

Hartlepool Adult Education Strategy 2016 - 2026

Providing
20
Years of
Adult Learning
in Hartlepool

Transforming Learning,
Transforming Lives,
Meeting the needs of the
community and business

First Adult Education
Service in the country to
secure Investors in
Careers & Investors in
Volunteers Awards

 **HARTLEPOOL**
BOROUGH COUNCIL

Adult 
Education
HARTLEPOOL

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1 Foreword

- 1.1** As Chair of the Hartlepool Borough Council's Regeneration Services Committee, I am extremely proud to introduce the first Hartlepool Adult Education Strategy that sets out our shared ambition and vision to drive forward employment and skills development, community learning, entrepreneurship and business development that will lead to greater community cohesion, and a more prosperous, growing and resilient economy.
- 1.2** This will be a proactive strategy that will remain flexible to support key drivers such as the Council's Corporate Plan, Hartlepool Vision, Master plan, Economic Regeneration Strategy and the Tees Valley Combined Authority which will regenerate the Borough and sub-region.
- 1.3** The Strategy has been designed in consultation with partners to respond to the fast pace of economic change and to meet current and future demands of both learners and employers. It will also respond to the key ambitions of the Tees Valley Education, Employment and Skills Board.
- 1.4** It will contribute to Government targets such as increasing the Apprenticeship rate, improving Functional Skills (English, Maths and Digital Skills), preparing young people for the world of work, promoting a culture of enterprise and creating pathways to sustained employment within key growth sectors.
- 1.5** With ongoing investment, major regeneration developments, business growth and the forecasted 25,000 new jobs and circa 120,000 replacement jobs to be created over the next decade across Tees Valley, community learning, employment readiness and workforce skills development has never been so critical. That is why the Council will continue to enhance and formalise partnership arrangements with the public, private and voluntary sector so that we can collectively ensure residents have the right skills, work experience and qualifications to achieve their career aspirations and take full advantage of new opportunities.
- 1.6** The direction of this strategy will be formulated through the examination of data and local intelligence and engagement with stakeholders from the community, partners, employers, industry experts and educationalists who have the knowledge and expertise in which to ensure our resources have the greatest positive impact on the area. In addition and of fundamental importance, it will significantly contribute to the wider ambition of Tees Valley Combined Authority's growth strategy.
- 1.7** On behalf of Regeneration Services Committee, we fully endorse this strategy and look forward to reviewing its progress.



by Councillor Kevin Cranney
Chair of Regeneration Services
Committee

2 Introduction



Linda Hardy, Curriculum Support Assistant

2.1 Hartlepool Adult Education Strategy 2016-2026 provides the policy and strategic framework to support the ongoing implementation of Government and local priorities relating to areas such as increasing the Apprenticeship rate, improving community learning, increasing employment and skill levels, widening participation, developing stronger communities and transforming the quality of learning.

2.2 The strategy has been designed to ensure optimum benefits for the community, employers and the wider economy and has been split according to the key priority themes of: -

- Careers Education, Information, Advice and Guidance.
- Employability.
- Youth Employment.
- Learner Engagement.
- Community and Family Learning.
- Employer Engagement.
- Traineeships and Apprenticeships.
- Skills Development.
- Enterprise Development.
- Maths, English and Digital Skills and English for Speakers of Other Languages.

- Volunteering.
- E-Learning.
- Quality Improvement.

2.3 Within these themes, the strategy sets out how initiatives and activities will be developed that will lead to a greater emphasis on socio-economic inclusion for all, addressing skills shortages and up skilling the future workforce, tackling marginalisation and the causes of family poverty through partnership working, raising a learner's aspirations and progressing people into higher levels of education and learning and sustained employment.

2.4 The strategy has been developed to strategically position the service to work alongside key stakeholders such as educational establishments, post-16 providers, welfare to work providers, specialist providers and the voluntary and community sector so that there is a town wide curriculum offer that meets the demands of learners and growth sector areas.

3 Mission Statement, Aim and Objectives

The council has now established six strategic priorities as shown below which this strategy will support:

- 1 Growing our Economy, Jobs and Skills.
- 2 Regenerating our town.
- 3 Developing and promoting Hartlepool as a great place to live.
- 4 Developing new services for people and communities.
- 5 Building better beginnings and better futures for our children and young people.
- 6 Providing effective leadership based upon innovation and efficiency.

Our Mission Statement

“Transforming Learning, Transforming Lives, Meeting the needs of the community and business”.

Our Aim

To promote personal and professional growth by providing bespoke, high quality learning and educational opportunities that responds to the whole community and meets the demands of employers.

Our Objectives

- 1 Increase the economic inclusion of young people and adults through community learning and bespoke personal, social and employability initiatives.
- 2 Increase the employment and skills levels and develop a competitive workforce that meets the demands of employers and the economy.
- 3 Improve business growth by enhancing the culture of entrepreneurship.
- 4 To continuously raise performance in all aspects of our provision.
- 5 To increase retention, achievement and success rates to 90% in all subject areas and to increase progression rates for all learners to 50%.



Cheryl Travis assisting a pupil at West Eldon Grove Primary School

4 Measuring Success of the Strategy

Key Performance Indicator	Current Value	2019 Target	2022 Target	2026 Target
Overall Employment Rate	63 (June 2016)	69%	71%	73%
Unemployment Rate	4.7% (November 2016)	4%	3%	2.5%
Youth Employment Rate – 16 to 24 Years	45.3% (June 2016)	51%	53.5%	55%
Youth Unemployment Rate	3% (November 2016)	2.6%	2.4%	2%
Self-Employment Rate	10.6% (June 2016)	11%	11.5%	12%
Apprenticeship Starts	1,460 (2015/16)	1,500	1,600	1,700
Proportion of Residents with No Qualifications	11.8% (2015)	11%	10.5%	10%
Proportion of Residents with NVQ Level 2 or Above	69.1% (2015)	70%	71%	72%
Proportion of Residents with NVQ Level 4 or Above	24.3% (2015)	25%	26%	28%
Reduction in Child Poverty	32.2% (2015)	Monitor Only	Monitor Only	Monitor Only
Reduction in the number of young people not in education, employment and/or training	4.5% (2015)	0%	0%	0%

5 Priority Areas

- 5.1.1** As the strategy evolves the curriculum will be further expanded, diversified and tailored to be responsive to local residents, the business community and emerging and growth sector areas.
- 5.1.2** The employment, learning, enterprise and skills programmes offered will be designed to support learners to effectively develop the necessary characteristics to succeed in employment and learning such as confidence, self-motivation, grit and resilience. Alongside this, there will be a real purpose and intent to equip non-employed and employed people with a range of skills, specialist sector specific knowledge and expertise to secure sustained, high quality employment. Specialist qualifications and programmes will be designed in consultation with industry experts and Tees Valley Combined Authority. Tees Valley Combined Authority and will offer learners a plethora of options including traineeships, apprenticeships, on and off-site training, work placements and volunteering.
- 5.1.3** Employers will be engaged with so that a comprehensive training needs analysis is undertaken on the whole workforce to facilitate up skilling, career development and progression training.

If you are looking to learn new skills, understand how your child develops and learns, or gain qualifications for employment then look no further!

UNLOCK YOUR POTENTIAL

Some of the courses we offer:

Animal Care	Counselling
Arts and Crafts	Early Years, and Health and Social Care
Creative Writing and Poetry	Working with Parents
Basic Car Maintenance	Get Back into Work
Cake Decoration	Keeping up with the Kids and Family Learning
Cookery and Home Baking Skills	Supporting your Child's Development
Languages - French, German, Italian	E-Safety for Parents
Construction	British Sign Language
Autism, Dementia, and Mental Health Awareness	English and Maths
Children and Young Peoples Workforce	English for Speakers of other Languages
Common Health Conditions, CPR Training	ICT for ESOL Users
Equality and Diversity	Business Administration, Office Skills, and Customer Service
Information, Advice and Guidance	Computing, including Excel and Photoshop
Life and Living Skills	Introduction to Enterprise, SAGE Payroll
Psychology	Manual and Computerised Accounts
Supporting Teaching and Learning in Schools	
Substance Misuse	
Working with Learning Disabilities	

Find Out More
Call 01429 868616
Visit www.haded.org.uk
Facebook: HartlepoolAdultEducation

OVER 80 NEW COURSES STARTING SOON

Adult Education HARTLEPOOL

HARTLEPOOL BOROUGH COUNCIL

Adult Education Victoria Buildings, 6-8 Tower Street, Hartlepool, TS24 7HD



5.2 Priority Learners

5.2.1 The priority learners groups have been split to employed and non-employed as shown below (This is not an exhaustive list and will be revised according to need identified).

5.2.2 Employed People:

- With low or no Functional Skills (English, Maths and Digital Skills).
- Without Level 2 / 3 Qualifications.
- To receive specialist, bespoke training that enables individuals to develop new skills and/or be re-trained.

- To support them to progress onto Higher Skilled Apprenticeships.
- To receive Careers Advice & Training Plans for Career Progression.
- Who are on low incomes and/or those who lack job security.

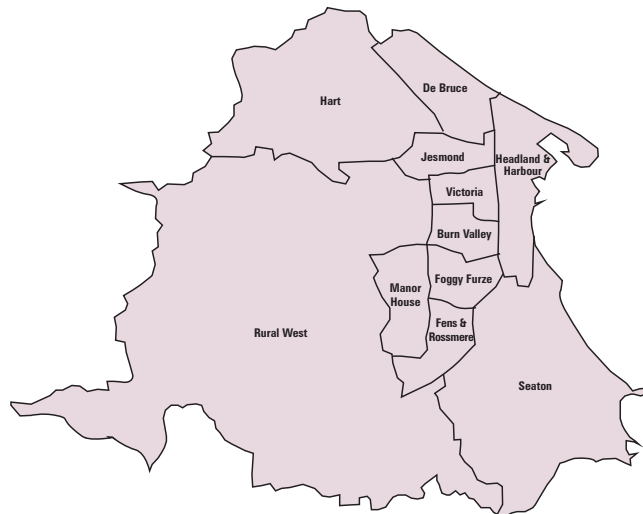
5.2.3 Non Employed

- Unemployed.
- Young unemployed, particularly long term unemployed.
- 16 to 18 Year Old NEETs.
- Lone Parents.
- Male and Female returners to the labour market.
- Carers.
- Older People aged 50+.
- Black and Minority Ethnic (BME).
- Learning Difficulties and Disabilities (LDD and/or mental health problems).
- People with Low or No Skills.
- Homeless People.
- People for whom English is a Second or Other Language.
- Working Age Adults who are unemployed and living in workless households.

Apprentices undertaking specialist Heritage Skills



5.3 Geographical Areas



5.3.1 Over the past thirty years, Hartlepool's regeneration and economic development activity has significantly improved the social, economic and environmental vitality of the town and it is now an enriched, vibrant and attractive area in which to live, work and socialise within.

5.3.2 The town has transformed key regeneration areas within this period including the docks and specific employment land sites, with The Marina and areas such as Queens Meadow Business Park acknowledged as flagship initiatives with the former offering excellent office, housing and maritime tourism facilities and the latter providing improved business infrastructure facilities which have increased inward investment. Furthermore, the UK Steel Enterprise Innovation Centre and the redeveloped Hartlepool Enterprise Centre offer excellent start-up units which have increased the number of new businesses across the town.

5.3.3 The town is now recognised as a major retail, service and manufacturing centre which significantly contributes to the sub region's Gross Domestic Product (GDP) and there is a long term Vision for Hartlepool and Master plan driven by the council which is supported by the community and businesses that will further aid major infrastructure work to regenerate the area and encourage and attract major investment which will lead to sustained economic growth.

5.3.4 Through this transformation, the town has witnessed considerable success in tackling inequalities and social exclusion has helped narrow the gap on key regional and national indicators such as youth unemployment. However, deprivation and poverty still remain across Hartlepool and the town is still ranked the 18th most deprived area in the country, with eleven wards and 58 Lower Super Output Areas (LSOAs) in the top 5% of the most deprived wards in the country and six wards and 19 LSOAs in the top 10% of most deprived areas nationally according to the Index of Multiple Deprivation (IMD) 2015."

5.3.5 In Hartlepool, nearly 50% of the population live in a deprived area with over 24% claiming a key out of work benefit such as Jobseekers Allowance. The overall worklessness rate remains high at 27.3% with 15,800 adults economically inactive – higher than the North East and national rates of 25.1% and 22.3% respectively. Of this group, over 5,900 adults are on a sickness benefit such as Employment Support Allowance and are unfit for work. Over the last three years unemployment and youth unemployment have reduced within the town with

unemployment falling from 8.2% in February 2013 to 4.8% in February 2016, however further work needs to continue to close the gap to the North East Rate of 3%.

5.3.6 Reversing worklessness is a key responsibility of Adult Education and is a socio-economic priority for the town. To tackle intergenerational worklessness requires Adult Education to work with key stakeholders from the public, private and voluntary sector to focus their resources and expertise on those geographical areas with the greatest need of support. It will also entail working closely with and enhancing the excellent work of key players such as Children's Centres who are at the heart of supporting out key priority learners.

5.3.7 Tackling worklessness within deprived areas requires an holistic and innovative approach as long term unemployment is linked to multiple issues including families and their children living in poverty, people having no formal qualifications (over 8,000 working age adults or 13.8% of the population fit into this category), limited or no work experience, low confidence and often poor physical and mental health.

5.3.8 The map on the next page shows those wards where existing education and training activity is delivered by Adult Education and Hartlepool Working Solutions and through the Strategy and annual Action Plan there will be intensive of priority groups, wards and workless streets to further tackle inequalities.



Special Learner Recognition Award
Ceremony on 13th February 2016

5.4 Priority Sectors

- 5.4.1** As this strategy is developed there will be a greater focus for Hartlepool Adult Education to continue to be outward focused and to work with key stakeholders such as Tees Valley Combined Authority and providers to ensure that there is a comprehensive training package available for employers across all sectors and occupational areas.
- 5.4.2** Across the Borough, there are exceptional examples of innovation by companies and major regeneration and development activity were there will be significant growth leading to job creation and safeguarding of jobs.
- 5.4.3** Whilst Hartlepool, has always celebrated its skilled and motivated workforce, the demands by employers have never been higher as companies aim to remain competitive within a global market and grow and thrive.
- 5.4.4** It is an economic imperative that partners work together to support the business community, from indigenous micro businesses to large employers to find real solutions to legacy challenges including a lack of skilled workers in key priority sectors.
- 5.4.5** Adult Education will work alongside specialist training providers and co-consult with employers so that any new activity contributes towards increasing the number of young people and adults who are work-ready and support the existing workforce within the following priority sectors
- Nuclear.
 - Offshore Oil and Gas.
 - Low Carbon Economy including Offshore Wind.

- High Value Added Engineering.
- Knowledge Intensive Business Services.
- Process and Chemicals.
- Hospitality and Tourism.
- Retail.
- Health and Social.
- Construction.
- Partnerships.

5.4.6 Hartlepool Adult Education will build on existing successful partnerships and form new relationships with stakeholders from the public, private and voluntary sector to improve the overall education and learning offer for the community and businesses. With demand increasing and resources being finite, Adult Education acknowledges that the best sustainable solution is to collaborate directly with partners such as training providers, Children's Centres and the courses successfully delivered through this services Learning Lounges, specialist agencies and critically employers to co-design future programmes that will have the maximum positive impact on improving skills levels and the employment rate.

5.4.7 Hartlepool Adult Education will be bold in its commitment to working with stakeholders to reduce duplication of effort through the forming of localised partnership agreements which complements the key strengths of organisations working within the locality.



Festival of Learning Awards
Ceremony Friday 19th June 2016

Key Strategic Themes

6.1 Careers Education, Information, Advice and Guidance

6.1.1 Economic growth and personal development is aligned to individuals' receiving professional Careers Education, Information, Advice and Guidance (CEIAG) that provides them with an understanding of the current labour market, direction of travel on growth sectors and advice on pathways to higher level qualifications and sustained, high quality employment.

6.1.2 Adult Education's Ambition is to provide excellence in careers advice that meets the demands of both the community and economy.

6.1.3 By working closely with Employment Advisors within Economic Regeneration, the service will work towards its goal of ensuring that a minimum of 75% of all learners successfully progress into sustained education, employment or training. This complements the vision of the Government's new 19+ Learner Outcome Based Success Measures Framework which will be accomplished by embedding both vertically and horizontally the principle that no individual or groups should be disadvantaged in gaining access to education, training or employment.

6.1.4 This means that careers sessions will be more person-centred and cover key areas such as, a detailed study to identify the personal ambition of the individual, removing actual and perceived barriers to learning and employment, identifying preferred long term career options and developing a comprehensive action plan which includes key elements such as after care support.

6.1.5 Adult Education's CEIAG Plan will ensure that:

- All learners have access to qualified IAG Advisors who have achieved or are working towards Level 6 in Careers Guidance.
- The Service continues to work within key industry quality standards such as Investors in Careers and Matrix.
- CEIAG is embedded within all curriculum areas and provision so learners have access to a named Adviser and a range of support throughout their programme and beyond.
- Subcontractors are required to offer learners access to highly qualified, specialist Employment Advisors.
- The Service works with National Careers Service and Tees Valley Combined Authority to cascade Labour Market Information to staff, learners, carers and families.

Maria Maley Tutor Co-ordinator (left)
with Paulette Gutridge Volunteer



6.2 Employability

6.2.1 Being in high value, sustainable employment for an individual has multiple benefits including increased self-esteem and confidence, improved physical health and wellbeing, better quality of life and standard of living for the whole family, income security and longer life expectancy

6.2.2 At a macro level, increased employment rates stimulate spending in the economy, improve Gross Domestic Product for the Country leading to reinvestment in major regeneration development programmes, attracts future inwards investment that contributes to further job creation, supports social inclusion and community cohesion and reduces pressures on local authorities spending relating to health and social care, welfare, housing and policing bill.

6.2.3 To support an increase in the employment rate at a local sub-regional level, Adult Education has re-designed its service so that a primary role is to develop pathways to support personal development and citizenship through lifelong learning and move as many adults as possible towards the labour market and support individuals into sustained employment. By working closely with the Council's Economic Regeneration Team that already has established direct links with the business community, Adult Education can effectively engage with employers to co-create sector specific programmes that will improve supply and demand side issues within the labour market.

6.2.4 As part of the strategic goal to increase the employability rates of all learners, regardless of their prior attainment or background Adult Education will:

- Support the development of the emerging Community Hubs that will aid local residents to access employment and health advice and guidance provision within their local area. These new Community Hubs will improve accessibility for adults to engage with specialists employment and health workers who will assist individuals to receive the necessary support services relating to health and economic wellbeing.



Rebecca Newton-Smith receiving her employee of the Year Award 2015 from Denise Ogden, Director of Regeneration and Neighbourhoods, Hartlepool Borough Council

6.2 Employability

- Support the delivery of the Tees Valley Combined Authority's Education, Employment and Skills Board's strategic priorities. This Board will be the key strategic driver to improve educational standards across the Tees Valley and to help increase the number of educational establishments who provide good or outstanding provision to learners. Alongside this, the Board which consists of representatives from the public, private and voluntary sector will work with key priority sectors as outlined within this strategy to focus on issues such as economic inactivity, job creation, narrowing the educational attainment gap, increase the number of adults securing higher level qualifications through workforce development programmes and improve the skills supply to meet the demand of employers. Hartlepool Borough Council is leading on the Education, Employment and Skills agenda on behalf of the Tees Valley Combined Authority and will be instrumental in helping shape the development of a high level strategic framework now and in the future for which Adult Education will contribute to.
- Work with Economic Regeneration Team's Hartlepool Working Solutions 'Employability and Skills' Section that has dedicated specialist employment Advisers who will offer a universal service to all unemployed adults wishing to access employment advice.
- Employers from specific sectors will design programmes direct with the Curriculum Team and Economic Regeneration and employers will become a 'patron or programme sponsor' of courses which will re-affirm how the employability activities meet the needs of the sector.
- Work with Jobcentre Plus, training providers and their employer networks to develop pre-employability programmes, work trials, work placements and volunteering, particularly for those adults with multiple and complex barriers.
- Work directly with the Economic Regeneration Team's Employment Link Team who are a dedicated team of specialist Advisers responsible for increasing the employment rate for adults with a Learning Difficulty/Disability and/or Mental Health problem.
- Build on from the successes of the Community Learning Mental Health Pilot to support this priority group into employment and learning, working closely with key stakeholders such as MIND and Public Health.
- Work with Jobcentre plus and employers to launch the 'Disability Confidence Initiative' to promote the economic benefits to business of employing people with a disability.
- Continue to work collaboratively with Catcote Futures to create supported internships and permitted earnings programmes for vulnerable adults.
- Develop a network of high quality Work Clubs; in partnership with community groups, within the most deprived wards in Hartlepool.
- Work with the Combined Authority and contribute to the co-designing of the new Work and Health programmes that will assist long term unemployed adults with health problems to access employment.
- Work with specialist providers and agencies, such as Drug and Alcohol Teams to develop bespoke employability programmes for their client group
- Develop Sector Academies with employers that will create routeways to specific training, Apprenticeships and jobs.
- Support the development of localised Armed Forces employability Pathway.
- Work with major developers to create Targeted, Training & Recruitment Clauses in line with Constructing Hartlepool Strategy that will aid local people to access training, Apprenticeships and employment on construction initiatives.
- Build on the successful joint working with Children's Centres to improve the qualifications and employability skills of our learners.

6.3 Youth Employment

- 6.3.1** A key priority for the Council has always been to tackle the causes and consequences of youth unemployment and through the establishment of Hartlepool Youth Investment Project (HYIP) in September 2012; whose main aim is to prepare young people aged 16 to 24 years to be ready for work, there has already been some staggering achievements, with the current youth unemployment rate being the lowest since monitoring of data commenced in April 1994, reducing by over 75% since the inception of HYIP.
- 6.3.2** There are a number of reasons why the youth unemployment rate has declined so drastically including the Raising Participation Age Strategy that has provided young people with an education and training placement up to the age of 18 years and the Early Intervention Strategy that has led to dedicated support from partners to reduce the number of young people who are NEET, thus stemming the flow of new claimants.
- 6.3.3** The collaborative working of schools, colleges, post-16 providers, Jobcentre Plus, National Careers Service and critically employers under the direction of the HYIP Working Group has paved the way for the creation of joint enterprises to increase the number of young people receiving access to work trials, work placements, volunteering, Global Entrepreneur and Career Events and Traineeships and Apprenticeships.
- 6.3.4** HYIP is a project managed by Economic Regeneration Team and Adult Education has a major role in the contribution to the aim of this specific initiative by delivering on specialised programmes that support young people with little or no job place experience, low academic and skill levels and a lack of confidence and self esteem that create barriers to work to prevent individuals' from fulfilling their potential
- 6.3.5** Adult Education will work closely with referral agencies including the Council's Youth Service, JCP and community-based organisations to engage hard to reach young people, such as care leavers to offer early interventions and re-engagement programmes that offer coaching and mentoring support services that are pivotal in directing and empowering an individual towards a positive outcome.
- 6.3.6** The service will deliver on initiatives to target young people who are NEET and offer bespoke packages through Study Programmes and Traineeships with a clear emphasis on moving young people into sustained education, employment, training and Apprenticeship placements.
- 6.3.7** Moving forward, there is a major opportunity to further reduce youth unemployment rates across the sub-region through the Tees Valley European Structural Investment Fund's Youth Employment Initiative (YEI) which is £29m of European Social Funding to support and engage 9,500 young people aged 15 to 29 years across the Tees Valley with progression into sustained education, training employment and self-employment
- 6.3.8** Hartlepool's Economic Regeneration Team is leading on this with the other five Local Authorities and a consortium of partners from the public, private and voluntary sector and has secured a contract value of approximately £20m which is unprecedented in size. New College Durham has secured £4m and there will be close working with them to ensure value for money and to maximise the funding for the benefit of the end user.

6.4 Learner Engagement

6.4.1 Adult Education has a corporate responsibility to work with partners to widen participation and to increase the number of young people and adults accessing education and learning that aids personal development and leads to sustainable employment. This requires a strategic approach so that those from marginalised communities and individuals' with multiple barriers to learning and complex social, emotional and financial problems are effectively targeted and engaged with so that they receive the necessary holistic support to progress.

6.4.2 By capitalising on existing networks and developing new initiatives with post-16 providers and specialist agencies there is the very real potential to provide a Universal Offer to employed and non-employed across the Borough that will improve the social mobility of local residents, tackle family poverty and the causes of unemployment and economic inactivity, increase Functional and Employability skills and connect people to the right courses, the right sector and their preferred career option.

6.4.3 To accomplish our ambition of widening participation Adult Education will:

- Work with cross-cutting themed agencies to develop pathways for their clients to access Community Learning Programmes.
- Design and trial perspective learning programmes with partners that help people with complex needs, such as people with mental health problems or those suffering from domestic violence to access learning

- Work with grass-roots community groups to understand barriers to learning and to develop strategies to engage with hard to reach groups.
- Increase its Employer Engagement activity through the Employer Core Offer Group.
- Develop partnership agreements with post-16 providers to undertake joint promotional activity and deliver localised courses, particularly targeted deprived communities.
- Work closely with Hartlepool Works which is the Employment and Skills Consortium, consisting of 40 members from the public, private and voluntary sector.
- Work closely with Children's Centres to build on the existing Learning Lounge provision that supports individuals to access high quality pre-employment courses and to support individuals to remove barriers to work (With focus on unemployed learners with children under 5).
- Work Closely with Think Families/Think Communities project to aid working age adults with complex and multiple barriers to employment.

6.4.4 In addition, the emerging Community Hubs as previously stated will help shape the Hartlepool of the Future Programme that will support greater engagement with the community and reduce demand through prevention and integration of health, social care and employability work streams. The Community Hubs will be based within key venues such as Libraries and will offer a range of advice, guidance, health, learning, employment and

community support services. Services offered by the hub will not operate in silos; tackling single issue needs, but will be perfectly positioned to meet the diverse needs of each person.

6.4.5 Adult Education will be central to support the development and delivery of the Community Hubs and this person centred approach is ideal as it will support individuals who may have multiple barriers to learning and employment to feel confident about accessing the necessary services to progress in their lives.

6.4.6 Community Hubs will be more than physical locations; there will be a network of partners across all services and sectors that have an agreed and defined assessment and pathways to progress an individual towards self help, to seek help and offers of help through volunteering, learning and community action. Individuals can expect to have access to the same service options regardless of where their first point of contact is. Physical Hubs will be universal but targeted; anyone will be able to access one, but they will be located in areas of both employment and health inequality hotspots. However, every resident within Hartlepool will be within 2km of a hub which will support Adult Education's drive to increase the number of adults from disadvantaged backgrounds from accessing Community and Family Learning and skills programme through an integrated service model.

6.5 Community and Family Learning

6.5.1 The primary aim of Adult Education's Community and Family Learning is to provide a range of community-based and outreach learning for everyone that will enable local people to get a new skill, reconnect with learning, follow an interest, prepare to progress an individual to form courses and learn how to support their children better.

6.5.2 The provision is critical to meeting the overall vision of this strategy by Transforming Learning, Transforming Lives, meeting the ends of the Community and Businesses by offering personalised provision that will encourage people new to learning or those who have been disaffected due to a previous negative experience of education to re-engage

6.5.3 Courses to be delivered in the future through Adult Education's Community and Family Learning provision will focus in instance on encouraging people to participate and to reconnect with learning that will build their confidence, support individuals to become more resilient, be more integrated within society, be able to interact with family, friends and neighbours and broaden their horizons, raise their aspirations and provide the elevator effect to progress learners onto formal and higher level courses.

6.5.4 For some learners, Community and Family Learning will be accessed to improve their health and wellbeing and inclusion in the community. However, within current fiscal circumstances, Adult Education believes that the catalyst for this provision is to develop an individual's personal, social

and professional skills base so that they do have the motivation and confidence to secure their chosen career path. The benefit of moving people from economic inactivity to employment is significant to the local economy and there will be major investment by the Service in navigating people in their respective learner's journey towards sustainable employment.

6.5.5 To achieve this, the Service will develop a localised delivery model that will attract new learners to accredited and non-accredited training through a mixed economy of providers from the public, private and voluntary sector who will offer courses linked to:

- Financial Wellbeing.
- Digital Inclusion.
- Cultural and Family Learning.
- British Values.
- Pathways to work.
- Health and wellbeing.

6.5.6 These courses will be designed to respond to Central and Local government objectives relating to economic development, localism, social justice, stronger families, reducing family and child poverty and adding value to public investment by attracting extra income through the Pound Plus agenda.

Laurie Metcale Tutor Support Learner
with Brian Peacock (right)



6.6 Employment Engagement

6.6.1 The Council's Economic Regeneration Team is the first local authority in the North East to establish an Employer Core offer Group consisting of representatives from key agencies such as Jobcentre Plus, National Apprenticeship Service and National Careers Services with an aim of effectively co-ordinating joint employer engagement to reduce duplication of efforts.

Hartlepool Youth Investment Project
Awards Ceremoney



6.6.2 The Employer Core Offer Group's primary aim is to develop a single point of contact for employers and to consult and collaborate with them to develop bespoke packages of support for businesses in areas such as:

- Inward Investment.
- Advice on Business Loans and Grants to support Growth
- Information on how Traineeships and Internships could benefit a business.
- Support to recruit new employees and apprentices including work trials and pre-employability training programmes.
- Training and Support to up skill your existing workforce.
- Offering work experience and Volunteering Opportunities for local people.
- Redundancy Support.
- Careers advice to employees.

6.6.3 The Group feeds into the wider Tees Valley Business Compass and Skills Hub to ensure that the employer will receive the most effective and timely information on the above services and Adult Education will be a conduit to offering the necessary support to enable the employer to meet their current and emerging requirements.

6.6.4 Adult Education will maintain and grow its employer network in partnership with the Employer Core Offer Group so that the Service can continue to aid those existing and new companies who will welcome assistance due to emerging developments such as the Enterprise Bill, Employer Levy, new Apprenticeship Standards and their role as a lead large employer in purchasing future training.

6.7 Traineeships and Apprenticeships

6.7.1 Through the Government's English Apprenticeships: Our 2020 Vision, which aims to reach three million starts by 2020 through the new Enterprise Bill 2015 and emerging levy that will put employers at the heart of creating these apprenticeships positions, paying off and choosing the training for apprentices, there will be a major shift in how training providers will be funded and need to operate. The employer levy provides a magnificent opportunity for Adult Education to showcase the high quality apprenticeship training that it can offer all employers, regardless of sector or occupational area and how it can co-design the new Apprenticeship Standards that meet the requirements of future industry needs.

6.7.2 Adult Education has a very proud tradition of engaging with employers to create Apprenticeships and link in learners who have benefitted from vocational learning and on-site work experience that has proven invaluable to the local growth of the economy and helped businesses to develop a talented workforce.

6.7.3 Increasing the number of Traineeships and Apprenticeships is a major growth area for funders and Adult Education recognises the socio-economic benefits that increasing the participation rate will have for the Borough including:

- Young People receiving first-hand experience of how the sector operates.
- Increases in employee retention, business being more competitive and improved productivity.
- It tackles stagnated and longer term issues of an ageing workforce and skills gaps, particularly in high value economic sectors such as Engineering, Construction, Processing and Manufacturing.

- A more dedicated and motivated workforce, with longer term investment to the business including many Apprentices going on to become senior managers within the company they were initially employed within.
- Apprentices supporting businesses through the challenges of global competitiveness.

6.7.4 Recognising these benefits, Adult Education already has a plethora of Apprenticeship programmes that it successfully offer to companies, such as Business Admin, Customer Service, Child and Young Peoples Workforce, Hospitality and Catering, Health and Social Care and Leadership and Management.

6.7.5 However, the economy now demands higher skilled workers and that is why Adult Education will be driving forward its ambition to co-design with employers Higher Level Apprenticeships up to Level 7 in a whole range of sectors and occupational areas.

6.7.6 As a Service, Adult Education has already proven that it can diversify to meet priority sector demands by developing very specialist programmes such as Tees Valley Heritage Apprenticeship Scheme in collaboration with Heritage Craft Alliance and it will continue to prove that it is in a central position to offer Apprenticeships in all sector areas and can support the Government's 2020 Vision by direct engagement with micro, small-to-medium size and large employers.

Kirsty Buttery Children and Young People's Workforce Studies, E Learner Apprentice.



6.8 Skills Development

6.8.1 Employment and skills are intrinsically linked and education and in-work training are key factors in growth enablers and meeting the current and future demands of the skills and labour market.

6.8.2 The benefits of a skilled workforce for an area are widely researched with evidence of improved employment rates, increased investment in an area, economic resilience of a business and enhanced productivity within the workplace.

6.8.3 Re-balancing the local economy in Hartlepool requires investment in skills and an increase in the number of both entry level and higher skills workers. Of the 25,000 new jobs and 116,000 replacement jobs to be created over the next decade in Tees Valley, many are anticipated as being in high level occupational areas such as High Value Engineering and current research shows that there is an identified need to support a minimum of 6,500 people to achieve a level 4 qualification and 8,500 to achieve a level 3 in their relevant field

6.8.4 For this to happen, Adult Education will work collaboratively with Tees Valley Combined Authority, Combined Authority, FE Colleges, Work-Based Learning and Apprenticeship providers and specialist training providers to pool their expertise to support learners on their path to skills development and aid the business community to co-design Workforce Development programmes.

6.8.5 Through this strategic approach there can be mutual benefits for all parties and future funding opportunities, developed powers and a change in our existing post-19 activity will be commissioned will lead to improved skills development programmes that Adult Education can help deliver on including activity that:

- Retrains the existing workforce
- Trains Leaders and Managers of the Future
- Provides pathways to higher level qualifications
- Encourages innovation through e-learning within the workplace
- Responds to the diversified training needs of priority sectors to ensure that they remain globally competitive
- Supports women to enter into non-traditional sectors such as construction and manufacturing
- Supports men to enter into non-traditional sectors such as health and social care
- Supports adults who are not work ready or ready to learn through specialist and individualised employability programmes.



Award winners and dignitaries from the Hartlepool Youth Investment Project.

6.9 Enterprise Development

6.9.1 As part of the Hartlepool Economic Regeneration Strategy 2011-2021, a key objective is to increase the level of entrepreneurship within the local area as enterprise is one of the major drivers of economic growth across the Borough

6.9.2 Hartlepool already has a culture of entrepreneurship and has one of the highest business start-up rates in the region. In 2014, there were 54 business registrations per 10,000 of the working age population which was substantially higher than both the Tees Valley and North East averages. This success can be attributed to the delivery of a diverse package of business support services, self-employment advice and physical incubation units for new start-up companies within facilities such as Hartlepool Enterprise Centre and UKSE Innovation Centre.

6.9.3 As part of the strategic goal to increase the self-employment rate and create an enterprise culture across the Borough Adult Education will:

- Embed enterprise and promote entrepreneurship as a viable career option within the curriculum offer
- Work with the Economic Regeneration Team to deliver a programme of advice, guidance and support for any individual wanting to start their own business which will incorporate a range of activities including business planning, financial forecasting, marketing workshops and HR and legal requirements.

- Support the delivery of the Youth Enterprise Fund which provides young people aged 11 to 19 years with grants and ongoing support from a Business Ambassador that allows the young person to develop their enterprise knowledge and skills and progress their business idea.
- Work with Jobcentre Plus to support the New Enterprise Allowance Programme which provides money and guidance to unemployed people who want to start their own business. The programme provides a business mentor who will help develop the business, support the individual to start trading and provide access to a loan scheme to fund start-up-costs.
- Develop partnership arrangements with incubation facilities such as Hartlepool Enterprise Centre, UKSE Innovation Centre and UKSE Innovation Centre Hub 2 to ensure that new companies have access to sector specific training and qualifications as well as information around traineeships, apprenticeships and internship programmes.
- Link businesses to the Tees Valley Growth Hub that will provide cross sector targeted business support and ensure a flexible mix of finance available for Small to Medium Sized Enterprises.



Jacob Clyburn receiving his Entrepreneur of the Year Award from Councillor Cranney.

6.10 Maths, English, Digital Skills and English for Speakers of Other Languages

6.10.1 Functional Skills lie at the very root of our capacity to communicate; to live and work together successfully; and to develop and share knowledge. They provide an individual with the essential knowledge, skills and understanding that enables them to operate confidently, effectively and independently in life, learning and work; and their contribution to workforce skills has increasingly been recognised as critical to economic growth and workforce development. Confidence in reading, writing and number skills forms the basis of a successful society and a healthy economy whilst a growing body of evidence demonstrates a link to personal and societal health.

6.10.2 Current research by National Institute of Adult Continuing Education (NIACE) showed that over five million adults lack functional literacy and numeracy skills and 11 million don't have basic digital skills. This restricts career and job opportunities; reduces business success by limiting the skills base needed; and damages society by limiting active participation and access to public services that are increasingly digital-by-default. The research went on to highlight that even at the current rate of enrolment in learning, it would take 20 years to support all the adults that would benefit from help.

6.10.3 Over 8000 (or 13.8%) of working age adults in Hartlepool have no formal qualifications, which is higher than the Tees Valley rate of 10.6%. North East rate of 10% and GB rate of 8.8% (NOMIS 2014) alongside this, the following table shows high levels of adults with Functional Skills below Level 1.

6.10.4 If Hartlepool's economy is to grow there has to be a major drive and new strategic focus on drastically improving the Functional Skill Levels of adults so that individuals have the confidence to move closer to the labour market and can position themselves more effectively to take full advantage of future employment opportunities.

Functional Skills Levels

Area	Literacy Below Level 1		Numeracy Below Level 1		ICT Below Level 1	
	Number	Proportion (%)	Number	Proportion (%)	Number	Proportion (%)
Hartlepool	11,499	20.08	31,752	55.46	30,872	53.92
Middlesbrough	18,087	20.06	49,733	55.17	46,883	52.08
Redcar & Cleveland	16,355	19.15	46,102	53.99	45,130	52.85
Stockton-on-Tees	21,125	17.27	61,957	50.66	59,855	48.94
Darlington	10,309	16.44	31,453	50.12	30,701	48.95
Tees Valley	77,375	18.59	220,979	53.08	213,442	51.35
North East	294,561	17.24	929,488	54.44	842,580	49.32
England	5,123,151	14.68	16,787,795	49.56	13,629,457	40.69

6.10.5 In line with Government policies, the Functional Skills theme of this overall strategy will increase the number of employed and non-employed learners accessing English, Maths, Digital Skills and ESOL courses; and internally will embed English, Maths and Digital Skills across all subject areas within Adult Education.

6.10.5 Due to the size and scale of this task, Adult Education will work with partners, the community and employers to develop initiatives and activities that are focused on moving adults towards Functional Skills Level 2 and above, which is a pre-requisite of today's employers and within the context of society, a requirement due to the move towards digital inclusion.

6.10.6 Over the next ten years, our focus will be to support and drive forward an educational culture whereby Functional Skills is fully integrated into all community learning and workforce development programmes. To achieve this, Adult Education will:

- Develop a town-wide initiative to increase the number of learners accessing functional skills and ESOL.
- Support the objectives of Hartlepool Education Commission to improve functional skills of 16-18 year olds.
- Develop bespoke functional skills and ESOL courses for partners such as JCP to meet client needs.
- Co-design functional skills packages for specific priority sectors.
- Develop an internal profile which embeds functional skills in all curriculum and subject areas.

- Become an active organisational member of the North East Professional Exchange.
- Develop a curriculum pathway model linked to priority sectors.
- Introduce high profile functional skills challenges through initiatives such as Adult Learners Week
- Pilot the alignment of KPIs with business initiatives to measure the impact of achievement on productivity.
- Develop a Citizens' Curriculum.
- Work with Children's Centres to enhance the Learning Lounge Offer to local people.

6.10.7 Functional Skills learners will be offered progression pathways in accordance with full information, advice and guidance from qualified IAG staff at Hartlepool Adult Education and Economic Regeneration Teams. Pathways will be in the context of employment status and will include:

- Functional Skills programmes.
- Vocational qualifications, such as NVQs, Award/Certificate in Education and Training.
- Work Related training such as First Aid; Working Safely; Abrasive Wheels.
- Accredited learning programmes under the Adult Skills Budget, such as British Sign Language.
- Apprenticeships and Traineeships.
- Non-Accredited community learning to support disengaged adults back into learning and progression.

Adult Education Learners Ann Arenare (left) & Zareen Abbas (right)



6.11 Volunteering

- 6.11.1** Adult Education's Volunteer Hartlepool has been established to provide a volunteer bureau service for the Council, other public bodies and the voluntary and community sector. It is a bespoke brokerage service to link local people wishing to access volunteer placements to gain invaluable work experience with local employers.
- 6.11.2** Volunteering is a major aspect of helping those residents with limited or no work experience or people wishing to change careers to access quality work placements that will equip them with a wide range of new skills that will make them more employable. There are multiple benefits to volunteering for the community, economy, environment and the individual. These include businesses being more productive, having potential volunteers who can learn the necessary skills to plug skill shortage areas, improvements in a local area through Social Action Programmes and an increase in self-esteem and confidence.
- 6.11.3** The vision will be to expand the work of Volunteer Hartlepool so that there are greater numbers of employers offering work placements and to increase the range of specialist occupational disciplines available so that potential volunteers can choose from a wider range of jobs that will meet their preferred career paths. There will be an emphasis on building on the excellent and longstanding partnership with Children's Centres who have been a key driver for supporting parents/carers with children under 5 back into the workplace through activities such as volunteering
- 6.11.4** There will be more emphasis on engaging with priority groups who are the most disadvantaged within the labour market, such as people with learning disabilities and/or a mental health problems so that specialist pathways to volunteering can be developed.
- 6.11.5** Economic Regeneration has secured significant investment from BIG Lottery to support people with a Learning Disability and/or a mental health problem to lead more fulfilling lives and to become more employable through the Promoting Change, Transforming Lives Programme and there will be joint working with Volunteer Hartlepool to increase take up in Volunteering and Community Learning for participants.
- 6.11.6** The focus will be to continuously invest in Volunteer Hartlepool to grow the brand and to work alongside other key stakeholders to add value of the overall package of support for those wishing to become volunteering
- 6.11.7** To prove its commitment to Volunteer Hartlepool, Volunteers and to the sector, Adult Education will become the first Local Authority Adult Education in the Country to secure investors in Volunteering which is a quality kite mark that shows to prospective volunteers, employers and the public the highest standards that this service offers.

6.12 E Learning

6.12.1 The Further Education Learning Technology Action Group Coalition was established by the Department for Business Innovation and Skills (BIS) and consists of membership bodies representing the whole of the FE and Skills sector and the full range of provision that is available to learners, employers and the wider community.

6.12.2 The aim of FELTAG is to support:

- Learners to be empowered to fully exploit their own understanding of, and familiarity with digital technology for their own learning.
- Capability and capacity of FE and Skills Providers – the entire workforce being brought up to speed to fully understand the potential of learning technology.
- Employers – relationships between the Further Education community and employers should become closer, richer and enhanced by learning technology inside and outside the workplace.
- English, Maths and ESOL – exploring how innovative uses of learning technology can be used to help people develop these functional skills.
- Investment – Providers should aim to provide industry-standard technological infrastructure (including broadband resilience) to maximise the effective use of learning technology working with employers and their communities to help prepare learners for work.

6.12.3 Hartlepool Adult Education chairs the Tees Valley Adult Education E-Learning Group which has been established to learn from good practice, adopting and embed the principles of the findings and recommendations of FELTAG by promoting technology to support and improve teaching and learning, using online learning, hardware and software.

6.12.4 Adult Education will drive forward the E-Learning and digital inclusion agenda as it recognises that technology can transform learning and improving

teaching, assessment and management across the service leading to increased accessibility for learners through measures such as distance learning. Through this approach, learners will be better prepared to live and work in a digital age and support local employers and the UK economy in an ever-changing landscape of a competitive digital global economy.

Ronnie Welsh IT Tutor (left) and learner Ian Rowbotham



6.13 Quality Improvement

6.13.1 Adult Education works within the principles of the Common Inspection Framework (CIF) which was devised by Her Majesty's Chief Inspector (HMCI) FOR USE FROM September 2015. It sets out the principles that apply to inspection and the main judgements that inspectors make when conducting inspections of educational establishments such as Adult Education.

6.13.2 Through the CIF Inspectors will judge Adult Education on four key areas:

- Effectiveness of leadership and management.
- Quality of teaching, learning and assessment.
- Personal development, behaviour and welfare.
- Outcomes for children and other learners.

6.13.3 The strategy sets out how the Service will develop provision that meets Government requirements. Furthermore, Adult Education has an embedded Leadership and Management structure, high performing teaching and learning internally and via subcontractors, excellent strategic framework to respond to community and business needs, good partnership working arrangements with employers and external agencies and established rigorous quality improvement systems, processes and procedures.

6.13.4 In the short, medium to longer term Service will continue to consult with staff, learners, the community, businesses, Industry Experts, external funders and Government Bodies to improve the quality of its provision and its annual performance will be presented to showcase the effectiveness of the provision offered to learners and how it has impacted on the local economy.

6.13.5 The Self Assessment Report (SAR) will provide the evidence base for OFSTED on overall performance and will be developed on an annual basis alongside a Quality Improvement Plan (QIP) which forms the basis of the Quality Improvement Cycle.

6.13.6 As part of service development, Adult Education has developed a 100 Day Improvement Plan under the banner of the 'Project Big 90' that has key priorities that will make a fundamental difference to how we approach the delivery of initiatives including to:

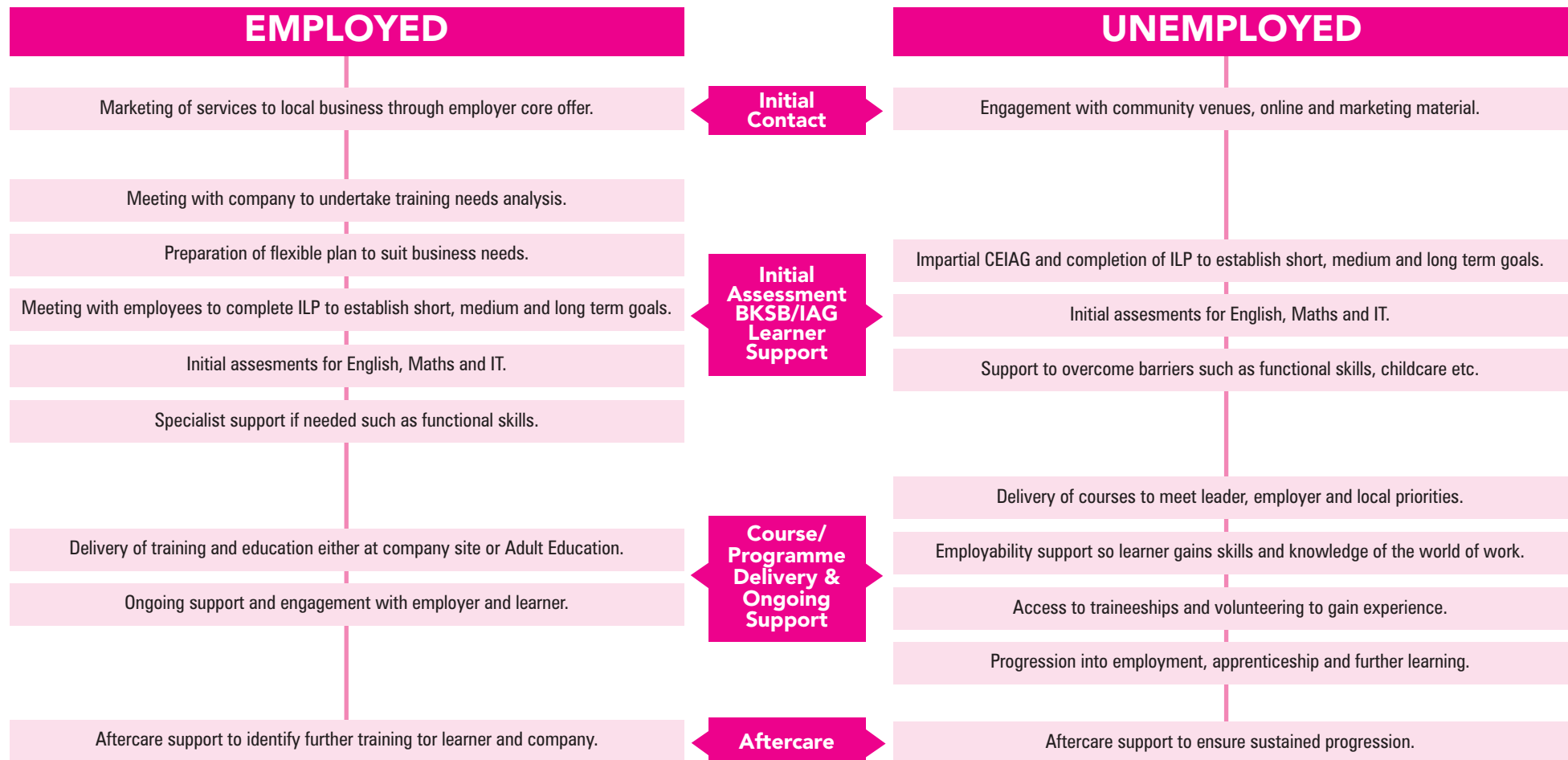
- Set aspirational targets to achieve 90% retention, achievement and success on all of its courses.
- Improve our approach to employer and learner engagement.
- Improve the quality of teaching, learning assessment and reviews – 90% good and outstanding minimum.
- Offer positive outcomes to all learners with at least 75 progressing into education, employment for training.

6.13.7 The remit and aims of 'Project Big 90' will remain throughout the 10 Year Strategy and will be the golden thread for quality improvement and will inform key stakeholders of the ambition of Adult Education to become an Outstanding OFSTED provider.

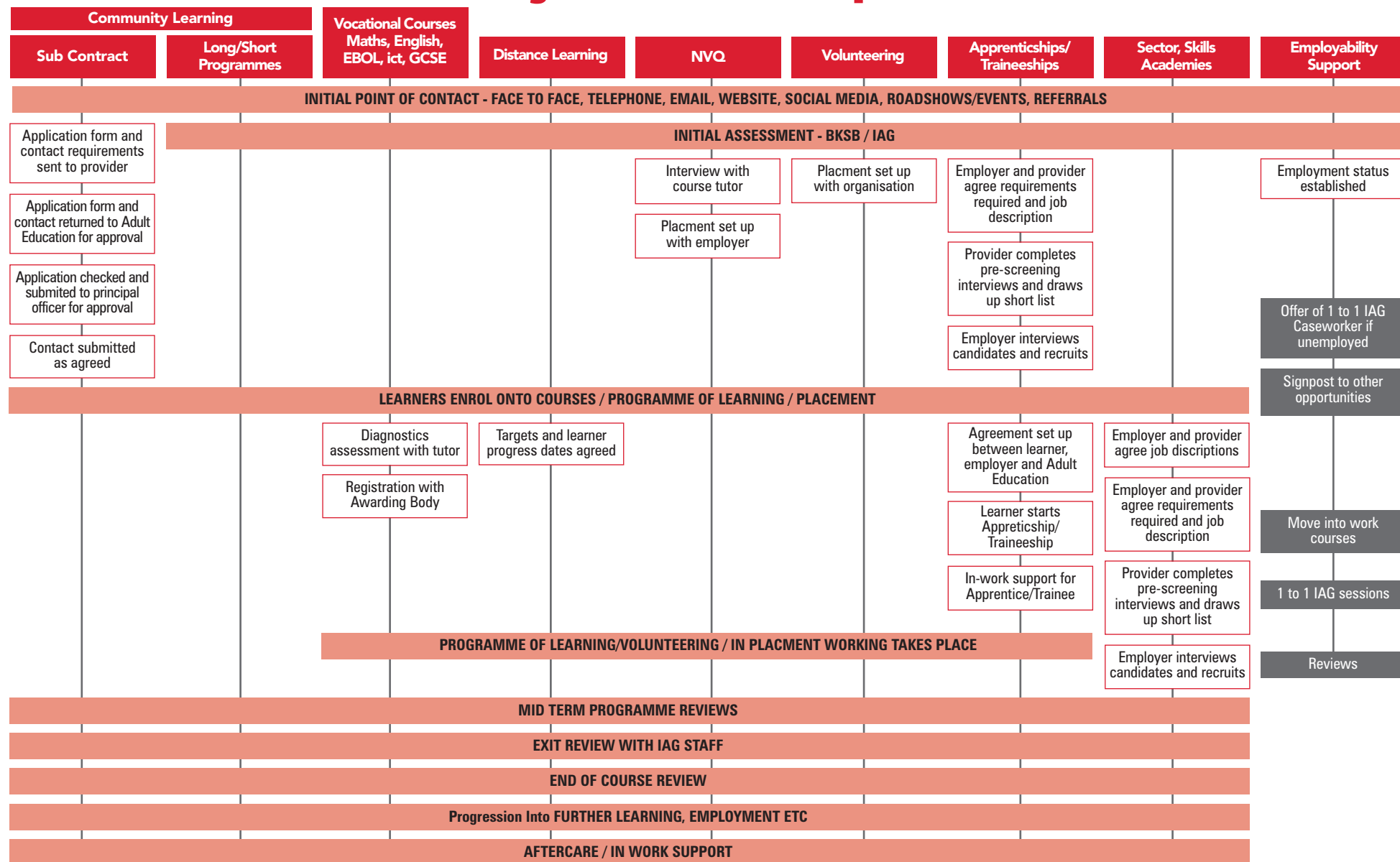


Julie Sutheran Receiving Special Learner Recognition Award

7 Learners Pathway and Support Officer



8 A Learner's Journey with Hartlepool Adult Education



9 Future Funding Opportunities

- 9.1** Over the next five years there will be over £100m of European Structural Investment Funding for the Tees Valley area which will support strategic themes such as business development, education and skills development, employability and social inclusion.
- 9.2** The investment provides major opportunities for Adult Education and Economic Regeneration Team to work with partners across Tees Valley to develop schemes that target marginalised communities, support priority groups to improve their economic prospects and reduce benefit dependency and assist businesses with packages to facilitate growth and improve productivity through workforce development.
- 9.3** The Council has a significant track record of successfully co-designing, managing and delivering within a consortium approach large scale European programmes and other funding streams.
- 9.4** Through partnership arrangements between the five local authorities within the Tees Valley, the council has been the accountable body for sub-regional programmes such as:
- Tees Valley Works (TVW) that was established in 2006 to tackle skills deficits and to reduce the overall Tees Valley NEET and unemployment rate. TVW supported over 1200 learners to progress into positive outcomes.
 - Tees Valley Workforce Skills (TVWS) that commenced in 2013 and conducted a Training

Needs Analysis to over 900 businesses and specialist training to 4000 employed adults within all priority sectors.

- 9.5** Both programmes have extremely strong branding and are recognised by learners and the business community as a mark of excellence and as new funding opportunities are advertised through an Open and Competitive Tendering (OCT) Process then TVW and TVWS will be re-ignited to bid for initiatives such as:
- Workforce Development.
 - Skills Support for the Unemployed.
 - NEET Reduction Programmes.
 - Support for those at risk of Redundancy.
 - Job creation programmes in new and growth industries, particularly in digital sector.

- 9.6** In addition, there is nearly £9m of funding through the Big Lottery's Building Better Opportunities programme that will support adults with complex and multiple barriers to employment and the Council will work with the prime provider to ensure all provision within the locality is effectively targeted.

- 9.7** Looking across other geographical areas within the Country, Adult Education and Economic Regeneration Team will also be exploring with prime providers, specialist subcontractors and agencies to bid for European Funding and other relevant expansion opportunities.

Laura Gonzalez Mendez, Jayne Anderson and Maria Maley in Gijon Spain, June 2016.



10 Capacity Building

10.1 The Voluntary and Community Sector (VCS) provides the foundation for the first steps towards re-engagement of hard to reach and disengaged priority groups and offer a plethora of specialist community learning programmes.

10.2 The sector has always offered inspiration to people who require support and mentoring and helped navigate individuals through mainstream services which often prevent them from engaging in learning. The VCS Workforce, consisting of paid and unpaid staff have a wealth of knowledge and expertise in offering person-centred, individualised programmes that remove barriers to work including courses relating to citizenship, financial and digital inclusion and health and well-being.

10.3 Local residents; particularly from marginalised communities, welcome the sector's ethos of engagement and informal/formal learning in a nonthreatening environment, which has led to many successful initiatives being delivered at a grass-roots level. Through the varying challenges and opportunities of the sector, local residents are encouraged to take up volunteering and work placements within VCS groups that help with an individual's personal and professional development.

10.4 The sector has been particularly challenged over recent times with cuts within central and Local Government funding which has traditionally been their main funder of activity. Greater demands on services at a time when there are less resources and a move away from awarding grant funding has had the consequence of a significant reduction in charitable, not-for-profit groups.

10.5 However, Adult Education wholly recognises the social value and economic contribution of the sector and to reverse this decline this strategy will focus on building the capacity of VCS groups so that the network of specialist agencies can continue to provide wide ranging, high quality provision for the Service. As part of the ten year plan Adult Education will work with the sector to:

- Identify emerging socio-economic issues within priority wards and co-design commissioning opportunities in consultation with relevant community groups.
- Understand current and emerging challenges which prevent learners from engaging in learning
- Identify future funding opportunities, income generation and business support services to assist

in the self-sustainability of organisations

- Develop bespoke VCS Workforce Development Courses to up skill staff and volunteers to improve the skill base, expertise and knowledge of the sector.
- Embed Functional Skills within the VCS adult skills and community learning.
- Provide support to ensure VCS groups deliver activity within quality frameworks such as OFSTED and work towards quality standards i.e. Matrix and Investors in Volunteering.



Community Development Providers Event, December 2016 facilitated by Councillor Cranney

11 Governance Refresh and Strategy Action Plan

11.1 Adult Education is in the process of making significant transformational changes to the service and as part of its Leadership and Management structure, there will be a new Independent Strategic Board consisting of the Regeneration Services Committee Chair, Adult Education, Economic Regeneration Team, Tees Valley Combined Authority, National Careers Services, educationalists and local employers. The Independent Strategic Board will formally review the Strategy on an annual basis as this will be critical with major changes imminent, including TVCA devolved powers regarding the adult education budget and the ceasing of European funding.

11.2 Through governance arrangements, the Board will monitor the progress and performance of the strategy against the overall mission statement, aim, objectives, key performance indicators and activities. There will also be a joint annual Adult Education and Economic Regeneration Team Action Plan that will outline key actions that will be delivered that will contribute towards the strategy that the Board will review.

11.3 The Board will meet on a quarterly basis and the Head of Adult Education will also formally meet the Regeneration Services Committee Chair on a monthly basis to discuss any key matters relating to the strategy and plan.

11.4 Members will be chosen based on their skills, knowledge and expertise to play an effective role in helping to shape and support the delivery of the strategy. As the strategy progressed the group will aim to involve members who reflect the community they represent. Where performance is not on track they will take remedial action to address this.

11.5 The strategy will be refreshed every three years and will be revised to inform of new political, strategic, economic and social developments.

11.6 The Head of Adult Education will be responsible for reporting back to Regeneration Services Committee and Hartlepool Economic Regeneration Forum (which is private sector led) on an annual basis.

11.7 Finally, this Strategy will feed into and support other key strategies and operational plans such as the Council's Family and Child poverty Strategy.



Special Recognition Award for Adult Education Volunteers, December 2016.



European Union
European Social Fund
investing in jobs and skills



**Skills Funding
Agency**



**Education
Funding
Agency**



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