

ADULT & PUBLIC HEALTH SERVICES PORTFOLIO DECISION SCHEDULE



Monday 17th October 2005

at 9.30 am

in Committee Room “C”

Councillor R Waller, Cabinet Member responsible for Adult & Public Health Services will consider the following items.

1. KEY DECISIONS

- 1.1 Hartlepool Adult Education 3 Year Development Plan Update – *Acting Director of Adult and Community Services*

2. OTHER ITEMS REQUIRING DECISION

- 2.1 .

3. ITEMS FOR INFORMATION

- 3.1 Former Lynne Street Day Centre - *Head of Procurement and Property Services/Acting Director of Adult & Community Services*

4. REPORTS FROM OVERVIEW OF SCRUTINY FORUMS

None

ADULT SERVICES AND PUBLIC HEALTH PORTFOLIO

Report To Portfolio Holder
17th October 2005



Report of: Acting Director of Adult and Community Services

Subject: HARTLEPOOL ADULT EDUCATION 3 YEAR
DEVELOPMENT PLAN UPDATE

SUMMARY

1.0 PURPOSE OF REPORT

- 1.1 To endorse the submission of the draft of the Hartlepool Adult Education three Year Development Plan update to the Learning Skills Council in order to release funding for the service for the 2005-2006 academic year.

2.0 SUMMARY OF CONTENTS

- 2.1 The Hartlepool Adult Education Three Year Development Plan update forms the basis of an agreement between the Hartlepool Borough Council Adult Education Service and the Learning and Skills Council in relation to the delivery of vocational and non vocational training. There is a covering report which summarises the Three Year plan and the full plan is attached at Appendix 1

3.0 RELEVANCE TO PORTFOLIO MEMBER

- 3.1 The report relates directly to the provision for adult education courses.

4.0 TYPE OF DECISION

- 4.1 This is a key decision (test ii applies)

5.0 DECISION MAKING ROUTE

- 5.1 The decision will be made by the Portfolio Holder.

6.0 DECISION(S) REQUIRED

- 6.1 To endorse the submission of the Three Year Development Plan update to the Learning and Skills Council.

Report of: Acting Director of Adult Community Services

Subject: HARTLEPOOL ADULT EDUCATION 3 YEAR
DEVELOPMENT PLAN UPDATE

1 PURPOSE OF REPORT

- 1.1 The purpose of the report is to endorse the submission of the Hartlepool Adult Education :Three year Development Plan update to the Learning and Skills Council in order to release funding for the academic year 2005-2006.

2 BACKGROUND

- 2.1 Since the introduction of the Learning and Skills Council in April 2001, Hartlepool Adult Education Service has received funding from the Learning and Skills Council to deliver a range of vocational and non vocational training.
- 2.2 In the first 3 years, two plans were submitted by Adult Education to the Learning and Skills Council as requested.

The Adult Learning Plan 2003-2004

The Further Education Development Plan 2003-2006

The first of these plans was approved through the Council's budget and policy framework and the latter was approved through the Lifelong Learning and Skills Portfolio Holder.

- 2.3 With effect from 2004, the LSC has brought these two plans together into a single plan: The Adult Education Three Year Development Plan. It has achieved this process by requesting LEAs to bring all of the aspects of LSC funded training into the Three Year Further Education Development Plan 2003-2006 which was approved by the Portfolio Holder for Lifelong Learning and Skills in September 2003. The update 2005-2006 will form the final year of this plan prior to the submission of a new plan in 2006-2007.
- 2.4 Hartlepool Adult Education Three Year Development Plan relates to the provision of:
- Vocationally related training opportunities all of which lead to a recognised qualification
 - Non vocational training which provides structured learning opportunities.

- 2.5 The plan is divide into 3 sections as prescribed by the LSC.
- 2.6 Section 1 details the strategic priorities of the service and how it intends to widen participation to be responsive to local and national needs.
- Section 1 also shows the range and nature of the provision and the subjects offered by the service and in particular the focus of activity to support the priority areas such as Skills for Life.
- 2.7 Section 2 of the plan details the way in which the service will respond to Quality issues and will ensure that it continues to provide high quality learning experiences to learners.
- 2.8 Section 3 incorporates the service policies in relation to Health and Safety, workforce development and the management of risk. It also includes the strategy for accommodation and the use of ILT
- 2.9 Part 2 of the plan consists of the Headline Improvement Targets which form the basis of the agreed funding from the LSC.

3. FINANCIAL IMPLICATIONS

- 3.1 The activities contained within the Hartlepool Education Three Year Development Plan are activities which will be wholly funded by the Learning and Skills Council and other external funding sources such as European Social Fund. The LSC has identified a provisional allocation of approx £978,000 to fund this provision for 2005-2006 although the grant finally levered into the authority will depend on meeting appropriate recruitment, retention and achievement targets agreed with the LSC
- 3.2 It is crucial to plan and monitor the provision accurately in order that targets are reached and funding is not lost to the service.
- 3.3 The LSC grant is subject to the submission of an agreed Three Year Development plan

4. CONCLUSIONS

- 4.1 The Hartlepool Adult Education Three Year Development Plan update for 2005-2006 is attached at Appendix 1
- 4.2 If the plan is endorsed by the Portfolio Holder it will form the basis of the agreed funding level for 2005-2006.
- 4.3 Any future amendments requested by the LSC will be referred back to the Portfolio Holder.

5. RECOMMENDATIONS

- 5.1 That the submission of the Hartlepool Adult Education here Year Plan update to the LSC is endorsed.

Appendix 1

**HARTLEPOOL
ADULT EDUCATION**

**Three Year Development Plan
2003 – 2006**

2005-2006 Update

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PART 2

HEADLINE IMPROVEMENT TARGETS

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Appendix 2a and 2b show the success rates for learners on accredited FE programmes.

Appendix 3 shows the improvement targets for engaging with employers.

Appendix 4a and 4b show the staff qualification targets for all teaching staff

Appendix 5 shows Headline Improvement Measure 5 – FE Fee Income

Appendix 6 shows the number of learners engaged in ACL activities.

Appendix 7 shows ACL Quality Measure 2 - RARPA

PART 1

Section 1 : Strategic Priorities

a) Introduction

This plan is an extension to the three year development plan for the Adult Education Service, drawn up originally in 2003 to cover activities funded from the Learning & Skills Council's Further Education funding strand. This 2005 update extends the plan to include all activities of the service. This replaces the previous Adult Learning Plan.

The Hartlepool Adult Education service provides a range of Adult Learning opportunities to residents within Hartlepool. The service is part of Hartlepool Borough Council and through its work contributes to the community strategy for the town.

The service provides a varied programme of activities which contribute to the fulfilment of the four aims of the Local LSC.

The programme of activities also contributes to the Success for All priorities. The service also receives funding through other sources. Whilst the outputs of funding are not included in the Headline Improvement Targets of the plan, the provision is included in the overall aim and strategies of the service.

This plan is seen as a key document in which to draw together all the activities of the service to ensure there is a comprehensive and high quality programme of learning opportunities available to Hartlepool residents. It constitutes the Adult Education Service's proposals for providing Adult Learning.

The plan has been revised to encompass all the activities of the service. The activities fall into four main areas:

1. Further Education, which delivers vocational provision;
2. Adult Community Learning, which delivers both low level accredited learning and non-accredited learning;
3. Family Learning, which delivers a range of Family Literacy and Numeracy courses as well as wider early years and parenting provision;
4. Other targeted provision, which includes a range of activities targeted to widen participation in specific areas or groups.

b) Vision

The Adult Education service delivers flexible learning opportunities in response to local need. The service delivers all its provision in community outreach locations and in this way it has been successful at widening participation and reaching learners who are often marginalized. It is committed to ensuring that there is equality of opportunity for all adults and to removing any barriers to learning.

By working closely with our community partners the service ensures that those who are most socially and economically disadvantaged are actively encouraged to participate.

Also, by working closely with other providers and employers the service can identify needs and ensure that there are opportunities to increase skills to enhance employability.

The service has three main aims namely:

- To promote individual growth, achievement and aspirations
- To promote social inclusion
- To contribute to the social and economic regeneration of the town

These aims have led to the production of the service mission statement.

“The purpose of the Adult Education Service is to promote personal growth by providing a variety of high quality learning opportunities and educational experiences which are responsive to the needs of all the community and which are offered by an appropriately trained and motivated staff”.

In order to fulfil its vision and aims, the service has developed four strategic service objectives. These are:

- To widen participation in learning
- To create a range of learning opportunities
- To ensure quality throughout the service
- To ensure efficient planning and management of the service

These four key objectives will fulfil the vision of the service and also contribute to the overall aims of the LSC and the Hartlepool Community Strategy.

The strategic direction of the activities in this plan has been determined after consultation with local LSC and Council priorities. The local LSC has had useful dialogue with elected members as to the nature and type of provision which should be provided. This dialogue was the starting point for a common understanding of LSC priorities and how these could be integrated with local council priorities.

Through its activities the service will contribute to the LSC objectives of:

- Extending participation in learning;
- Increasing the engagement of employers in workforce development;
- Raising the achievement of adults and young people;
- Raising the quality of learning.

Hartlepool Borough Council is committed to its Community Strategy, which lays down the vision for Hartlepool. In order to achieve this vision there are seven key themes, which form the basis of all council activity. The Adult Education Service contributes to five of these themes, namely:

- Jobs and the Economy
- Lifelong Learning and Skills
- Health and Care
- Culture and Leisure
- Strengthening Communities

The specific activities described in this plan contribute to both the LSC objectives and those of the Community Strategy. The main focus of activity will support the following objectives:

- Improving the basic skills of local residents and providing opportunities for adults to achieve qualifications in Literacy and Numeracy at Level 1 and 2;
- Improving the ICT skills of adults by providing access to accredited courses up to Level 3;
- Increasing opportunities for adults to achieve Level 2 qualifications in identified key areas;
- Improving the prospects of unemployed adults and those in low skilled employment by providing access to first step vocational training in areas such as Administration and Business;
- Providing first step training in areas such as Retail and Tourism as identified by local regeneration strategies.

These will be achieved by following actions:-

- Increasing participation of adults in learning;
- Improving the level of Basic Skills for All;
- Developing the skills and qualifications of adults to enhance employability;
- Increasing community capacity and regeneration;
- Ensuring access to a range of cultural learning opportunities;
- Promoting participation in activities to improve personal health and well being;
- Increasing the engagement of employers in learning;
- Improving equality of opportunity;
- Improving the quality of provision.

c) Collaborative Working

The service will work with a number of partners in a collaborative way to ensure that its provision is complimentary. In particular, the service works with the voluntary and community sector, Sure Start and schools, to ensure that its widening participation targets are reached.

The service is part of the Hartlepool Lifelong Learning Partnership and liaises with other partners in the town.

d) Range of Provision

This plan now incorporates all funding streams. There are, therefore, a number of significant changes in the range and nature of provisions offered from those identified in the previous plan. All provision will be planned holistically and integrated into the programme of learning. However, they are set out separately below to demonstrate how they are targeted at different priorities.

Further Education

This type of learning provides a range of accredited provision. The main Areas of Learning (AOL) are:

- AOL 1 Health, Public Services and Care
- AOL 6 Information and Communications Technology
- AOL 7 Retail and Commercial Enterprise
- AOL 8 Sport, Leisure and Tourism
- AOL 9 Arts, Media and Publishing
- AOL 12 Languages, Literature and Culture
- AOL 13 Education and Training
- AOL 14 Preparation for Life and Work
- AOL 15 Business Administration and Law

In line with national priorities, Preparation for Life and Work is seen as a priority and there will be a significant increase in basic skills over the length of the plan. This will include the embedding of basic skills into other vocational areas.

Similarly there will be an increase of 15% in the number of Level 2 courses available particularly in:

- AOL 1 Health, Public Services and Care
- AOL 7 Retail and Commercial Enterprise
- AOL 13 Education and Training
- AOL 14 Preparation for Life and Work
- AOL 15 Business Administration and Law

There are no plans to introduce provision in any of the other AOLs (Agriculture, Horticulture and Animal Care, Engineering and Manufacturing Technologies, Construction, Planning and the Built Environment, History, Philosophy and Theology, Social Sciences) as they are fully covered by other local providers.

Adult and Community Learning

This type of learning provides a range of accredited and non-accredited provision which is designed as first step learning. The provision covers most areas of learning.

The service is being re-focused towards courses which allow progression into other learning or employment. As a result, during the academic year 2003/2004 some repeat leisure classes which had been in existence for some time were converted into

private affiliated societies which were self-financing or were developed into structured learning opportunities.

Throughout the three year plan there will be a focus on a range of activities to encourage adults to participate in learning for both economic, personal and social reasons. The activities will be designed to lead to progression at a higher level and to further study. The activities will encourage confidence, self-esteem and stimulate a need for further self-improvement which will enhance well being.

The main priorities for this Adult and Community learning include Foreign Languages at all levels, ICT encompassing a wide range of skills development, visual and performing arts, sports and leisure, health and care, and preparation for life and work.

- There is likely to be a small (approx 2%) increase in visual and performing arts and AOL 12 languages as these subjects remain in constant demand
- There is likely to be a similar amount of provision in area 6 (ICT) as a result of the greater variety of courses being offered
- There will also be an increase of approximately 10% in area 1 (Health and Care) owing to a growth in demand for health and care related provision. Area 14 (Preparation for Life and Work) will also increase by approximately 10%.

Family Learning

Family Learning provides a range of family literacy, language and numeracy classes as well as wider family learning and parenting courses. All of this provision will be integrated into Hartlepool's Family Learning Strategy. This area is a priority for the service. New partnerships and new ways of working are being established which will result in expected growth in the area. This work is linked to Hartlepool's Education Development Plan and the department's Educational Achievement Team.

There are many organisations and initiatives within the town which are working together to improve both inter-generational learning and parenting skills. By establishing close networks we can ensure that there is a comprehensive and integrated programme of opportunities available in the town.

- There is expected to be a 20% increase in the number of Family Literacy, Language and Numeracy courses during 2005/2006. The total number of learners involved in FLLN in 2005/2006 is expected to be 150.
- Wider family learning programmes are being reviewed and will be designed to provide progression opportunities to further learning. It is expected that approximately 200 learners will be involved in wider family learning in 2005/2006.

Other Targeted Provision

Other targeted provision is funded from existing FE or ACL funding streams or through other funding streams such co-financing. It is regarded as targeted development work to wider participation amongst priority groups. Activities for the coming period include:

- Development work with ethnic minority groups to provide a range of learning opportunities to support their integration;
- Development work with groups representing those with a disability (eg, blind welfare) to ensure that there is equality of opportunity;
- Specific work with groups of carers and young adults to encourage participation in learning by removing the barriers that the groups may make;
- Development work with local Residents' Associations and community groups to enhance skills and participation in neighbourhood renewal and community regeneration;
- Specific work and activities with men and women returners, the unemployed and those in disadvantaged communities to support their return to learning;
- Activities to increase access to on-line learning and self-study

Only those activities in these areas which are funded through the ACL and FE streams are included in the headline target figures in Part 2 of the plan.

e) Widening Participation

The service is committed to the Widening Participation agenda and is continually seeking to attract non-traditional learners to vocational type provision. It works with a wide range of voluntary and community partners to ensure that learners have access to vocational training. The service is also committed to ensuring that the opportunities which it offers are accessible to all. The following are particular target groups:

- males
- unemployed adults and those returning to the labour market;
- adults with little or no skills;
- adults who are socially disadvantaged;
- adults with a learning disability;
- young adults, ie 19-25 years old.

The Tees Valley EDIM for male participation on ACL has been agreed as 26%. The service has a target for male participation in all types of learning as 32%.

The service employs a number of development workers who have responsibility for encouraging participation and achievement by priority groups.

The service also has comprehensive learner support measures in place to ensure that there is equality of opportunity for all.

The service had a comprehensive Equality and Diversity policy and regularly monitors the participation and success of learners from the priority groups.

There are developments underway to increase the opportunities to gain a range of Level 2 qualifications.

f) Responsiveness

The service works with a number of partners, including Economic Development, to ensure that the activities it provides will contribute towards local economic regeneration. There is a planned increase in activity in employer engagement from the 2004 level to encompass the work done through the LSC funding. The headline target in Part 2 for employer engagement now includes both FE and ACL strand of activity.

The work with employers falls into three categories:

- Provision of non-accredited learning opportunities to large and small employers to upskill their workforce in specific areas. The majority of the activity is through ICT related training, ie Microsoft Access, Excel etc;
- Provision of accredited training programmes for which the employees have an identified need, eg first aid and food hygiene certificates for care homes;
- Development work with employers including the voluntary sector, to determine specific training needs and to develop individual packages.

During the period of this plan there will be an increase in this area of work. The headline target in Part 2 shows the increase in employers and employees expected to be involved in learning. In particular the service will work to improve the basic skills of council employees. The service will also liaise with other Skills for Life providers to deliver any requested basic skills training to local employers.

Further consultation will take place with the LSC in the light of the findings of the Strategic Area Review and its identification of any resulting needs. Further work will be done to ensure that employer views of the training are sought and used to inform subsequent planning process.

g) Fee Income

The service has always targeted those adults who are from disadvantaged areas and therefore fee income from learners is small. The fee policy for the service is reviewed annually and set by the Council.

The service also works with employers to deliver training to their staff. In these cases higher fees are charged. Some provision which is outside LSC funding is charged at an economic rate.

The fees will be reviewed in the academic year 2005/06 in the light of the Council restructure and future plans for funding ACL provision.

The present fee policy for 2005/2006 is as follows:-

ADULT EDUCATION: FEE STRUCTURE 2005/2006

Any person over 16 years of age may attend classes. School pupils over the age of 16 must have written permission of their Headteacher.

COURSE FEES

		Full	Remitted
Vocational and Non-Vocational	30 weeks	£79.00	£6.00
	10 weeks	£27.00	£6.00

REMISSION OF FEES

Remitted fees will be charged to students in the following categories at the time they enrol, **provided that they show documentary evidence at the time of enrolling or at the first class:-**

(a) **Adult or Spouse/Partner receiving:-**

- (i) Council Tax Benefit*
- (ii) Housing Benefit
- (iii) Income Support
- (iv) Working Families Tax Credit
- (v) Disability Working Tax Credit
- (vi) Pension Credit

*(Excluding any discount – e.g. 25% Single Person Discount).

(b) **Adult registered unemployed:-** receiving Job Seekers Allowance

(c) **Adult** in receipt of grant who enrolls for an unrelated part-time course of study whilst in full-time attendance at a school or further education establishment.

(d) **Adult** with no regular earned income whose spouse/partner would qualify for reduction of fees under any of the conditions lettered (b) to (c) above.

No course fees will be charged for Hartlepool Borough resident students who:-

- (a) enrol for basic skills courses i.e. literacy and numeracy;
- (b) enrol for certain designated courses as part of Widening participation and regeneration
- (c) are part of a target client group on designated courses.

Section 2 : Quality

a) Introduction

The provision of high quality learning opportunities is seen as a key aspect to achieving the headline improvement targets. These targets are necessary in order to monitor and improve on performance. In order to maintain high quality provision the service will implement improved quality assurance procedures and ensure that they are applied consistently throughout the service.

The upgrading of staff skills is a key method of improving the success rates and achievement of learners. The availability of three year funding has enabled the service to provide guaranteed support to staff who wish to enrol onto two year university courses for PGCE or Basic Skills Level 4.

The headline improvement targets are outlined in Part 2.

b) Success Rates

The success rates for 2003/2004 were as predicted with the exception of the 16-18 year old long provision which was well below target. This was owing to the small number of learners which was greatly affected by non-completion of learners.

The success rates for 2004/2005 are expected to be higher in all types of provision.

The retention rate has improved in 2004/2005 which will lead to greatly improved success rates. The success rates for long courses are on a par with national figures but are lower than those of short courses.

The service is looking at ways to improve retention and support learners on long courses in order to improve success.

The service will set challenging targets for future years to further improve on success rates.

The chart summarises the expected results for 2004/2005 compared to the latest published national figures.

	2004/2005	National 2002/2003
16-18 long	50%	49%
16-18 short	83%	71%
19+ long	50%	55%
19+ short	83%	71%
All long	77%	71%
All short	50%	55%

c) Quality Improvement

The Quality Improvements which are planned are underpinned with five key challenges. These form the basis of the quality improvement strategy.

The key challenges are:

- Share good practice to improve the teaching and learning;
- Provide effective pre and post course advice and guidance;
- Improve the management of the curriculum;
- Increase the effectiveness and consistency of the Quality Assurance system;
- Improve the use of data to inform planning.

The service will allocate an annual sum for Staff Development and Quality Improvement. Where appropriate external consultants will be used to deliver training.

All staff will have access to at least 4 weeks Staff Development per year. This is in addition to specific training needs which they may have, eg Cert Ed.

The service will also access the national and local support strategies to improve Quality.

d) Response to Inspection

The service recently underwent a re-inspection by the Adult Learning Inspectorate.

The report on this Inspection is expected to be published at the end of June. The findings of the Inspection will be incorporated into the Self-Assessment Action Plan for 2005/06.

e) RARPA

The service has for some time been working towards the introduction of RARPA. All learners have set objectives and their progress and achievements are measured against these objectives. These achievements are moderated and recorded on the learners' Individual Learning Record.

Section 3 : Infrastructure and Resources

a) **Property Strategy**

The service has always had a priority to site its learning opportunities in venues in the local community. This ensures that potential learners can overcome any barriers caused by having to travel to participate in learning.

The service has developed excellent working relationships with a wide range of agencies to ensure continued use of venues. Any decision to site a course in a chosen venue will be made according to four underlying principles, which form the basis of the strategy. These are:

- i) The venue must be safe and secure for all learners and staff;
- ii) The venue must offer a comfortable high quality learning environment, which is fit for the purpose;
- iii) The venue must provide staff and students with all the necessary teaching and learning resources in order for a quality learning experience to take place;
- iv) The venue must provide suitable access to conform to the Disability Discrimination Act.

Each venue is inspected on a regular basis and a programme of improvement is made to ensure the above principles are met. Funding is allocated to each venue to ensure work is carried out if needed.

A priority for the next 3 years is to ensure that there is sufficient ILT resources in each venue to support learning. This includes the installation of PowerPoint projectors, whiteboard and Internet connections. This will improve the teaching and learning to self-study for learners.

Further work will be carried out to ensure all venues conform to DDA requirements and that they are of a high quality and fit for purpose.

The central accommodation will be reviewed in the light of Council restructure.

b) **Financial Strategy**

The availability of three year funding has enabled the service to plan its budgets on a long term basis. The service is small and therefore could be susceptible to a number of financial risks. In setting and managing the budgets it is planned that there is an element set aside annually as a capital replacement reserve. This will enable a rolling programme of replacement of large items such as PCs, laptops and sewing machines.

The service will review the financial plan in light of new funding plans regarding ACL.

c) Workforce Development

The Adult Education Service holds the Investors in People award as part of Hartlepool Education Department. The service uses staff development as a key driver to improve quality and therefore improve success rates.

The service has had in place minimum qualification requirements for its teaching staff. These were set at NVQ Level 3 for all staff but have now been raised to NVQ Level 4 Certificate in Education as a minimum requirement. Any existing staff who do not hold a Certificate in Education are actively encouraged and supported to enrol on the next available course. The service has the same minimum standard for all staff irrespective of whether they teach an FE or ACL course. Therefore only one headline target is produced. This has been amended from 2004 to include all teaching staff. In addition, it is intended to create trainee tutor posts who will be those persons attending a Level 4 course who have shown aptitude. They will be closely supported by existing tutor mentors.

The service will incorporate the new qualifications framework into its staff development strategy.

In addition to improving the performance of teaching staff, all support, administration and management staff are encouraged to access a range of training support to their need and personal development. These include courses such as business administration, learner support and the Certificate in Management Studies.

All staff can access the corporate training courses of the Borough Council which offer a range of short courses.

A new staffing structure was introduced in September 2004. This is currently being reviewed in the light of Council restructure.

The full structure and staff list are available in the current Self Assessment report.

d) Risk Management

The service has carried out a comprehensive Risk Analysis as part of the Council Risk Management strategy. The following risks were identified:-

<u>RISK</u>	<u>ACTIONS</u>
1. Changing local, regional and national priorities leading to significant changes in service provision	<ul style="list-style-type: none">• Review of current services in the light of government guidelines• Review of capabilities to change provision.• Review ways to protect current programme opportunities
2. Changes to funding methodology from LSC could lead to shortfall in income.	<ul style="list-style-type: none">• Review existing targets from LSC.• Investigate additional income sources• Investigate changes to services to maximise income.

3. Inability to secure sufficient high quality venues and equipment which conform to DDA and Health and Safety requirements.	<ul style="list-style-type: none"> • Review all venues on an annual basis and carry out improvements to meet DDA requirements. • Regular renewal of capital equipment.
4. Inadequacy of networks to provide continuing access to learning and provision of statistical returns.	<ul style="list-style-type: none"> • Regular review of maintenance contract. • Continued partnership with community consortium • Regular update of systems • Additional funding sources investigated.
5. Reconfiguration of staff to fulfil new qualification guidelines and to deliver Government priorities.	<ul style="list-style-type: none"> • Staffing flexibility built into structure • Staff development opportunities in place.
6. Failure of local partnerships could lead to inability to deliver planned activities.	<ul style="list-style-type: none"> • Regular meetings with local providers. • Regular meetings with local partners • Regular discussions with local LSC.
7. Possible relocation of central office owing to council restructure	<ul style="list-style-type: none"> • Investigate possible alternative sites.

e) **Health and Safety**

Hartlepool's Adult Education Service conforms to the Hartlepool Borough Council's Health and Safety Policy which relates to staff and members of the public. In addition the service has a newly revised Health and Safety Policy relating to learners. Within this Policy there is a Strategy and Action Plan to ensure that the Policy is fully implemented.

The service ensures that learning takes place in a safe healthy and supportive environment through our health and safety management system, risk assessment processes and our health and safety culture of empowerment and participation. In particular we have in place:-

- An annual health and safety action plan which reflects the annual health and safety report to the Board on our successes and achievements during the last 12 months;
- A strong commitment from the senior staff with a designated member taking the lead which provides for policies and procedures which exceed legislative requirements and based on best practice and the principle of risk reduction;
- Systems to implement policies including shared employee goal setting for health and safety performance, processes to turn plans and policies into action and regular and rigorous monitoring of standards;
- Procedures to assess sub-contractors approach to health and safety, and the systems they have in place, to ensure a safe and healthy and supportive learning environment for the learner.

- Procedures to investigate learner accidents, incidents, ill-health and near misses with reports to the service team with remedial action and its completion; and
- Audit and review arrangements (self-assessment) to measure success (and failures) against our targets and performance indicators.
- We employ a Health and Safety Officer who is qualified to IOSH.
- We ensure that health and safety issues are communicated to all relevant parties through various means including reviews, meetings and notice boards.

We ensure learners themselves are capable in health and safety for what they do and where they do it through:-

- Participation of learners in risk assessment and goal setting including an individual learning plan and a health and safety portfolio to record health and safety achievement;
- Monitoring and evaluation of learners understanding, continuous and ongoing information, instruction and training, including appropriate supervision;
- Learner feedback to identify problems in relation to learning and risk.

f) ILT

ICT is a key priority for the service.

The service has a comprehensive Management Information System. This system fulfils a number of objectives namely:

- i) It ensures data is available to assist in planning for the future programme.
- ii) It ensures that statutory returns can be made to the Learning & Skills Council.
- iii) It ensures that students' progress can be tracked.

Improvements are continually being made to the system to ensure greater use and flexibility.

In addition the service has a full ILT strategy which details the ways in which ILT will be developed to be used in Teaching and Learning.

Future developments include opportunities for online learning and enrolment.

PART 2

HEADLINE IMPROVEMENT TARGETS

Appendix 1a and 1b show the number of learners who will be engaged in accredited FE type provision

Appendix 2a and 2b show the success rates for learners on accredited FE programmes.

Appendix 3 shows the improvement targets for engaging with employers.

Appendix 4a and 4b show the staff qualification targets for all teaching staff

Appendix 5 shows Headline Improvement Measure 5 – FE Fee Income

Appendix 6 shows the number of learners engaged in ACL activities.

Appendix 7 shows ACL Quality Measure 2 - RARPA

Headline Improvement Measure 1 - Participation Further Education

Appendix 1a

	Validated ISR/ILR OUTCOMES						Estimated OUT-TURN		Development Plan Period MILESTONES						TARGET
	2001/02		2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		
	Nos	FTEs	Nos	FTEs	Nos	FTEs	Nos	FTEs	Nos	FTEs	Nos	FTEs	Nos	FTEs	
By age															
16-18	32		73	5	55	3	55	3	65	5					
19+	872	85	960	70	891	87	942	83	1100	83					

Name	Hartlepool Adult Education
Headline Improvement Target - Participation 2007/08	
16-18	
19+	

FE - Participation
Explanatory information

Name	Hartlepool Adult Education
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Appendix 1b

Non Ufl learners		Actual 2001/02		Actual 2002/03		Actual 2003/04		Estimated 2004/05		Projection 2005/06		Projection 2006/07		Projection 2007/08	
Age group		No. of learners	FTEs	No. of learners	FTEs	No. of learners	FTEs	No. of learners	FTEs	No. of learners	FTEs	No. of learners	FTEs	No. of learners	FTEs
16-18	Mode of attendance														
	Full time														
	Part time	32		73	5	55	3.3	55	3.0	65	5.0				
	Level														
	Level X					3	0.5	7	0.2						
	1 / entry	19		67	4	44	1.2	40	2.2	50	4.0				
	2	11		5	1	8	1.6	5	0.3	15	1.0				
	3	2		1				3	0.3						
	4														
	Skills for Life					8									
19 +	Mode of attendance														
	Full time														
	Part time	872	85	960	70	891	87.0	942	83.0	1100	83.0				
	Level														
	Level X					65	6.4	102	5.0						
	1 / entry	528		730	42	616	39.7	600	46.0	780	40.0				
	2	285		197	24	195	40.5	220	30.0	300	38.0				
	3	59		33	4	15	0.4	20	2.0	20	5.0				
	4														
	Skills for Life	73		73		144		152		200					
All	Mode of attendance														
	Full time														
	Part time	904	85	1033	75	946	90.3	997	86.0	1165	88				
	Level														
	Level X					68	6.9	109	5.2						
	1 / entry	547		797	46	660	40.9	640	48.2	830	44.0				
	2	296		202	25	203	42.1	225	30.3	315	39.0				
	3	61		34	4	15	0.4	23	2.3	20	5.0				
	4														
	Skills for Life	73		73		152		152		200					

Headline Improvement Measure 2 - Quality (Success Rates) Further Education

Appendix 2a

	Validated ISR/ILR						Estimated		Development Plan Period					
	OUTCOMES						OUT-TURN		MILESTONES				TARGET	
	2001/02		2002/03		2003/04		2004/05		2005/06		2006/07		2007/08	
	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%
Long	386	42%	495	39%	365	45%	341	50%	565	52%	0	#DIV/0!	0	#DIV/0!
Short	517	63%	539	68%	803	84%	956	83%	600	84%	0	#DIV/0!	0	#DIV/0!

NAME	Hartlepool Adult Education
Headline Improvement Measure - Quality (Success Rates) 2007/08	
Long	#DIV/0!
Short	#DIV/0!

FE Quality (Success Rates)
Explanatory information

Institution Name	Hartlepool Adult Education
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Appendix 2b

Key Skills and Ufl starts excluded		Actual 2001/02		Actual 2002/03		Actual 2003/04	
Age group		No. of starts *	%	No. of starts *	%	No. of starts *	%
16-18	Long						
	Level X						
	1 / entry	1	0%	12	33%	8	13%
	2	3	67%	5	20%	10	0%
	3	2	50%	1	100%	1	0%
	4						
	All Long	6	50%	18	35%	19	11%
	Short	25	76%	56	61%	79	94%
19 +	Long						
	Level X						
	1 / entry	151	41%	247	39%	135	55%
	2	196	47%	197	41%	192	44%
	3	33	12%	33	24%	19	21%
	4						
	All Long	380	42%	477	35%	346	47%
	Short	492	63%	483	68%	724	83%
All	Long						
	Level X	0		0		0	
	1 / entry	152		259	35%	143	52%
	2	199		202	41%	202	42%
	3	35		34	26%	20	20%
	4	0		0		0	
	All Long	386	42%	495	39%	365	45%
	Short	517	63%	539	68%	803	84%
Total		903		1034		1168	

FE Quality (Success Rates)
Explanatory information

Institution Name	Hartlepool Adult Education
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Appendix 2b

Key Skills and Ufl starts excluded		Estimated 2004/05		Projections					
				2005/06		2006/07		2007/08	
Age group		No. of starts *	%	No. of starts *	%	No. of starts *	%	No. of starts *	%
16-18	Long								
	Level X								
	1 / entry	4	50%	10	51%				
	2	2	50%	15	51%				
	3								
	4								
	All Long	6	50%	25	51%	0	#DIV/0!	0	#DIV/0!
	Short	72	83%	40	45%				
19 +	Long								
	Level X								
	1 / entry	199	50%	270	52%				
	2	132	50%	250	52%				
	3	4	40%	20	46%				
	4								
	All Long	335	50%	540	52%	0	#DIV/0!	0	#DIV/0!
	Short	884	83%	560	84%				
All	Long								
	Level X	0		0		0		0	
	1 / entry	203	50%	280	52%	0	#DIV/0!	0	#DIV/0!
	2	134	50%	265	52%	0	#DIV/0!	0	#DIV/0!
	3	4	40%	20	46%	0	#DIV/0!	0	#DIV/0!
	4	0		0		0		0	
	All Long	341	50%	565	52%	0	#DIV/0!	0	#DIV/0!
	Short	956	83%	600	84%	0	#DIV/0!	0	#DIV/0!
Total		1297		1165		0		0	

ACL AND FE**Headline Improvement Measure 3 – Employer Engagement**

At this stage we do not intend to prescribe the “Provider Responsiveness” measures. You should identify your own measure (or measures). The outcome(s) you identify must be measurable and be relevant to you and the nature of your provision.

Examples of appropriate measures may include:

- The number of new SMEs engaged in training.
- Levels of repeat business from employers.
- The number of employers engaged in curriculum design and development
- The number of work-placement opportunities
- The numbers of learners progressing into employment with training
- Levels of employer satisfaction.
- The response to local community needs.

Measure description	Actual 2003/04 (where applicable)	Estimated 2004/05 (where applicable)	Planned 2005/06	Projected 2006/07	Projected 2007/08
Engage SME's in training	-	15	20		
Develop work placement opportunities with employers	-		5		
Engage large companies in learning	-	3	3		
Engage employers in workforce skills analysis	-	0	5		

Headline Improvement Measure 4 - Workforce Capability

Appendix 4a

	Actual 2002/03		Actual 2003/04		Estimate 2004/05		Development Plan Period					
							Milestone 2005/06		Milestone 2006/07		Target 2007/08	
Post Type*	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Qualified %		77%		85%	2	100%		100%				
Enrolled on qualification %					1	16%		0%				

NAME	HARTLEPOOL ADULT EDUCATION	
Headline Improvement Target - Workforce Capability 2007/08		
	Full-time %	Part-time %
Qualified	0	0
Enrolled on qualification	0	0

FE Workforce Capability
Explanatory information

NAME	HARTLEPOOL ADULT EDUCATION
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Appendix 4b

HARTLEPOOL ADULT EDUCATION

Appendix 4b

	Actual 2002/03				Actual 2003/04				Estimated 2004/05				Development Plan Period											
Post Type	Full Time		Part-time inc Agency		Full Time		Part-time inc Agency		Full Time		Part-time - incl Agency		Projection 2005/06				Projection 2006/07				Projections 2007/08			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Total Workforce		0%	26	100%		0%	34	100%	2	6%	32	94%	2	6%	32	94%				#DIV/0!		#DIV/0!		#DIV/0!
Qualified																								
Level 4 CERT ED			12	46%			16	47%	1	50%	24	75%	1	50%	31	97%		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!
Stage 3																								
Stage 1/2							2	6%																
Level 3 730			8	31%			11	32%	1	50%	8	25%	1	50%	1	3%		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!
Total			20	77%	0		29	85%	2	100%	32	100%	2	100%	32	100%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!		#DIV/0!
Enrolled on qualification																								
Level 4									1	50%	5	16%		0%	0	0%		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!
Stage 3																								
Stage 1/2																								
Level 3																								
Total									1	50%	5	16%	0	0%	0	0%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
No Quals									0	0%	0	0%	0	0%	0	0%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Exception																								

Headline Improvement Measure 5 – Fee Income

Please complete the table below and describe the rationale for setting the fee income measure.

Fee Income			
	2005/2006	2006/2007	2007/2008
Fee income value £ per annum	6000	7000	8000

Rationale

The service has always targeted those adults who are from disadvantaged areas and therefore fee income from learners is small. The fee policy for the service is reviewed annually and set by the Council.

The service also works with employers to deliver training to their staff. In these cases higher fees are charged. Some provision which is outside LSC funding is charged at an economic rate.

The fees will be reviewed in the academic year 2005/06 in the light of the Council restructure and future plans for funding ACL provision.

Participation

Using the guidance contained in the LSC's publication Adult and Community Learning Plans 2003/04 LEAs are encouraged to set out the main areas to which their ACL provision is directed eg. the number of families involved in family learning projects, number of learners undertaking Basic Skills etc.

As additional explanatory information the LEA may wish to include a population profile eg proportion of the total adult population aged 60+, adults with learning difficulties, numbers of adults requiring Basic Skills, adult learners from minority ethnic groups.

The only requirement for 2005/06 is for the planned ACL learners numbers, also expressed in FTEs. T A sheet to record this information is provided here.

Headline Improvement Target 1 - Participation Adult and Community Learning

NAME	Hartlepool Adult Education
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Appendix 6

Actual		Development Plan Period							
		Estimate		Milestone		Milestone		Target	
2003/04		2004/05		2005/06		2006/07		2007/08	
Nos	FTEs	Nos	FTEs	Nos	FTEs	Nos	FTEs	Nos	FTEs
1300	170	1400	175	1500	180				

ACL Quality Measure 2 - RARPA

Rationale

The service has for some time been working towards the introduction of RARPA. All learners have set objectives and their progress and achievements are measured against these objectives. These achievements are moderated and recorded on the learners' Individual Learning Record.

ADULT AND PUBLIC HEALTH SERVICES PORTFOLIO

Report To Portfolio Holder

17th October 2005



Joint Report of: Head of Procurement & Property Services
Acting Director of Adult & Community Services

Subject: FORMER LYNN STREET DAY CENTRE

SUMMARY

1.0 PURPOSE OF REPORT

- 1.1 To inform Portfolio Holder of the proposed demolition of the former Lynn Street Day Centre.

2.0 SUMMARY OF CONTENTS

- 2.1 Outline of rationale for the demolition of the centre and service requirements for retention of the land.

3.0 RELEVANCE TO PORTFOLIO MEMBER

31. Portfolio Holder has responsibility for the provision of social care services.

4.0 TYPE OF DECISION

- 4.1 This decision is a non-key decision.

5.0 DECISION MAKING ROUTE

- 5.1 Performance Management Portfolio Meeting, 3 October 2005 for approval to demolish the building.

6.0 DECISION(S) REQUIRED

- 6.1 Portfolio Holder to receive the report. No decision required.

Report of: Head of Procurement & Property Services
Acting Director of Adult & Community Services

Subject: FORMER LYNN STREET DAY CENTRE

1. PURPOSE OF REPORT

- 1.1 To inform Portfolio Holder of the proposed demolition of the former Lynn Street Day Centre.

2. BACKGROUND

- 2.1 Lynn Street Day Centre closed in November 2001 as part of the modernisation of day services for people with a learning disability. Service installations were made safe and the building was boarded up for security. (Site Plan attached as **APPENDIX 1**).
- 2.2 Over the course of the next two years, discussions were held with a charitable not-for-profit organisation regarding a proposal to develop the site as a multi-purpose resource centre for a number of vulnerable adult groups.
- 2.3 Although this scheme did not progress due to financial and other resource considerations, the Adult and Community Services Department remains committed to the development of the Lynn Street site for future service provision. The Department wishes to explore a range of options with potential and existing service providers and health partners for service development, due to the reconfiguration of services at Swinburne House and the requirement to consider options for sustainable day centre provision for the elderly.
- 2.4 The building on the site however is no longer fit for purpose and requires demolition. A report seeking approval to demolish the building was received by the Performance Management Portfolio at the meeting on 3 October 2005.
- 2.5 Whilst it has been secured and boarded up vandalism is a constant problem and there is potential for the building to become unsafe and dangerous
- 2.6 The Estates Management Section has therefore gathered together all the preliminary information including Type 3 Asbestos survey and service information from the utility companies in preparation for the pending demolition.

3. CONSIDERATIONS

- 3.1 Presently the building on site represents a liability for the Council and its refurbishment is considered to be uneconomic.
- 3.2 A cleared site not only removes the problem of an unsightly, unsafe building but it also becomes a more attractive proposition and will assist the service department when considering redevelopment options.

4. FINANCIAL IMPLICATIONS

- 4.1 A budget estimate of £120,000 plus asbestos removal has been provided within the Department's revenue budget. The final cost will be subject to a formal tendering process to be undertaken by the Procurement and Property Services Division.
- 4.2 The demolition of the building is necessary in advance of any redevelopment of the site in order to remove any danger through an unsafe building and the costs of this should be reflected in any future redevelopment scheme.

5. RECOMMENDATIONS

- 5.1 That Portfolio Holder note the report and that the demolition of the building will proceed subject to the costs being finalised.

Background Papers

Performance Management Portfolio Meeting, 3 October 2005.

ADULT & PUB HEALTH - 05.10.17 - APPENDIX 1 - FORMER LYNN STREET DAY CENTRE