

## **Newcastle City Learning**

### **Skills for Life Strategy**

**2006 - 2009**

#### **Vision**

To raise the literacy, numeracy and language skills of the residents and workforce of the City through the delivery of outstanding Skills for Life

#### **The Importance of the Strategy**

SfL is a key priority for Government, the LSC and Newcastle City Learning.

The SfL strategy will focus on enabling adults to access wider opportunities in personal, social and employment contexts through improving language, literacy and numeracy skills. Opportunities must include qualifications from pre-entry up to Level 2.

For tutors the strategy will support learners to develop the skills which will support the retention and achievement on their courses.

#### **Position Statement**

Two distinct services i.e. ESOL and ABE (English for Speakers of other Languages and Adult Basic Education) came together on 1<sup>st</sup> August 2006 to be known as The Skills for Life Service.

Historically the two services were for most of the time autonomous and only occasionally shared students, etc.

Though in theory it would seem obvious that there would be for example common core values, curriculum overlap and shared staff development, in practice none of this happened.

Over the last two years the LCU and ESOL staff/managers have worked successfully to complete a recovery plan, which involved reducing the number of staff, cutting other costs etc.

Family Learning contributes to the SfL strategy but counts towards National Family Learning targets rather than the local SfL targets. Family Learning is not solely SfL.

Funding - a national issue, LSC will no longer fund courses less than 9 glh's apart from a 6 glh course leading to a national test. This has implications i.e. budget targets and enrolment targets. This will make both the enrolment and the income generation targets significantly more challenging to achieve.

The contribution of these three services under Sfl Strategy will be responsible for the Newcastle City Learning Sfl targets. Some LLDD targets will also contribute towards the total.

There are geographical areas in the city where Sfl does not exist or is limited. This is often down to a resource issue, limited demand or other partner providers dealing with learners.

ICT is integrated into all aspects of the work wherever and whenever possible depending on resources. The use of ICT is an essential tool in the delivery of Sfl.

At the ALI inspection (April 2005) the elements of Skills for Life achieved the following grades

Literacy/numeracy (ABE)	Grade 1
ESOL	Grade 2
Family Learning	Grade 2
LLDD	Grade 2

Though the grades are good/outstanding we are now have the task of collectively working towards excellence.

### ***Strengths***

- Good engagement of hard-to-reach groups (ESOL ALI report) through the delivery of literacy, numeracy and language offered at a range of community venues as well as adult education establishments in many parts of the city.
- Good development of confidence and personal skills by higher-level learners (ESOL ALI report)
- Good curriculum development (ESOL ALI report)
- Very good development of learners' skills (Literacy and Numeracy ALI report)
- Excellent variety of teaching and learning (Literacy and Numeracy ALI report)
- Excellent resources (Literacy and Numeracy ALI report)
- Particularly effective additional support (Literacy and Numeracy ALI report).
- Specialist diagnosis and tuition for learners with dyslexia by specially trained staff enables learners to find strategies to cope and gain skills very rapidly (Literacy and Numeracy ALI report).
- Teaching and learning are excellent (Literacy and Numeracy ALI report).

- Some good use made of projects based on different cultures (ESOL Literacy and Numeracy ALI report).
- Significant gains in skills and confidence in Family Learning (Family Learning ALI report).
- Good teaching and learning (Family Learning - ALI report).
- Good achievement rates for National Tests in literacy and numeracy (Family Learning - ALI report).

## **Weaknesses**

- Insufficient resources at some venues
- No provision available at weekends
- Inconsistent support to learners on Adult Education courses
- Insufficient understanding of targets and their importance by some staff.

## **How will we know we have been successful?**

1. Literacy, numeracy, ESOL, Family Learning and provision for learners with learning difficulties and/or disabilities will be judged to be outstanding at the next inspection
2. Skills for life will increase the number of learners achieving the national tests to ..... by 2009
3. The Skills for Life service will achieve £1.2 million income generation in 2006/07 increasing by 3% above the inflationary increase per annum thereafter (Note that the Family Learning Strategy will detail targets for this part of the service)
4. All employees undertaking a full level 2 qualification will receive appropriate Skills for Life support

## **Partners Involved**

### ***Internal***

- City Council Directorates
- Union Learning Representatives

### ***External***

- Interactive Development
- Learning First
- Employers
- Trade Unions
- University of Northumbria

- British Dyslexia Association
- Tyne & Wear Challenge Project
- SFL Voluntary Sector Project
- Northern Learning Trust
- Newcastle Learning Partnership
- Newcastle Learning Disability Partnership
- Other ESOL partners

### Priorities for Delivering the Plan

	Priority	Outcome(s) contributed to	Related City Strategies	Related NCL Strategies	NCL values applied
1	To assess current venues regarding Health and Safety resources available. Explore other venues for potential use in areas of the city where there is no or very little provision.	3, 4	<ul style="list-style-type: none"> <li>• Regeneration Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Equality and Diversity</li> <li>• Resources</li> <li>• Finance</li> <li>• E-learning</li> <li>• Teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Learning are our primary focus in all we do</li> <li>• We value the individual whoever they may be</li> <li>• The development and delivery of a diversity of learning opportunities</li> <li>• Striving for excellence</li> <li>• Working together and with others</li> <li>• Putting the ethos and the plans into action</li> </ul>

2	To determine need for provision both within the traditional teaching times and outside, eg weekends.	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning</li> <li>• Health and safety</li> <li>• Equality and diversity</li> <li>• Recruitment and marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Learning are our primary focus in all we do</li> <li>• We value the individual whoever they may be</li> <li>• The development and delivery of a diversity of learning opportunities</li> <li>• Striving for excellence</li> <li>• Working together and with others</li> <li>• Putting the ethos and the plans into action</li> </ul>
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3	To explore opportunities to expand provision into all main adult education establishments.	<ul style="list-style-type: none"> <li>• 1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>• LSC Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning</li> <li>• Health and safety</li> <li>• Recruitment and marketing</li> <li>• Resources</li> <li>• Equality and diversity</li> <li>• Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Learning are our primary focus in all we do</li> <li>• We value the individual whoever they may be</li> <li>• The development and delivery of a diversity of learning opportunities</li> <li>• Striving for excellence</li> <li>• Working together and with others</li> <li>• Putting the ethos and the plans into action</li> </ul>
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4	To improve planning of SfL programmes to cope with individual needs and improve quality of recording targets.	<ul style="list-style-type: none"> <li>• 1, 2, 4</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning</li> <li>• Equality and diversity</li> <li>• E-learning</li> <li>• Quality</li> <li>• Learner support</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Learning are our primary focus in all we do</li> <li>• We value the individual whoever they may be</li> <li>• The development and delivery of a diversity of learning opportunities</li> <li>• Striving for excellence</li> <li>• Working together and with others</li> <li>• Putting the ethos and the plans into action</li> </ul>
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5	To be more consistent in supporting learners on other Adult Education courses.	<ul style="list-style-type: none"> <li>• 1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>• LSC Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Quality</li> <li>• E-learning</li> <li>• Learner support</li> <li>• Recruitment and marketing</li> <li>• Resources</li> <li>• Curriculum</li> <li>• Areas of learning</li> <li>• Equality and diversity</li> <li>• Teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Learning are our primary focus in all we do</li> <li>• We value the individual whoever they may be</li> <li>• The development and delivery of a diversity of learning opportunities</li> <li>• Striving for excellence</li> <li>• Working together and with others</li> <li>• Putting the ethos and the plans into action</li> </ul>
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6	To ensure all Sfl staff are aware of the funding mechanisms and how their work contributes towards these.	<ul style="list-style-type: none"> <li>• 2, 3, 4</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• MIS</li> <li>• Finance</li> <li>• Curriculum</li> <li>• Teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Learning are our primary focus in all we do</li> <li>• We value the individual whoever they may be</li> <li>• The development and delivery of a diversity of learning opportunities</li> <li>• Striving for excellence</li> <li>• Working together and with others</li> <li>• Putting the ethos and the plans into action</li> </ul>
7	To have 100% qualified Sfl teaching staff.	<ul style="list-style-type: none"> <li>• 1, 2, 3</li> </ul>	<ul style="list-style-type: none"> <li>• LLUK sector skills agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning</li> <li>• Quality</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Learning are our primary focus in all we do</li> <li>• Striving for excellence</li> <li>• Putting the ethos and the plans into action</li> </ul>

8	Develop new models of teaching and learning - particularly using e-learning	<ul style="list-style-type: none"> <li>• 1, 2, 4</li> </ul>	<ul style="list-style-type: none"> <li>• JISC RSC annual plan</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning</li> <li>• E-learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Learning are our primary focus in all we do</li> <li>• We value the individual whoever they may be</li> <li>• The development and delivery of a diversity of learning opportunities</li> <li>• Striving for excellence</li> <li>• Working together and with others</li> <li>• Putting the ethos and the plans into action</li> </ul>
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## Equalities implications

- SFL provision is in line with Equality and Diversity policies of the city.
- All students enrolling on adult education courses will be given the opportunity to access SFL support if they require it in order to successfully complete their course.
- As part of the Council's Workforce Development plan all city employees will be offered opportunities to improve literacy/numeracy/language skills and be offered the opportunity to take appropriate qualifications.
- Where possible access to dyslexia screening will be available.

## Health and Safety Implications

- Staff may be vulnerable if they work in isolation/late at night etc. therefore it is crucial that risk assessments are carried out on behalf of staff and students.
- Health and Safety risk assessments of premises and resources are essential.
- Equipment in venues other than local authority controlled might not be regularly tested and could therefore be a health and safety issue.

## Action Plan

	Priority	Milestones	Timescale for Milestones	Impact	Responsibility	Completion Date	Cost
1	Assess current venues regarding Health and Safety resources available. Explore other venues for potential use in areas of the city where there is no or very little provision.	Inform Outreach Worker in ESOL of task.	September 2006	Achievement of the Skills for Life targets annually	ESOL coordinator	July 2007	Staffing Travel costs Costs for improvements required - not yet known
Appoint Community Empowerment Worker for Literacy and Numeracy Training?		September 2006	Skills for Life Adviser				
			ESOL and Literacy and numeracy coordinators				
Venue assessment plan drawn up			ESOL and literacy and numeracy coordinators				
Plan reviewed			ESOL and literacy and numeracy coordinators				

2	To determine need for provision both within the traditional teaching times and outside, eg weekends.	Establish evidence of need from learners at enrolment	November 2006	Achievement of Skills for Life targets annually	ESOL and Literacy and Numeracy Coordinators	July 2008	Staff time Possible lettings costs Delivery within mainstream FE contract
		Confirm policy for learners and employers	November 2006	X employers have provision delivered	Skills for Life Adviser		
		Establish staffing capacity and requirements	November 2006	Retention improved by at least % by 2008	Skills for Life Adviser		
		Market provision	December 2006	Learner satisfaction increased above national benchmarks by July 2008	Skills for Life Adviser		

3	To explore opportunities to expand provision into all main adult education establishments.	Review policy for initial assessment of learners with curriculum coordinators and Area Managers	October 2006	Achievement of Skills for Life targets annually Learner satisfaction above national benchmarks by July 2008 Retention across the service improved by at least 2% by July 2008 Achievement improved by at least 5% by July 2008 ILPs monitored and quality improved by July 2008	Skills for Life Adviser	November 2007	Unknown - possible lettings costs Staff time
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4	To improve planning of Sfl programmes to cope with individual needs and improve quality of recording targets.	Establish current best practice in the implementation of ILPs through OTL and regular monitoring	December 2006	Achievement of Skills for Life targets annually Learner satisfaction above national benchmarks by July 2008 Retention across the service improved by at least 2% by July 2008 Achievement improved by at least 5% by July 2008 ILPs monitored and quality improved by July 2008	Skills for Life Adviser	July 2008	Staff time for workshops
		Run workshops within the service to share best practice	February 2006		ESOL and Literacy and Numeracy Coordinators		
		Establish ongoing monitoring procedure	February 2006		Skills for Life Adviser		

5	To be more consistent in supporting learners on other Adult Education courses.	Agree with Curriculum Coordinators which course should be targeted	November 2006	All learners are aware of opportunities available to them	ESOL and Literacy and Numeracy Coordinators	July 2008	Staff costs
		Establish volume of work to be carried out	December 2006 for January 2007 and thereafter termly	All appropriate learners on courses identified are assessed for Skills for Life need	ESOL and Literacy and Numeracy Coordinators		
		Agree plan for delivery of Skills for Life support across the service	December 2006 and thereafter	All tutors on identified courses are aware of policy and practice Achievement of Skills for Life targets annually Learner satisfaction above national benchmarks by July 2008	ESOL and Literacy and Numeracy Coordinators		

				Retention across the service improved by at least 2% by July 2008 Achievement improved by at least 5% by July 2008			
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6	To ensure all SFL staff are aware of the funding mechanisms and how their work contributes towards these.	Staff meeting to inform staff Skills for Life re funding and targets	September 2006	Skills for Life staff will understand how recruitment and retention have an impact on targets and funding Skills for Life staff will understand the increasing impact of working with employers on the service At least 10 new market opportunities identified and delivered in 2006/07 with at least 15 in 2007/08 Learner satisfaction	Skills for Life Adviser	July 2008	Staff time Lettings costs Appropriate development costs
		Regular programme of updating planned	October 2006		Skills for Life Adviser		
		Staff ideas for new recruitment opportunities actively sought and acted upon	October 2006 and ongoing		ESOL and Literacy and Numeracy Coordinators		

				above national benchmarks by July 2008 Retention across the service improved by at least 2% by July 2008 Achievement improved by at least 5% by July 2008			
7	To have 100% qualified SFL teaching staff.	Audit of current staff qualifications	September 2006	All staff appropriately qualified	Skills for Life Adviser	July 2009	Course costs
		Plan for achievement of qualifications drawn up	October 2006		Skills for Life Adviser		
		Funding for professional development required is identified	October 2006		Business Development Manager		
		Staff achieve qualifications	July 2008		ESOL and Literacy and Numeracy Coordinators		

8	Develop new models of teaching and learning - particularly using e-learning	JISC Regional Support centre ACL adviser mentors appropriate tutor	December 2006	All elements of Skills for Life will be judged to be outstanding at the next inspection Learner satisfaction improves above the national benchmarks by July 2008 Staff satisfaction improved Retention improved by % by July 2008 Achievement improved by at least % by July 2008 At least 2 new e-learning projects identified and delivered by July 2008	ESOL and literacy and numeracy coordinators	July 2008	Staff time Development costs to be identified
		Explore opportunities for Skills for Life to be a vehicle for the development of ICT as a Skill for Life	January 2006		ESOL and Literacy and Numeracy Coordinators		
		Agree appropriate projects	January 2007		ESOL and Literacy and Numeracy Coordinators		
		Undertake mentoring programme to develop skills	July 2007		ESOL and Literacy and Numeracy Coordinators		
		Develop and plan for the delivery workshops to develop skills for a wider range of staff	February 2007		ESOL and Literacy and Numeracy Coordinators		

Longer term - insufficient longer term vision of where we go next

## **Communication of the Strategy**

This section will detail how the strategy will be communicated

- Through a team briefing to be made available to managers by the Monday following the SLT meeting and delivered and discussed at the first possible meeting following.
- Summary in newsletter to be published on 6<sup>th</sup> October 2006 - with a link to the full document

Doreen McCarthy to prepare the SLT briefing and involvement presentation

Doreen McCarthy to prepare the further team briefing and the planning framework

## **Monitoring the Strategy**

- Day to day monitoring will be carried out by the Skills for Life Adviser
- Bi-monthly exception report to CLT which details progress to targets and any actions/milestones not achieved and amended dates for achievement
- Two "Stop the Track" days
- SAR process

## **Review of the Strategy**

The strategy will be reviewed in October 2006

**Appendices**