

The Highland Adult Literacy and Numeracy Partnership

End-Year Report **(1 April 2010 to 31 March 2011)**

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-OVERVIEW

The Highland Adult Literacy and Numeracy Partnership has proceeded to progress its Action Plan in line with its Strategic Plan despite increasing time pressures on all those involved in the Working Group. The following organisations have remained committed to contributing to the Working Group:

- **Highland Council's Adult Basic Education Service**
- **Highland Council School Education**
- **Highland Council Highland Libraries**
- **Porterfield Prison**
- **Inverness College**
- **North Highland College**
- **Training and Guidance (Mental Health, NHS)**
- **Workers Educational Association**
- **Lead Scotland**
- **Highlands and Islands Enterprise**
- **North Forum**

HALP is grateful for the commitment in practitioners' time that these organisations have offered to HALP.

The Working group met regularly during the year to progress the Key Aims of the Action Plan. They also deliberated on funding applications, proactively encouraging projects and partnerships from under-represented priority groups in a variety of geographical locations to ensure that those who are furthest from the job market or learning could access and engage with appropriate support to improve their basic skills and become confident learners. HALP has continued to promote progression routes for learners by working together in partnership and sharing good practice and expertise.

Publications

The following publications were produced and are available from the HALP Office

- **Impact Document** - showing the impact of the HALP literacies initiative
- *Highland Learner Journeys* - outlining individual learner achievement and progression
- *Accrediting Core Skills Tutor Guide* - to support tutors to support learners

Opportunities for Learners

ALN

Partnership Projects

- A new national course for TQAL (Teaching Qualification in Adult Literacies) just started at the end of March and will run on for 18 months. There is one teacher from Highland participating this time, part funded by HALP and also by Education Scotland. The course has been renamed **Post Graduate Diploma in Education (PGDE) – Adult Literacies**.

- With funding from the Highland ARts Programme Literature Grants Scheme HALP ran two projects
 - A **Games Plan for Reading Project** which used Wii games to engage with groups and introduce them to library facilities (*report available*)
 - A **Writing Competition** to encourage literacies learners to produce some creative writing (*report available*)
- Through a Scottish Colleges Funded Project practitioners received training in **Financial Capability** which has been cascaded to learners.
- A **Partners In Practice 4 Conference** was held which allowed learners and tutors to exchange and showcase good practice. (*report available*)
- A Highland tutor was able to be present with representatives from the other north areas to receive the **Scotland's Learning Partnership Good Practice Award** for the Learners Got Talent conference (*report available*)
- The **Learner Web Pilot** with Portland University supporting tutors of HALP partners to encourage on line learning was successfully concluded (*report available*)
- **LOOP (Linking Opportunities for Offenders in Partnership)** is managed by the Prison Liaison Officer (ABE) to coordinate holistic provision for offenders both before and after exit. A successful conference was held. (*report available*)
- A **Family Literacies pilot** in Merkinch run by ABE which began by working with parents on their children's schoolwork finished with participants working on individual internet research on various topics and some progressing on to college courses. (*report available*)

ESOL

A Procurement was undertaken for consultants to help with the two ESF ESOL three year projects

- **ESOL Skills for Life for Migrant Workers and their Families**
- **ESOL Tutor Training and e-Training Development**

The contract for both projects was awarded to the WEA who started on the project in April 2010.

The **ESOL Providers Group** has continued to meet regularly managed initially by Judie Holliday the ESOL Coordinator (WEA). This post was taken over by Shone Radojkovic in August 2010.

The **ESOL Providers website** is now up and running showing classes that are running as well as useful resources and information for learners and tutors alike. It is managed overall by the ESOL Co-ordinator with the various providers keeping their own information up to date.

The Scottish Government again supplied funding for ESOL that was used as match funding for the ESF ESOL project. They also offered a Development Fund for specific projects and through the WEA we were able to run a very successful **Get Ready For Work ESOL Project** providing intensive English for young people on the point of leaving school who did not have the language skills to proceed to training or college.

Other funding from the Scottish Government allowed us to up date the **Living in the Highlands** pack.

1 Pre-Engagement Activity - Promotion And Awareness Raising To Target Audience

Pre-engagement activity over the past year has been a low profile but key area for encouraging people to overcome any barriers they may have to learning and to beginning a class. Partners have said that **sound referral systems** have been the most effective way of attracting new learners, followed closely by the use of **existing networks and contacts** (such as Job Centre Plus, Lead Scotland, Trade Unions etc...) and **partnership working**. Popular methods have also been **open evenings** and **taster sessions**, the use of **hands on activities** and also the specific use of **ICT embedded within literacy provision**.

Other activity mentioned by partners as working well have been

- Visiting groups
- Targeting publicity such as posters
- Drop-ins
- Using work related materials such as the Driving Theory Test
- Showcasing to partners
- The distribution of leaflets
- The use of organisations' websites
- The use of existing courses such as Ready Study Go!, BBC First Click and IT courses)
- Having a flexible delivery service
- Safe and empathetic learning environments manned with experienced staff
- Peer Recruitment and word of mouth

For ESOL

The best methods of engagement mentioned by partners have been

- Offering free English Tests (at colleges)
- Sending posters to advertise provision to employers
- Open days
- Direct personal contact following on from open days with e.g. USDAW, NHS, Employers' Coalition, International Guidance Officer etc.
- Incentive to employees of paid attendance or time off to attend ESOL classes
- Information on the www.esolhighland.com website

Big Plus

There were 13 calls to the Big Plus line during the year and these were referred on appropriately.

Barriers to engagement.

The main barrier to engagement that partners mentioned was

- lack of information about the learning opportunities available.

Also rating highly as barriers were

- Having other complex needs that required support
- A poor public transport system in some areas
- Lack of confidence
- Childcare issues
- Health issues

Further barriers were

- Knowing who to contact in an organisation
- Reluctance to self refer
- Funding being available at the right time
- Having enough interest at the first class
- Time of learners (i.e. fitting in with other commitments)
- Rurality
- Lack of local learning centre
- Low self esteem
- Having to attend alone
- Employers preventing attendance

And specifically for ESOL

- Concern on the part of some employers that non-migrant employees would object if migrant employees were seen to be getting preferential treatment i.e. free classes, time off work etc.

Perceived gaps.

The following gaps in provision have been identified by partners who are beginning to address them

ALN

- Young people – and links with Youth Development Officers and Skills Development Scotland
- Carers
- Families
- Gypsy/Travellers in areas outwith Inverness
- Winter school leavers
- People wishing to improve themselves but not wanting to study in the traditional sense
- Flexible access whether on a geographical or personal issues basis

ESOL

- People with ESOL needs who are working on Highland estates

2.1 Number of learners and motivation for attending provision

Partners indicated the one reason that seemed most appropriate for each learner

MOTIVATING FACTOR	Number of ALN Learners	Number of ESOL Learners
To achieve personal satisfaction	161	6
To achieve educational goals	504	21
To achieve goals associated with family life (helping children to read etc)	116	2
To achieve goals associated with working life	209	35
To achieve goals associated with community life	63	15
Learning ICT Skills	77	0
Improving health and well-being	11	0
Improving independent living skills	10	0
Disclosure of criminal convictions	16	0
To learn or improve their English	0	853
Citizenship	0	18
No specific reason given	9	0
Total number of learners	1176	950

Motivation for **ALN learners** continues show an increase in all categories except of those learning to achieve **goals associated with working life**. New motivating categories this year have been **learning ICT skills** and **improving health and well being**.

While the chief motivating factor for **ESOL learners** continues to be straightforward **learning or improving English** it is interesting to note that learning English for reasons such as **personal satisfaction**, and for **family and community life** has increased. Like ALN, however, ESOL learners are less likely to be motivated by working life goals. A new motivating category for ESOL learners has been the new **language requirements for citizenship eligibility**. ESOL numbers have dropped slightly but the motivating factors show that those who are learning are more likely to be doing so with a view to **integration** and **long term commitment to living here**.

3 Learner Achievement

Please complete only if information is available for the year up to 31st March 2011.

3.1 Achieving and attaining – please indicate numbers who have received any formal accreditation for their learning

Title of accreditation gained	Level achieved	Number achieving
Communications	Intermediate 1	200
Communications	Access 3	15
Communication	Access 2	4
Numeracy	Intermediate 1	184
Numeracy	Access 3	27
Numeracy	Access 2	6
Maths	Intermediate 1	14
Police Entrance Exam		1
Childminding Qualification		1
PC Passport		1
John Muir Award - Explorer		8
Headstart	Level 1	6
Driving Theory Test		8
Cambridge Key English Test		51
Cambridge Preliminary English Test		45
Cambridge First Certificate in English		39
Cambridge Certificate in Advanced English		19
BEC Vantage English for Work		19
ESOL SQA	Higher	26
ESOL SQA	Intermediate 2	43
ESOL SQA	Intermediate 1	112
ESOL SQA	Access 3	69
ESOL SQA	Access 2	15

Numbers of learners who have gained accreditation during this year have remained almost exactly at the same level in total as the previous year although there has been a swing showing a marked reduction in ALN accreditation and a corresponding increase in ESOL accreditation

The main ALN areas showing a decrease in the numbers of learners receiving accreditation have been both Communications and Numeracy at Intermediate 1 level however there has been an increase in Numeracy at Access 2 and 3.

In ESOL there has been an increase in accreditation awarded across all categories apart from Access 2.

Partners have told us about the following unexpected or unplanned learning outcomes.

- BBC First Click campaign led to the provision of a number of basic computing courses which many new learners (many of them retired people) completed successfully.
- ALN learners won vouchers in the “Every Picture Tells a Story” writing competition.
- An increasing number of older people are doing IT in order to keep in contact with families abroad.
- A group of learners emerged who wanted to progress their own learning but also be able to contribute to the community at the same time. This informed and led to a new project about upskilling for volunteering.

Examples of learners who have indicated a difference in their lives e.g. more confident, more active, more successful, more effective contributor etc with impact statements from learners where possible.

ALN

ABE Nairn, Badenoch and Strathspey

Peter approached ABE as a mature learner who wanted assistance with his project in helping him to prepare a script for publication.

Peter’s interest in the World War One casualties in the local area was sparked off by the war memorial in Grantown on Spey. He started to conduct meticulous research into the names, backgrounds and decorations of men listed on local war memorials from the Great War as well as the actual circumstances of their deaths.

His plan was to publish his findings in a book but he wanted the layout and standard of literacy of the book improved. Peter showed good skills, including computer literacy, and tenacity in researching historical records in a wide range of sources. However, he lacked confidence in relation to grammar, syntax and punctuation. Support for Peter began at the beginning of December 2008 and covered rules of punctuation, capitalisation, acronyms and other publication conventions.

The final draft was completed at the end of summer 2009 and Peter went on to face the final challenge of finding funding and a publisher for his work. *“Poppies from the Heart of Strathspey”* was published in April 2010.

Peter is rightly proud of his achievement and seeing his book in the window of the local book shop has given enormous satisfaction to learner and tutor alike. Peter’s story was also featured in Highland Learner Journeys

ABE Caithness
A learner from our Starting Points course has started a Health & Social Care SVQ
ABE Inverness
A primary school parents' group from Merkinch completed and displayed their personal projects in the school for the community. Subjects included Buckie, Islam, the Ferry and Brazilian Slums. The work is autobiographical and hard hitting in places. The Brazilian experience adding global context to the concept of deprivation.
ABE Lochaber
"I never used to read much now I read books and look at newspapers. I used to put a wee man's face on the calendar when I cut my hair, now I put "cut my hair"! When I got a letter I didn't used to read it. I used to give it to my sister. Now I can read most of the letters that come through my door."
ABE Ross & Cromarty
Learners completing beginners computing courses including the first completers from the BBC First Click campaign referrals. Some have never used a computer before. Others having had negative experiences on curriculum focussed classes with other providers in large group settings. Feedback is starting to come in of impact e.g. <i>"I can now use my e mail with confidence and that's what I need. The BBC phoned last night with a multitude of questions about the course but you passed with flying colours"</i> .
ABE Skye & Lochalsh
K got new job working in hotel reception and moving house with new job, Previously K would not have applied for this job but during the past year, she has gained confidence in dealing with the public as she has overcome her fear of completing forms and compiling letters at work, answering the phone and taking messages.
ABE Sutherland
One student from the Philippines gained Communication 4. She had not been able to read and write before but can now join in courses at Brora learning centre.
Prison Literacies
Client reading short stories and writing book reviews. He wants to join the Read to Lead reading group which has been established as an integrated group of 4 members, 2 of whom have literacies needs
Apex Scotland
<i>Billy</i> was referred to increase his employability. He had a good sound knowledge of literacies and was looking to be upskilled. He completed ITALL training and became a volunteer tutor with Apex. He was able to support our learners in a competent and professional manner. Having completed his training and given support to Apex for over 9 months, he felt more confident and was looking for relevant employment where he could use his new skills. He has been successful in gaining full-time employment as a support worker, working with individuals with many complex needs.

Highland Council Interrupted Learners Service
One learner was interested enough to come along to 'get time for herself'. She has now been asking for further learning experiences and has suggested ideas of what courses could include.
Lairg Learning Centre Association
A Brora learner has become an independent learner through increase in confidence. In the first project she did she was very directed and followed instructions but on the second project on school life in Brora and Rogart she has initiated research and is working on her own at home as well as in the Centre.
Lead Scotland
Six learners have been supported to build confidence to be more outgoing, to communicate, socialise and manage own affairs using the internet, and to improve skills and confidence in literacies. They have all moved on to the Get Ready To Volunteer Project to begin to contribute to the community.
Pulteneytown People's Project
One young woman is now more confident, and able to talk in front of people and take part in group work. Progressing on to do PC Passport.
TAG Highland
"I came away with a word processing qualification and started reading for the first time properly"
WEA Workplace Literacies
"I learnt more on this course than I did in school. This has been a positive experience – the benefits will be shared with team members."

ESOL (examples from various providers)
An ESOL learner attended a friend's wedding in England and managed to chat easily in English. Was not afraid to sit at group table and have conversations – in the past she would have been very uncomfortable with this.
Learners gaining SQA ESOL qualifications, which are a Home Office accepted alternative to the UK Citizenship test, had their achievements featured in <i>Highland Learner Journeys</i> .
An ESOL student has become the Minute Secretary of the Lairg Learning Centre Board and helps as a volunteer in the centre
Learner following a 40 hours course now confidently talks with other factory staff outside her department.
Learner with SQA Int. 1 has gone on to FE at Inverness College – Business Management.

WORKPLACE ALN and ESOL (examples from various providers)
<p>“Big difference dealing with paperwork at work. I am much more aware of words all around while out and about. I read articles in a paper now but would just have glanced through the paper before. I am not so dependent on my Sat Nav. Will turn it off sometimes. I am confident enough now to tell people I am dyslexic. I would have hidden this before.”</p>
<p><i>Stuart</i> was referred to our service in June 2010. He was on an 18 month probation order for assault to severe injury. He was upset with the road he was on with his life and wanted to make a positive change. He works well with his numeracy, but had difficulty with reading and writing. With the support from Apex he completed a Rehab and Disclosure course to explain to employers about his conviction. Will continuing to attend Apex for support with his reading and writing, there was an opportunity that arose through our partnership with Scottish Business in the Community. <i>Stuart</i> completed their training and induction course and went through the vetting procedure to gain a 2 week placement with Marks and Spencer. Before the placement had begun, <i>Stuart</i> met with his placement “buddy” who was there for support. Upon completion of his placement, he was successful in gaining full-time employment with them and is still employed with Marks and Spencer to this date.</p>
<p>“I left school some time ago, with no formal qualifications – TAG Highland helped me gain up to date and relevant qualifications, this gave me a sense of confidence and I felt ready to move on to employment. I am now in employment. The benefits of working are huge. I now find that I really enjoy meeting people and have the confidence to be able to speak with colleagues. Before this I would be sitting alone not speaking to people.”</p>
<p>“I want to brush up on everything I have learnt (at workplace classes) and go forward on my own.”</p>
<p>“I may look at further evening courses now I have a good grounding (from workplace classes.”</p>

4 Learner Progression

4.1 The following data on the progress of Individual Learners was supplied by partners.

Number of learners who indicated **progression** to:

	ALN	ESOL
Employment Please only include learners who have moved into paid employment or who have gained a better job since starting your learning provision	47	29
Community based adult learning	49	0
College	30	9
Workplace learning (this refers only to specific workplace education courses)	2	0
Voluntary work	45	15

Although progression is not universally recorded, this year partners have noted almost double the number, from last year, of people moving into employment or gaining a better position, and more than double the number moving into voluntary work.

5 Staffing Capacity and Development

5.1. A summary of how partners perceive their staffing capacity and whether they feel it is adequate for the service they are committed to delivering.

ALN

Volunteers continue to be the mainstay of the Highland Council's dedicated Adult Basic Education service but support for the volunteers along with sessional tutors and learner guidance are stretching resources in some areas and will lead very shortly to the necessity for learner number reduction if a robust service is to be provided.

In areas where there are several Integrated Learning Communities there has been an added requirement for ensuring equable service in each Integrated Learning Community and this has at times proved to be too much of a stretch given the geographical spread.

Some areas are able to use Learning Centre facilities to give additional support for provision.

Some organisations are training up clients in ITALL to be peer volunteers but this is an on going training need as people progress naturally and move on and out of the organisation.

For some providers there is no additional way of funding literacies work other than HALP funding so there is a lack of sustainability.

Colleges are providing specialist support within mainstream classes. Learning Centres could do with more (funded) tutor hours as would several organisations if they are to take on any additional numbers of learners. Some organisations are limited in what they can offer as they do not have dedicated ALN staff. One to one tuition is very difficult to provide within current budgets for several organisations.

5.2. The staff development opportunities offered to staff in HALP organisations over the year regarding ALN and ESOL.

ALN

This year, all tutors undertaking the ITALL (Introductory Training in Adult Literacies Learning) Course had the opportunity to register with the SQA for a Professional Development Award (PDA). The course consists of 4 Units and a piece of writing is required to pass each one, plus an observed practice for Unit 4.

A pilot ITALL PDA course which had commenced in Inverness in September 2009 led to a further course starting in April 2010, and the first 3 successful tutors gained the award in June 2010. A total of 6 PDA ITALL courses delivered by ABE were held throughout Highland.

An additional non-accredited course was run by the Prison Literacies Liaison Officer at the Apex Scotland office, primarily for Apex staff although it was open to other partner practitioners.

In Lochaber, a volunteer tutor received an award in recognition of 21 years service with ABE. The award was presented at the Council Chamber in Fort William.

A Dyslexia PDA was delivered by Learning Teaching Scotland in Highland as well as stand alone general sessions on Dyslexia and on Visual and Perceptual Difficulties. They also funded a seminar on Building Assessment Skills. In addition, LTS hosted several conferences which were attended by Highland Partnership literacies practitioners including a Numeracy Conference, an Adult Dyslexia Conference, an Offender Literacies Conference and an ESOL Resources Conference.

An initiative funded by Scotland's Colleges called the "Money for Life" Project has delivered financial literacies training to practitioners and led to some also accessing training on Mentoring and Counselling which is on-going.

Lead Scotland conducted a tutor training session on the "Ready Study Go" materials which had been produced by the North Forum. This was an introduction to this course for practitioners and an opportunity to share ideas on delivery with other agencies

In house training by HALP included Guidance for Tutors carrying out accreditation modules with learners and Curriculum Wheel Training. This was funded by LTS.

Workplace Literacies training has included accredited PDA in workplace literacies.

Other training available has included sessions on Challenging Behaviour, and Influencing People and Workshops on using the Wii to engage with learners which was presented at both HALP's Partners in Practice Conference and at the Highland Council's "High Tech" day.

Some practitioners were able to avail themselves of relevant CLD upskilling opportunities provided through the North Alliance as well as the North Alliance Conference itself.

A tutor has signed up to the TQAL PGDE – Adult literacies course which has just begun.

Each organisation provides in house CPD training for practitioners.

ESOL

With ESF funding, from September to December 2010, WEA ran an accredited PDA ITESOL course. The course sits at level 6 on the SQA accreditation framework and had 9 successful participants.

In addition, WEA provided a 8 stand alone ESOL tutor workshops on a variety of teaching related topics which were attended by 44 people in total. These were funded by the European Social Fund, Highlands and Islands Enterprise and Highland Council.

HALP also ran a session on form filling for ESF recording.

6 Effective Literacy Or Numeracy Practice

Case study examples of good/effective literacy or numeracy practice in an organisation's sphere of practice.

ABE Inverness

Beginners computing / digital literacy provision. Social practice approach has worked well in this area. Pan Highland approach to this work rather than area by area take up would now be helpful. It is universal provision but we have had 70 plus learners since September 2010 and several have had traditional literacy issues. Also significant marginalisation/ isolation issues being addressed as part of this work. It is not true to say that they are all retired professionals but even some of those people are still facing exclusion. Whether this is funded via literacies or CBAL (or a combination) may need to be addressed but there is a big demand and need for this work.

Apex Scotland

We are continuing with the development of our Literacy Trail. This has been an imaginative and thought provoking use of literacies. Our learners have plotted the route of the Trail and decided on a number of strategic spots of where to build each section. For each section of the trail there is a discussion to decide what topic is appropriate for that section. We are now starting to see visually what it will look like when completed. Our positive future action plan is now functioning along with our virtual client portal. Through this they can update their action plan, upload CV's, certificates, etc to enhance their job searching.

Highland Council Interrupted Learners Service

Again it has been evident that positive working relationships have been key to success. The partnership established and developed over the duration of the work done with Gypsy/Traveller group now operates 'as a unit' rather than partners working individually. There is discussion as to how we can continue the work already started to support the initial group and also extend this to include others.

Lead Scotland

Mrs X was referred to Lead Scotland by a Speech and Language Therapist who was working with others on rebuilding her communication skills following a stroke.

Lead Scotland visited Mrs X in her home and through discussion with her learned that she had lost a lot of confidence as a result of the loss of speech and had become isolated and withdrawn. She felt very frustrated with the fact that she was unable to communicate freely in the way she always had done, with people locally and especially on the telephone with her family in other parts of the country.

Our discussion also revealed that Mrs X had been a clerk at Raigmore hospital for many years, a volunteer at the Highland Hospice and was very creative; producing needlework, jewellery and cards for sale at the hospice. The stroke had prevented her from continuing with work and volunteering, and hampered her creative activities because of reduced dexterity in her hand and arms.

Lead Scotland agreed with Mrs X to try learning some computer skills on one of our laptop loan computers so that she could develop alternative ways of communicating through writing (letters and e-mail) recall and improve literacies skills lost through the impact of the stroke by using the Word Processing programme, and learn new outlets for her creative flair using ICT based tools and programmes.

To begin with the Lead Learning Co-ordinator installed a laptop and a printer and introduced Mrs X to the basics of keyboarding skills and ICT. Almost immediately Mrs X's confidence began to grow as she started to learn, and by doing so receive positive affirmation from her own experience and the co-ordinator's feedback.

She grew in confidence in using the equipment very quickly and explored Word Processing, recalling, as she did so, spelling, grammar and composition. This in turn changed her demeanour in general and she became far more positive and communicative.

Lead Scotland arranged for her to be matched with a volunteer who is an ITALL trained tutor and professional painter, and together the two of them began by exploring the creative tools such as Paint Box and a card making CD, then moved on to learning about the internet and e-mail.

Now Mrs X is a confident user of ICT and able to e-mail family friends. Both her written skills and her speech have greatly improved and she is now far more able to communicate and participate as an active member of society.

TAG Highland

We continued to integrate Literacy and Numeracy into mainstream, and we also encouraged learning through project work via *Weaving with Words*. This programme used themes such as "Homecoming" and, more recently, "Memory", which was also the one used by the Scottish Mental Health Film and Art Festival. The theme was used to generate a visual and written interpretation using a story or poem and creating story-board using recycled textiles, crafts and postcards to produce a final piece of art.

Tutoring Practice

ABE Inverness

Based on post ITALL volunteer take up and evaluations from previous courses, ABE Inverness is trying a new approach to the delivery of ITALL (including the PDA) in 2011. This involves an initial taster day after which the decision to carry on or withdraw is taken by each participant. This is based upon previous experience of participants' attitudes to the advocated social practice/ learner centred approach. This is followed up with disclosure and then significant placements with experienced tutors in group work settings. The more formal aspects of their training will continue in September with the ITALL PDA units being covered one unit per month. These changes have been made to create the opportunity for new tutors to test the theory and gain some practical experience earlier in the training process while also having the support of experienced tutors. Tutors are kept in touch with each other and ABE by email and informal get togethers during the placement period (June, July and August) and participants also have the opportunity to try different placement areas including ESOL, numeracy, literacy and beginners' computing.

7 Evaluation of Partnership

Partners have given the following examples of effective partnership working where the partnership working has given added value to the work.

ABE Sutherland

As part of the ILC group in Farr the Coordinator took part in a Well-Being Week in Bettyhill and Tongue. ABE supported introductory classes in Healthy Eating and in plate painting.

Apex Scotland

Again we continue to have an excellent working relationship with Prison Literacies Liaison Officer and the other services that Apex offer. Both Norman Ross and Apex continue to attend shared training dates through HALP and access to conferences and seminars. There is a good line of communication between partners to permit best practice. We have delivered in partnership with the Prison Literacies Liaison Officer 3 ITALL courses a further course is due to be delivered in May 2011. Apex are willing to continue with this arrangement for any future provision. We have been involved and pro-active with HALP conference in Inverness and more recently in Elgin. Although at present Apex do not have services in the Moray area, we thought that facilitating a workshop at the Open Doors Event would promote the innovative work delivered in partnership by HALP and Apex Inverness. We offer our continued support for the Prison Literacies Liaison Officer and the LOOP network. Workshop is to be delivered at the LOOP conference in April 2011.

ESOL Providers Network

Managed by the ESOL Coordinator under the auspices of the WEA, Providers of ESOL have communicated and worked together to set up a website where classes and resources can be set out. This has ensured that duplication is avoided and progression routes maintained and developed.

Inverness College

We partnered the British Army and delivered two literacy courses for army personnel at Fort George to allow for accreditation to be gained for basic level literacy and numeracy.

Lead Scotland

NHS Highland (Speech and Language Therapists, Occupational Therapists, Community Nurses, Chest, Heart and Stoke Nurses) were the most important partner as follows:

- taking joint responsibility for selecting suitable clients for referral to our project and promoting the value of learning progression to them in the first instance.
- Sharing resources and expertise with us to maximise the quality of the learning experience for the learner (e.g. in-depth knowledge of speech and language therapies, CD ROMS and other interactive learning tools
- Being open and approachable as a partner, motivated by finding the best outcomes possible for their clients

Pulteneytown People's Project

We liaise with the Adult Basic Education Coordinator in Wick and have talked about her visiting the groups and helping anyone who requires one to one help with literacy or numeracy.

TAG Highland

As part of our service we work in Partnership with NHS Highland, Highland Council Social Work Department. We work closely with various partners nationally and locally such as Job Centre Plus, Scottish Union of Supported Employment , Momentum, Leonard Cheshire, Highland Employment Network, Highland Adult Literacies, UHI particularly Inverness college and are currently working closely in Aviemore Learning Centre with Inverness College, Various Referral Agencies, Employers and Training Centres.

Though working in partnership we are able to add value to the learners' journey, and focus on their needs, be clear what we can offer and work together to assist learners' progression.

WEA Workplace Literacies

Working with STUC, TSSA, USDAW, UNISON, Highland Homeless Trust, Community Development Worker Army Welfare Service Highlands, ABE and the private sector (Carlton Clubs) has allowed us to engage with new learners and provide an expanded range of opportunities in the workplace.

WEA Workplace ESOL

We work with Highland ABE and the ESOL Providers Group to signpost courses

8 Quality Of Literacies Learning

Quality improvements made by organisations over this year in relation to the delivery of literacy/numeracy/ESOL

What action has been taken to improve the quality of delivery?

Apex Scotland

We continue to ask at regular intervals for feedback by asking learners, partner agencies and staff to complete surveys. Through this we can implement and take forward anything that may enhance the delivery of our service and the roles of all involved. We continue to operate under the guidelines of Business Improvement Audit.

Highland Council Interrupted Learning Service

Regular meetings with partners and tutors to monitor and evaluate what is being developed and delivered.

Inverness College

The College has a comprehensive quality assurance and enhancement programme that is formally audited by HMIE on an annual basis. We are also audited by the various awarding bodies (eg SQA, Cambridge (ESOL)). All staff are involved in evaluative activities and all students are invited to provide feedback both formally at course team meetings and through structured questionnaires, and informally through focus groups, comments cards and student representatives. All students are invited to feedback whether full time/part time/work based/distance/on line etc.

Lairg Learning Centre Association

Partners discuss possible developments and progress.

Lead Scotland

The quality of service and delivery of the project is reviewed every six weeks with the learning co-ordinator. At this stage any issues involving quality is assessed and an action plan implemented.

Pulteneytown People's Project

By doing initial evaluations and evaluation statements with all users and measuring their progress against these.

WEA Workplace ESOL

- Monthly Tutor Training workshops
- Selection of experienced tutors
- Control over learning materials
- Review of course documentation
- Coordinator visits to each course.

TAG Highland

- Ongoing staff development within NHS KSF (Key Skills Framework)
- Student evaluation feedback forms interim Independent evaluation produced by Antara.
- Effective communication with regular staff meetings with a dedicated section for Training Developments taken by our Training Co-coordinator ensuring staff are involved in developments and are kept well informed of new developments
- Participant involvement via Get Togethers and regular HUG meetings providing a safe environment whereby individuals can give feedback on their experiences and any improvements they would like to put forward.

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

- Through an electronic survey we ask for feedback from funders, partners, learners and service users.
- Partners
- Feedback from referring agencies.
- The learning co-ordinator, Regional Development Manager and learner on a local basis. On a national basis it is a group made up of, volunteers, board members, staff and learning and development officer.
- All workers involved. The quality of the learning programmes is discussed at team meetings and actions are put in place with review dates.
- All users fill in a short end of class evaluation which shows what is and isn't working and what activities the learners themselves find works for them.
- The learners and tutors have all had the opportunity to contribute to the evaluation
- SQA and Internal Verifier
- Course co-ordinator.
- Participants, Staff and Consultants

How has the evaluation been conducted?

- Using regular surveys, other forms of structured data gathering and data gathered during customer contacts in order to determine and enhance relationship satisfaction levels. Evaluation continues to be carried out while completing ILP's and our positive future self assessment and action plan. Our learners now have the ability to control their information and are able to update their data online through our virtual client portal.
- Regular meetings with partners and tutors to monitor and evaluate what is being developed and delivered.
- Meetings and e-mail.
- By using the PQASSO & HGICOLD frameworks
- All service users fill in measuring progress forms using a tick box system. These are followed up every six weeks to show learner progress. Evaluation statements are also used, again using a tick box system. These are also measured at intervals to measure progress.
- End of class evaluations are a good indication of what does and does not work.
- Written evaluations and verbal reports.
- Review of course documentation
- Submission of SQA scripts to IV.
- Questionnaires- for the individual courses
- Questionnaires (Entry, Exit and Follow Up)

What quality framework(s) has your organisation used?

- As in previous years Apex Scotland continues to use the Business Improvement Assessment which follows the model of EFQM (European Foundation for Quality Management)
- Quality Framework for Self Evaluation (Literacies in the Community)
- How Good is our Learning Community (HMIE)
- PQASSO & HGICOLD
- ALN Curriculum Framework.
- The WEA continues to use the SQA performance criteria as well as general SQMS guidelines. And 'How good is your Community Learning Development' performance indicators
- SQA
- WEA UK organisation.
- NHS Quality Framework
- OCR SQA
- SUSE Supported Union of Employment Framework

How are barriers for excluded communities/groups/individuals addressed?

- This is ongoing and we strive to support our learners by taking a holistic approach to their needs. While focusing on their literacies, we can also assist them with their benefits, criminal record relevance to employment, relapse prevention, health care needs and housing. Being able to provide this learning experience makes it easier for them to maintain their engagement with us.
- Known individuals provide additional support to overcoming barriers of engagement.
- Consideration is given to all individuals.
- By delivering a service on a 1-1 basis in the learner's home.
- Discussed at team meeting after barriers are identified. We work around them by finding a solution to the barrier e.g. if an individual doesn't want to attend through lack of confidence, a worker will pick them up from home and take them to the group and make sure they get one to one time.
- Good relationships with trade unions ULR's and ABE
- Arrangements are made with the employer to meet with their staff and assessments are made based on ability from the assessment forms.
- Provision of local learning centres for ease of access
- Centres staffed with experienced empathetic staff (Some former Mental Health Users).
- Re-imburement of travel and dependent care costs
- Flexible mode of delivery of learning opportunities. Participants can work at own pace and level. Support workers can come along with participants, particularly at the early stages of learning
- Support does not have to be at centre, it can be in the community wherever suitable.
- We work closely with various other agencies Housing Associations, Homeless Centre, APEX, CMHT, Social Work etc.
- An element of aftercare is provided with some on going support, particularly if it is supported permitted work.

9 Organisation Funding Table

Funding Source	Amount	Details
Highland Council Core Funding	412,380	Highland Adult Literacies Budget
Highland Council Core Funding	165,774	Adult Basic Education Budget
Scottish Government	64,000	ESOL Grant
Scottish Government	7,560	Offender Literacies Learning Challenge Fund
Scottish Government	880	Contribution to PiP4 Conference
HIE	6,320	Match funding for Skills for life for Migrant Workers
Highland Leader	4,673	Contribution to Learner Conference
North Forum	1,500	Ready Study Go Contribution
ESF	32,940	Grant for Skills for life for Migrant Workers
ESF	10,363	Grant for Tutor training and e-Training Development
Highland Council Adult Learning Grant	6,000	Grant to Lead Scotland Project
TSSA	1,000	Contribution to WEA Workplace provision
Total	713,390	

Comments

The table does not include literacies and ESOL funding of the colleges. The total shows a reduction in funding of about £80,000. This comprises mostly a reduction of funding for ESOL from the Scottish Government, from Highland and Islands Enterprise and the European Social Fund.

The amounts given above do not show the amount of in-kind contribution that all partners offer, to a greater or lesser extent, often without formal acknowledgement.