the success rate. In 2005/06, the following actions will be implemented in ICT, Hairdressing and Beauty Therapy, Humanities, and English, Languages and Communications:

- all tutors in these areas of learning will be prioritised for a quality support observation followed by a graded line management observation which will include a learning and development plan with agreed timescales for improvement
- ICT, Hairdressing and Beauty Therapy and English, Languages and Communications will be pilot centres for the LSDA/NIACE teaching and learning framework initiative, subject to approval
- a detailed subject-specific staff development programme will be introduced
- these areas of learning will be priority areas for the introduction of e-learning methodologies through the training and dissemination of the work of e-guides

The self-assessment report for 2003/04 identified the following weaknesses which will be addressed by 2005/06:

Quality assurance systems are not yet fully embedded

The use of management information as a planning and monitoring tool is insufficiently developed

Complaints procedures are unclear to staff and service users

There is a limited range of resources and facilities for learners with disabilities and literacy, language and numeracy needs, and a lack of clear information on how to access support.

## **INFRASTRUCTURE AND RESOURCES**

### a) Property Strategy

The Development of the Accommodation/Property Strategy is based upon both education and economic principles. We shall use procedures laid down by the Local Authority's Accommodation Strategy. The key objectives are:

- Implementing the Priorities in the Accommodation Strategy.
- Enhancing standards of maintenance, security and cleanliness.
- With the help of LSC capital funding to refurbish the Carlton Centre site in 2005, to improve the quality of the interior and improve access to all floors and to further meet the requirements of the DDA and SEND Acts.
- Produce a conditions survey of the premises used by the Service.
- Contributing to the Brent Council's Asset Management Plan as well as the National Property Performance Indicators.
- To improve further four buildings to help meet the demands of the DDA and SEND Acts
- Appoint a Building Facilities Manager by June 2005 to oversee work involved in meeting SENDA (DDA Part 4) requirements, Health and Safety, maintenance programmes, review risk assessments, accident reporting, electrical testing.
- BACES will bid to the LSC for further funds to improve the access to its buildings and to meet the needs of the SENDA (DDA Part 4).

### b) Philosophy and Approach to Inclusive Design

We have now received funding for meeting DDA requirements from the Learning and Skills Council to improve facilities. 'Disability' can refer to a wide range of conditions from mobility issues to sensory conditions.

To create an 'inclusive' environment, a wide range of disabilities needs to be considered in the design of the spaces and the connections between them. A 'well-designed', 'inclusive' space should be able to maximise accessibility without compromising other design criteria. BACES has now adopted an inclusive approach to its building programme.

Inclusive Design (as defined by the Centre for Accessible Environment) lists the following as crucial to the inclusivity of design.

- Places people at the heart of the design process.
- Acknowledges human diversity and difference.
- Offers choice where a single design solution cannot accommodate all users.
- Provides flexibility in use.
- Aims to provide buildings and environments that are safe, convenient, equitable and enjoyable to use by everyone, regardless of ability, age or gender.

## **DATA**

The quality of BACES data continues to improve. BACES approach to data collection places responsibility on local teams rather than collecting it centrally. The rationale for this is that local knowledge of the area and the learners contributes significantly to the accuracy of data. Centralised data collection would lose this

advantage but might be less vulnerable to staff changes. As connectivity and hence data sharing improves further, other models for data collection will be explored.

Data sharing and use of management information in the planning process is hindered by software limitation which it is hoped will be overcome in 05/06. Meanwhile the Quality Research and Performance Co-ordinator will play a major role in circulating appropriate management information to curriculum teams.

A Performance Review Framework for the service will be established shortly. This will set out return and reporting timetables for an appropriate range of data for internal and external purposes. The framework will include data on

- Learner numbers
- Retention and achievement
- Participation and funding

which will be made available to curriculum management staff by area of learning, and to Senior Management for the whole service. Data will be at appropriate intervals in order to support and inform curriculum planning and delivery.

### **EQUALITY AND DIVERSITY IMPACT MEASURES (EDIMs)**

FE and ACL participation against borough profile is good. We plan to maintain this status by continuing to address the strategic objectives in line with the BACES mission statement.

The cross-service Equality and Diversity Working Group, led by the Head of Service, continues to meet on a regular basis.

In the coming year we shall

- Participate fully in meeting Brent Council's Equality and Diversity Impact Measures.
- Undertake formal Equality Impact Assessments on policies.
- Arrange staff training on Brent's Corporate Equality Policy and Action Plan for 2004-2006.
- Continue to improve the access to our buildings during 2005/06. Details are included in the BACES accommodation strategy.
- Continue to produce an annual Disability Statement that reflects the support measures we have in place for learners with learning difficulties and for disabilities, including accessibility.

### **HEALTH AND SAFETY**

We have adhered to Brent Council's processes to ensure that learning and work environments are safe and that appropriate individuals have received relevant safety training.

BACES Health and Safety Group meets regularly and key staff have undertaken Risk Assessment training. All buildings have now been assessed and documentation is held on each site and in the HQ of the Service.

Priorities for 2005-2008 include:

- Implementation of a comprehensive review of fire safety arrangements.

- Appointing by June 2005 a full time Facilities Manager who will have a responsibility for Health and Safety matters.
- Continuation of the ongoing investment in the training of staff to become qualified first aiders.
- Ensuring full DDA compliance.

The Health and Safety Group reports to the BACES SMT and MTM and links closely with Brent Council's Health and Safety Team.

## **RISK MANAGEMENT**

	<b>RISK</b>	<b>COUNTERMEASURES</b>	<b>CONTINGENCY</b>
STAFFING	<ul style="list-style-type: none"> <li>• Lack of qualified staff particularly Skills for Life Tutors</li> <li>• LSC Area uplift decision leaves BACES with possible recruitment difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Develop links with teacher training providers for access to newly qualified staff.</li> <li>• Provide support/study skills for staff.</li> <li>• Continue process of fractionalisation.</li> </ul>	Limit curriculum offer
FINANCE	<ul style="list-style-type: none"> <li>• Recharges to Brent Council not within Service Control</li> <li>• Loss of income from LSC as a result of ACL formula funding</li> <li>• Inner London costs with Outer London funding – problem increases in severity as funding growth is restricted</li> <li>• Reduced ACL funding in 05/06</li> </ul>	<ul style="list-style-type: none"> <li>• Memorandum of Agreement needed to specify level of service and costs over the development plan period.</li> <li>• Firm up delivery definition and progression routes of First Steps Provision.</li> <li>• Expenditure on resources and renewal of IT resources particularly development and MIS support staff.</li> </ul>	<p>Financial plan reacts annually to council decisions.</p> <p>Reduction in provision of non-accredited learning.</p> <p>Freeze pay awards and/or vacant posts.</p> <p>Freeze pay awards and/or vacant posts.</p>

QUALITY	<ul style="list-style-type: none"> <li>• ALI Inspection – unsatisfactory could result in loss of income and poor staff morale.</li> <li>• Confirmation of success rates taking a downturn in 2003/04.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality support measures are in place.</li> <li>• Closer monitoring of success rates by Areas of Learning and also monitoring of data inputting.</li> </ul>	<p>Post Inspection Action Plan will identify areas for improvement and support available. Cut unsuccessful provision.</p>
FUNDING	<ul style="list-style-type: none"> <li>• Loss of income resulting from fee assumption. <ul style="list-style-type: none"> <li>a) reduced funding from LSC</li> <li>b) insufficient numbers of learners able to pay fees for learning for personal development – resulting in reduction of learner numbers and downward spiral.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Outcome of LSC consultation awaited</li> </ul>	<p>Refocus of curriculum offer away from some of the needs and interests of local residents which could also result in loss of client satisfaction.</p>

### **PLANNING ASSUMPTIONS**

- We shall continue to experience a healthy demand for SfL courses.
- BACES will continue to be maintained as a service directly managed by Brent Council and changes in council structure will not affect service delivery (BACES will be relocated in the 'Learning and Arts' Division of the newly formed 'Environment and Culture' Department.
- There will be no growth in funding over the Development Plan period
- There is a high probability of an ALI Inspection in the first year of the Development Plan.
- The present, mutually supportive relationship with the College of North West London will continue and result in improved student progression opportunities.

## **WORKFORCE CAPABILITY**

In order to meet the workforce capability headline performance measure the following actions will be taken:

A clear statement will be written into the staff development policy explaining the expected levels of qualifications required by all teaching staff, including the level 4 qualifications and subject specifications for Skills for Life tutors, and the length of time in which they are expected to gain the qualifications

Monitoring the progress made towards meeting the headline performance measure for work force capability will be undertaken on the newly constructed professional qualifications database by the Professional Development co-ordinator  
It will be made clear that future employment could be at risk for anyone failing to meet the required level of qualification within the expected timescale

Plans have already been put into place to reduce the number of part-time sessional teaching posts and increase the number of substantial part-time (not less than 0.5) and full-time lecturer posts. In 2005/06 new lecturing posts have been established in ESOL, Literacy and Numeracy, Disabilities and Learning Difficulties and Health and Social Care (Childcare). For 2006/07, plans will include further additions of lecturing posts in Skills for Life, ICT by reducing the number of part-time teaching hours. The viability of a lecturing post for Visual, Performing Arts and Media and Business Admin/Retail/Hospitality will be explored.

The approach to succession planning is summarised in the paragraphs below.

BACES is fully committed to the development of leadership skills at all levels. All new programme managers have undertaken management training, and support staff with line management responsibilities have attended Brent Council's 'First Line Managers' training programme. Members of the senior management team possess management qualifications or have undertaken in-service management training. This ethos will continue with any new appointments.

BACES offers a comprehensive programme of in-house staff development courses and encourages all members of staff to actively engage in professional development activities, within BACES, Brent Council through the 'Improving Brent' programme and at external conferences and courses delivered by, for example, NIACE, LSDA, FPM.

BACES follows Brent Council's recruitment and selection procedures and all staff who undertake recruitment duties are required to attend the relevant training courses delivered by Brent Council. Person specifications outline the qualifications, skill, knowledge and personal attributes potential candidates are expected to demonstrate.

The profile of BACES' workforce reflects the profile of its residents and this is also reflected in the recruitment profile. BACES adopts Brent Council's policies relating to Equality and Diversity.