

REPORT TO: Community Planning Implementation Group

MEETING DATE: 4 September 2008

BY: East Lothian Learning Partnership (ELLP)

SUBJECT: Update on the East Lothian Learning Partnership: New Plans and Annual Conference

1 PURPOSE

- 1.1 To update the Community Planning Implementation Group (CPIG) on new developments, end of year reports and the planned Annual Conference December 2008.

2 RECOMMENDATIONS

- 2.1 That CPIG acknowledges the work of ELLP and recognises the value gained from the partnership approaches taken to community learning and development (CLD) sector work.
- 2.2 That CPIG welcomes the continued developments of work undertaken by ELLP members and supports the future developments as described in this report.

3 BACKGROUND

- 3.1 ELLP was established in 2000 to promote learning opportunities in partnership across East Lothian. It currently has 31 members representing voluntary organisations, the business community, secondary, further and higher education and statutory bodies together with 51 individual members. East Lothian Council's Community Learning and Development Service (CLDS) has the role of lead partner.
- 3.2 The partnership's vision is an *"East Lothian where, through learning together, everyone can fulfil their potential, enrich their personal lives and participate in and benefit from a healthy community and economy."*
- 3.3 Over the years ELLP has driven forward work across many areas and over the next year will continue to do this. However, this report concentrates on adult education, adult literacy and numeracy (ALN), the new CLD inspections model by Her Majesty's Inspectorate and the ELLP annual conference.

3.4 Scottish Government Grants

3.4.1 Continuing Professional Grants: Assessment for Learning

ELLP has been successful in gaining £8000 from the Scottish Government through a continuing professional development grant: Assessment for Learning.

3.4.2 The Assessing Partners Project has two aims.

One is to raise awareness and increase knowledge and understanding of assessment for learning across partner agencies. This will be done through training sessions on assessment for:

- ALN tutors
- adult education tutors
- tutors from the voluntary sector.

The intended outcomes from this aim are that there will be:

- increased use of assessment, both formal and informal across provision,
- increased recognition by staff and learners of the value of assessment to learning
- reduction in “fear” of assessment on the part of learners
- community understanding across sectors of “assessment”

The second specific project aim is through partnership working to raise awareness of assessment of the general public. This will be done by:

- developing a lay reader on qualifications focussing primarily on the Scottish Credit Qualifications Framework (SCQF)
- development of a pack for learners making transition from non-certificated learning to certificated learning including study skills, reflection, self-assessment and tutor assessment
- development of materials on Further Education (FE) entry-level provision with clear information on requirements of formal learning, levels and support
- materials will be available electronically and will clearly reference and reflect the purposes of A Curriculum for Excellence. A range of partners will be involved in the development of the materials with Jewel & Esk College as lead partner and involvement across ELLP but particularly from ELLP’s Adult Education and Guidance Forum.

The intended outcomes from this aim are that there will be:

- increased awareness and understanding of the general public of SCQF
- increased confidence of potential learners in undertaking certificated provision
- increased retention and achievement of learners in certificated learning
- increased awareness of partners of the work of other sectors/partners, in particular of assessment approaches

3.4.3 English for Speakers of Other Languages (ESOL) Funding allocation to CLD Partnerships for 2008/09

In April 2008 it was agreed by Scottish Government that £3million be disbursed to fund ESOL learning activities with 36% going through CLD partnerships to the statutory and voluntary sector.

ELLP was allocated £40,000, which was awarded upon acceptance and approval of an Implementation Plan. The Implementation Plan for East Lothian saw the £40,000 being released for this work in June with the following outcomes/targets currently being worked on.

East Lothian Learning Partnership ESOL Action Plan 2008/9

Type of ESOL provision	Predicted timescale of delivery	Total no of ESOL learners (existing & new)	No of new ESOL learners	No of learning hrs per learner	Partners involved	Other outcomes
Community Based Day time provision with crèche	September 08 to March 09	40	20	52	CLDS, ELLP Adults Forum JEC ALN Library Service	Continue SQA development Work with settled population
Community Based Day and evening classes	September 08 to March 09	128	70	52	As above	Continue to develop SQA provision. Review of geographic distribution of ESOL demand
Work Place	November 08 to March 09	0	10	30	As above ELLP partners, Economic Development	Increased engagement with local employers.

Self Access learning Bases	September 08 to March 09	17	10	Up to 6 hours per week	Library Service, CLDS, JEC	Increased access for hard to reach learners
Volunteer Tutor training	September 08				ELLP Adults Forum	Increased support for learners
Family Learning/links with schools	January 09				ELLP Adults Forum Schools Outreach Team	Verification of SQA Embedded ESOL in family activities
		Overall total: 185	Overall total: 110			

In the first quarter of this year 117 ESOL learners have registered with 73 taking up a learning opportunity.

3.5 Adult Literacy and Numeracy (ALN)

In previous years ELLP ALN has had to report direct to Scottish Government with an end of year report but since April 2008 this has changed due to the Single Outcome Agreement. ALN assists in achieving many of the strategic objectives as laid out by Scottish Government.

For the year 2007 – 2008 CLDS ALN alone recruited 157 new learners into provision. Overall 268 learners achieved personal satisfaction with 51 stating that the goals they had achieved were associated with family life and 97 were associated with their working life.

Below are the strategic aims, which were set for 2007 – 2008. It must be noted that all were achieved through ELLP partnership working

In the first quarter of this year 24 new learners to provision have been recruited with there being 45 referrals.

Attached Appendix 1 is the full ALN end of year report.

2. STRATEGIC AIMS		
(A) Strategic Aims and Objectives	(B) Strategic Partners/Non- Strategic Partners	(C) Please tick if achieved
Strategic Aim 1.	Name	
To continue to develop quality literacy & numeracy provision for learners across East Lothian	All partners	✓
<i>Infrastructure Objective:</i>		
i) To improve co-ordinated local action through effective partnership working	All partners	✓
ii) To ensure effective marketing of provision	All partners	✓
iii) To ensure that all practitioners have access to relevant training	CLD/ALN	✓
iv) To build the capacity of staff and agencies engaging with potential learners	CLD/ALN	✓
<i>Delivery Objective.</i>		
i) To increase the number of learners achieving accredited provision in the community	JEC/CLD ALN	✓
ii) To increase numbers of learners participating in workplace learning	CLD/ALN	✓
iii) To develop the integration of literacies into youth work and projects	CLD/ALN Libraries	✓
iv) To extend family learning literacy provision	CLD/ALN	✓
v) To continue the existing CLD/ALN programme of literacy and provision including ESOL*, + JEVC on campus and learning disability provision in the community	CLD/ALN JEC	✓

* ALN ESOL funding ended in September 2007

3.6 New CLD Inspection Model

At the ELLP meeting on 6 October 2008 Phil Denning, HMle District Inspector for East Lothian will be briefing staff and partners on the new inspection model as noted below

Her Majesty's Inspectorate of Education (HMle) are changing their approach to the inspection of CLD as of September 2008. An HM Inspector with a CLD background will be a team member on all secondary school inspections.

3.6.1 The overall approach

There will be five main elements to the new approach

- An HMI from the HMle CLD team will be a member of every secondary school inspection team and will contribute to the evaluation of the

reference Quality Indicators for the school. As part of this, the school inspection will cover aspects of youth work, particularly provision in-school and linked provision in the school catchment area. In addition, aspects of both adult learning and community capacity building, such as family learning or parenting activity and citizenship work by young people in the community linked to school councils, will be relevant to the school evaluation. This element applies to all secondary and all-through schools, including faith schools, independent schools and special schools.

- As a separate activity, but concurrently with inspections of most secondary schools, a small team will inspect and report on provision for youth work, adult learning and community capacity building within the area surrounding the school. This will maintain HMle's contribution to providing evaluative evidence in relation to the national priorities for CLD and, over time, provide evaluative reports on CLD for every community in Scotland. These inspections will take account of the contributions made to these communities by all schools, specialist provision and pre-five centres within the area.
- In inspections of learning communities, information and evidence gathered about community provision that is relevant to pre-school and primary inspections will be retained for future use in relevant inspections in these sectors.
- The inclusion of strategic leadership of CLD within inspections of the education functions of local authorities will continue.
- As part of the role of HMle CLD link inspectors, priority will be given to supporting authorities to continue the progress made in recent years in using self-evaluation for improvement. At this time there is no need for a refresh of "How Good Is Our Community Learning and Development?2" (HGIOCLD2/" as it has become the 'industry standard' for self-evaluation across CLD in Scotland.

3.6.2 Inspections of learning communities

The term learning community has been chosen to differentiate the activities inspected within a secondary school from those within the school's catchment area. These inspections will lead to separate but concurrent reports for the communities surrounding non-denominational secondary schools, but will include reference to the contributions made by all schools in that area. The key principles of the learning community inspections are as follows.

- Since CLD partnerships are now established within community planning in all Scottish local authorities, HM Inspectors will be concerned with the impacts and outcomes of the work of all partners that contribute to CLD within the inspection area, including schools. For example, in youth work this will include voluntary sector providers where they are in receipt of

public funds. In adult learning it will include voluntary sector providers, school, college and university outreach. In community capacity building it will include voluntary sector providers, and support for development trusts, social enterprises and community organisations irrespective of which council service or other agency, including regeneration agencies, is providing the support. **The principle is that they are interested in the impacts and outcomes for individuals and groups irrespective of who provides – given that the provider is supported by public funds.**

- Inspections will focus more sharply than before on a small number of quality and performance indicators from the suite within HGIOCLD?2. **They will evaluate four core indicators:**
 - 1.1 Improvements in performance
 - 2.1 Impact on participants
 - 4.1 Impact on the community, and:
 - 5.10 Improving services.
- **Within these inspections they will treat schools as community resources.** The impact of schools in the community will, therefore, contribute to the evaluation of indicator 4.1, and, where relevant, the other three core indicators.
- **They are seeking to minimise the amount of time taken by providers to prepare for inspection and to reduce the extent of intrusion into their day to day work.** This will be a more streamlined process with local authorities and their partners being given more detail as to what is expected of them and their partners in preparing for and contributing to inspections. Inspection teams will be smaller and inspection activity will be confined within a single week.

3.7 ELLP Annual Conference

This years ELLP Annual Conference will be held on 1 December 2008 at Winton House. As yet the programme has not been decided upon.

4 POLICY IMPLICATIONS

- 4.1 There are no policy implications

5 RESOURCE IMPLICATIONS

- 5.1 Financial - None
- 5.2 Personnel - None
- 5.3 Other - None

6 BACKGROUND PAPERS

6.1 None

AUTHOR'S NAME	Myra Galloway Wendy MacAdie
DESIGNATION	Principal Officer/Acting Manager – East Lothian Council Community Relations Manager – Jewel & Esk College
CONTACT INFO	0131 653 4075 mgalloway@eastlothian.gov.uk 0131 657 7230 WMacAdie@jec.ac.uk
DATE	18 August 2008

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APPENDIX 1

Adult Literacy and Numeracy Partnership

End-Year Report
(1 April 2007 to 30 June 2008)

Partnership Area:	East Lothian
Contact Name:	Connie Crawford
Telephone No:	01620 827492
Email:	ccrawford@eastlothian.gov.uk

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Strategic and Process Issues

1. STRATEGIC PARTNERS AND NON-STRATEGIC PARTNERS	
Please change and update if there are any new partners or if any have changed roles or left the organisation.	
Strategic Partner (name)	Role
East Lothian Council	
Jewel & Esk Valley College	
Bridges Project	
Library Service	
Careers Scotland	
Jobcentre Plus	

Non Strategic Partners
Please change and update if there are any new non-strategic partners.
Ark Housing Carnegie College Changes Children First Citizens Advice Bureau Community Economic Development Project ELCAP (East Lothian Care and Accommodation Project) ELVOS (East Lothian Vocational Opportunity Service) First Step Health Practitioners – Health Visitors, OT's, CPN's Nursery, Primary and Secondary Schools Olivebank Children's Day Care Centre PIP Project Prestonpans Special Needs Youth Club Roots and Fruits Social Work and Housing (ELC) Tranent SIP VDEL (Volunteer Development East Lothian)

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3. PARTNERSHIP WORKING (Some examples)

ELC Library Service

ALN continues to hold groups in North Berwick and Tranent libraries. A new group was started in Dunbar Library but unfortunately it had to move to other premises due to a change of time. The groups are held when the libraries are closed to the public and all libraries provide access to computers and the Internet. Libraries are also used for 1:1 sessions, interviews and promotional activities when appropriate.

A display of ALN work and promotional material was held in Prestonpans Library during May and it is intended that this will be circulated round all libraries later this year.

Dunbar library provide Bounce & Tickle sessions for a group of vulnerable parents supported by an ALN Development Officer. The group have been able to visit the library and participate in a Bounce & Tickle session. This has encouraged them to start using the library and become members.

Haddington Library invited ALN to bring parents along to special Bounce & Tickle event to celebrate National Bookstart week. The event was aimed at parents who wouldn't normally attend these activities.

The library service and ALN also worked jointly on a national reading initiative for 2008 called Six Book Challenge (in association with Costa Book Awards). It was targeted at emergent readers within ALN groups and two community based groups of vulnerable parents. The challenge involved reading any six books to be chosen individually or selected as part of a reading group. This has been very successful with 52 learners taking part, many of whom had never read a whole book before.

Some quotes: 'I got a lot of pleasure out of it' 'I got confidence out of it and I enjoyed it.' 'It has changed my life' 'The pleasure of reading my first book'

An event was held in Prestonpans Library in June to bring participants together to evaluate the project, discuss the books that they had read and to be presented with certificates.

Castle Rock/Edinvar/ ELC Housing Association: Funding from **Places for People** has enabled joint work with vulnerable families in Dunbar and Tranent to continue. These projects are an excellent example of agencies working together and are extremely beneficial to the client group. They will continue during 2008-9. Health visitors, CDOs, Community Police, Social Work have all been involved. A range of short courses with literacies integrated into topics requested by project members eg Write with Confidence, Healthy Cooking, Help you child with numeracy homework, Making Ends Meet have also been delivered.

Bridges Project: continues to offer 1:1 literacies support to young people 16 – 22. This work is very intensive but is also extremely worthwhile.

North Berwick Youth Café – project continues to develop. Literacy tutor supports young people for 2 x 2 hours sessions per week (this project is now externally funded but we continue to be involved in an advisory capacity)

Guideline: East Lothian Council's Adult Guidance Service – 2 way referral system working very well

Jobcentre Plus – where possible, meetings with clients are arranged in the Jobcentre.

Carnegie College, Musselburgh in collaboration with **Careers Scotland:** A 13 week programme "Get Ready for Work" for (16 – 17 years old) including preparation for work and a placement with a local employer. ALN provides a half-day session on each course on numeracy based on using numbers at work. (+, -, x, ÷), measurement, graphs, tables, calculation of hourly rates, overtime rates, deductions (tax, NI and pension) and net pay.

Social Work Department – Report writing courses delivered to Foster Carers. 6 foster carers went on to complete the SQA accredited Communication Intermediate 1.

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4 EVALUATION OF PROGRESS OF INDIVIDUAL LEARNERS

4.1 Numbers of Learners achieving specific goals broken down by motivating factor:

MOTIVATING FACTOR	Learners *
Achieved personal satisfaction	268
Goals associated with Family Life (helping Children to read etc)	51
Goals associated with working life	97
Goals associated with community life	5
Other please specify	

* learners who have exited provision or have attended short courses

Reasons for attending ALN provision	2007-2008
- Personal	51
- Family	11
- Work	24
- Community	1

4.2 Numbers of Learners Progressing to:

Another Learning opportunity (certificated)	16
Another Learning opportunity (non-certificated)	41 *
College course	40

ALN figure is 27

Community based adult learning	0
College	37
Workplace learning	0
Voluntary work	0
Employment	2
Other	12

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4.3 Current CLD /ALN Community Based Provision

Haddington, Continuing Education	Mon am	9.30 – 11.30am	Numeracy
Haddington Continuing Education	Mon eve	7.00 – 9.00 pm	Literacy
Haddington Continuing Education	Tues eve	7.00 – 9.00pm	Literacy
Haddington Continuing Education	Thurs eve	6.45 – 8.45 pm	Learning Disability
Musselburgh MECLC	Mon am	9.30 – 11.30am	Literacy
Musselburgh Fisherrow CC	Mon am	10.00 – 12.00pm	Literacy
Musselburgh Fisherrow CC	Mon eve	7.00 – 9.00pm	Literacy
Musselburgh Fisherrow CC	Tues am	9.30 – 11.30 am	Literacy
Musselburgh Fisherrow CC	Thurs am	9.30 – 11.30 am	Literacy
Musselburgh Fisherrow CC	Thurs eve	6.00 – 8.00pm	Learning Disability
Dunbar Hallhill Centre	Mon pm	3.00 – 5.00pm	Literacy
North Berwick Library	Tues eve	7.30 – 9.30pm	Literacy
Pennypit Centre	Tues am	9.30 – 11.30am	Literacy
Pennypit Centre	Tues am	9.30 – 11.30am	Learning Disability
Pennypit Centre	Tues pm	1.30 – 3.00pm	Numeracy
Prestonpans Library	Tues eve	7.00 – 9.00 pm	Literacy
Tranent Ross High School	Wed eve	7.00 – 9.00 pm	SQA Numeracy
Tranent Library	Thurs eve	7.30 – 9.30 pm	Literacy
Haddington Bridge Centre	Wed afternoon	1.30 – 3.30pm	Lip Reading
Musselburgh, Fisherrow CC	Tues am	10.00 – 12pm	Lip Reading
Dunbar Library	Mon am	10.00 – 12pm	Lip Reading
North Berwick CC	Wed am	9.45 – 11.45am	Lip Reading

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CLD/ ALN

SQA Accredited Learning

3 learners completed Numeracy Intermediate 1
1 student completed Numeracy Intermediate 2
1 student completed Mathematics Intermediate 1
12 learners completed Communication Intermediate 1

Workplace:

Courses continue to be advertised in ELC Training Calendar. Numbers coming forward are low.

HNC Social Care: Two applicants received 1:1 sessions on writing skills prior to the written assessment to be held late June.

Post Qualifying Diploma in Social Sciences: One potential student received assistance with writing skills for course application.

Informal research indicates a need for ALN support for people undertaking SVQs. We have designed a publicity leaflet offering support. This will be circulated to selected employers over the summer period.

Short courses delivered 2007-8:

Haddington:

Taster SVQ Communication Intermediate 1: August 2007 - 3 weeks
Communication Intermediate 1 in Haddington October 2007 – 8 weeks
Computing at Haddington February 2008 – 5 weeks
Healthy Cooking - March 2008 – 6 weeks
Workplace Writing Skills Surgeries delivered throughout the year

Musselburgh:

Women onto Work - November 2007 - 3 weeks
Help your child with Homework Numeracy: for parents of children attending Pinkie – St. Peter's Primary School: January 2008 - 4 weeks
Computing: February 2008 x 2 courses - 5 weeks

Dunbar:

Everyday Computing and Writing - April 2007 – 6 weeks
Write with confidence - February 2008 – 6 weeks
Healthy Eating - April 2008 – 6 weeks
Making Ends Meet - April 2008 – 4 weeks

Prestonpans:

Basic Computing at Pennypit Special Needs Youth Club - Oct 2007 – 6 weeks
Basic Cookery - February 2008 - 5 weeks

Tranent:

Write with confidence - January 2008 – 6 weeks

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4.4 Case studies

CASE STUDY 1

K is a forty one year old woman who left school with 2 standard grades at general level. For years she worked in local supermarkets, returning to this after a break when her children were very young.

Three years ago, K decided she would like to change direction but was unsure how to do this. She was interested in working with children and after a meeting with a careers adviser she applied for and successfully completed a one year PDA Classroom Assistant course delivered by Jewel and Esk College in Pennypit Centre, Prestonpans.

K was fortunate to gain employment as a classroom assistant in a local secondary school in East Lothian. K enjoyed working with young people but was based in the maths department and felt she wasn't able to support pupils adequately due her own lack of confidence and skills using numbers. On the advice of a member of staff at her school, she started attending an evening numeracy group in Tranent to improve her skills.

After just a few months K felt much more confident in her skills and with the encouragement of the group tutor and the teachers in the Maths department, she decided to enrol for Intermediate Maths 1 by open learning (supported by the group tutor). She has just achieved Grade A in Intermediate Maths 1, an excellent achievement. K is obviously delighted as are the staff in the school she works in because this means she can be much more usefully employed.

K is highly motivated to continue to gain qualifications and intends to return to the numeracy group after the summer when she will enrol for Intermediate 2 Maths.

K says "I've really enjoyed the course It will be put to such good use because I'll be able to support so many more pupils now. I'm so grateful to the group tutor for all her help and support."

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CASE STUDY 2

J left school at 16 with no qualifications. She had a few different jobs before starting a family and returned to work for a while between having her children. After she had her third child, J stayed home to be a full time mum.

In September 2007 J joined the Women onto Work programme at MECLC (Musselburgh East Community Learning Centre), after her daughter brought a leaflet home from school. At this point, J had not been out to work for 6 years. J was keen to improve her confidence with a view to rejoining the workforce, preferably into Care work.

Towards the end of this course, a member of the Communities Team at JEC gave participants information about various courses and the support on offer at the College.

J wanted to do a full time Care course at JEC, but decided that she needed to brush up on her literacy and general study skills before becoming a full time student. She, therefore enrolled for the twilight SQA accredited Communication/Everyday English course.

Since joining this class at the end of January, J's confidence has grown tremendously as she now realises she is much more able than she previously thought. She is on course to pass Intermediate 1 by the end of this semester and will go on to do Intermediate 2 Communication on her next course (NQ Intermediate 2 Care) if she is accepted. She has already been interviewed although she is waiting for official notification, she has been told that she is 'an ideal candidate'.

J says:

"I feel more confident now that I've started to learn...before I would have been sitting at home bored thinking 'I've got nothing to do'...I think other people are noticing a difference in me too – especially at home. I'm reading more and able to spell words that they don't expect me to... I now read a book in the car when I'm waiting for the kids to come out of school, but I always get interrupted!"

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CASE STUDY 3

Alan was referred by a Careers Scotland Key Worker for a 'bit of help' with his reading. He was fifteen years old, diagnosed with ADHD and lived at home amongst a degree of family disorganisation. Alan had not got much out of his schooling.

It immediately became clear that Alan could not read at all. He had no notion of what sounds various letters make although he could recognise his own name, parts of his address and a couple of other words. We started working through 'Toe by Toe' but progress was very slow.

Alan eventually took up a placement through Bridges Project's Way2Work programme. He started on one ½ day per week and progressed very quickly to a full-time training position on condition that he still attended his literacy session once a week; his immediate supervisor continued to work through 'Toe By Toe' with him twice every working day and Alan made steady progress although it was clear that he suffered from some sort of dyslexia with extremely poor short term memory – he could sound out individual letters but blending the sounds was difficult.

Bridges Project became part of a research programme last year in which Dr Nadia Northway was testing people in literacy support groups for undetected visual difficulties that affect the ability to read. The tests revealed that he has visual discrimination problems that make sequencing and blending of letter sounds extremely hard for him. He was given a set of exercises on which to work. Unfortunately he had barely begun to work through these when he became involved in a neighbourhood fight, was put on curfew and was restricted from living in the family home by court order until such time as the case comes to court. For 5 months he has been 'sofa surfing', worried sick about landing up in jail, not getting enough sleep but still managing to go to work and function normally there. The eye exercises were not a top priority – he missed his visual re-test in March.

He has now managed to rent a flat (aged 18) and is feeling slightly more settled. The court case is still hanging over him as all of the witnesses to the offence were drunk at the time and nobody seems to know exactly what happened. It could be that the case will be dropped.

Alan has been working on his literacy at Bridges Project for three years and is now able to read a passage of very short words (reading age 7 probably). His confidence, however, has soared; he is better able to control his anger (when sober) and he has some hope that his training position may turn into a permanent job at the end of the two year training period. He can read enough of the sports page in the newspaper as he goes to work each morning to find out about the football scores and to make him feel like 'everyone else'. Provided his court case turns out well, he has a much better chance of ending his social and financial exclusion and becoming a contributing and responsible citizen. He may never read very well but the effort he has put into working on his literacy has been the making of him.

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APPENDIX 1 – ACTIVITIES

Strategic Aim 1.*	a) Activities	b)	c)	d)
<i>Infrastructure Objective:</i>		Target group/s	Partner/s Provider/s responsible (name)	Achieved ¹
i) To improve co-ordinated local action through effective partnership working	Work with a range of partners to develop collaborative projects. Have representation on local partnership bodies. Hold regular meetings of the Action Group. Conduct an annual review of the Partnership. Evaluate the service	All	All partners	✓
ii) To ensure effective marketing of provision	Develop a comprehensive marketing plan including: RaW Libraries Learning East Lothian Spotters/referrers Adult Education Programme	All	All partners	✓
iii) To ensure that all practitioners have access to relevant training	Identify training needs Deliver relevant in-service training Attend relevant National Training events Deliver ITALL training Support practitioners undertaking TQAL	All	ALN Coordinator and development staff	✓

¹ If only partially achieved put P and explain at bottom of sheet

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<p>iv) To build the capacity of staff and agencies engaging with potential learners</p>	<p>Deliver awareness raising and spotter/referrer training Identify training needs of staff Develop training materials and deliver training to enable staff to support their clients' literacy needs</p>	<p>All</p>	<p>ALN Coordinator and development staff</p>	<p style="text-align: center;">✓</p>
<p><i>Delivery Objective.</i></p>				
<p>i) To increase the number of learners achieving accredited provision in the community</p>	<p>Develop existing agreement with JEC of accreditation of Distance Learning Numeracy and Communication Units</p>	<p>All</p>	<p>JEC/CLD/ALN</p>	<p style="text-align: center;">✓</p>
<p>ii) To increase numbers of learners participating in workplace learning</p>	<p>Continue awareness raising with employers Advertise short course programme Interview referred learners Plan and deliver short courses and 1:1 provision for employees Evaluate courses</p>	<p>Employees</p>	<p>CLD/ALN</p>	<p>Partially New leaflet offering support to people doing SVQs being produced</p>
<p>iii) To develop the integration of literacies into youth work and projects</p>	<p>Provide literacies support to young people on employability programmes, eg Get Ready for Work, Trading Places Provide courses targeted at 25s eg cookery, driving theory Evaluate courses Promote literacies at youth events Establish reading clubs for young people</p>	<p>Young People</p>	<p>CLD/AN Libraries CLD/ALN Integration Team</p>	<p>This is still proving very difficult to formally establish. Some work is being done on an informal basis so is not recorded 1:1 Support offered by Bridges Project has been very successful</p>

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<p>iv) To extend family learning literacy provision</p>	<p>Interview referred learners Engage with potential learners at informal parents' groups and in nursery and schools Identify needs Develop and deliver relevant literacy and numeracy short courses for parents/carers in areas of deprivation or isolation Evaluate courses</p>	<p>Parents/Carers living in disadvantaged areas</p>	<p>CLD/ ALN</p>	<p style="text-align: center;">✓</p> <p>Work with vulnerable families in Tranent and Dunbar is going extremely well. Hope to develop this in other areas later in the year</p>
<p>v) To continue the existing CLD/ALN programme of literacy and provision, + JEVG on campus and learning disability provision in the community</p>	<p>Advertise the programme Interview learners self referred and referred by partners and place in provision Ensure all learners use ILPs and have access to pre entry, on course and pre-exit guidance Ensure all learners receive a quality service</p>	<p>All</p>	<p>CDL/ALN JEC</p>	<p style="text-align: center;">✓</p>

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APPENDIX 2 Enquiries and the Big Plus Campaign*

	2007-8
Number of enquiries received as a result of the Big Plus campaign (through learndirect)	1
Number of enquiries received as a result of the Big Plus campaign (not through learndirect)	9
Total number of new learners as a result of the Big Plus campaign this reporting year	
Number of new enquiries from other agencies**	195
Total number of new learners as a result of these enquiries	157

*These figures refer to CLD/ALN only

**Other agencies include:

CLAN

Community Services – Community Care & Criminal Justice

ELCAP

ELC Housing Dept

Guideline

Health Visitors

Jobcentre plus

Libraries

Pete Project

Progress to Work

SAMH Signposts

Schools

Work Directions

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APPENDIX 3 – TARGET NUMBERS: BY PROVIDERS

	Learners 2007-08
East Lothian Council	345
Bridges Project	22
JEC	568
Total	935

JEC: Temporary re-location of the college has had an impact on recruitment in the current year.

In discrete provision we do fill our courses and are able to accommodate prospective learners

Where appropriate we refer prospective learners to Community based provision following an initial guidance interview

Currently we meet demand across the college

Our aim is to embed the good practice developed through our Literacies partnerships into the mainstream college curriculum

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APPENDIX 4: QUALITY IMPROVEMENTS AND EVALUATION

4.1 QUALITY OF LEARNING

Name of Partner/Provider CLD/ALN

Quality of Learning Programme	Action Plan 2004-2006	Projected Level 2005-2006	Current Level 2005-2006	Projected Levels
Entry Pathways	4	3/4	3/4	
Learning and Teaching	4	3/4	3/4	
The Curriculum	4	3/4	3/4	
Guidance and Support	4	4	4	
Exit Pathways	4	3/4	3/4	

Who was involved in the evaluation of the quality of learning programmes?

Learners, tutors, ALN Development staff and the ALN Partners

How was the evaluation conducted?

Use of Curriculum Framework, Individual Learning Plans, end of term learners' evaluations, course outlines and lesson plans, tutor evaluations, exit questionnaires and telephone survey with learners who have exited provision.

- A very successful "Celebration of Learning" event for more than 100 learners and their children was held in November 2007 in Musselburgh East Learning Centre. This brought learners together to enjoy a range of activities: creative writing, storytelling, fun with numbers, cookery, Xmas card making, memory book making. We used it to launch Write On, the annual magazine of learners' writing and to hold a display of learners' work.
- A third group for learners with Learning Disability has been established in Pennypit Centre, Prestonpans
- A new mainstream literacies group has been established in Musselburgh East Learning Centre
- Short course provision has increased this year

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4.2 QUALITY OF ORGANISATION

Please state the quality improvements achieved by each of the main providers in relation to the **quality of organisation**.

Provider: CLD/ALN

Quality of Organisation	Action Plan 2004-2006	Projected Level 2005-2006	Current Level 2005-2006	Projected Levels
Policy and Planning	4	3/4	3/4	
Resources	4	3/4	3/4	
Staffing	4	3/4	3/4	
Management	4	3/4	3/4	
Staff Development	4	3/4	4	
Monitoring and Evaluation	4	3/4	3/4	

Explain any variance between current levels and those predicted in the 2006 - 8 Action Plan

Who was involved in the evaluation of the quality of the organisation?

Learners, tutors, development staff, ALN Strategic Partners

How was the evaluation conducted?
--

Learner consultation: 1:1 interviews, post exit questionnaires, post exit telephone calls; group consultation; Consultation with staff and partners via meetings HMIe

Does the organisation use any other quality frameworks?
--

LiC Curriculum Framework We are also evaluated by HMIe
--

Staffing:

- Budget is secure and we expect the temporary admin and literacies development staff to be made permanent in September 2008
- ESOL funding direct to Community Development means we have sufficient funding to employ 3 staff x 10 hours a week from September 2008 – March 2009 to develop literacies in rural areas

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QUALITY OF LEARNING

Name of Provider or Sector		Jewel and Esk College		
Quality of Learning	EYR Level 2005-2006	Projected Level 2006-07	Level Achieved 2006-07	Projected Level 2007-08
Entry Pathways	4	4	4	4
Learning and Teaching	4	4	4	4
The Curriculum	4	4	4	4
Guidance and Support	4	4	4	4
Exit Pathways	4	4	4	4

Our marketing strategy is part of the overall marketing strategy of the college. This means we use website, prospectus, open days, newspapers and targeted publicity for specific course (eg Adult Returners).

For discrete courses we make particular use of networks, for example Careers Scotland, Job Centres, CLD, Literacies Partnerships, the Voluntary Sector, Social Work etc.

Word of mouth publicity is especially effective – former learners encourage new participants. This applies internally as well, with a particular strength of JEC being the positive, pro-active ethos and approach of the Learning Support Team which incorporates our Literacies Lecturers, some of whom also teach in Core Skills.

What action has the Partner/Provider taken to improve quality?

Quality Improvement is an integral part of college procedures. We use self-evaluation rigorously as well as internal Quality Assurance systems

Who has been involved in the evaluation of the quality of learning programmes?

Learners

Literacies Team Lecturers

Learning Manager

HMIE Self-Evaluation – within Learning Support and Core Skills Teams

HMIE Self-Evaluation – within subject teams where learners have a Literacies funded option

How has the evaluation been conducted?

Evidence was gathered through individual learning plans, course outlines and lesson plans, learners' evaluation of progress, learners' achievement of units, paper and web-based publicity materials, levels of student referral and point of referral, Core Skills Screening, Learning Support Evaluation, Literacies staff evaluation/meetings, specific Literacies data collection and college policies and record systems.

We use the LiC Good Practice Framework and the HMIE Self Evaluation for FE

What quality framework(s) have been used by the Partner/Provider?

College uses HMIE Self-Evaluation across all courses and teams. We consult LiC for our Literacies work

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QUALITY OF ORGANISATION

Name of Provider/Sector		Jewel and Esk College		
Quality of Organisation	EYR Level 2005-2006	Projected Level 2006-07	Level Achieved 2006-07	Projected Level 2007-08
Policy and Planning	4	4	4	4
Resources	4	4	4	4
Staffing	4	4	4	4
Management	4	4	4	4
Staff Development	4	4	4	4
Monitoring and Evaluation	4	4	4	4

What action has the Partner/Provider taken to improve quality?

As above

Who has been involved in the evaluation of the quality of the organisation?

As above

How has the evaluation be conducted?

As above

What quality framework(s) have been used?

As above

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APPENDIX 5 – STAFFING CAPACITY

Capacity and Resources	Local Authority**	Colleges (please complete for each college)	Voluntary Organisations
No. of Support Staff - Full Time (Headcount) - Part Time (Headcount) - FTE in total	1 0 1 2	1 0.1 1.1 2.2	
No. of Development Staff - Full Time (Headcount) - Part Time (Headcount) FTE in total	0 2 2.4 4.4		
No. of Volunteer Tutors - Headcount - FTE	 20 1.14		
No. of Paid Tutors - Full Time (Headcount) - Part Time (Headcount) - FTE in total	 11 1.25 12.25	 6 2* 	 1 1
No. of locations (not including learner's or tutor's home)	24	2	
No of locations in learner's or tutor's home	1**		

*JEC: This also includes Edinburgh and Midlothian provision

** Only in exceptional circumstances

Funding is secure and it's anticipated that temporary admin and development staff will be made permanent this year. CLD has received funding to deliver ESOL (English as a Second Language). This will allow us to employ 3 additional Project workers for 10 hours a week each, from September - March, to develop literacies provision in the more rural areas.