



POOLE ADULT LEARNING
THREE-YEAR DEVELOPMENT PLAN
2003-2006

Poole Adult Learning (PAL) 3 Year Development Plan 2003-06

Section 1 a) Mission

Poole Adult Learning will continue to support the achievement of LSC national and local objectives and contribute towards the local baseline targets set for the key areas:

- Extending participation in education, learning and training
- Increasing engagement of employers in workforce development
- Raising achievement of young people and adults
- Raising the quality of education and training and user satisfaction

The LSC Communications, Planning and Research Department has identified within the 2003 Learning and Skills Needs Assessment, specific local challenges in the sub-region:

- large numbers of adults in the workforce not currently possessing Level 2 or 3 qualifications
- nearly 40% of the local population is aged 50 or over
- a significant number of local employers have identified major skills gaps relating to ICT
- there is an under-demand for adult learning in the region which will require investment in IAG
- too few adults are participating in learning to maximise their potential and contribution to the economy
- approximately 25% of the region's population needs to improve their literacy and numeracy skills to enable them to maximise their potential

The Council's Vision, Mission and Objectives were presented in the Leader's Statement in July 2001. (*Reference: Adult Learning Plan 2003/04 p2*)

In response to the LSC Strategic Plan 2002-2005 Poole Adult Learning Vision, Mission and Objectives were reviewed and agreed in February 2003 for inclusion in the Adult Learning Plan. The mission will be formally reviewed with the LSC by April 2004. (*Reference: Adult Learning Plan 2003/04 p3*)

The overarching strategy formulated for the 3 Year Development Plan includes important FE and ACL developments in provision to address identified national priorities:

- widening participation
- advancing social inclusion
- developing family learning
- supporting sustainable community regeneration

PAL will achieve the objectives stated in the 3 year plan through key developments in the following areas:

- Community Learning Centres
- Co-ordinated Information and Guidance
- The curriculum portfolio for the over 50's
- The Local Authorities Infrastructure
- Innovative ways of engaging new learners

b) The range and nature of the provision offered

PAL will offer the people of the borough the right mix of quality provision to meet its learner, employer and community needs. We will achieve this through working collaboratively within the local authority and with external partners to ensure that provision matches the needs of learners and local communities. Target groups have been identified from key priority groups identified within 'Success for All' and the 'Learning and Skills Needs Assessment 2003 for Bournemouth, Dorset and Poole.

PAL has a unique contribution as a provider which is recognised in the organisation's ability to offer learning provision. Its individual qualities are demonstrated through:

Innovative Curriculum Teams

Quick flexible responsive provision

Good community links with schools, social services, voluntary sector

Uses LA Service Sector Infrastructure to recruit learners

Learning links with Libraries, Museums and the Arts

Excellent Basic Skills provision

Friendly, non, threatening welcoming environment

Widening and deepening participation approach

First mover in marketing

The range and nature of provision will be developed over the 3 years to improve access and learner choice. PAL has taken into account the current patterns of provision in the area and has targeted activities to ensure that provision meets the needs of the learners, employers and local communities and takes into account overlaps, progression routes and gaps. PAL has reviewed the nature and scope of provision in line with the key priority areas identified in the Strategic Area Reviews: widening participation, advancing social inclusion, developing family learning and supporting sustainable community regeneration. PAL has rationalised its educational offer and focused on learner access and demand-led provision through the following planned initiatives:

Year 1

- Invest and develop the first phase of a chain of Community Learning Centres based in Libraries Hamworthy, Rossmore and Canford Heath

- Recruit Community Liason Officers (CLO's) to promote adult learning in priority wards – Hamworthy and Alderney and to Leisure Services users
- Open 2 Learndirect Centres at Oakdale and Poole Central Library
- Develop timely progression routes with The College, The University and The Arts Institute using the Community Liason Officers
- Up-skill and re-skill the 50+ population of Poole through a targeted curriculum offer
- Increase each year the variety of embedded Basic Skills Literacy, Numeracy and ESOL programmes
- PAL will engage in partnership and collaboration with local arts organisations to establish ACL foundation programmes with progression routes onto accredited provision
- Expand the 'Artstart' programme with future plans of tying in Beauty courses starting with ITEC Theatrical Make-up
- Develop the Health & Social Care training provision for LA Social Services staff
- Generate a range of Lifeskills programmes to meet the needs of Social Services users
- Offer OCN programmes for volunteers, mentors and for the Community Learning Ambassadors Collaboration Project
- Refurbish the Hair & Beauty Facility at Oakdale site to accommodate larger group sizes and an extended programme offer
- Expand Family Learning Activities in Language, Music, ESOL, Literacy and Numeracy to include new schools, libraries, the Waterfront Museum and Local History Centre

Year 1-2

- Further develop the Library based Community Learning Centres in Hamworthy, Rossmore, Canford Heath, Broadstone, Creekmoor and Poole Central using the 'Inspiring Learning Framework'
- Develop a brand of Leisure and Health related programmes to be promoted and offered in Leisure and Fitness Facilities as a result of CLO work with Leisure Services

- Embed Basic Skills initial assessment and delivery across a range of subject and curriculum areas
- Introduce a range of Owner-Manager and Team Leading, NVQ in Library Services and Certificate in Information, Advice and Guidance Level 2 qualifications to be marketed to the appropriate unemployed, employed, voluntary and community learners
- Expand Level 2 and 3 provision in the Care, Hair and Beauty and IT programme areas
- Co-ordinate a network of qualified Information and Guidance staff across all learning access points
- Open a third Learndirect Centre in Rossmore Community College
- Expand Art provision with the emphasis on new media (music technology, web design, design packages i.e. garden design etc)

Year 1-3

- Target employer engagement of 10 local businesses in collaboration with the LA Strategic Planning Department and other providers
- Open a 4th Learndirect Centre in Hamworthy Community Learning Centre
- Use the Extended Schools provision across Poole to offer new and established provision

Specific developments in ACL

There is an identified local requirement for established ACL Leisure and Pleasure programmes for the high level of 50+ population. Gardening, Horticulture, Flower Arranging, Arts and Crafts. Sports, Leisure and Travel (Bridge, Swimming, Golf, Yoga Keep fit, Pilates, Tai-Chi, Badminton) Beauty Therapy, Local History and Literacy (Writing for Pleasure & profit) are good vehicles for advancing Basic Skills learners.

Year 1

- PAL will engage in partnership and collaboration with local arts organisations to establish suitable foundation programmes designed to increase entry opportunities in this curriculum area
- PAL will continue to develop the range of provision to meet the needs of the local communities and specific learner groups with learning difficulties or disability

Year 1-2

- Information and Guidance on ACL programmes will be enhanced through the network of trained IAG personnel at each learning access point
- Courses will be signposted with progression routes to encourage movement onto accredited provision
- A coherent ACL Additional Learning Support Strategy approach will be developed to broaden access to learning support

Year 1-3

- ACL provision will be available at Community Learning Centre access points – Oakdale, Rossmore, Poole Central Library, Hamworthy, Canford Heath, Broadstone, Creekmoor

Targets for provision:

Year 1-2

- 10% increase in year 1 in FE learners at Level 2 in Care, Health, Hairdressing and Beauty, ICT, Information and Guidance , Library Services, Team Leading,

Year 3

- 30% increase in Basic Skills Learners over 3 years on discrete and embedded programmes in ICT, Hairdressing, Beauty Therapy, Language, Art. New Media
- 20% increase over 3 years in learners with disabilities or learning difficulties generated from Social Services users.

c) Meeting local priorities

The Local Authorities learner related priorities are targeted at neighbourhood regeneration of Hamworthy, tackling disadvantage and promoting well-being through a community strategy and improved access to information through E government. (*ref Poole Bridge Regeneration Initiative, Poole Council Community Strategy, A Review of E-Government Strategy*)

The Learning and Skills Needs Assessment 2003 for Bournemouth Dorset and Poole identifies projections for 2010:

- Industrial change projecting higher levels of growth in Banking, Finance, Insurance, Distribution, Hotels and Restaurants, Construction and Public Administration
- Occupational change projecting higher levels of demand for Computing Services, Health and Social Care, Construction, Education and Retailing
- A numerical increase in the requirements for all qualifications and a significant increase in the proportion of high and intermediate skilled occupations
- 24.5% residents estimated to have literacy problems and 22.4% numeracy problems compared to 24% nationally for basic skills

The LSC's priorities identify an increase in Level 2/3 engagement, the need for re and up-skilling of the 50+ population and Basic Skills targets for the region of 8,981 learner achievements by 2004.

PAL will contribute to supporting the LSC local needs priorities:

Year 1

- Improve the IT skills at level 2 and 3 of the local authorities workforce and local business, through our Business2Business (B2B) arm of the service set up specifically to target workforce development
- Increase numbers of workforce employees engaged in Basic Skills programmes specifically targeting the LA and NHS
- Increase learner participation rates in the Hamworthy region by 10% in year 1 through the provision offer in the Community Learning Centre and Community Liason Officer activity

Year 1-2

- Increase access to Basic Skills, ICT, Food Hygiene, Professional, Leisure and Health qualifications in Community Learning Centres and extended schools
- Increase numbers in Family Learning through partnership with the local college and through the offer of a range of 'lads and dads' 'mums and daughters' and family language programmes

Year 1-3

- Increase the number of 50+ learners on ACL and funded programmes by 15% over 3 years using a targeted curriculum offer across the network of Community Learning Centre access points
- Increase learner numbers participating in Basic Skills programmes by 30% over 3 years utilising all available learning access points

d) Widening Participation

Using the Adult Basic Skills 2000, Basic Skills Agency data PAL has identified and targeted its main priority groups performing below the 4 national average of 24% from identified wards of deprivation and disadvantaged groups: Hamworthy, Turlin Moor and Alderney. Community Liason Officer (CLO) activity is based in the identified wards and targets these groups as high priority carrying out research into learner requirements and advising on progression routes.

PAL will tackle social exclusion by reducing barriers to learning through joint initiatives with Social Services, Transport, Leisure Services, the Voluntary Sector and Youth Services for the identified groups:

- Learners with Learning Difficulties and Disabilities
- Basic Skills learners
- Care Services users
- Leisure Services users
- Voluntary & Youth Services users

Work is in progress to improve access to learning for increased numbers of Social Services users through co-ordinated transport arrangements and the development of a range of programmes in Employment Skills, Horticulture and Basic Skills.

The Social Inclusion Officer and Health and Safety and Assets Manager will deliver the objectives as stated in the Race Equality Scheme (*Ref: Adult Learning Plan 03/04 Appendix 8b*).

Staff will continue to receive ongoing training in Equalities and Diversity and be given objectives for targeting learners identified within widening participation groups.

Effectiveness will be monitored through the Quality Assurance process and analysis of learner data.

Work on improving access to our main site at Oakdale for LDD learners is ongoing through capital expenditure of the DDA Fund and future capital funds will be targeted at our developing Community Learning Centres.

To address the concept of the Learning Community and to deepen participation further into community groups, PAL has joined with The College and Bournemouth Adult Education to launch a Learning Ambassadors Project as progression from the PALS Project. The theme will be broader, with the objective to target existing and future community leaders and staff working in the field. Objectives are to develop a qualification and learning package for identified community leaders, mentors and workers (Learning Ambassadors), train Ambassadors in first stage Information, Advice and Guidance. Once established Ambassadors will to advise providers on local learner needs, promote adult learning opportunities and progression routes and mentor others in the role.

Widening Participation Initiatives include:

Year 1

- 10 Learning Ambassadors for the community will be trained to qualification level
- Recruit a CLO to work with Leisure Services to identify learners and promote programmes in Health and Nutrition, Fitness and Leisure, Beauty and Holistic Therapies
- In partnership with Bournemouth University, embed a HE Summer School opportunity into AS and A2 Programmes to encourage progression into HE
- Establish improved transport links for Social Service users to access provision

Year 1-2

- Qualify the CLO's and first- line staff at Community Learning Centre access points in Information, Advice and Guidance to achieve a co-ordinated network of IAG points
- Develop a range of programmes for Social Services users in Arts and Crafts, Employment Skills and Horticulture

Year 1-3

- Community Liason Officers in Alderney, Hamworthy to research, advise and recruit a 20% increase in new learners from deprived wards over the next 3

years to engage in foundation and entry programmes in Literacy, Numeracy, ICT, Childcare, Hairdressing and Beauty and Employment Skills

- 20% increase in the number of learners with learning disabilities and difficulties over the next 3 years

e) Improving Employer Engagement

The sub-region economy of Bournemouth, Dorset and Poole is characterised by small companies, approximately 94% of business employ fewer than 25 people with the exception of Poole where the strong manufacturing base in the town is reflected in a typically higher proportion of businesses.

Employment growth in the next decade will be within white collar and service industries most notably caring and professional services, business and public service professionals and corporate managers.

There is a relative shortage of individuals holding vocational rather than general qualifications and this requirement for vocational qualifications will continue to increase.

Levels of employer satisfaction with the abilities of young people show employers are dissatisfied with young people's ability to write good English, communicate with others and solve problems.

Over one quarter 27.7% of Dorset Employers have reported skills gaps against 22.9% in England particularly in the Construction sector.

By the year 2010 low level skill occupations are expected to decline overall, intermediate skill level occupations are to increase by a higher level in the sub-region than regionally and nationally and high level occupations will increase strongly in the local economy in-line with the national trend resulting in 41% of the labour Force. The forecast suggests that largest numerical increases in employment will be in health and social care, construction, retailing, miscellaneous services and education.

(ref; Bournemouth, Dorset and Poole Needs Assessment 2003)

PAL will increase its contribution to economic regeneration through a process of research and consultation with users and non-users of training and development in businesses and the further development of its business arm of the organisation Business2Business (B2B) and Services2Business (S2B).

Year 1

- The marketing team will carry out a research project with partners to identify barriers to employer engagement in workforce development

- Collaboration with the LA's Personnel and Strategic Planning Department, Business Link, and the Voluntary Sector will assist us to promote learning opportunities to employees of local business

Year 2

- Develop a strong brand of business programmes under our B2B badge
- Delivery of a Basic Skills Training Plan and consequent training with the LA's Personnel and Training and Development Departments to up-skill current and future employees in Literacy, Numeracy and ICT skills to Level 2 and above
- A programme of basic Skills Delivery for the NHS and Primary Health Care Trust

Year 3

- Engaging and delivering training and development for 10 employers over 3 years

f) Approaches to Quality Improvement:

As stated requirement in the Success for All key priorities and the LSC Strategic Plan 2002-2006 PAL will continue to further improve our strengths and weaknesses in each of the curriculum areas as outlined in our Self-Assessment Review and take up LSC recommendations to record our achievements as a percentage against national benchmarks. We aim to target improvements in retention, achievement and success rates of learners to meet and exceed the national benchmarks. This objective will be achieved using the following initiatives:

Year 1

- A 2 year staff development strategy to qualify more than 80% teaching staff in FE and ACL delivery in line with the national target. To achieve 67%% in year one.
- A Retention Monitoring Scheme will be implemented by the Support Services staff on a weekly basis and poor attendance will be acted on through individual follow-up and programme review
- A robust quality cycle of learner feedback and course reviews will be implemented with the production of development plans for the end of year 1

Year 2-3

- Implement LSC recommendations on Self-assessment Review for quality improvements in teaching and learning
- Modernisation of all our learning facilities through an ongoing capital expenditure programme

g) Health & Safety

PAL will use the Self-assessment Review process to demonstrate our high level of commitment to the ongoing improvement of the arrangements for managing learner health and safety in-line with recognised best practice.

Responsibility for Health and Safety will continue to be the responsibility of the Senior Management Team and actions implemented by the Health, Safety and Asset Manager.

The Health & Safety Action Plan (*ref: Adult Learning Plan Appendix 1*) is monitored through the fortnightly Management Team Meetings and through annual audit by the LA.

PAL will ensure a safe working environment and operating practices for learners employees and the general public through the following:

Year 1

- A programme of Staff development in Health & Safety, Risk Assessment and Equality & Diversity to all middle management and programme co-ordinators by the end of year 1
- Audit of all off-site accommodation and produce resulting action plans by the end of year 1

Year 1-2

- Implement a comprehensive safe learner induction programme to encourage learners to play an active part in the process and develop practical transferable skills from their experience

Year 1-3

- Continue a 3 year programme of DDA and capital investment targeted at improving and providing modern, safe facilities across all learning access points

h) Property Strategy

To achieve our stated FE and ACL curriculum objectives and projected learner number increases from our widening participation strategy, PAL must increase access to learning across the conurbation. As part of the Culture and Community Services department of the LA we have the unique opportunity to maximise existing accommodation facilities in Libraries and Museums and to further utilise Leisure facilities.

The Oakdale Centre continues to play a central role in PAL operations. To comply with our mission to provide learning opportunities in modern facilities, not only are we looking to extend our learning access points into six libraries and leisure facilities, the management have proposed to members the potential to develop the Oakdale site as a learning resource centre majoring on the cultural industries which would have:

- A public library with specialist study block
- A revamped teaching and learning environment with specialist facilities for photography and digital arts, ceramics, local/oral history research, animation, health, leisure and beauty
- A linked centre for the Residents Association
- A linked health centre with specialist health information provision
- Allied community facilities e.g. café bar, creche, banking facilities and post office

It is perceived that additional stakeholders engaged in a multi-purpose site development will: increase participation rates, improve learner access to childcare facilities, enhance the concept of the learning community and increase potential for achieving Cove status.

The regeneration of Hamworthy and the Poole Bridge Regeneration Initiative are the focus of the Council's current strategic mission. PAL will contribute significantly to adult participation rates from this ward through the development of the Hamworthy Community Learning Centre. This will develop initially from Neighbourhood Learning in Deprived Communities funding investment in the Hamworthy Library facility into a purpose built Community Learning Centre as part of the Poole Bridge Regeneration Initiative.

By 2006 PAL will:

Year 1

- Create a Resource-based learning centre room at Oakdale for the delivery of Learndirect, ECDL, Additional Learning Support and for the provision of a drop-in facility for learners to work on self-directed study

- Maximise the joint use of facilities with Poole Libraries (Poole Central, Hamworthy, and Canford Heath) Museums and our partner Schools to deliver ACL and FE programmes
- Identify Leisure Service accommodation for the delivery of Health, Fitness, Beauty and Holistic programmes

Year 1-2

- Continue to develop learning access points in Broadstone and Creekmoor Libraries
- Further establish Leisure and Fitness accommodation and Facilities to broaden curriculum offer and learner access points

Year 1-3

- Develop the chain of Community Learning Centres at Oakdale, Alderney, Hamworthy, Broadstone, Canford Heath, Creekmoor, Poole Central
- Redevelop and modernise Oakdale site with identified stakeholders
- Open 4 Learndirect points at Oakdale, Poole Central Library, Rossmore Community College and Hamworthy Community Learning Centre

i) Staff Development Plan

PAL Continuing Professional Development Plan aims for all staff to be supported through a personal development programme. Management does not differentiate between the minimum teaching qualification requirement for FE funded and ACL programme delivery. Targets are in place to train 15 staff per year to Level 2 standard to exceed the 60% national targets for FE tutors by 05/06.

In addition a programme of Health & Safety, Equality & Diversity, Management Training and in-house skills days are scheduled for the coming year.

Staff development targets and objectives will be achieved through:

- Ensuring all new staff have an CPD plan agreed at induction
- Annual monitoring and targeting teaching qualifications
- The Observation of Teaching & Learning process to identify staff development needs and to monitor and encourage performance

- Implementation of a Tutor ICT Skills Audit and Training programme
- Continuing Basic Skills tutor development through the Volunteers Scheme

j) Management Information Systems

For the LA to make timely and accurate data returns to the LSC, it has increased the number of personnel involved in the production of reports for the ILR, ACL Termly Monitoring, Teacher Qualifications and Success Rates for the 3 yr Development Plan. The MIS staff have implemented the following development plan to ensure accuracy and efficiency of data handling:

- Identification of key staff to carry out enrolment inputting to reduce errors
- Attend staff development and networking events
- Implement an on-line booking system to ease access
- Install Aqua Access points in all key Learning Centre sites to enable enrolment processing

k) Assumptions and Risks

The elements of the 3yr delivery Plan which are critical to its success, depend on the following risks identified:

- Changes in fee policy for FE and ACL programmes
- LA services cuts impacting on libraries
- Continued capping of Additional Learning Support target numbers inhibits improvement to R&A
- Lack of LA funding contribution puts free ACL programmes for learners with disabilities at risk of closure
- A continued decline in public interest for ICT Training
- Loss of Basic Skills Teaching staff to other providers
- The Council's policy on the refurbishment of the Oakdale site