

Registered Company No: SC190521

Registered Charity No: SC028909

ROSEMOUNT LIFELONG LEARNING
(A company limited by guarantee)
REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 MARCH 2014

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ROSEMOUNT LIFELONG LEARNING
(A company limited by guarantee)
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 MARCH 2014

CONTENTS	PAGE
Legal and Administrative information	1
Trustees' Report	2 - 34
Auditors' Report	35 – 36
Statement of Financial Activities	37
Balance Sheet	38
Notes to the Financial Statements	39 - 48

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

LEGAL AND ADMINISTRATIVE INFORMATION

Charity name: Rosemount Lifelong Learning

Registered office and operational Address: 221 Millburn Street, Glasgow G21 2HL

Charity registration number: SC190521

Company registration number: SCO28909

Trustees:	Elizabeth Wilson	Chairperson
	Francine Bucumi	Vice Chairperson
	James Gow	Treasurer
	Kenneth Bennett	
	Neil Hunter	
	Arlene England	
	Ed Monaghan	
	Sam Boyd	

Company Secretary: Pamela Quinn

Senior Management team:	Chief Executive	Alex Meikle
	Finance Manager	Kam McMillan
	Childcare Managers	Angela Cameron
		Geraldine O'Brien
	Rosemount Integrated	Valarie Sutton
	Community Services Manager	
	Community Learning	Sam Ross
	Co-ordinator	
	Office Manager	Sue Harper

Auditors: Wylie & Bisset LLP
168 Bath Street,
Glasgow,
G2 4TP

Bankers: Royal Bank of Scotland
Glasgow Parkhead Branch,
1304 Duke Street,
Glasgow,
G31 5PZ

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

The Trustees are pleased to present their report together with the financial statements of the charity for the year ended 31 March 2014. The legal and administrative information on page one forms part of this report.

Directors and Trustees

The directors of the charitable company (the charity) are its Trustees for the purpose of charity law and throughout this report are collectively referred to as the Trustees.

The Trustees who served during the year and since the year end were as follows:

Elizabeth Wilson (Chairperson), Francine Bucumi (Vice Chairperson), James Gow (Treasurer), Kenneth Bennett, Neil Hunter, Arlene England, Ed Monaghan and Bob Reid .

Katrina Brown, Peter Sama and Gill Scott stood down on 7th October 2013. Sam Boyd was appointed as a director at the Annual General Meeting on October 7th 2013.

Structure, governance and management

Governing document

The organisation is a company limited by guarantee, incorporated on 14 October 1998 and registered as a charity with the Inland Revenue on 28 October 1998. The company was established under a Memorandum and Articles which established the objects and powers of the charitable company and is governed under its Articles of Association. In the event of the company being wound up members are required to contribute an amount not exceeding £1.

Recruitment and appointment of trustees

The directors of the company are also charity trustees for the purposes of charity law and under the company's Articles are known as Member Directors. Under the requirements of the Memorandum and Articles of Association the Member Directors are elected at an Annual General Meeting from members of Rosemount Lifelong Learning. Membership is open to residents of Glasgow. At each Annual General Meeting, the two Member Directors who have been longest appointed stand down and may then put themselves forward for re-election. Non members may be appointed as Appointed Directors.

Most of the Member Directors are local people who have benefited from childcare and training at the centre and who have an excellent understanding of the issues facing local families as well as the organisation's operational issues. In addition, the Board includes three directors with expertise in research, finance and management. The Board of Directors meet bi-monthly, with support from a sign language interpreter as well as a crèche for the directors' children.

Trustee induction and training

As current or former services users, many Trustees are already familiar with the practical work of the charity. All Trustees receive an information pack which includes the policies and procedures of the organisation including its mission and aims, the historical background of the organisation, its resourcing and the current financial position as set out in the latest audited accounts and Business plan, and the findings of external evaluations. Training events are provided for Trustees explaining the rights and responsibilities of Directors. More specialised training is provided for Directors who are office bearers.

In collaboration with Glasgow Council on Voluntary Services (GCVS), Rosemount has produced an updated Board Induction Pack for the organisation.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Risk management

The Board of Directors and the senior management have produced a Business plan for the period 2012 - 2015, which examines external risks to funding and identifies potential strategies for diversifying income.

Internal control risks are minimised by the implementation of procedures for authorisation of all transactions and projects. Procedures are in place to ensure compliance with health and safety of staff, volunteers, service users and visitors to the organisation. All staff and volunteers who work with children or vulnerable adults are subject to Enhanced Disclosure Scotland checks supplemented by Protection of Vulnerable Groups (PVG) checks. Quality is also assured by the Care Commission, HMI inspectors and the Scottish Qualifications Authority.

Organisational structure

The members of Rosemount Lifelong Learning's Board of Directors meet bi-monthly. The Chief Executive and the Finance Manager and Company Secretary also attend the meetings but have no voting rights. The Finance and Strategy Planning sub committees of the Board of Directors meet regularly to discuss specific strategic and finance related issues. Five meetings of the Finance sub-committee and one meeting of the Strategy Planning Group were held over the year.

A scheme of delegation is in place and day to day responsibility for the provision of the services rests with the Chief Executive along with the Finance Manager and other members of the management team. The Chief Executive is responsible for ensuring that the charity delivers the services specified and that the key performance indicators are met. The Managers are responsible for the day to day operational management of services, individual supervision of the staff team and also ensuring that the team continues to develop their skills and working practices in line with good practice. The Chief Executive and managers meet collectively as a senior management meeting on a monthly basis.

Related parties

In so far as it is complementary to the charity's objects, the charity is guided by both local and national policies and strategies, including Community Planning, Community Health and Care planning, the Glasgow Adult Literacy and Numeracy Action plan, One Glasgow, the Scottish Government Economic Strategy especially 'learning skills and well being', 'equity', several Scottish childcare strategies including 'Getting it Right for every child' and 'Hidden Harm' – responding to the needs of children of problem drug users' and the UK Child Poverty strategy. Managers, staff and Directors participate in specialised networks related to these policy areas.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Vision

“Advising, empowering & regenerating Individuals and communities”

Mission

- To provide a client centred interactive holistic service focusing on childcare, social care, addiction recovery, parenting, employability and community learning
- To provide a focus for community regeneration and tackling poverty
- To encourage partnership working to encourage regeneration and reduce poverty
- To have good financial management and promote the most efficient use of public funds and other income towards the aim of community regeneration and tackling poverty
- To continuously strive to provide value added services and achieve high quality standards in service delivery and to monitor and promote feedback from all stakeholders in order to improve services

AIMS

- To provide a comprehensive childcare service promoting child development while allowing parents to continue employment, training, learning or volunteering
- To provide dynamic, interactive social care programmes which promote recovery from addictions, mental health, homelessness and similar issues, develops positive parenting and bringing children and families together while actively building aspirations and skills aimed at training, volunteering, learning and employment
- To provide a community learning service to encourage adults to develop literacies and numeracy skills and foster an interest in learning and education
- To be an exemplar of best practice in joining together recovery, social care, employability and community learning programmes in order to promote both self-development and self-worth as well as actively contributing to community regeneration
- To actively contribute and participate in all relevant policy-making bodies and forums in order to help shape, develop and maximise childcare, recovery, social care, parenting, employability and community learning services for the people and communities of north Glasgow
- To be financially solvent, maximise income and funding
- To comply and adhere to all quality standards, both internal and external, in the provision of childcare, recovery, social care, employability and community learning programmes

Approach and Values

In taking forward these aims, Rosemount Lifelong Learning is committed to working in a holistic way, bringing together client groups from a wide range of backgrounds and integrating childcare and learning at all times.

The work of Rosemount Lifelong Learning is underpinned by a set of core values as follows:

Quality

We work by agreeing the results which are achievable and defining what success means for Rosemount and our service users. We encourage joint reviews of progress towards the agreed outcomes. We ask all service users for constructive feedback during and on completion of our work together.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Equal Opportunities

Rosemount Lifelong Learning's work is based on a commitment to promote equal opportunities and reduce discrimination in terms of gender, race, disability, religion, age, sexuality or any other form of discrimination. This will involve supporting actions to promote equal opportunities in all aspects of our work, taking positive steps to identify and address barriers and taking opportunities to promote integration.

Community involvement

Rosemount Lifelong Learning's work is based on a commitment towards the active involvement of local people and service users in the management, delivery and evaluation of services. This approach recognises the importance of community ownership and management of local services.

Partnership

Central to our work is a commitment to the ongoing development of a partnership approach at a strategic and operational level. This approach will seek to ensure that the energy, resources and expertise of all the main agencies, community organisations and local people are harnessed towards the development of services which reduce poverty and improve life choices for local residents.

Innovation

Rosemount Lifelong Learning recognises the importance of encouraging innovation, learning and research as a key feature of its work. We will be responsive to new and changing needs, and creative about the development of new services.

Personal development

Rosemount Lifelong Learning is committed to providing a holistic approach to personal development which fully meets the needs of each service user, addressing issues of health, caring responsibilities, finance, employment and education. We are committed to delivering education and personal development which improves confidence and increases aspirations, enabling people to find routes out of poverty.

The charity's aims fit with several Scottish Government National Outcomes, namely:

- (2) We realise our full economic potential with more and better employment opportunities.
- (4) Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- (5) Our children have the best start in life and are ready to succeed.
- (6) We live longer, healthier lives.
- (7) We have tackled the significant inequalities in Scottish society.
- (8) We have improved life chances for children, young people and families at risk.
- (9) We live our lives free from crime, disorder and danger.
- (11) We build strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Achievements and Performance in 2013/14

In order to meet the above aims, the charity delivered a range of integrated services in the area of childcare, parenting, guidance, employability for young parents, support for families affected by addiction and adult literacy and numeracy. These services were primarily provided from two centres within Royston, but also on an outreach basis. There are three constituent departments which deliver these services. These are the Community Learning Service (CLS – formerly known as the Flexible Learning Centre or Flexicentre), Rosemount's Integrated Community Services (RICS) and the Childcare Department.

The total number of service users seen across all departments during 2013/14 was:

2013/ 14	2012/13
1,032	1,162

Over 1,000 adults and children used the services of Rosemount Lifelong Learning during 2013/14. As well as facilitating access to training, education, employment and childcare the organisation has helped many more individuals achieve personal aspirations related to health, self confidence and parenting skills. External evaluations have found that Rosemount Lifelong Learning provides high quality responsive services which engage 'hard to reach' participants and help them to make life changing choices in order to find routes out of poverty and poor health.

The following shows the number of service users distributed across the three departments.

Departments

Community Learning Services	= 44% (449)
Rosemount Integrated Community Services	= 39% (403)
Childcare	= 17% (180)
Total	= 100 (1,032)

Operational Departments:

The information below is a summary of the operational activities and performance outputs across the three departments during 2013/14 as recorded by Rosemont's internal recording and monitoring systems. Case studies have also been included to give a flavour of the daily work and progress achieved with service users engaging with us.

1) Community Learning Centre

The **Community Learning Centre (CLS)** aims to support people who live or work in North Glasgow by providing a range of learning opportunities, including Adult Literacy and Numeracy, accredited and non-accredited courses including computing, First Aid, ESOL (English as a Second Ordinary Language) and various other courses, volunteer opportunities and work placements amongst others. As well as increasing education and training opportunities, the CLS aims to:

- Improve confidence and aspirations.
- Reduce isolation and better networks of support for adults and children.
- Improve understanding of other cultures.
- Increase take up of services.
- Increase skills and qualifications.
- Assist people to move into Further Education, Higher Education and other training.
- Assist people to move towards employment or improve their employment position.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

The CLS offers people a broad range of learning opportunities including formal and informal learning, short and longer courses, and independent learning, with opportunities for accreditation in some of the formal classes.

In 2012 Rosemount Lifelong Learning was awarded funding from the Big Lottery to undertake a major construction project that would involve the partial demolition of the building that formerly housed the Flexicentre to create a new **Community Events Hub and Learning Centre** located at the heart of the Royston community. This necessitated the temporary decant of the staff and facilities on Royston Road. With the kind co-operation and assistance of Jobs and Business Glasgow, Rosemount Lifelong Learning was able to relocate CLS staff, services and facilities to temporary premises in **St Rollox House** in the Springburn area of North Glasgow which is adjacent to easily accessible from Royston. The CLS was moved to St Rollox in June 2013 and will be operating there until construction and refurbishment of the new premises is completed which is scheduled for late October 2014.

The Community Learning Service is divided into two broad complimentary areas: **Adult Literacies and Numeracies (ALN)**, which focuses on literacies and numeracies and the more broad based **Community Learning** which provides a range of certificated and non-certificated courses and open and modular learning IT skills.

1a Adult Literacies and Numeracies (ALN),

During 2013/14

Output	Target	Actual
Number of adults continuing to participate in adult literacy and numeracy learning programmes.	35	60
Number of new adults participating in adult literacy and numeracy learning programmes.	81	167
Number of total learner hours provided.	1,400	2,032
Number of learners engaged in adult literacy and numeracy programmes who reported one or more improvement to their reading, writing, spelling and/or number skills.	88	180
Number of ALN learners reporting a positive outcome in at least one area of their personal, family, community or working life.	88	180

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

The ALN component of the Community Learning Service has had a successful year even though it was faced with some disruption due to having to relocate to temporary premises. In spite of this, the service has continued to provide a good quality service within North Glasgow and we have surpassed our target figures. This has been achieved even though the Literacy Service Coordinator was on Maternity Leave for five months. Structures were left in place before her exit to ensure there would be no negative impact on targets.

One reason for targets being surpassed was partnership working with Possil Community Centre at their Jobs Club. Rosemount have been providing literacy and numeracy support to those learners/clients who need assistance with job searches etc due to poor literacy skills. These sessions have been well attended and the staff member from Rosemount has undertaken both paid and voluntary work there as demand is high.

The other outreach work we do has been steady and learners are making good progress.

There has also been a noted increase in learner hours and better attendance within the Flexicentre. This appears to be due to the work being done by the government to encourage people to upskill and seek employment. Our Esol Literacy class has also seen an increase in numbers again for the same reason and also a rise in migrant workers and people with low levels of education and English coming to the area.

The ALN service has had a significant impact on many learners such as learner H who was initially very shy and lacking in confidence and had poor literacy skills. Due to work with a senior tutor and a volunteer he has improved his literacy skills to a point where he can use the IT suite on his own and is able to do job searches without support. The volunteer had developed a programme that includes literacy, numeracy, IT and employability. H now feels he could attend sessions run by the job centre using IT and confidently take part. He also feels his overall confidence and employability skills are raised. H has been attending the Job Centre and now feels he is in a stronger position to seek employment and is more willing to travel further for example to work. He is currently working on map reading with his tutor so that he is better equipped to travel within Glasgow to unknown areas. He is also working on new technology such as storing his IT information on a sky drive/iCloud so that it can be accessed anywhere.

The new work that the ALN has been supporting in partnership with Possil Community Centre is making an impact on learners lives on a very basic but necessary scale. This is new work for us as the main focus at the job club is for learners to look for employment however it has become very apparent that the only way this is possible for the majority attending is with literacy support. Without the tutor highlighting to them the need for basic skills, the students would struggle with even the most basic of skills such as a job search/ making an email address or using a CV. The tutor has been involved from the start and the students have no fear in asking for her help with literacy skills as she is seen as part of a more rounded fuller approach to employability. These students are offered further support at the Flexicentre such as IT classes, jewellery making or Esol/lit classes. This is another step for the students towards becoming more confident individuals who can contribute towards the community. The job club is also supported with local agencies such as Housing and they have been able to access the literacy tutor with clients who they have highlighted have literacy and numeracy problems.

The ALN service provided not only focuses on raising the level of English and literacy but it also raises confidence, helps integrate isolated students and allows social interaction to take place. Culturally there is a great mix and students are encouraged to socialise in English and learn about one another. Students are encouraged to move on to other classes both within the CLS (eg, jewellery making) and also externally such as college classes and volunteering opportunities. Students often start here very tentatively, but within a matter of weeks we usually see a marked improvement in confidence and level of communication and this mostly leads to the student being much better equipped to seek other opportunities in the local area as their speech and listening skills have improved. Even simple things such as going to the doctors or shopping or dealing with schools are more possible and this leads to a smoother transition to living in Glasgow.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

There is also an evening speaking/literacy class run by the Rosemount ALN service by a volunteer that provides extra support to those who choose to attend. This helps speed up the learning process and again leads to more able members of community.

In total 227 people engaged with the Adult Literacies and Numeracies service during 2013/14

1b) Community Learning

In addition to adult literacies and numeracies, the Community Learning Service offers people a broad range of learning opportunities including formal and informal learning, short and longer courses, and independent learning, with opportunities for accreditation in some of the formal classes.

During 2013/14 the Community Learning services worked with a total of 449 learners. Of the 449 learners 47% (212) were female and 53% (237) were male. Thirty per cent (135) were aged 31-40, 19% (86) were 41-50, 26% (118) were aged 21-30. Sixteen per cent (65) were over 50 while 2% (9) were under 20.

Fifty seven per cent of learners (256) were from the G21 postcode area, 18% (83) from the G22 area, 4% each (19 each) were from the G4 or G20 areas, 3% (13) from G3 and 9% (40) from other postcode areas. For 4% of learners (19) the postcode area was unknown.

Of the 449 learners who accessed the community and adult learning services at Rosemount in 2013/14:

164 were learners doing certificated courses - 164

369 were learners doing non-certificated courses – 369 (including Literacy)

164 (37%) of learners participated in certificated courses

369 (82%) of learners participated in non certificated courses (including literacies and numeracies).

12 learners (3%) moved into employment and 19 (4%) moved onto further education. We are expecting these numbers to increase over the next few years as the Community Learning service integrates further with the social care programmes to provide pre-employability courses that will strengthen linkages with Job Centre Plus and local colleges.

HMI INSPECTION OF THE COMMUNITY LEARNING SERVICE

In October 2013 the CLS was inspected by HMI as part of an inspection of the wider Smithycroft Community Hub. This 'hub' includes a number of different agencies and partners including Glasgow Kelvin College, Glasgow Life projects in north-east Glasgow and various community education initiatives.

Inspectors spent three days at the CLS observing classes, groupwork and interviewing a sample of learners as well as speaking to staff and tutors.

Overall the 'hub' has received a good inspection report. Rosemount were singled out for praise in three particular areas:

- The community education work being carried out with the local community, including young parents
- The work on literacies and numeracies being carried out with members of the black and minority ethnic communities, especially around ESOL work
- The way CLS supports, trains and encourages volunteer tutors to actively facilitate community education work

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Case Study: Patricia: Student at the CLS

Patricia has been a student with the Community Learning Service for the past few years. Before coming to the CLS she had no experience of working with computers and had worked with the same firm in a retail capacity for 17 years before being made redundant.

"I was devastated at being made redundant and I felt left on my own. As well as having no experience of computers I'd had not been for an interview for 17 years. I started a course with the then Glasgow Regeneration Agency (now Jobs & Business Glasgow) and was referred from there to the Flexicentre or 'Flexi' as it was also then known.

"Right from the start the reception and atmosphere at the Flexi was friendly, welcoming and encouraging. I felt the staff were really good and made you motivated to learn and nothing seemed to be too much bother for them. But I also made friends with my fellow learners and we keep up contacts.

"I worked on the ECDL (European Computer Driving Licence) course which has really allowed me to catch up and learn a variety of skills from word processing to spreadsheets which I'd never thought I'd be able to do.

"I've also been on the Walking Group (Northern Soul) which is run out of the Flexi which as well as being fun, keeps you fit and active. I've also had coaching in how to do interviews, which has been great preparation for when I've had interviews. So I got the IT skills to do the CV, help and preparation to cope with interviews and have kept active and made loads of friends, all at the Flexi.

"I started at the Flexi feeling lost and lacking confidence in myself and now I'm up to scratch with IT and ready to begin a part-time post with Quarriers which will allow me to get back into the labour market. If you're like me feeling you lack the skills and confidence to get back into the labour market or even just to learn new skills, I'd recommend the Flexi and its courses for you. Don't forget it's all free."

In total 449 learners engaged with the Community Learning Service in 2013/14

2) Rosemount Integrated Community Services Department RICS

RICS is primarily responsible for managing Rosemount's social care programmes the main aims of which are to:

- Increase self confidence and aspirations.
- Improve access to services.
- Increase access to education and employment opportunities.
- Improve health.

RICS is divided into four programmes:

- The Guidance service which delivers personal and social development, pre-employability programmes as well as progression guidance
- The Family Links Addiction recovery service for children and families
- The Young Parents Employability programme
- The Work Development Network Co-ordinator service which seeks to help, assist and support people affected by mental health issues into employment

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

2.1) Guidance

Rosemount Lifelong Learning's Guidance Team delivers two social care programmes, the main aims of both of which are to:

- ☐ Increase self confidence and aspirations.
- ☐ Improve access to services.
- ☐ Increase access to education and employment opportunities.
- ☐ Improve health.

The focus of the programmes are on personal and social development and pre-employability elements as well as progression guidance aimed at young parents and adults currently removed from the labour market. The first of these programmes is.

a) **Making a Difference (MAD)** This is a personal and social development programme for young parents, which addresses many of the factors that affect the young parents' lives, including sustaining tenancies, quality of education, access to employment, family stability, social demographics and media influence. There are three parts to the programme an introductory part, a core part and an exit. The programmes last 33 weeks in total. Free on-site childcare is provided for participants which allows young parents to focus on attendance at the groups and gain the benefits thereof.

Two MAD programmes have been delivered over the past year. One was delivered from the Molendinar Community Centre in Provanmill, the Exit part of which ran from April-June 2013. Over the course 11 young parents continued and completed the programme, 1 left due to full term pregnancy with her second child.

11 young parents achieved 8 certificated programmes in Steps to excellence, Triple P, IT SKILLS, Essential skills, REHIS Food Hygiene certificates, Cosmetology and in the Exit part of the programme completed First Aid certificates and Safetalk Suicide prevention.

In terms of outcomes for the Molendinar MAD programme 3 students disengaged after completion of the programme.

2 moved into volunteering placements (GAMH & welfare rights)

2 moved into further training (ECDL)

4 secured places at College: (3 Glasgow Kelvin College and 1 Clyde College)

(1 also had her children successfully removed from the Child Protection Register)

Throughout the course of the programme 9 high quality childcare places were provided.

The second MAD programme has been delivered from the Reidvale Community Centre in Dennistoun. The Introductory and Core parts were delivered from August to March and the Exit part commenced in mid-April 2014.

12 young parents have participated in the programme and have achieved certificates in 5 courses so far with a further 2 being carried out in the coming months in the Exit. So far they have completed Steps to Excellence, IT skills, Wise Women (personal safety), Triple P, Shine, REHIS food hygiene, cookery and First Aid. They will complete Essential skills and Beauty NVQ 4 in the Exit. As they are still completing the course they have not moved into outcomes yet, however 4 participants have been supported to apply for college places and have secured interviews : 2 for access to Nursing at Kelvin College one to social sciences and 1 to Beauty.

Twelve high quality childcare places have been provided on this programme.

The MAD programme will be coming to an end this year as the funding from Big Lottery, which is the main funder for this programme, ends. The programme will be replaced by increased delivery of the second social care programme delivered by the Guidance Team which is:

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

b) **Time for a Change (TFAC)** This is a a ten week employability/Personal and Social Development (PSD) focused programme for adults that are over 25 years old. Participant's travel expenses are paid. In addition, £5 a week is paid into a Credit Union account.

This programme is aimed at adults over 25 who have aspirations to move into employment in the future and has been specifically tailored for those that have been unemployed for a number of years or who may have never worked. A good example of those that may be interested would be individuals that have been on Incapacity Benefit/Income Support but have now moved onto Job Seekers Allowance or those that may have had a caring responsibility and now want to take the first steps back into employment.

Participants can develop their employability skills through courses such as confidence building, goal setting, group work, one to one guidance and certificated training such as First Aid and Cookery (REHIS).

One to one guidance is threaded throughout the programme and assists participants in crises management, overcoming barriers and supporting their aspirations.

Two TFAC courses have been run this year, both from the Reidvale Centre in Dennistoun. One from October-December 2013, the other from January-March 2014.

Forty people were referred to the two TFAC courses of whom 25 (63%) completed the courses. Participants came from across North and East Glasgow with an average age of 31.

Impact of the Social Care Programmes

As noted in Q2 8 out of 11 participants (73%) who had participated in the completed Making a Difference programme last year went on to volunteering, further training or further education. Of the 25 people who had completed the two Time for a Change programmes in 2013/14 50% (12) were now training, 13% (3) were in employment and 8% (2) were in further education.

Below are five case studies of people who have participated in Rosemount's social care programmes and the impact it has had on them.

Case Study One

Making a Difference Reidvale 2013/14
Introduction July –December '13

This is a case study covering the first part of the programme; the intention is to develop the study in three parts over the length of the programme, that is the introduction, the core and the exit.

Background

Adele is a young parent who lives with her partner in a local housing association tenancy. She has very little contact with family members and is quite isolated where she lives. Both Adele and her partner are in recovery and Adele is accessing the services of a local support agency to address her low self esteem and to build up her confidence. Adele also has difficulties around eating and is hoping that the support she is receiving will help her in this matter. Adele's partner has ongoing alcohol issues and this has impacted on Adele's mental health and wellbeing, he can be verbally and psychologically abusive and seems quite controlling. Adele is being supported also by her addiction worker and through her GP for depression Adele has a positive relationship with her child and there are no concerns in this regard. Adele wants to move on with her life and was keen to take part in the Making a Difference programme, eventually she would like to attend college.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Impact of the Making a Difference programme to date

Adele's attendance on the programme has been excellent and she feels that the routine that she has built up around attending has benefited her and her child who is in the programme crèche. Adele fully participates in all the course work and particularly has benefited from the STEPS course 'it has helped me understand how my brain works'; she gets along well with the other students and feels being with other mums all learning together has lifted her mood and she looks forward to attending each day. Inputs from Women Aid and Wise Women along with the input from STEPS have given her food for thought and some insight into her relationship with her partner and aspects of her life in general.

Guidance

Guidance has met with Adele a number of times in relation to her relationship with her partner, she feels a need to support him as they have been through so much together but also recognises that he is having a detrimental impact on her and ultimately their child's wellbeing. He seems quite derogatory about her ongoing personal development. I have worked with her support worker and this has led to Adele visiting a Women's Aid centre, she has felt quite guilty about this but also recognises that she needs to know what is out there if she needs support.

I have discussed Rosemount's Family Links programme that works with family's suffering from the effects of substance misuse with her, in that they would be able to offer support to her and her partner and child as a family if he was amenable to this, she feels that he may be and will contact me in the near future if she wants to take this further, it is something that is open ended and can be accessed at any time.

Case Study 2

'Making a difference' student
Programme Aug 13 – June 14

Background

Progression Guidance Worker input

Linda is a single parent of two boys, one school age and the other at nursery. Linda came to speak to the Progression Guidance Worker at the Molindinar centre as she had heard about the support offered by Rosemount. She was looking to get support in to College as her long term goal is to do qualify as a nurse. The meeting went well and Linda started working with the Progression Guidance Worker.

Linda met with the Progression Guidance worker every week for 2 months, in this time a good rapport was built up. Linda looked at various courses and colleges that were of interest and would suit her needs, together they decided that a SWAP programme would be the best route for her to take. After discussing the best time to apply it was decided to postpone her application until her youngest son started school the following August. The progression Guidance worker then referred Linda to start the next Making a Difference course which was due to start in August, This course would keep her motivated and she would gain various certificated training such as First Aid and REHIS which would support her application.

Linda was later introduced to the Guidance worker for interview and she was accepted on the course which began in August '13.

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REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Guidance Worker input

Linda came onto the Making a Difference programme in August and settled in very quickly her participation to date has been excellent as has her attendance, she has enjoyed course work and being with the other young parents, she has made friends easily and sees a number of the parents out with the programme. Linda particularly felt that the Steps to excellence input was useful in that it reinforced previous learning she had with STEPS, this along with inputs from Wise women, women's aid and Scotcash (budgeting skills) has had a positive impact on her confidence and learning. Linda has successfully passed the REHIS certificate in food and hygiene is currently taking part in the Triple P parenting programme and will be starting First Aid in the next few weeks.

Linda along with her two sons took part in the programmes residential at Ardentinny. Linda enjoyed the residential and felt she got a lot out of it, it helped further bond the group and it offered her sons the opportunity to take part in outdoor activities. Linda demonstrated real enthusiasm during the residential and was a big part in establishing a strong group dynamic.

Linda will continue on the Making a Difference and will start the last part of the programme in April and finish in June

Linda has shown a willingness to engage with guidance and this had a positive impact on her over all wellbeing and engagement with the programme. As Linda was on Job Seekers Allowance she was advised by guidance to seek the support of her Job Seeker advisor in regards to attending the course, this she was able to do but with the proviso that if she was successful in her job search she would move into employment.

When Linda came onto the programme she discovered that one of the parents had a child by her ex partner, Linda was not unduly concerned about this but recognised that it could become an issue if the other parent wanted it to be, guidance talked this through with her and Linda agreed that she would keep guidance informed in regards to any developments that might arise.

Linda did raise concerns about the programmes residential to Ardentinny, as parents and children would be attending it would mean that her two sons would meet their half sibling and she was very unsure about this though she was keen to attend, as it transpired the other parent did not attend.

Linda has also had issues in regards to Job Centre Plus in that on one occasion she inadvertently missed an appointment and was sanctioned, this was just before Christmas and Linda was upset; she was advised by guidance to appeal the decision and also to apply for Job Seekers allowance under the hardship provision. Linda was successful in accessing the hardship provision but had difficulty with her appeal in that the appeal paperwork was lost twice; guidance supported her in her appeals and in a complaint about the lost paperwork. Linda was eventually unsuccessful in her appeal and has now applied for financial compensation due to her being financially inconvenienced by the appeal process.

Progression input whilst still on MAD programme

In January I met with Linda to start her application for college. We sat together and devised a very good application for the SWAP nursing course at Kelvin College which if successful she will begin in August. Linda should hear round about April/May if she has been successful for interview.

Linda was also invited to come on a Progression Programme which would enhance her C.V, look at the best practise for application skills and interview techniques. Linda was extremely keen to participate on the programme as she would also like to work when she is at college to enable her to support her sons. Linda completed the 3 day Programme in January '14 and gave excellent feedback to the tutor and Progression Guidance worker.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Case Study 3

"Time for a Change" Programme
St. Rollox House and Molindiner 7 October 13

Background

Janet is a young woman that has been in supported accommodation for a number of years with a local housing association; Janet has with the support of her worker started to take part in a number of personal development opportunities in the local community such as volunteering with young people and joining a music group.

Janet was approached by her support worker about the Time for a Change programme, her worker thought that it would support Janet's personal development, give her the opportunity to meet and work with people out with her normal circle and afford her the chance to really challenge herself.

Guidance

I met Janet to go over the programme with her and although she was interested in the confidence and motivational aspects of the programme she initially felt that it would not challenge her academically.

I emphasized the value of building a routine around regular attendance, how that could impact in a positive manner on her wellbeing and that the guidance service could support her to then move onto further training /learning.

Janet was still undecided and asked if she could get back to me later on in the week. Janet contacted me through her support worker and said that she would like to come onto the programme as she felt that she would benefit from attending the programme.

After meeting Janet I had reservations about her coming onto the programme, she seemed distracted at times and her answers and inputs to our meeting seemed at times to go off in tangents, I had concerns about her focus and I felt this would not only impact on her learning but also her personal interaction with the other learners.

I decided to bring her onto the programme as I recognised that she may well have been quite nervous at our meeting hence the lack of focus, I also had assurances from her support worker that Janet was ready for this step forward and I was confident that our programme tutor and I would be able to support her through the programme if it was proving difficult for her.

Impact of the programme to date

Janet's actual attendance I feel is a real step forward for her, I had concerns that she would find it not only awkward but difficult to interact with the rest of the group but this has proved to be unfounded and she has fully attended and participated in the programme to date, interacting well with the other students and she seems generally happy, and it does appear that she has made quite good friends with another student from the same area that she is from. There seems a marked increase in her confidence and this should hold her in good stead for not only the rest of the programme but beyond.

Case Study 4

"Time for a Change" Programme
Reidvale 7 October - 18 December '13
Case Study
David

Background

David was referred to the TFAC programme through his Job Seeker advisor. David had been unemployed for over 20 years, this he put down to poor health which he felt was in part due to his alcohol use, he also felt that he was probably too old to be employable and had concerns in regards to his lack of IT skills.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

David felt that by coming onto the programme he would be able to enhance his employability skills and be given the support to move on after the programme. David also felt that he was at a 'loose end' and wanted to fill his day more productively.

Impact of the 'Time for a Change' programme

David started the programme in October 2013 and quickly settled into the course work, he enjoyed all aspects of the programme and he particularly feels that he gained from the STEPS(confidence and motivation) input, he thought that STEPS had been useful in his being able to reevaluate aspects of his life, he felt more confident and motivated about returning into employment and also felt that over the course he was more moderate in his alcohol use, it was manageable and not a barrier to his progression.

David felt that although he had no housing issues the input from housing was useful, again he felt that the input around budgeting and the changes in the benefit system to universal credits were helpful in that he recognized that he would have to budget his benefits and the problems that could arise if not properly managed, especially in regards to his housing.

David did find those parts of the programme that needed IT input difficult and to that end he was supported one to one to develop his IT skills within the programme and with the support of guidance was also offered the opportunity of one to one support with one of our workers out with the programme, this he took up and made good use of. This extra support with developing his IT skills had a positive impact on David in that he was able to develop a CV and feel confident in his job searches that he was required to carry out by Job Centre Plus.

David achieved all the certificated aspects of the programme, Employability Skills, Food and Hygiene (REHIS), First Aid and Heart Start. David finished the programme keen to continue his learning and to progress into work.

Progress

David was referred to Rosemount's progression worker who then supported him into working with our Flexible learning centre to further develop his IT skills, after a number of months he then moved onto further IT learning at Glasgow Kelvin College.

Case Study 5

"Time for a Change" Programme
January 2014

Case Study
Helen

Background

Helen was referred to the TFAC through her JCP advisor as they felt she lacked confidence and this was impacting on her ability to move into work.

Helen lives with her parents and has not worked since 2006, previously she had worked in administration and has to date had a number of job interviews in that field but has been unsuccessful. Helen does describe herself as being quite confident though in general she comes over as having confidence issues, she does not engage verbally very well and seems to take very little interest in her appearance, quite unkempt. Helen came onto the programme as I felt she was more than able to take full advantage of the programme content and that on completion she would be in a better place in regards to moving into work. I did have concerns though about her ability to interact with her fellow participants and this was passed onto the programmes Tutor.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Impact of the 'Time for a Change' programme

Helens attendance has been excellent; she settled into the routine of the programme very quickly and has passed all aspects of the certificated courses.

There were concerns from the programme tutor and visiting tutors about her participation. At times it was very difficult to gauge what Helen was actually taking in on the programme as she rarely took notes or asked questions and would only respond to questions asked. Although she had no issues with her fellow participants she rarely interacted with them, she kept herself to herself although it was evident that towards the middle of the programme she became more open and did make a connection with a couple of the participants. This was in part due I believe to the extracurricular courses laid on by the progression worker, where she was encouraged to take part in relaxation and stress relief exercises, she became familiar with the TFAC participants that were taking part and she became more vocal about herself and her ambitions.

There is little doubt that Helens confidence has increased over the period of the programme, she was very pleased to have passed all the accredited courses and has herself voiced this increased confidence. Helen now feels she is in a better place in regards to moving into work.

Guidance

I had a number of meetings with Helen in regards to her participation on the course, feedback from tutors was one of concern and I discussed this with her, she felt that she was doing fine and that she had no concerns about finishing and passing programme content.

I did feel that Helen had possible issues in regards to mental health but I was unable to ascertain the truth of this, I felt unable to explore this too far as Helen had indicated that she had no issues at all. Certainly over the programme my relationship with Helen became more developed and my sense is that as Helen becomes familiar with people and things around her she then is more open and forthcoming and able to flourish.

Helen is capable of working though I fear her greatest barrier as it was before the start of the programme is the first impression she gives at an interview she will continue to work with progression in this regard

Progression

Helen will continue to participate in a number of courses with progression that will further enhance her ability to move into work.

Total numbers of people participating in Guidance programmes in 2013/14 = 49

2.2 Family Links Addiction Recovery Service

This service supports and provides interventions for children and families affected by drugs and alcohol misuse. Family Links works in close partnership with a range of voluntary and statutory services and is highly regarded in the area. The service focuses on interventions relating to relationships, confidence-building, groupwork, education and health which compliments and adds value to specialist substance misuse work. During 2013/14 the following outputs were delivered and targets achieved by the service:

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Output	Target	Actual
Number of children and young people provided with support related to their physical/ emotional/ social wellbeing	21	26
Number of parents provided with support related to their physical/emotional/social wellbeing	72	62*
Number of parents able to sustain employment, training or education as a result of the provision of high quality childcare.	6	9
Number of parents provided with support related to the care of their child/children	72	62**
Number of children/young people accessing social and recreational activities	21	26

*There was an increase in the number of participants that the Family Links Team has had to carry out Enhanced or Pathways Parenting programmes with, which has meant that less groupwork was carried out than planned.

**It was anticipated that the number of parents provided with support would have been higher through the delivery of group parenting programmes, but more work had to be carried out at an intensive one-to-one level.

During 2013/14 the Family Development Worker and Parenting Co-ordinator have supported 62 parents and the Child Development Worker has supported 26 children.

The Family Development Worker continues to support a core caseload of 21 parents at a time with 1:1 support related to their physical, emotional and social wellbeing through support with integrating back into the community, organising their priorities such as children's health and hygiene, household duties schedules and rota's, supporting with debt management, relationships, care and support of their children, children's behaviour and supporting at meetings and hearings where appropriate. The Family Development worker has carried out 2 Family Away days at Easter, 4 Family Away Days at Summer, 2 at October break and organised Christmas Family Panto outing. The parents also participated in 'Christmas on a Budget' course, 4 parents completed their REHIS Elementary Food Hygiene Certificates and 9 parents participated on healthy cookery courses. 2 parents were supported to attend YMCA for a 5 week work experience placement. 2 parents were also supported to attend a ten week employability programme where they gained certificates in First Aid, REHIS, IT skills and Steps to Excellence. 1 parent has also sustained a woodwork course and 2 have been participating in meetings for local newspaper 'Royston Rag' with Rosemounts Community Engagement Worker.

The Child Development worker continues to support a core caseload of 21 children and during this funding period has delivered a 2 week Easter Programme, a 6 week summer Programme, a 2 week October break programme and has just delivered the next Easter programme. She continues to support the children with a variety of issues in relation to their parents addiction and in relation to social and emotional wellbeing and their physical health. Issues such as looking after themselves with personal care, bullying, Healthy Eating, Confidence Building through drama programme, alcohol and drug awareness sessions and supports them with behavioural issues. She also attends core meetings and hearings for the children where appropriate.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

The Parenting Coordinator has delivered Parenting Programmes internally and externally during this funding period but has had an increase in referrals for enhanced and pathways Triple P which has led to an increase in 1:1 Parenting and ultimately a reduction in the amount of group Parenting. This is obviously due to more people being able to attend a group parenting programmes than individual families, but the cases have simply been too complex for group situations and individual enhanced 1:1 work has been necessary for any progress to be achieved.

The Parenting Coordinator and Family Development Worker also oversee the coordination of a Women's Group every Friday where women who have a wide variety of issues including; addiction, childhood sexual abuse, domestic abuse, poverty and sexual exploitation are supported. The ethos behind the group is recovery and sustaining recovery but it also focuses on introducing women back into the community, building up confidence and encouraging healthy lifestyles.

The service overall has had a positive impact on many of the families that have been supported during the past year. This is evident through the continued referrals from local Social Work Teams and requests for attendance at meetings and hearings. Reports from schools and health visitors and general improvement in health and wellbeing including sustained recovery. During this funding period 4 of the children we work with have been removed from the CPR.2 children have had official diagnosis of conditions so that we can now ensure the correct support is in place, and 4 children have been placed in safer environments. We feel that we compliment the work of statutory organisations by being able to engage with families. Social Work Departments, Health Visitors and schools have found it difficult to engage with. We feel that by being able to provide a 1:1 service and tailor make our support specific for that families' complex needs we ultimately can achieve better results, for example, by having the parenting coordinator delivering intensive parenting support, and the child development worker working intensively with the child on the same issues at the same time proves most effective in many cases. We have supported many families to stay together in a safer environment, have healthier lifestyles, access employment and training opportunities, integrate with the wider community, access appropriate support, improvement in attendance and performance at school, improve health issues, and improve wellbeing. Parents and children don't view our staff as 'authoritative figures' and feel they can rely on us for support in a non-judgemental and empathetic way. Many of the families have come on miles and miles from when they were first referred. These changes may be small to some people but in relation to addiction are a huge turnaround and this is what we feel are our biggest achievements.

Two case studies are attached below which will hopefully show the positive impact of our project and the difference it has made to service users' lives.

Abigail Jones*

Abigail Jones and her two children Cassidy* and Harry* were referred to Rosemount Family Links department by Social Work in June 2012.

The family had been known to Social Work for several years due to on-going concerns regarding parenting and the children's development. Both children had previously been on the child protection register under the category of physical neglect. There was significant concerns regarding both children's behavior whilst in the care of their mother and she appeared unable to put structures and boundaries in place and fulfill her parenting role in relation to meeting the children's holistic needs. There had been previous issues with substance and alcohol misuse with concerns that this was ongoing despite Abigail's insistence that she only drinks when she doesn't have care of the children.

Abigail had attended previous parenting classes but did not seem able to transfer the skills learned to her day to day life. After three very difficult months Abigail began to make a breakthrough with the children's behavior and also began to take pride in her home. As the children's behavior improved, the relationship between Abigail and both children dramatically improved. Abigail and the children benefited greatly from the Family Links service as ultimately this service has contributed to this family remaining together. No other organisation offers this personalised and tailored approach to parents

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

who have had a previous addiction issues as this programme also includes a personal and social development element.

The children were taken off the child protection register in June 2013. The family are still engaging with the service although at a much reduced level

Angela McKay - Parenting Coordinator

Smith Family*

Brenda and John Smith* and grandchildren Sarah and William Smith* (who are cousins) were referred to the service in January 2013 for Child Development Worker input and parenting programme for Brenda and John.

Sarah's mother has learning difficulties and her father has a physical disability and addiction issues. William's mother and father have substance addiction issues.

It quickly became evident that Brenda and John were having difficulty with caring for the children in particular; Sarah and her additional support needs were not being met. Her health, hygiene and safety were being compromised and after a few months of parenting programme there had still been no improvement. Sarah was accommodated in a residential unit in May 2013.

The Parenting Coordinator continued to work with Brenda and John on a 1:1 intensive basis as there were a number of issues needing addressed and Sarah's additional support needs made this a particularly complex case. Both grandparents were very defensive and at times aggressive towards workers and continued to display a lack of understanding in relation to the care of the children. It then became evident that Williams needs were increasingly not being met. So the Parenting Coordinator started intensive 1:1 enhanced Triple P Parenting with Williams mother who was now sustaining her recovery and her new partner. Steps are now being taken to place William in the care of his mother.

Total number of people seen by the Family Links Addiction Recovery Service in 2012/13 = 88

2c) Young Parents Project

The Young Parents project provides a city-wide service working with young people aged 15-19 (extending to 24 for care leavers) who have children. The project assists young parents to overcome barriers including childcare and progress into employment, education and training and sustain positive outcomes. Outcomes delivered and targets achieved in 2013/14 included:

Output	Target	Actual
Number of young people aged 16-24 supported into and sustaining employment at 13 weeks	200	135*
Number of young people aged 16-24 provided with specific/individual employment related advice	200	135*
Number of people provided with access to work related support services (e.g. travel costs, financial advice)	180	120*

*Targets were set for June 2014 there has been a reduction in staff over the past year, an uncertainty in funding also had a temporary suspension on referrals suspension has been lifted and new marketing material has now been produced to try and increase referrals

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

The Young Parents Project (YPP) have worked mainly with young women who have low educational qualifications and through intensive one to one support have provided Vocational advice and guidance to allow them to make informed choices in their future career path whilst time supporting them with practical advice on childcare, benefit and housing advice. The overall aim is to give the necessary support and advice during pregnancy and after birth. The work is done on a one to one basis with support staff who encourage young parents to participate in group activities which cover areas such as personal development, first aid, health and employability.

This project is unique in that it offers a holistic service to young people when they are experiencing major changes in their life. Glasgow has a significant number of young people who became parents at an early age, however there were no services that specifically helped them to overcome the barriers they faced accessing education, training and employment. We also signpost to other specialised organisations to allow Young Parents the best service possible to allow them to achieve their goal.

YPP have delivered

- 1 PX2 Programme
- 2 - 10 week Employability Programmes
- 1 turns to Mums programme
- 3 First Aid Programmes
- 2 Living Life to Full Programmes

Inclusion for young parents in Glasgow

Progression to training, education and Employment that fits with More Choices More Chances framework.

Supports both the parents and children to meet their social, physical, emotional, cognitive and culture development needs, which is in line with the Getting It Right For Every Child legislation. Overall, this helps to move families out of poverty and reach their full potential in life.

Below are two case studies, with names changed to protect confidentiality, which illustrate the range of work and impact that the service has had with young parents

Case Study 1 Mark *

Mark engaged with YPP April 13, a young dad with a 4 week old son his partner Amy is also engaged with YPP (although they are not living together) after a short period on Employability Fund Mark left project as he felt it was doing nothing for him and he was really keen to work as a Barber as he had previously done part time/casual work with a family friend who ran a barbers shop.

Mark was unable to claim benefits and I met with Mark and his mother to ensure she would continue to claim benefits for him.

Mark and I discussed his options to allow him to secure employment as he said he was willing to consider anything as he just needed money as he now had responsibility for his son, he had let his registration for Commonwealth Apprenticeship Initiative (CAI) lapse, I contacted CAI to re register him for possible apprenticeships and we compiled a speculative letter and identified barbers shops in Glasgow and sent over 20 letters, in addition Mark was applying for general vacancies without success in September a Barbering MA became available through CAI Mark applied for this and was given an interview YPP assisted with interview techniques, mock interview, the shop was quite a distance away from Marks home and we travelled the bus route prior to going for interview to see if it was feasible, Mark was determined to make it work and was offered the position and started in Nov 2013 , he is loving his job and his employer states that he is doing really well.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

YPP assisted Mark

- Benefit Advice
- Vocational Advice and Guidance
- Job search techniques
- Funding for travel and work equipment

Case Study 2 Zoe*

Zoe has been working with the Young Parent Project approximately 18 months. Zoe first came to work with the project when she was pregnant with her child and originally wanted support around benefits and housing.

Zoe received support to apply for benefits when she was pregnant including Healthy Start, Income Support and the Sure Start Maternity grant. When the baby was born Zoe received further support to apply for Child Tax Credits and Child Benefit. In these initial stages Zoe built a relationship and a rapport with the project.

In addition to the initial support with benefits, Zoe received help and advice to apply for housing. Her parent's house was not a suitable option for her to live in due to the mould in her bedroom and the lack of space. Her baby would have shared a room at her parent's house, therefore it was not suitable for the baby to be living in a mouldy environment. Zoe identified this herself and made applications for housing. She took the decision that applying for local authority housing would take too long and then made the decision to take on a private let. While the project does not encourage this, Zoe was provided with ongoing support to apply for housing benefit, as well as other grants including "Eat, Sleep, Play and Learn" and the Community Care Grant to assist with furnishing the house. To date Zoe still remains in this tenancy and is doing well to maintain it. She copes well with her own tenancy and provides a safe, stable environment for her child to grow and learn.

Zoe has worked well with a range of partnership agencies to get the support she needs. She has linked in well with her health visitor, One Parent Family Scotland, TASK nursery and Skills Development Scotland. Zoe attended TASK nursery briefly for their "Growing Together" group work, before her baby was born. She felt this group was focused on older mums and felt that this was not the right step to take at this time. Around the same time she also attended Careers Essentials which is a Skills Development Scotland course focused around work based skills. Zoe did not complete this course due to sickness. Zoe continued to link in with her midwife and then health visitor on a regular basis so there was no cause for concern.

When Zoe has her baby she began to look at the opportunities available to her in terms of her career. Zoe knew she did not want to be on benefits on the long term and wanted to explore her options. Initially when she came to work with The Young Parent's Project she had suggested she wanted to be a nurse, however when her baby was born she changed her mind. She was aware she wanted to do something and was unclear as to what. At this stage Zoe was linked in with Skills Development Scotland to explore this further. From this it was established that Zoe wanted to pursue a career in the beauty industry as it has always been something she has had an interest in. Zoe stated she felt she lacked the educational ability and the confidence to pursue this, therefore it was suggested that she attend The Living Life to the Full course run by The Young Parents Project.

The Living Life to the Full course is an eight module personal development course, based on the concept of cognitive behavioural therapy. The aim of the course is to improve thinking, decision making and to encourage participants to be more confident and positive. Zoe attended the entire course and had no issues with her time keeping and attendance. Zoe seemed to really enjoy the course and also used it as an opportunity to make friends with some of the other young parents attending the course. This was a positive step for her, as she felt she lost all of her friends when she became pregnant and this had an impact on her confidence. Throughout the course her confidence began to grow and she felt more able to think about her future and working towards her goal of becoming a beautician. Zoe was keen to take the next steps towards this when Living Life to the Full finished, so she was invited to join the Level 4 Employability Award programme run by The Young Parents and in partnership with Glasgow Kelvin College.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

The Level 4 Employability Award is a SQA qualification with a focus on preparing participants for the world of employment. This award has been tailored to suit the needs of the young parents attending the course without comprising on the mandatory content. The course meets the needs of the young parents as it as it run over 10weeks, pays for childcare, has timings which allow for travelling two and from nurseries, provides travel and lunch expenses. It also takes account of the prior and current experiences the young parents have. In addition, it provides an opportunity for participants to experience taster sessions in a range of college course to allow young parents to explore these as potential career options. Zoe was keen to pursue this course for the tailored support mentioned. Zoe was particularly keen on the beauty taster and the placement opportunity the course offered, as well as being able to gain a qualification and continuing to build on her confidence.

Zoe had the furthest to travel across the city, travelling from near Paisley to the Easterhouse campus two days a week for ten weeks. Zoe was never off and was never late. She enjoyed the opportunity to experience a placement within a beautician's which made her feel more confident about her ability to pursue this as a career. The beautician's she completed her placement at were extremely impressed with Zoe and her overall attitude. They wanted to pursue an apprenticeship opportunity for her, however Zoe wished to improve her qualifications and felt that college was the best option for her and her daughter. Zoe made the Zoe was great at inputting the course and was also a great support to other participants. Zoe completed her qualification and got to prove to herself that she had the academic ability to complete courses at college. Zoe also completed a First Aid course and RHIS certificate as part of this course.

Since the course has finished Zoe has been regularly linking in with the project to apply for college courses in beauty for August 2014. Zoe made applications and attended an interview for the Introduction to Beauty Course at The West of Scotland College. Zoe has been offered a place on the course and has accepted this. She is currently working with The Young Parent Project to get support around locating a nursery placement for her daughter, as well as applying for financial support through the college. Zoe is also in the process of updating her CV which she created on the Level 4 Employability Award to keep it up to date. Zoe is extremely excited to begin this course and feels that it is something she will succeed in. Zoe now has the confidence and belief in her own ability which will allow her to undertake and be successful on this course.

In the meantime Zoe has identified that she would like to link in with One Parent Family Scotland again. She would like to take part in the mentoring programme, in the first instance she would have a mentor which would continue to encourage her social skills and build her confidence. Secondly, she has expressed an interested in undertaking training to become a mentor which would allow her to grown her CV, as well as providing help and support to others. Zoe remains friends with other young parents who attended both the Living Life to Full Course and the Level4 Employability Award. These friendships are positive as they allow Zoe to be part of a new and health social circle which in turn has increased her confidence.

Total number of people seen by the Young Parents Project in 2013/14 = 135

Work Development Network Co-ordinator

This post provides a specialised service to support people who have severe and enduring mental health issues back to full recovery, and integrate them back into the community.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

During 2013/14

- 78 referrals were made to the service
- The service engaged with 117 clients over the period
- The service facilitated a Peer Support Group which was very well attended with up to 22 clients in attendance on average at each session. Various group activities were organised over the year including: Healthy Cooking, Assertiveness & Self esteem, Benefits, Relaxation, Financial Inclusion, Credit Unions, Further Education, Volunteering, and Group Outings.
- There was also a Singing Group. This was an excellent positive group, which was fun and has proven to improve people's mental and physical health. Nine people attended on average each week and it is to be hoped that the funding will continue after September 2014.
- In addition clients participated in a Work Club which was a partnership between the Restart Project and the mental health charity SAMH to provide practical support for clients interested in moving into work; this included updating CV's, accessing and applying for job vacancies, interview techniques and various related training. Up to 10 participants attended each week.
- In relation to outcomes, three clients went into employment; one client received support with sustaining employment; twelve clients went on to further education; twenty-four clients moved on to do volunteering work of various kinds; thirty- two engaged and participated with further mental health support services and related activities and sixteen took up training opportunities.

3) Childcare Service

This service provides a nursery and day care, for children of parents using Rosemount Lifelong Learning's range of services or working parents from the local community. The childcare service aims to provide structured play activities for children that will allow them to become successful and confident learners, as well as to promote integration and acceptance for children, while enabling parents to access education and employment.

Output	Target	Actual
Number of high quality childcare places provided	65	87
Number of parents able to access or sustain employment, training or education as a result of the provision of high quality childcare	80	112
Number of parents able to access employment, training or education as a result of the provision of high quality childcare	103	109
Number of parents able to sustain employment, training or education as a result of the provision of high quality education	80	54*

* Lower than target due to restrictions in places available at the crèche in the community learning centre, but parents on social care programmes able to access childcare

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

During 2013/14:

- 71 children were provided with nursery care
- This allowed 109 parents to sustain employment, training or volunteering as their children were being looked after in the nursery with constructive play activity, healthy eating and the pre-school Curriculum for Excellence.
- A further 54 parents were able to participate in learning and coursework activities through their children being cared for at either the creche facilities at the Community Learning Service and/or while attending and participating in our social care programmes
 - In total 163 parents were able to access or sustain education, training or employment through the provision of childcare, or able to attend our social care programmes.

The Childcare and Family services at Rosemount allowed a significant number of parents to access or sustain employment, learning, further education or volunteering opportunities while their children received high quality childcare

This was further confirmed by a rigorous four day combined inspection from Her Majesty's Inspectorate of Education (HMIE) and the Care Inspectorate (formerly the Care Commission) which was conducted in early January 2014. The combined inspection covered every aspect of the working of the service including interviews with staff and managers, review of records and procedures and close observation of the children and staff-child interaction in the rooms.

The service received extremely positive feedback from the inspectors. The inspection graded the following aspects of the service highly:

- the good practice evidenced by staff, particularly the excellent relationships between children and staff
- the educational attainment of the 3-5 children
- the caring and supportive environment provided by the service
- the positive feedback from parents
- All five recommendations that resulted from the previous inspection in September 2012 had been addressed

A summary of the completed report was circulated to all parents of children attending the service in the form of a two page letter in late February.

Below is a case study which illustrates the benefit the service can provide for both parents and their children.

CHILDCARE CASE STUDY (ALL NAMES OF PEOPLE HIGHLIGHTED IN CASE STUDIES HAVE BEEN CHANGED TO PROTECT IDENTITY)

Gerry is a working parent whose son Ryan attends Rosemount's Childcare service.

"I work full-time, so having good, dependable childcare is vitally important to my family. Rosemount's childcare service is, in my experience, an excellent one and of high quality which I believe is backed up by Care Inspection reports.

"My sons have both benefitted from attending the nursery. Andrew (now 8 years) attended Rosemount's childcare service from 6 months till he "graduated" to St. Roch's primary and Harrison who is 3 years has been with the service since he was six months. All during that time I have had no issue with the Childcare service at Rosemount. Throughout Harrison has been happy and settled there.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

"Every morning when I put Harrison in the Nursery I'm greeted with a smile and a friendly atmosphere from the staff and the same at night when he is collected. We get regular updates on Harrison's progress and that's really important. Anything that happens in the course of a day which the staff feel is important is told to us when we pick him up.

"I feel the staff at Rosemount have struck the right balance between professionalism and being open and friendly with parents. This gives me great confidence in how my son is being looked after.

"Harrison is stimulated in the Nursery and is learning a lot and developing through the play and activities as well as making friends and developing relationships with other children. This is a great base for him to start school with greater confidence and willingness to learn.

"Of course, having Harrison in the nursery allows me to work and I think that's vital for all the parents of children attending Rosemount, it allows people to continue to work or to study and that can only be a good thing.

"And, almost forgot, Harrison receives a good, healthy lunch each day prepared by the "great" (Harrison's word) cook Helen as well as mid-morning and afternoon snacks.

"So professional, well-qualified staff with a friendly approachable attitude, a stimulating environment for child development and healthy eating which hopefully will stay with Harrison for the rest of his life, what more could a parent hope for to place your child when you're working all day. Thoroughly recommend it to anyone".

In total 247 children and parents were seen by the Childcare service in 2013/14

Summary of Rosemount services	
Need	Services
Child poverty	Nursery, Making a Difference, Young Parents Support Project
Workless households	Nursery, Making a Difference, Young Parents Support Project, Work Development Network Co-ordinator
No qualifications	Community Learning Service, Making a Difference
Few core skills: literacy, IT, English	Community Learning Service
Vulnerable children	Nursery, Family Links, Making a Difference, Young Parents Support Project
Poor health	Nursery, Community Learning Service, Making a Difference, Men's Group, Work Development Network Co-ordinator
Drug/alcohol misuse	Family Links
Employability	Community Learning Service, Young Parents Support Project, Work Development Network Co-ordinator

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Needs and Demands for Rosemount's Services

The level of demand for Rosemount's services is evidenced by the high level of deprivation in the Glasgow North-East area where the organisation is based and where most of its programmes are delivered from. The following statistics reflect this

- The Glasgow North East parliamentary constituency has the highest rate of child poverty in Scotland with 44% of children living in poverty (End Child Poverty, 2010)
- 62% of children in the Royston ward live in families which claim out of work benefits or child tax credit (ScotPHO)
- 28% of working age residents claim out-of work benefits, compared with 25% in Glasgow; 50% of claimants have been on benefits for 5 years or more (TERU)
- 42% of adults of working age hold no qualifications (Glasgow 36%) (TERU)
- Rates of 'looked after' children are twice the Scottish figure (27.8 per 1000 cf 13.8 in Scotland)(ScotPHO)
- 37 out of every 100 adults smoke; 34% of women smoke during pregnancy (23% Scotland) (ScotPHO)
- 270 people died of alcohol related causes between 2002-2007, three times the Scottish average (GCPH)

References:

www.endchildpoverty.org.uk/why-end-child-povert/poverty-in-your-area

NHS Scotland Pubic Health Observatory (ScotPHO), '*Children and Young People health and well being profiles 2010, Glasgow North East*'

Developments and Strategic Priorities

Our Place

The major development over the past year has been the start of the construction work on the Our Place development. Our Place is a Big Lottery funding stream aimed at revitalising and regenerating communities such as Royston. In November 2012 Rosemount was successful in being awarded significant capital investment funding to refurbish and extend our existing Flexicentre in order to develop a combined community events hub and learning centre within the refurbished centre. Rosemount Lifelong Learning will also be relocating the guidance, employability, family recovery and parenting services within the proposed facility in order to create an interactive and integrated events, learning and service hub in an accessible location which would further embed Rosemount Lifelong Learning at the heart of the Royston community.

The Events Hub will act as a venue for a range of community groups who presently do not have a suitable location in Royston that is in good condition, informal and easily accessible. The Hub is intended to support a range of community activities such as public meetings, workshops, recreational classes, cultural classes and community events.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

This will be combined with the Community Learning Facility which will include all the facilities provided at present within the CLS including the ICT Learning Suite, a range of Courses (both accredited and unaccredited), ESOL (English for Speakers of Other Languages) and adult literacies and numeracies.

Construction work carried out by the main contractor Crudens Buildings and Renewals Limited, is scheduled for completion in late October and the new facility will be open to the public from January/February 2015. The opening hours for the new facility will be from 9am-9pm Monday-Friday and possibly weekends for special events.

The new Events Hub and Community Learning facility will be located in the heart of the Royston community adjacent to Royston Primary School, local shops and the local library. This means the new building will be accessible for local people, and combined with the provision of our services from the new location, will add value to and become a real hub of community activity and a focal point for local people.

Empowerment, Regeneration and Integration

Rosemount's services continue to work with people to empower them towards positive outcomes and improvements in their lives, whether that is towards further education, training, volunteering or employment. Our Time for a Change (TFAC) pre-employability programme which builds upon and is replacing our highly regarded Making a Difference programme which comes to an end in 2014, is about building up people's confidence and skills set to enable them to make the next step towards employment at a realistic pace with real prospects of a positive outcome. This means that TFAC's focus on employability is delivered within the framework of seeking to develop individuals' personal and social development such that they are adequately prepared and motivated for opportunities in further education, training, volunteering and employment.

An essential element of the programme is linking personal and social development and confidence building with practical skills, budgeting, literacies and job search skills. An important element within this is that over the last year Rosemount's Community Learning Service and the RICS social care/employability programmes are working much closer together in providing an integrated service linking social care and pre-employability with adult learning for people with both little or no experience of the labour market and few if any educational qualifications. Consequently, Rosemount's programmes, as well as empowering people and giving them positive destinations and outcomes, also contributes to community regeneration.

Complimenting this Rosemount's Young Parents Project, continues to work across Glasgow while the Work Development Network Co-ordinator continues to work with people with mental health issues on the path to employability.

Community Renewal and Engagement

One of the key elements of the forthcoming Community Empowerment and Renewal Bill is to "unlock enterprising community development" which involves encouraging people at community level to develop local initiatives and enterprise. The new community events hub and learning centre will facilitate this within Royston by promoting and encouraging local activities and groups, continuing to assist established groups and using the new facility as a community asset to assist empowerment and renewal.

Since 2011, Rosemount has employed a Community Development Worker whose prime tasks are to develop community capacity as well as building a programme of events to be located within the new community events hub that will improve community involvement, skills and cohesion.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

This worker has also been instrumental in reviving the 'Royston Rag' a successful local newsletter that reports news and views about Royston from a local viewpoint. There will be up to three editions per year of the *Royston Rag* and one already two editions have been published and circulated to local people. The Community Development Worker assists in encouraging volunteers to edit the paper locally and help to distribute it free to residents. The Community Learning Service staff also assist in the production of the newsletter by providing IT, literacy and writing skills to empower local residents to contribute to it.

Partnership Working and Service Level Agreements

As evidenced in the operational report highlighting the achievements and performance for the year, Rosemount's services work with a large number and variety of different partners in the design and delivery of its services and programmes.

Adding to this is an emphasis from funders of the necessity for jointly managed programmes where either there is a lead agent, but clear evidence of substantive partnership working, or a consortium approach of multi-agency collaboration to deliver programmes.

To progress this Rosemount is developing a series of Service Level Agreements (SLAs) which strongly evidence robust and detailed partnership working arrangements including the clear inputs around service delivery and accountability for each partner. This will also allow Rosemount to further any opportunities that may arise for developing commissioned income streams from these arrangements.

Over the year Rosemount has drawn up SLAs with **Jobs and Business Glasgow, Job Centre Plus** and **Glasgow Kelvin College**. Further SLAs will be progressed with other major strategic and operational partners.

GOING CONCERN

It is the responsibility of the Board of Directors to consider any risk factors or issue that could have a bearing on the continuing viability of the organisation and adversely impact on its status as a 'Going Concern' over the next twelve months.

Over the past two years, the major risk factor that could have had a major impact on RLL as a going concern was Our Place, specifically in relation to significant delays in construction and substantial cost overruns which could have adversely affected the organisation's cash-flow and reserves and threatened its overall financial viability. While there is still a potential for Our Place to have such an adverse impact, construction is proceeding well and is scheduled for completion in late October 2014, there are not expected to be any major delays to this date and the budget is not expected to be exceeded. Therefore, Our Place is not considered to be a threat to RLL's status as a going concern.

The major risk in this area for the immediate future is continuation funding from Glasgow City Council's Integrated Grants Fund (IGF). As noted in the Trustees Report for 2013/14, IGF funding contributes a total of 33% of all funding at RLL. IGF funding makes a significant contribution to the Childcare service, the Adult Literacy, Numeracy and ESOL programmes at the CLS, as well as the Family Links Addiction Recovery and Parenting programme and the Guidance Service (both within RICS). IGF also funds significant contributions to the salary costs of the CEO and Finance Manager and thus makes a significant contribution to the core infrastructure costs of the organisation.

The last IGF awards covered the period from April 1st 2013 to March 31st 2015. Applications for the next set of IGF funding will be sent out in August to be submitted by early September. Recommendations for awards will go to the Executive Committee of Glasgow City Council on December (though all applicants will be aware of the recommendations in advance as they will be posted on the Council's website no less than four days before the Committee meets). If the Executive Committee approves the recommendations, applicants will receive official confirmation in January.

The recommendation to the Committee is that each successfully awarded applicant be funded for **three years** which would be of considerable help in relation to financial, workforce, strategic and operational planning and continuity.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

All applicants for IGF funding must clearly demonstrate that their programmes and operational delivery meet at least one of three Service Outcome Agreements (SOAs) which Glasgow City Council has agreed with the Scottish Government constitute the core objectives of local community planning. These SOAs are:

- **To reduce unemployment and assist community regeneration**
- **To help vulnerable people**
- **To reduce the impact of alcohol on our communities**

All of RLL services which are currently funded by IGF meet at least one of these SOA criteria and the organisation as a whole can meet all three, therefore RLL can clearly demonstrate a 'fit' between our services and the SOAs.

The potential problem RLL might encounter is that IGF funds **five** of our operational programmes and at a time of severe constraints on finance, the temptation may be to reduce this amount of funding to the one organisation. The outcomes of the IGF funding round for RLL may be as follows:

- **No change to the awards given to RLL and it's programmes**
- **Cessation of funding to some programmes**
- **Some programmes reduced in funding**

A reduction in funding to any one programme by more than 10% would call into question the viability of that programme and would have likely staffing consequences with associated redundancy costs. Wholesale reduction in funding across the board of Rosemount's services may have a serious impact on the viability of the organisation and its status as a going concern.

The Senior Management Team of Rosemount Lifelong Learning are confident that RLL will be awarded funding from IGF for all of our programmes but cannot predict with any certainty what the precise level of funding will be compared with what we claim for. It is important that the Board notes this and contingencies and worst-case scenarios can be planned for.

In addition to the five IGF funding streams RLL has 16 other funding streams, some of which have always been funded only on a recurring yearly basis, others of which are funded beyond the next twelve months and some of which will be coming to an end but which we will be re-applying for continuation funding such as Lloyds TSB and Big Lottery funding for the Time for a Change programme. In all instances, based on the organisation's past performance and successful delivery and achievement of programme outcomes and objectives, I am confident that the organisation will continue as a going concern.

Conclusion

Rosemount Lifelong Learning continues to make good progress in meeting its objectives and delivering quality services within an adverse and difficult funding environment. Progress on the integration agenda continues to advance advanced with both the CLS and RICS departments interacting, co-operating and referring to each other far more than previously while retaining their autonomy.

Our services continue to provide a range of interactive holistic programmes and interventions within a wide spectrum from supporting recovery from addictions, homelessness, trauma, family breakdown and abuse (or a combination thereof) through to developing personal and social skills and self-confidence, improving parenting and building up family relationships, to developing numeracies, literacies, ICT skills, job search to providing the basis for further education, volunteering, training or employment. In short Rosemount aims to provide people with the ability to complete a journey from recovery to employability and through such interventions empower people, reduce poverty and regenerate communities which have been affected by deprivation.

The construction and completion of the new community events hub and learning centre will not only allow Rosemount to contribute to community development and regeneration in Royston, but also provide for the delivery of most of the organisation's social care/recovery, pre-employability and

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

community learning services from one easily accessible site at the heart of the Royston and north Glasgow communities. This will not only boost the integration and holistic client journey but will also critically reduce overhead costs, thus making the organisation more efficient, attractive to funders and referrers, financially secure and an integral part of the community.

Finally, this year new applications will be open for Glasgow City Council's extensive programme of community funding which comes within the heading of the Integrated Grants Funding (IGF). Rosemount benefits considerably from IGF which significantly funds the core services as well as adult learning, childcare and the social care/recovery and pre-employability programmes. Consequently, it is imperative that Rosemount's programmes are in line with IGF priorities. New Service Outcome Agreement (SOA) priorities for the IGF funding have been set for the new round of funding applications. The three main SOA priorities are:

- Alcohol
- Vulnerable People
- Youth Unemployment

All three of these priority SOAs are in line with both the objectives and service delivery outcomes of Rosemount Lifelong Learning and, therefore, should place the organisation in a good position to continue to receive IGF funding for the period ahead, in spite of further expected constraints on local authority funding.

Rosemount will also continue to ensure that our programmes are in a 'strategic fit' with Health Board and Scottish Government priorities in relation to education and early years, targeted support for vulnerable people and early interventions and are thus well placed to continue to receive public contracts (including service level agreements).

Financial Review

Rosemount Lifelong Learning is extremely committed to delivering all its activities in an efficient and effective manner. The charity is also committed to the highest standards of financial management and governance to ensure that it delivers excellent value for money and maximises the impact of the programmes it runs upon the communities it serves.

Rosemount Lifelong Learning's accounts for 2013/14 are showing a surplus of £130,471. Of this £25,485 is a surplus on the revenue and operational side of the organisation. The remainder of this surplus is entirely accounted for by delays in the Our Place capital building programme to construct a community leaning facility and events space hub combined with new office accommodation.

The new building was originally scheduled to have begun construction in June 2013 with a finishing date in March 2014, during the 2013/14 financial year. However, there have been considerable delays in commencing construction. This was largely due to tender bids from contractors being considerably greater than the original awarded funding. As a consequence Rosemount has had to work with the successful contractor to value engineer the original design in order to make savings that would bring the contract price into line with the original awarded level of funding. This, in turn has led to delays in gaining planning permission and building warrants as initial designs and plans had to be resubmitted.

Construction, therefore, did not begin until February 2014 and is now scheduled for completion in late October 2014. In consequence, very little of the allocated capital funding, apart from payments for professional fees, was expended in 2013/14 resulting in the large surplus for the last financial year. All of the allocated capital funding will be expended in this financial year.

Leaving aside the surplus resulting from Our Place, The Statement of Financial Activities on page 36 shows a surplus on **revenue** for the year of £25,485. Overall this is a good financial performance particularly against a background of continuing funding constraints across the third sector. Most income for the year was continuing income, particularly the Glasgow City Council Integrated Grant Fund (IGF) income, which at 33% of all income for the organisation is the largest individual funding source. The

ROSEMOUNT LIFELONG LEARNING
(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

last funding awards from IGF were made in December 2012 and were for two years from April 1st 2013 to March 31st 2015. The next set of IGF awards are expected to be made in December 2014 and will be for three years which, if the organisation is successful in obtaining refunding, will be a welcome boost to both continuity in service delivery and associated planning, as well as financial stability.

Overall, income had increased slightly from the previous year and this allied to prudent financial management and efficient operational delivery ensured most of the service's targets and objectives were achieved over the year. Expenditure also increased slightly, largely due to a 2% salary increase awarded to staff, but efficient and careful monitoring of costs has kept expenditure below income.

Rosemount Lifelong Learning is coming under the same funding and financial strains as other third sector organisations: in particular standstill or reduced funding from the public sector and huge pressures on grant-making trusts as more organisations attempt to source alternative or new funding from them.

In spite of this Rosemount remains committed to providing value-for money, effective and efficient services and operational activity for the benefit of the people and communities of north Glasgow.

Investment Policy

Aside from retaining a prudent amount in reserves each year, most of the charity's funds are to be spent in the short term so there are few funds for long term investment.

Reserves Policy

The Board of Directors has examined the charity's requirements for reserves in the light of the main risks to the organisation. It has established a policy whereby the unrestricted funds not committed or invested in tangible fixed assets held by the charity should be between three and six months of the expenditure. Budgeted expenditure for 2014/15 is £1,271,675 and therefore the target is £317,919 to £635,838 in general funds. The reserves are needed to meet the working capital requirements of the charity and the Board of Directors are confident that at this level they would be able to continue the current level of activities in the event of a significant drop in funding. The present level of reserves of £222,033 therefore falls at the lower end of this range. Although the strategy is to continue to build reserves through planned operating surpluses, the Board of Directors is fully aware that it is unlikely that the target can be reached for at least ten years. In the short term the Board has considered the extent to which existing activities and expenditure could be curtailed should such circumstances arise.

Principal funding sources 2013/14=

Rosemount continues to receive funding from a wide range of partners, donors and trusts which pay for the activities delivered by the Charity. The table below illustrates the percentage distribution of funding that goes to each department at Rosemount.

RICS	48%
Childcare	28%
CLS	24%
Total	100%

The service which generates just under half of income is RICS followed by Childcare and CLS. The specific funding sources for each department are outlined below.

RICS

Guidance

Big Lottery were the largest contributors to the Guidance Team both in terms of their contribution to the Making a Difference programme, but also for a smaller contribution to the Time for a Change programme through the Making It Work programme. Glasgow City Council's Integrated Grants Fund (IGF) also contributed to these programmes as did Glasgow Housing Association and the Scottish Government's People and Communities programme.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Family Links

IGF was the largest funders for Family Links, followed by BBC Children in Need, Lloyds TSB and the NHS Greater Glasgow & Clyde Health Board's North Community Health and Care Partnership (CHCP)

Young Parents

The European Social Fund (ESF) was the largest contributor to the Young Parents Project followed by IGF, NHS Greater Glasgow & Clyde Health Board's North Community Health and Care Partnership Family/Nurse Partnership and Glasgow City Council's Department of Regeneration Services.

Work Development Network Co-ordinator

This was funded exclusively by NHS Greater Glasgow & Clyde Health Board

Community Development Worker

This was exclusively funded by Esmee Fairbairn Foundation

CLS

IGF was the largest contributor to the CLS through three specific streams: a contribution from the core IGF funding to community learning, a direct IGF contribution to adult learning and numeracies (ALN) and through North Glasgow Learns. Big Lottery was the next largest contributor through providing for decant and revenue costs from the Our Place initiative as well as a small contribution from the Making it Work programme. Also contributing to the CLS were the Scottish Government's People and Communities programme, Garfield Weston, NHS Greater Glasgow & Clyde Health Board at Rowanbank Clinic and Robertson Trust. There were also small contributions from the North Glasgow Integrated Network and Glasgow Life. Income was also raised through Individual Learning Accounts (ILA) and various miscellaneous fundraising initiatives.

Childcare

IGF was the largest contributor to the Childcare service followed by income raised from parent's childcare fees, Glasgow City Council's Education Partnership and the Volant Trust. Income was also raised from fundraising initiatives

The distribution of income by type of income was as follows.

Public sector (including IGF, Health Board & Scottish Government)	£780,881	54%
Grant making trusts	£461,581	32%
Own income	£203,571	14%
Total	£1,446,033	100%

IGF income makes up the largest proportion of public sector funding at 60% and 33% of all Rosemount's income.

Big Lottery is the largest grant funder of the organisation at 67% of all trust funding and 21% of all Rosemount's income.

Childcare fees are the largest proportion of own income at 88% of all own income and 12% of all Rosemount income.

ROSEMOUNT LIFELONG LEARNING
(A company limited by guarantee)

REPORT OF THE TRUSTEES FOR THE YEAR ENDED 31 MARCH 2014

Statement of trustees' responsibilities

The trustees are responsible for preparing the Trustees' Annual Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006, the Charities and Trustee Investment (Scotland) Act 2005, and the Charities Accounts (Scotland) Regulations 2006 (as amended). They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as the trustees are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware; and
- the trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

Approved by the Board and signed on their behalf:



Name: Elizabeth Wilson

Date: 2 September 2014

INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEES AND MEMBERS OF ROSEMOUNT LIFELONG LEARNING

We have audited the financial statements of Rosemount Lifelong Learning for the year ended 31 March 2014 which comprise the Statement of Financial Activities, the Balance Sheet, and the related notes. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the company's members those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the company and the company's members as a body, for our audit work, for this report, or for the opinions we have formed.

Respective responsibilities of trustees and auditor

As explained more fully in the Trustees' Responsibilities Statement set out on page 33, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view.

We have been appointed as auditor under section 44(1)(c) of the Charities and Trustees Investment (Scotland) Act 2005 and under the Companies Act 2006 and report in accordance with regulations made under those Acts.

Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

Scope of the audit of the financial statements

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the charitable company's circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the trustees; and the overall presentation of the financial statements. In addition, we read all the financial and non-financial information in the Trustees Annual Report to identify material inconsistencies with the audited financial statements. If we become aware of any apparent material misstatements or inconsistencies we consider the implications for our report.

Opinion on financial statements

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 March 2014 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the Companies Act 2006, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006 (as amended).

Opinion on other matter prescribed by the Companies Act 2006

In our opinion the information given in the Trustees' Annual Report for the financial year for which the financial statements are prepared is consistent with the financial statements.

INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEES AND MEMBERS OF ROSEMOUNT LIFELONG LEARNING

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters where the Companies Act 2006 and the Charities Accounts (Scotland) Regulations 2006 (as amended) requires us to report to you if, in our opinion:

- the charitable company has not kept proper and adequate accounting records or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies regime and take advantage of the small companies exemption in preparing the directors report.

Wylie + Bisset

Jenny Simpson (Senior statutory auditor)

For and on behalf of Wylie & Bisset LLP, Statutory Auditor

Wylie & Bisset LLP is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006

Date: 2nd September 2014

168 Bath Street
Glasgow
G2 4TP

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

STATEMENT OF FINANCIAL ACTIVITIES

(including Income and Expenditure Account)

FOR THE YEAR ENDING 31 MARCH 2014

	Notes	Unrestricted £	Restricted £	2014 Total £	2013 Total £
Incoming Resources					
Incoming resources from voluntary funds					
Voluntary income	3	66,993	201,014	268,007	277,560
Activities for generating funds	4	16,410	-	16,410	455
Investment income	5	510	-	510	846
Incoming resources from charitable activities	6	228,391	1,064,678	1,293,069	1,075,355
Total Incoming Resources		<u>312,304</u>	<u>1,265,692</u>	<u>1,577,996</u>	<u>1,354,216</u>
Resources expended					
Costs of generating funds					
Costs of generating voluntary income	7	12,789	-	12,789	12,430
Fundraising trading; costs of goods sold and other costs	8	6,474	-	6,474	-
Charitable activities	9	252,686	1,160,706	1,413,392	1,335,407
Governance costs	10	14,870	-	14,870	14,252
Total Resources Expended		<u>286,819</u>	<u>1,160,706</u>	<u>1,447,525</u>	<u>1,362,089</u>
Net incoming/(outgoing) resources before transfers		25,485	104,986	130,471	(7,873)
Transfers		-	-	-	-
Net/income/(expenditure) for the year		<u>25,485</u>	<u>104,986</u>	<u>130,471</u>	<u>(7,873)</u>
Total funds brought forward	19, 20	373,875	-	373,875	381,748
Total funds carried forward	19, 20	<u>399,360</u>	<u>104,986</u>	<u>504,346</u>	<u>373,875</u>

The statement of financial activities includes all gains and losses recognised in the year.

All incoming resources and resources expended derive from continuing activities.

ROSEMOUNT LIFELONG LEARNING**(A company limited by guarantee)****BALANCE SHEET AT 31 MARCH 2014**

	Notes	£	2014 £	2013 £
FIXED ASSETS				
Tangible Assets	15		177,328	70,668
CURRENT ASSETS				
Debtors	16	147,205		123,993
Cash at bank and in hand		<u>263,967</u>		<u>274,540</u>
		411,172		398,533
Creditors: amounts falling due within one year	17	<u>(84,154)</u>		<u>(95,326)</u>
NET CURRENT ASSETS			327,018	303,207
NET ASSETS			<u>504,346</u>	<u>373,875</u>
Unrestricted Funds				
Designated Funds	20	283,338		178,351
General Funds	20	<u>116,022</u>		<u>195,524</u>
			399,360	373,875
Restricted Funds	19		104,986	-
TOTAL FUNDS			<u>504,346</u>	<u>373,875</u>

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies regime of the Companies Act 2006

Approved by the Trustees and signed on their behalf.



Name: Elizabeth Wilson



Name: James Gow

Date: 2nd September 2014

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

NOTES TO THE ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2014

1. Accounting Policies

a) Basis of preparation

The financial statements have been prepared under the historic cost convention and in accordance with the Statement of Recommended Practice – Accounting and Reporting by Charities (SORP 2005) issued in March 2005 and applicable UK Accounting Standards and the Companies Act 2006. The principal accounting policies adopted in the preparation of the financial statements are set out below.

b) Fund accounting

- Unrestricted funds are available for use at the discretion of the Trustees in furtherance of the general objectives of the charity.
- Designated funds are unrestricted funds earmarked by the Trustees for particular purposes.
- Restricted funds are subjected to restrictions on their expenditure imposed by the donor or through the terms of an appeal.

c) Incoming resources

All incoming resources are included in the Statement of Financial Activities when the charity is entitled to the income and the amount can be quantified with reasonable accuracy. The following specific policies are applied to particular categories of income:

- Voluntary income is received by way of grants, donations and gifts and is included in full in the Statement of Financial Activities when receivable. Grants, where entitlement is not conditional on the delivery of a specific performance by the charity, are recognised when the charity becomes unconditionally entitled to the grant.
- Donated services and facilities are included at the value to the charity where this can be quantified. The value of services provided by volunteers has not been included in these accounts.
- Investment income is included when receivable.
- Incoming resources from grants, where related to performance and specific deliverables, are accounted for as the charity earns the right to consideration by its performance.

Income is only deferred when:

- The donor specifies that the grant or donation must only be used in future accounting periods; or
- The donor has imposed conditions which must be met before the charity has unconditional entitlement.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

NOTES TO THE ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2014

1. Accounting Policies (continued)

d) Resources expended

Expenditure is recognised on an accrual basis as a liability is incurred. Expenditure includes any VAT which cannot be recovered and is reported as part of the expenditure to which it relates:

- Costs of generating funds comprise the costs associated with attracting voluntary income.
- Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.
- Governance costs include those costs associated with meeting the constitutional and statutory requirements of the charity and include the audit fees and costs linked to the strategic management of the charity.
- All costs are allocated between the expenditure categories of the SoFA on a basis designed to reflect the use of the resource. Costs relating to a particular activity are allocated directly, others are apportioned on an appropriate basis e.g. floor areas, per capita or estimated usage as set out in Note 11.

e) Tangible fixed assets and depreciation

Tangible fixed assets costing more than £1,000 are capitalised, including any incidental expenses of acquisition.

Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life:

Leasehold improvements	-	over the term of the lease.
Plant, machinery and motor vehicles	-	25% reducing balance.

f) Operating leases

Rentals paid under operating leases are charged to the statement of financial activities. The obligation to pay future rentals on operating leases is shown by way of a note to the Accounts.

g) Pension scheme

The company operates a defined contribution scheme for the benefit of its employees. The assets of the scheme are administered by Trustees in a fund independent from those of the company.

The pension costs charged against profits represent the amount of employer's contributions payable to the scheme in respect of the accounting period.

h) Taxation

The company is a charitable company within the meaning of Section 467 of the Corporation Tax Act 2010. Accordingly, the company is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 of Part 11 of the Corporation Tax Act 2010 and section 256 of the Taxation of Chargeable Gains Act 1992 to the extent that such income or gains are applied for charitable purposes only.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

NOTES TO THE ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2014

2. Legal Status

The charity is a company limited by guarantee and has no share capital. The liability of each member in the event of winding up is limited to £1.

3. Voluntary Income

	Unrestricted £	Restricted £	2014 Total £	2013 Total £
Social Inclusion Budget	66,978	201,014	267,992	276,281
Other grants and donations	15	-	15	1,279
	<u>66,993</u>	<u>201,014</u>	<u>268,007</u>	<u>277,560</u>

4. Activities for Generating Funds

	Unrestricted £	Restricted £	2014 Total £	2013 Total £
Fundraising activities	16,410	-	16,410	455
	<u>16,410</u>	<u>-</u>	<u>16,410</u>	<u>455</u>

5. Investment Income

	Unrestricted £	Restricted £	2014 Total £	2013 Total £
Bank interest	510	-	510	846
	<u>510</u>	<u>-</u>	<u>510</u>	<u>846</u>

6. Incoming Resources from Charitable Activities

	Unrestricted £	Restricted £	2014 Total £	2013 Total £
Social Care & Community Regeneration	228,391	1,064,678	1,293,069	1,075,355
	<u>228,391</u>	<u>1,064,678</u>	<u>1,293,069</u>	<u>1,075,355</u>

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

NOTES TO THE ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2014

7. Resources Expended – Costs of Generating Funds

	Direct costs £	Support costs £	2014 Total £	2013 Total £
Staff costs	-	12,789	12,789	12,430
	<u>-</u>	<u>12,789</u>	<u>12,789</u>	<u>12,430</u>

8. Resources Expended – Fundraising trading

	Direct costs £	Support costs £	2014 Total £	2013 Total £
Fundraising costs	6,474	-	6,474	-
	<u>6,474</u>	<u>-</u>	<u>6,474</u>	<u>-</u>

9. Resources Expended- Charitable Activities

	Direct Costs £	Support Costs £	2014 Total £	2013 Total £
Social Care & Community Regeneration	1,366,344	46,846	1,413,392	1,355,407
	<u>1,366,344</u>	<u>46,846</u>	<u>1,413,392</u>	<u>1,355,407</u>

10. Resources Expended – Governance Costs

	Direct Costs £	Support Costs £	2014 Total £	2013 Total £
Staff Costs	-	10,876	10,876	10,552
Auditors' Remuneration	3,994	-	3,994	3,700
	<u>3,994</u>	<u>10,876</u>	<u>14,870</u>	<u>14,252</u>

11. Support Costs – Breakdown by Activities

	Fundraising £	Social Care & Community Regeneration £	Governance	Basis of Allocation
Staff costs	12,789	46,846	10,876	Time spent
	<u>12,789</u>	<u>46,846</u>	<u>10,876</u>	

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

NOTES TO THE ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2014

12. Net Incoming Resources for the Year

This is stated after charging:

	2014 £	2013 £
Depreciation	6,096	8,128
Auditors remuneration - Audit fees	3,994	3,700
- Non audit services	-	94
Operating lease rentals - Property	62,750	59,499
- Other	14,008	13,975

13. Staff Costs and Numbers

Staff costs were as follows:

	2014 £	2013 £
Salaries and wages	924,743	922,939
Social security costs	73,722	73,193
Other pension costs	52,354	50,641
Total	<u>1,050,819</u>	<u>1,046,773</u>

No employee received emoluments of more than £60,000.

The average number of employees during the year, calculated on the basis of full-time equivalents, was as follows:

	2014 Number	2013 Number
Training	5	5
Guidance / Family Links	12	12
Childcare	10	10
Administration	7	7
Cooks, cleaners and support staff	6	6
Total	<u>40</u>	<u>40</u>

14. Trustees' Remuneration and Related Party Transactions

No Trustees received any remuneration during the year. Travelling expenses totalling £8 (2013 – £20) were reimbursed to 1 trustee (2013 – 1) in the year.

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

NOTES TO THE ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2014

15. Tangible Fixed Assets

	Leasehold properties £	Plant, machinery and motor vehicles £	Assets under Construction £	Total £
Cost or valuation				
At 1 April 2013	426,011	225,088	46,283	697,382
Additions	-	5,741	107,014	112,755
Disposals	-	-	-	-
At 31 March 2014	<u>426,011</u>	<u>230,829</u>	<u>153,297</u>	<u>810,137</u>
Depreciation				
At 1 April 2013	426,011	200,703	-	626,714
On disposals	-	6,096	-	6,096
Charge for the year	-	-	-	-
At 31 March 2014	<u>426,011</u>	<u>206,799</u>	<u>-</u>	<u>632,810</u>
Net book values				
At 31 March 2014	<u>-</u>	<u>24,030</u>	<u>153,297</u>	<u>177,328</u>
At 31 March 2013	<u>-</u>	<u>24,385</u>	<u>46,283</u>	<u>70,668</u>

All assets are used for charitable purposes.

The Big Lottery fund holds security over the leasehold property at 104 Royston Road.

16. Debtors

	2014 £	2013 £
Trade debtors	96,178	57,989
Other debtors	<u>51,027</u>	<u>66,004</u>
	<u>147,205</u>	<u>123,993</u>

17. Creditors: Amounts falling due within one year

	2014 £	2013 £
Trade Creditors	13,697	19,208
Other Creditors	30,328	31,640
Deferred Income (Note 18)	<u>40,129</u>	<u>44,478</u>
	<u>84,154</u>	<u>95,326</u>

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

NOTES TO THE ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2014

18. Deferred income

	2014 £
As at 1 April 2013	44,478
Released in year	(44,478)
Deferred in year	40,129
As at 31 March 2014	<u>40,129</u>

Deferred income comprises income received in advance for the financial year 2014/15.

19. Restricted Funds

	Balance at 01-Apr-13 £	Movement in funds		Transfers £	Balance at 31-Mar-14 £
		Incoming resources £	Expenditure (gains)/losses £		
Esmée Fairbairn Foundation	-	18,750	18,750	-	-
GCC Integrated Grants Fund	-	201,014	201,014	-	-
CHCP - Parenting	-	17,920	17,920	-	-
BBC Children in Need	-	35,687	35,687	-	-
Lloyds TSB Foundation	-	27,370	27,370	-	-
NHS GGC	-	40,000	40,000	-	-
GCC Education Partnership	-	22,424	22,424	-	-
GCC Integrated Grant Fund - Family Links	-	66,422	66,422	-	-
Glasgow Housing Association	-	30,000	30,000	-	-
People and Communities Fund	-	81,870	81,870	-	-
Robertson Trust	-	6,250	6,250	-	-
European Social Fund - Priority 5	-	65,578	65,578	-	-
Individual Learning Accounts	-	2,050	2,050	-	-
GCC Integrated Grants Fund - Adult Learning Programme	-	58,852	58,852	-	-
North Glasgow Learns	-	12,519	12,519	-	-
North Glasgow Integrated Network	-	1,632	1,632	-	-
Big Lottery in Scotland - Making a Difference-ILD/1/010394545	-	166,346	166,346	-	-
Big Lottery Our Place-30114836	-	256,527	151,541	-	104,986
Volant Trust	-	20,000	20,000	-	-
Department of Regeneration Services	-	31,000	31,000	-	-
Integrated Fund	-	63,480	63,480	-	-
Family Nurse Partnership	-	40,000	40,000	-	-
	-	<u>1,265,692</u>	<u>1,160,706</u>	-	<u>104,986</u>

ROSEMOUNT LIFELONG LEARNING

(A company limited by guarantee)

NOTES TO THE ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2014

19. Restricted Funds (continued)

Esmee Fairbairn Foundation – Contribution towards running costs, including salary costs of a Community Engagement Worker.

Glasgow City Council's Intermediate Grant Fund (IGF) – contribution towards running costs and overheads at the Community Learning Centre.

Greater Glasgow NHS Board North Glasgow Community Health & Care Partnership (CHCP) for contribution towards family with the Young Parents Employability Project

Family Links – BBC Children in Need, for the development and delivery of a support service for families affected by addictions

Family Links – Lloyds TSB Partnership Drugs Initiative, for the development and delivery of a support service for families affected by addictions.

Greater Glasgow NHS - funds received from Greater Glasgow and Clyde Health Board to work with people with mental health problems who wish to enter the labour market.

GCC Education Partnership – funding from Glasgow City Council Education Services for our delivery of the pre-school curriculum to three and four year old children.

Glasgow City Council's Intermediate Grant Fund (IGF) contribution towards the salaries of 15 full time and 8 part time staff including childcare, managerial and administration staff.

GHA – grant received from Glasgow Housing Association for the development and delivery of personal and social development programmes for young parents.

Scottish Government Wider Role and Communities Fund – grant received for the development and delivery of personal and social development programmes for young parents.

Literacy – Robertson Trust - grant received for the costs of delivering a Literacy and Numeracy service.

ESF Priority 5 – Contribution to salaries and running costs for Young Parents employability project

ILA's – income from Learndirect Scotland via Individual Learning Accounts as a contribution towards the fees of learners on specific courses at the Flexicentre.

Literacy – grants received from the Glasgow Community Learning Strategy Partnership Adult Literacy and Numeracy Strategic Plan for the costs of delivering a Literacy and Numeracy Service.

Literacy – North Glasgow Learns – grant received for delivering ESOL literacies in North Glasgow.

North Glasgow Integrated Network – grant received for contribution to childcare costs at Community Learning Service crèche.

Big Lottery Fund - grant received for the development and delivery of the Making a Difference (MAD) personal and social development programmes for young parents.

Big Lottery – Our Place funding for professional fees towards the development and build costs of a community events space and refurbished Community Learning Centre in Royston and contributions to revenue costs, including a Community Development Worker. The carry forward balance of £104,986 is due to the funding having a continuing restriction.

ROSEMOUNT LIFELONG LEARNING
(A company limited by guarantee)

NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 MARCH 2014

19. Restricted Funds (continued)

Volant Trust; Contribution to running costs for the Childcare service

Department of Regeneration Services - Contribution to running costs for Young Parents employability project

Integrated Grant Fund – Employability: Salary costs for Young Parents employability project.

Greater Glasgow NHS – funding contribution towards the parenting programme element of Family Links addiction recovery service

20. Unrestricted Funds

	Balance at 01-Apr 2013 £	Incoming resources £	Resources expended £	Transfers £	Balance at 31-Mar 2014 £
Repairs & refurbishments	50,000	-	-	-	50,000
IT Maintenance and replacement	10,294	-	-	-	10,294
Redundancy	7,389	-	1,672	-	5,717
Our place	40,000	-	-	-	40,000
Other tangible fixed assets	70,668	-	6,096	7,769	72,341
	178,351	-	7,768	7,769	178,352
General funds	195,524	312,304	279,051	(7,769)	221,008
	373,875	312,304	286,819	-	399,360

Purposes of designated funds

Repairs and refurbishment: This fund is to be used for a programmed refurbishment of premises.

IT maintenance and replacement: This fund will be used to ensure that computer equipment remains up to date and well maintained.

Redundancy: Redundancy provision for possible redundancies within the Childcare service and at the Flexicentre.

Our place: Our place provision for possible contribution towards proposed development of a community space within a refurbished Flexicentre.

Other tangible fixed assets: These funds represent the monies tied up in tangible fixed assets and therefore not readily expendable.

ROSEMOUNT LIFELONG LEARNING
(A company limited by guarantee)

NOTES TO THE ACCOUNTS

FOR THE YEAR ENDED 31 MARCH 2014

21. Analysis of Net Assets between Funds

	Tangible fixed assets £	Net current assets £	Total £
Restricted funds	104,986	-	104,986
Unrestricted funds	72,342	327,018	399,360
Total funds	<u>177,328</u>	<u>327,018</u>	<u>504,346</u>

22. Lease Commitments – operating leases

At 31 March 2014 the charity had the following annual commitments under non-cancellable operating leases:

	Property 2014 £	Other 2014 £
Operating leases which expire:		
In the second to fifth year inclusive	10,000	14,008
Greater than five years	56,136	-

23. Capital Commitments

At 31 March 2014 capital expenditure commitments were are follows:

	2014 £	2013 £
Contracted but not provided for in the financial statements	<u>87,867</u>	<u>-</u>