

Adult Literacy and Numeracy Strategic Plan

2006 - 2008

Local Authority: Highland_____

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The completed Strategic Plan should be sent by e-mail to Isabel Russell (isabel.russell@scotland.gsi.gov.uk) by 30 December 2005.

PLEASE NOTE THAT WE NOW REQUIRE STRATEGIC PLANS (AND ANY SUPPORTING DOCUMENTS) IN ELECTRONIC FORMAT AND HARD COPIES SHOULD NOT BE SENT.

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2. STRATEGIC PARTNERS AND NON-STRATEGIC PARTNERS

Please list the organisations that are involved strategically in the Partnership and what their respective roles are.

The Highland Adult Literacies Working Group is a sub group of the Highland Community Learning and Development Strategy Partnership. This group assumes a strategic role for the Adult Literacies Initiative and collectively takes all strategic and funding decisions. New members may join the group as appropriate. Currently the Working group comprises the following organisations.

Strategic Partner (name)	Role
Workers Educational Association	Chair of HALWG
Sabhal Mor Ostaig	Partner on HALWG
Inverness College	Partner on HALWG
North Highland College	Partner on HALWG
Highland Libraries	Partner on HALWG
Highland Council Adult Basic Education	Partner on HALWG
Careers Scotland	Partner on HALWG
Lead Scotland	Partner on HALWG
Porterfield Prison	Partner on HALWG
Training and Guidance	Partner on HALWG
Highlands and Islands Enterprise	Partner on HALWG
Jobcentre Plus	Partner on HALWG

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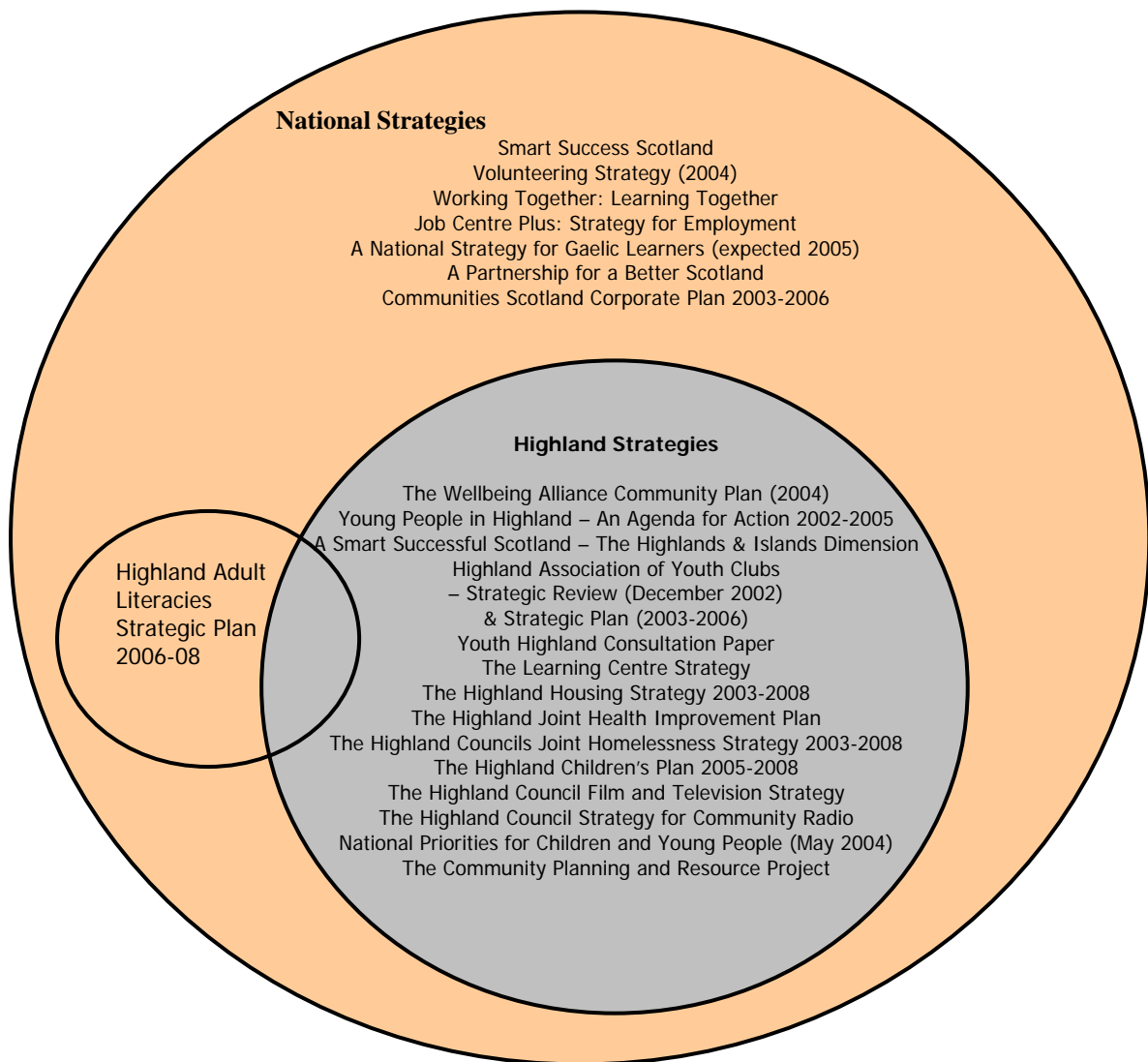


Diagram to show how the Highland Adult Literacies Partnership links to the other strategic partnerships in the area, including the Community Planning Partnership structure.

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3. STRATEGIC AIMS, OBJECTIVES AND FINANCIAL ALLOCATION

Please list each Strategic Aim followed by its Infrastructure and/or Delivery Objective/s, as appropriate.

Opposite each Objective list the Strategic Partner/s or non-Strategic Partner/s who will be involved in taking forward the activity/ies to achieve that Objective.

Please tick in which year you expect to achieve the objective/s.

Please give an indication of the total resource allocation against the overall objective.

If you propose to have a Challenge Fund please give the strategic reasons for this.

The Highland Adult Literacies Working group has decided to offer all monies not needed for co-ordination, administration and training as a Challenge Fund which shall be available to all partners to bid in to. This includes established services such as Adult Basic Education, Prison Literacies Liaison, Workplace Literacies and Youth Literacies which, while funding is reserved for them each year, are still required to provide evidence of satisfactory activity against funding received before further funding is released. This method of working has been found to work well in an area where much delivery depends on small local organisations engaging with potential learners and delivering literacies. Normally funding is released from the Challenge Fund only when it is evident that organisations seeking funding for projects are working in partnership with other organisations.

Please also show how much of the Challenge Fund will be allocated against each objective.

We have not included the Colleges' funding in the table below because we have no jurisdiction over their finances.

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a) Strategic Aims and Objectives	b) Strategic Partners/ Non-Strategic Partners	c) Allocation of funding against Objective £				d) Target Achievement Year	
		Total Funding		Challenge Fund		2006-2007	2007-2008
		2006-2007	2007-2008	2006-2007	2007-2008		
Strategic Aim 2 <i>Encourage more learners to complete ILPs and to progress on to further opportunities – more learning/work/community participation/input to family life due to learning</i>	<i>HALWG and providers and project managers</i>	164,500	159,374	85,000	85,000	<i>Most objectives are building on work to date and we envisage achieving all in the first year and improving and developing on them in the second. Specific and detailed targets to be achieved each year will be included in our operational plan to be finalised at the start of 2006. These will all cross reference to objectives in this Strategic Plan</i>	
Infrastructure Objective:							
<i>i) Continue to ensure that every literacies project develops an ILP with learners (or where more appropriate, a Group learning Plan)</i>	<i>HALWG and partners involved in delivery and literacies projects</i>	32,000	30,000	15,000	15,000		
<i>ii) Continue to develop opportunities for learner feedback</i>	<i>HALWG and partners involved in delivery and projects.</i>	37,500	34,374	20,000	20,000		
<i>iii) Provide more opportunities for progression and expand progression pathways whether through e-learning or face to face</i>	<i>HALWG and all partners</i>	60,000	60,000	30,000	30,000		
<i>iv) Put monitoring and evaluation of delivery in place to ensure quality provision and progression for learners</i>	<i>HALWG</i>	35,000	35,000	20,000	20,000		
Appendix 1 asks for information on the detailed activities which will be carried out to achieve the objectives and does not need to be included here.							

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- One target group that has become more prevalent over the past few years is those requiring ESOL provision. This is a rapidly expanding group and we are currently at the limit of our resources for this. This is a difficult group to plan for as numbers are constantly fluctuating and it is a very mobile group that follows work wherever and whenever it is available. The findings from the recent report commissioned by HIE on Migrant Workers in the Highlands and Islands (<http://www.hie.co.uk/migrant-workers-2005.html>) suggest that we are at present only addressing the tip of an iceberg. The Report findings show that
- The number of National Insurance Numbers registrations of overseas nationals for the HIE area has more than doubled over the tax years 2003/04 and 2004/05, from 1,235 to 2,555 respectively. In Scotland as a whole, these registrations went up by nearly 50% over the same period.
- For Highland area this equates to 1630 people in the year 2004/05 as opposed to 750 people in 2003/04 and 255 in year 2001/2 – a 600% increase in four years.
- In the tax year 2004/05, 1,320 (52%) overseas nationals registered in the HIE area on the national Recording System were from the EU accession states and this proportion probably reflects the situation in the Highland area.
- Around 84% of these registrations are people under 34 years of age, and approximately 40% are younger than 25.
- We are currently carrying out an assessment at present to gauge the extent of the need for basic literacies support for this group. Anecdotal evidence shows that a substantial number require basic English language skills. This group represents approximately 50% of those asking for (and currently receiving) literacies provision in Highland.

Need	(total of people in area who, from research, are estimated to need ALN support)	27,725
Demand	(total of people in need who ask for support)	1,228
Supply	(total learner places available within resources)	1,179
Unmet Demand		49
Unmet Need		26,546

c) Please describe your system for ongoing statistical needs analysis during 2006-2008.

Regular reports from ABE Co-ordinators based in the 8 local areas of Highland are a vital link into the needs at local level. These are submitted to the HAL Working Group on a quarterly basis and outline in detail the supply and demand in each area. An electronic data collection system is imminently to be installed in Highland and this will make assessment and analysis more efficient. The ABE Co-ordinators also work closely with other partners in their respective areas to progress their local CL&D Plan.

The other organisations represented on the HAL Working Group contribute information from their specialist areas of work and most of the representatives are also involved in other Highland Strategies so can feed information back to the Group.

The Adult Literacies Co-ordinator sits on other groups such as Financial Inclusion, Training and Guidance (mental health), Highland Drug and Alcohol Action Team and can pass information to the Working Group.

Themed literacies officers(workplace, prison liaison, youth) collect on-going statistics in their respective fields and report these back to the Working Group regularly.

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7. MONITORING OF PARTNERSHIP

Please provide details of the Partnership's processes for monitoring its strategic progress and the progress in relation to partners'/providers' delivery of activities and achievement of outcomes.

We plan to continue as currently i.e. individual projects are monitored by HALWG. Report of HALWG/minutes is presented to CL&DSP. An independent evaluation of the Highland Literacies initiative as a strategic partnership will be carried out towards the end of the lifetime of this Strategic Plan.

An annual "LEAP day" will be held which will include a focussing activity by the Working Group and an opportunity for CL&D Partners to have input. This will identify gaps in provision and progression opportunities and highlight good practice.

How will monitoring information be used to implement change within the Partnership?

HALWG will use monitoring information for forward planning and development to actively promote and encourage ALN projects and partnerships in certain geographical areas where gaps are perceived and among identified groups according to the monitoring info received. The Challenge fund helps this process

8. EVALUATION OF PARTNERSHIP

Please provide details of your plans to evaluate the Partnership's progress in terms of its strategic aims and objectives. Where appropriate, please provide details of both internal and external evaluation methods.

A LEAP day each year as described above will allow the partnership to self evaluate annually. This will include an opportunity for the HALWG to review their progress as well as an occasion for the wider partnership to become involved in future planning.

An external evaluation will be conducted again in 2007 in preparation for the continuing Strategic Plan.

The Adult Literacy and Numeracy Strategic Plan is incorporated within the Action Plan of the Community Learning and Development Strategy for the Highland Area 2005-2008 and as part of this wider strategy partners will be involved in How Good Is Our Learning and Development 2. Adult Basic Education Co-ordinators will be the links from HAL to the local area planning partnerships.

The HALWG currently monitors individual partners and projects according to the LIC self evaluations which are mandatory for projects and for the main providers for the annual End Year Report.

Please include your annual evaluation report of the Partnership.

*Attached – End Year Report Evaluation
2005 Independent Evaluation*

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10. QUALITY OF LEARNING

Please state the quality improvements anticipated by each of the main partners/providers in relation to the Quality of Learning programme.

Please state how the partner/provider intends to improve the quality of learning. (Use one sheet per provider.)

Name of Partner/Provider – Highland Council - Adult Basic Education

Quality of Learning	EYR Level 2004-05	Projected Level 2005-06	Projected Level 2006-07	Projected Level 2007-08
Entry Pathways	2	3	3	3
Learning and Teaching	3	3	3	3
The Curriculum	3	3	3	3
Guidance and Support	3	3	3	3
Exit Pathways	2	3	3	3

What action will the Partner/Provider take to improve quality?

Apart from responding to local need, there are some key areas for action which ABE intends to undertake on a regional basis. These are outlined in the ABE Action Plan 2006-07. These priorities include:

- Family literacy
- Increasing ESOL provision and identifying progression routes
- Use of new technologies to enhance literacies learning

At the November 2006 meeting of all Area Co-ordinators, priorities will be set for 2007-08.

Who will be involved in the evaluation of the quality of learning programmes?

The Adult Literacies Strategy Officer, Line Managers, Area Co-ordinators, tutors and learners.

How will the evaluation be conducted?

Evaluation will be conducted using quantitative and qualitative methods eg statistical evidence, questionnaires interviews and anecdotal evidence.

What quality framework(s) will be used by the Partner/Provider?

How Good is our Community Learning and Development 2

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10. QUALITY OF LEARNING

Please state the quality improvements anticipated by each of the main partners/providers in relation to the Quality of Learning programme.

Please state how the partner/provider intends to improve the quality of learning. (Use one sheet per provider.)

Name of Partner/Provider – Lairg Learning Centre Association

Quality of Learning	EYR Level 2004-05	Projected Level 2005-06	Projected Level 2006-07	Projected Level 2007-08
Entry Pathways	N/A	3	3	3
Learning and Teaching	N/A	2-3	3	4
The Curriculum	N/A	2	3	3
Guidance and Support	N/A	3	3	4
Exit Pathways	N/A	2	2	3

What action will the Partner/Provider take to improve quality?

The Lairg Learning Centre are part of the Sutherland Network of Learning Centres and part of a network formed under HIE and UHI.

Who will be involved in the evaluation of the quality of learning programmes?

Learndirect Scotland and internal evaluation.

How will the evaluation be conducted?

By Learndirect Local Officer

What quality framework(s) will be used by the Partner/Provider?

Literacies in the Community Good Practice Framework and guidance from Learndirect Scotland and UHI.

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10. QUALITY OF LEARNING

Please state the quality improvements anticipated by each of the main partners/providers in relation to the Quality of Learning programme.

Please state how the partner/provider intends to improve the quality of learning. (Use one sheet per provider.)

Name of Partner/Provider – TAG Highland

Quality of Learning	EYR Level 2004-05	Projected Level 2005-06	Projected Level 2006-07	Projected Level 2007-08
Entry Pathways	2-3	2-3	3-4	4
Learning and Teaching	3	3	3-4	3-4
The Curriculum	2	2-3	3-4	3-4
Guidance and Support	2-3	3	4	4
Exit Pathways	3	3	4	4

What action will the Partner/Provider take to improve quality?

Ongoing consultation with users on a one to one basis and through forums.
 Extended networking and sharing of good practice and resources.
 Additional learning opportunities: outreach, financial and via development of Social Enterprises and learning opportunities in a realistic commercial environment with EQUAL UHI Development Partnership
 Increased range and breadth of stakeholders.
 Ongoing monitoring and reviewing and action planning and implementation.

Who will be involved in the evaluation of the quality of learning programmes?

Highland Adult Literacies as part of monitoring.
 NHS Highland Human Resource Development team involvement.
 Management Team
 Users

How will the evaluation be conducted?

Feedback through user one to one and forums
 Feedback from other stakeholders
 Questionnaires collated and reviewed and improvements and development action taken
 External evaluation to be carried out

What quality framework(s) will be used by the Partner/Provider?

Knowledge and Skills Framework
 SQMS
 SQA
 City & Guilds
 Adult Literacy Framework for Scotland

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10. QUALITY OF LEARNING

Please state the quality improvements anticipated by each of the main partners/providers in relation to the Quality of Learning programme.

Please state how the partner/provider intends to improve the quality of learning. (Use one sheet per provider.)

Name of Partner/Provider – North Highland College

Quality of Learning	EYR Level 2004-05	Projected Level 2005-06	Projected Level 2006-07	Projected Level 2007-08
Entry Pathways	2	3	3	3
Learning and Teaching	3	3	3	3
The Curriculum	3	3	3	3
Guidance and Support	3	3	3	3
Exit Pathways	3	3	3	3

What action will the Partner/Provider take to improve quality?

Greater student involvement through Individual Learning Plans will ensure that students' own concerns are addressed. An HMI inspection is imminent during 2006-2007 and in preparation for this we will be looking closely at our learning and teaching strategies. All staff are undergoing teacher training.

Who will be involved in the evaluation of the quality of learning programmes?

Learners, tutors by peer mentoring, observation as part of PDA and TOFE as well as Introduction to Teaching module for staff only teaching a couple of hours per week

How will the evaluation be conducted?

Student questionnaires, 'critical incident' questionnaires and self-evaluation through critical self-appraisal and reflective journals.

What quality framework(s) will be used by the Partner/Provider?

SQMS

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11. QUALITY OF ORGANISATION

Please state the quality improvements anticipated by each of the main partners/providers in relation to the quality of the organisation. (Use one sheet per provider.)

Name of Partner/Provider – Workers' Educational Association

Quality of Organisation	EYR Level 2004-05	Projected Level 2005-06	Projected Level 2006-07	Projected Level 2007-08
Policy and Planning	1-2	2	2-3	3
Resources	2-3	2-3	3	3
Staffing	2-3	2-3	3	3-4
Management	2-3	2-3	3	3
Staff Development	3	3	3	3-4
Monitoring and Evaluation	2-3	2-3	2-3	3

What action will the Partner/Provider take to improve quality?

Sufficient tutor training, both within the WEA and the wider partnership will be offered to tutors and project workers. Any good practice will be shared throughout the literacies partnership. Within our ESOL Hi Hopes project, there will be the opportunity to work across the sectors to develop the capacity of ESOL practitioners.

Who will be involved in the evaluation of the quality of the organisation?

As an organisation, we evaluate on a regular basis. We would be happy to complete any questionnaire, to be interviewed (the literacies partnership has just undergone an external evaluation) or whatever form of evaluation is felt to be worthwhile.

How will the evaluation be conducted?

Staff are given reviews on an annual basis. Tutors are supported and asked to comment on all aspects of their teaching experience in their own evaluations each term. Students also complete evaluations.

What quality framework(s) will be used?

The WEA is bound by SQMS and use this as our bench mark for quality. In addition, we are an SOA centre and have annual audits. Within the context of literacy, we will also continue to use the LIC framework.

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11. QUALITY OF ORGANISATION

Please state the quality improvements anticipated by each of the main partners/providers in relation to the quality of the organisation. (Use one sheet per provider.)

Name of Partner/Provider – TAG Highland

Quality of Organisation	EYR Level 2004-05	Projected Level 2005-06	Projected Level 2006-07	Projected Level 2007-08
Policy and Planning	2	3		
Resources	2	2-3		
Staffing	2	2-3		
Management	2-3	3		
Staff Development	3	3		
Monitoring and Evaluation	3	3		

What action will the Partner/Provider take to improve quality?

Ongoing, continuous personal development embracing the NHS Knowledge and Skills Framework and the Development Review Process for staff upskilling and action research.

Action planning CPD for all clients with appropriate transition support.

Development of Social Enterprise Model to provide realistic commercial opportunities for clients. Continued Membership of SUSE encompassing the quality framework outlined in the Blueprint for the Scottish Executive.

Organisation working towards SQMS.

Who will be involved in the evaluation of the quality of the organisation?

Self Evaluation NHS Highland and External Evaluator (Donald Macleod)

Monitoring from Highland Adult Literacies

How will the evaluation be conducted?

Introduction, interim and exit questionnaires with follow up six monthly after leaving. This will form part of the tracking process.

Ongoing recording, monitoring and reviewing, development, action planning and informed decision making. Development of database for effective information management.

Co-ordinator review meetings.

Regular management and stakeholder meetings which include users.

What quality framework(s) will be used?

Highland Adult Literacies Guidelines

SQA

City and Guilds

OCR

SQMS

Internal NHS Highland

Literacies in the Community

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11. QUALITY OF ORGANISATION

Please state the quality improvements anticipated by each of the main partners/providers in relation to the quality of the organisation. (Use one sheet per provider.)

Name of Partner/Provider – Inverness College

Quality of Organisation	EYR Level 2004-05	Projected Level 2005-06	Projected Level 2006-07	Projected Level 2007-08
Policy and Planning	2	2	2	2
Resources	3	3	3	3
Staffing	3	3	3	3
Management	3	3	3	3
Staff Development	3	3	3	3
Monitoring and Evaluation	3	3	3	3

What action will the Partner/Provider take to improve quality?

Use the college's system for improving quality – one which links into HMI Self Evaluation. Within the Communication department, two members of the core team work with non-specialists in parent schools to ensure quality and standards are maintained.

Who will be involved in the evaluation of the quality of the organisation?

All tutors
Senior lecturer
SQA external moderators

How will the evaluation be conducted?

All student work is sampled by a member of the team under our internal moderation procedure. All non-specialists teaching Communication, work closely with a member of the core team to ensure that standards are met. Findings are recorded, including any remedial work required, before work can be accepted as a pass.

What quality framework(s) will be used?

SQA

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Appendix 1 – ACTIVITIES

	Activities	Area/s of life covered by the activity (no. 1 – 4)	Target Group/s (see guidelines)	No of learners to be involved		Partner/s Provider/s responsible (name)	To be completed by (tick)		Financial Resources Allocated £	
				2006-2007	2007-2008		2006-2007	2007-2008	2006-2007	2007-2008
Strategic Aim 1										
<i>Encourage greater participation in adult literacy and numeracy by our target groups within the bounds of our resources.</i>									440,000	424,000
Infrastructure Objective:										
<i>i) Increase capacity and range of provision.</i>	<i>Train more tutors Encourage additional groups to undertake literacies projects</i>	<i>All</i>	<i>All</i>	<i>1650</i>	<i>1670</i>	<i>HALWG All CLDP partners could potentially be involved</i>	<i>✓ On-going</i>	<i>✓ On-going</i>	<i>150,000</i>	<i>145,000</i>
<i>ii) Continue Awareness raising among partners</i>	<i>Training sessions both open and targeted at specific groups</i>	<i>All</i>	<i>Partners</i>	<i>NA</i>	<i>NA</i>	<i>HAL and ABE staff</i>	<i>✓ On-going</i>	<i>✓ On-going</i>	<i>45,000</i>	<i>45,000</i>
<i>iii) Enable dialogue between practitioners and partners</i>	<i>Identify and use agreed ways of communication between partners and practitioners to ensure optimum communication. Organise specific events for practitioners/partners where issues can be aired and networking facilitated.</i>	<i>NA</i>	<i>Partners and Practitioners</i>	<i>NA</i>	<i>NA</i>	<i>HAL Co-ordinator and HALWG</i>	<i>On-going</i>	<i>On-going</i>	<i>35,000</i>	<i>35,000</i>

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	Activities	Area/s of life covered by the activity (no. 1 – 4)	Target Group/s (see guidelines)	No of learners to be involved		Partner/s Provider/s responsible (name)	To be completed by (tick)		Financial Resources Allocated £	
				2006-2007	2007-2008		2006-2007	2007-2008	2006-2007	2007-2008
Strategic Aim 2										
Encourage more learners to complete ILPs and to progress on to further opportunities – more learning/work/community participation/ input to family life due to learning	<i>Investigate good practice in effecting progression both within the Highland area and looking at other areas</i>	<i>All</i>	<i>All</i>	<i>165 learners recorded as moving on (rather than out)</i>	<i>167 learners recorded as moving on (rather than out)</i>	<i>HAL Co-ordinator and all providers and project managers</i>	<i>Nos achieved by end March 07</i>	<i>Nos achieved by end March 08</i>	<i>164,500</i>	<i>159,374</i>
Infrastructure Objective:										
<i>i) Continue to ensure that every literacies project develops an ILP with learners (or where more appropriate, a Group Learning Plan)</i>	<i>Develop the ILP and GLP and promote its meaningful use</i>	<i>All</i>	<i>All</i>	<i>1,650</i>	<i>1,670</i>	<i>HALWG and partners involved in delivery and literacies projects</i>	<i>On going Have agreed GLP in place by Sept 06</i>	<i>On going</i>	<i>32,000</i>	<i>30,000</i>
<i>ii) Continue to develop opportunities for learner feedback</i>	<i>Continue use of learner post learning questionnaire and organise events where learners may provide feedback</i>	<i>All</i>	<i>All</i>	<i>1,650</i>	<i>1,670</i>	<i>HALWG and partners involved in delivery and projects</i>	<i>Learner feedback questionnaire on-going. Hold 3 pan-Highland events for learners by end March</i>	<i>Ditto by end March 08</i>	<i>37,500</i>	<i>34,374</i>

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Appendix 2 - TARGET NUMBERS: SUMMARY

FORECAST TARGET NUMBERS (2005-06 should be taken from 2004-05 EYR and revised if necessary)	Actual Number 2004-2005 EYR	Forecast 2005-2006	Forecast 2006-2007	Forecast 2007-2008
1. Total number of adult learners participating in all ALN programmes (<i>per year, not cumulative</i>)	1,179	1,609	1,709	1,729
2. Total number of new adult learners joining in reporting year *	632	1,092	1,025	1,035
3. Total learning hours available for all ALN programmes (refers to 1 above)	42,417	57,900	61,500	65,250
4. Total learning hours available to new ALN learners (refers to 2 above)	16,550	28,400	26,650	26,900
5. Average hours per learner based on total learning hours available for all ALN programmes (i.e. divide 3 by 1)	36	36	36	36
6. Average hours per new learner based on total learning hours available for all new ALN learners (i.e. divide 4 by 2)	26	26	26	26

***PLEASE NOTE THAT IN END YEAR REPORTS YOU WILL BE ASKED FOR THE ACTUAL NUMBERS OF ESOL, WORKPLACE AND JOBCENTRE PLUS LEARNERS**

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Appendix 4 – STAFFING CAPACITY

Capacity and Resources	Local Authority			Inverness College			North Highland College			Voluntary Organisation – please total across all organisations			Other Please total for all organisations			Total for Partnership		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
No. of Support/ Development Staff																		
- Full Time (Headcount)	3	3	3	2	2	2	0	0	0	2	2	2	0	0	0	7	7	7
- Part Time (Headcount)	11	12	12	1	1	1	4	4	4	7	4	4	6	6	6	29	27	278
- FTE in total	8	9	9	0.7	0.7	0.7	1	1	1	1.5	1	1	1	1	1	12.5	13	13
No. of Volunteer Tutors																		
- Headcount	259	265	295	0	0	0	0	0	0	0	0	4	0	0	0	259	265	299
- FTE	14	14	16	0	0	0	0	0	0	0	0	0.5	0	0	0	14	14	16
No. of Paid Tutors																		
- Full Time (Headcount)	0	0	0	0	0	0	2	2	2	0	0	0	1	1	1	3	3	3
- Part Time (Headcount)	19	21	26	6	6	6	2	2	2	16	17	19	14	14	15	57	60	68
- FTE in total	2	2	3	1	1	1	3	3	3	3.5	4	4.5	3	3	5	12.5	13	16.5
No. of Learner Places	865	881	885	85	90	95	140	140	140	366	423	450	170	176	180	1,626	1,710	1,750
No. of locations (not including learner's or tutor's homes)	46	50	58	4	4	4	4	4	4	25	26	32	15	15	16	94	99	114
No of locations in learner's or tutor's homes*	1	2	3	0	0	0	0	0	0	2	2	2	0	0	0	3	4	5

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Appendix 6: STRATEGIC PLAN APPROVAL BY PARTNERS

This Strategic Plan has been circulated and agreed among the following Strategic Partners who are committed to a full and active role in its implementation and achievement of target outputs/outcomes.

Name of Partnership: _____Highland_____

Due to timescale the Strategic Partners have not been able to agree to the completed Strategic Plan although it has been agreed by all partners in draft format.

Name of Strategic Partner	Type (e.g. local authority, college, voluntary)	Contact Person in organisation	Email
Workers Educational Association	Voluntary	Hilary Lawson	Inverness@weascotland.org.uk
Sabhal Mor Ostaig	College	Alison Dix	sm00as@groupwise.uhi.ac.uk
Inverness College	College	Ann McKay	AnnC.McKay@inverness.uhi.ac.uk
North Highland College	College	John Sawkins	John.Sawkins@thurso.uhi.ac.uk
Highland Libraries	Local Authority	John Dempster	John.Dempster@highland.gov.uk
Highland Council Adult Basic Education	Local Authority	Julie Simmons	Julie.Simmons@highland.gov.uk
Careers Scotland	Public Sector	Shona Laidlaw	Shona.laidlaw@careers-scotland.org.uk
Lead Scotland	Voluntary	Jennifer Third	jthird@lead.org.uk
Porterfield Prison	Public Sector	Norman Ross	Norman.Ross2@highland.gov.uk
Training and Guidance	Public Sector	Alan Crombie	Invergordon.tag@cali.co.uk
Highlands and Islands Enterprise	Public Sector	Ruth Higgs	r.higgs@hient.co.uk
Jobcentre Plus	Public Sector	Clare Byrne	clare.byrne1@jobcentreplus.gsi.gov.uk