

HARINGEY ADULT LEARNING SERVICE
ADULT LEARNING PLAN 2003 / 2004

Learning Together in Haringey

FOREWORD

We are proud of our achievements in 2002-3.

During the year, Haringey Adult Learning Service has undergone significant organisational change. Parts of the service have relocated to new premises in Wood Green Library, which have been developed to offer a high quality learning environment for learners enrolled on courses and other members of the public seeking career and training advice.

Our staff have responded well to the challenges and to the opportunities that change brings about.

2002 saw the publication of our first Prospectus as well as accompanying marketing material for Family Learning programmes. These developments have helped raise the profile of the service among potential learners as well as with our key partners.

However, we are not complacent. We recognise that there is still much to do and we are keen to ensure that Haringey Adult Learning Service continues to demonstrate real improvement.

As a service we are looking forward to responding to the new role for adult and community learning set out by the Government. As a staff team we have invested in developing our Learner Charter which is underpinned by our commitment as a service to our staff. We have developed our mission to better reflect the corporate strategic of Haringey Council.

The aim is to ensure that the culture of our service places the 'learner' at the centre of everything that we do.

Over the coming year we intend to improve our performance in the teaching of the skills necessary for our changing economy and to meet the particular skills needs in Haringey as part of the London North Learning Skills Council area. In doing this we will also ensure that the quality and the scope of the programmes that we offer also enrich and extend the lives of the learners enrolled. We are committed to ensuring that the benefits of adult and community learning encompass the wider social inclusion agenda.

Learning is the foundation for socially and economically successful communities. Every individual has the right to play an active role in society. Haringey Adult Learning Service has a key role to play in the community regeneration effort in the Borough.

Michael Wheeler
Head of Service
Haringey Adult Learning Service

CONTENTS

SECTION 1 INTRODUCTION

| | | |
|-------------------|------|---|
| ABOUT THIS PLAN | PAGE | 5 |
| THE WIDER CONTEXT | PAGE | 6 |

SECTION 2 STRATEGIC MANAGEMENT

| | | |
|--------------------------------|------|----|
| ORGANISATIONAL DETAILS | PAGE | 10 |
| OUR MISSION | PAGE | 12 |
| STRATEGIC OBJECTIVES | PAGE | 13 |
| OUR ACHIEVEMENTS 2003-2-3 | PAGE | 14 |
| OUR PLANS 2003-4 | PAGE | 15 |
| COHERENCE WITH OTHER PROVISION | PAGE | 16 |

SECTION 3 QUALITY ASSURANCE AND STAFF DEVELOPMENT

| | | |
|----------------------------|------|----|
| LEARNERS' CHARTER | PAGE | 21 |
| STAFF CHARTER | PAGE | 23 |
| KEY PERFORMANCE INDICATORS | PAGE | 25 |
| QUALITY ASSURANCE | PAGE | 27 |
| LSC PERFORMANCE REVIEW | PAGE | 30 |
| HEALTH AND SAFETY | PAGE | 31 |

SECTION 4 EQUALITY AND DIVERSITY

| | | |
|----------------------------------|------|----|
| BASIC SKILLS | PAGE | 33 |
| WIDENING PARTICIPATION | PAGE | 35 |
| FAMILY LEARNING | PAGE | 39 |
| WORK BASED LEARNING | PAGE | 41 |
| ESOL | PAGE | 46 |
| MANAGEMENT OF LEARNING | PAGE | 47 |
| ADULT EMAG | PAGE | 48 |
| CITIZENSHIP & NATIONAL LANGUAGES | PAGE | 48 |
| DISABILITY STATEMENT | PAGE | 50 |

CONTENTS

SECTION 5 RESOURCE MANAGEMENT

| | | |
|--|------|----|
| NEEDS ANALYSIS | PAGE | 55 |
| FEEES AND FEE POLICY | PAGE | 63 |
| LEARNER INFORMATIO, SUPPORT AND GUIDANCE | PAGE | 64 |
| SUBCONTRACTING | PAGE | 66 |
| ACCOMMODATION STRATEGY | PAGE | 69 |
| STAFFING AND MANAGEMENT | PAGE | 70 |
| ACCOUABILITY AND GOVERNANCE | PAGE | 71 |
| HALS ORGANISATIONAL CHART | PAGE | 72 |

SECTION 5 RESOURCE MANAGEMENT

ABOUT THIS PLAN

Each year Haringey Adult Learning Service (HALS) is required to submit an Adult Learning Plan (ALP) to the London North Learning and Skills Council (LSC).

Our ALP for 2002-3 was well received by London North LSC. We want to build on this success.. For 2003-4 the LSC has issued new guidance to local authorities for the development of the ALP. The guidance sets out the areas on which authorities should report on.

The main purpose of the 2003-4 ALP is to update the LSC on the progress that has been achieved during 2002-3 and to set out any changes to the way in which the service is being delivered.

The areas that local authorities should cover in their ALP fall under four headings:

1. Strategic Management

- Organisational Details
- Mission Statement
- Coherence With Other Provision
- Strategic Objectives

3. Quality Assurance and Staff Development

- Key Performance Indicators
- Quality Assurance
- Quality Improvement
- Quality Awards
- LSC Performance Review
- Health and Safety

2. Equality and Diversity

- Basic Skills
- Widening Participation
- Family Learning
- Family Literacy, Language, Numeracy
- Neighbourhood Strategies
- Citizenship
- National Languages Strategy
- Adult EMAG
- Disability Discrimination Act
- Disability Statement

4. Resource Management

- Needs Analysis
- Fees and Fee Policy
- Learner Support
- Information, Advice and Guidance
- Additional Learner Support
- Subcontracting
- Accommodation Strategy
- Staffing and Management
- Accountability and Governance

THE WIDER CONTEXT

Government Policy 2003-4 and Beyond

Adult and community learning is a vital part of the Government's drive to widen participation in learning, build community self-confidence and capacity and to promote good citizenship and personal development. The intention is to have a sharp focus on skills development and to place the learner at the centre of all activity while at the same time retaining the sector's distinctive role from fostering social exclusion to learning for leisure.

Although guaranteed funding to local authorities is to be removed, there is no intention to take adult and community learning away from local authorities. The end of guaranteed funding and its replacement with formula funding will now take place in 2004-5 rather than 2003-4 as originally planned. LEAs are to retain a role in developing adult and community learning. The test for them will be the value they can add to this area of learning.

The Learning and Skills Council (LSC) holds responsibility for adult and community learning. The intention is to reduce the disparity of the levels and types of provision across the country. Under the LSC Adult and community learning will become integrated with the post-16 and skills sector.

The consultation document 'Success For All' (June 2002) signals the Government's determination to improve performance in providing education and training. This includes the whole of the learning and skills sector, not just FE. Adult and community learning will now form part of Strategic Area Reviews.

The LSC will review current provision to determine the pattern of provision that best meets the needs of learners, employers and the community. New teaching and learning frameworks will be developed as well as new infrastructures for e-learning. The intention is also to ensure that there is an appropriately qualified workforce that is set within a framework of requirements that does not deter valuable part-time teachers. Minimum performance standards will be set for providers.

The National Skills Strategy is due to be published in June 2003. It will be informed by the current Review of the Funding of Adult Learning. The strategy will be designed to improve the performance in the learning and skills sector to meet the needs of the changing economy. Adult and community learning has a key role to play in helping people on the first steps back into learning.

The review involves an assessment of what is funded and why. It will also seek to achieve consistency in the levels of fees charged in terms of a standard set of principles. LEAs will have a key role in planning adult and community learning. This will be achieved through a partnership with providers, with employers, with learners and the LSC. Effective planning for adult and community learning will promote access and progression as well as create enthusiasm for learning.

THE WIDER CONTEXT

Haringey Education Development Plan (EDP)

The EDP is the single most important planning document for a local education authority. It details how activity and resources will be combined to raise achievement in schools. This is not an endeavour that relates solely to schools and the LEA services that provide direct support to them, e.g. the Advisory Service, Education Psychology.

The learning that takes place outside the classroom in family and community settings makes a valuable contribution to pupil attainment. Research shows that learning is improved where parents and other members of the family and the local community are actively involved in children's learning. In order to help children in their learning they need the necessary skills to do so.

Adult and community learning delivered by HALS indirectly contributes to all eight of the Haringey EDP priorities. These are:

- Raising Attainment in the Early Years.
- Raising Attainment in Key Stages 1 & 2 (esp. literacy and numeracy)
- Raising Attainment at Key Stage 3
- Raising Attainment in Key Stage 4
- Narrowing the Attainment Gap
 - Raising the Attainment of Minority Ethnic Pupils
 - Minimising the Effects of Mobility on Pupils' Attainment.
- Improving Schools Causing Concern
- Improving the Attendance, Welfare and Behaviour of Pupils in Schools
- Improving Provision for Pupils with Special Education Needs
- Improving the Recruitment and Retention of Teachers

THE WIDER CONTEXT

Haringey Education Development Plan (EDP)

There is also more specific references particularly in relation to parental involvement and family learning:

Priority 1a Raising attainment in the early years

1a 4.2 Support for family learning initiatives

Priority 1b Raising attainment of pupils in primary education

1b 4.1 Support the extension of family literacy and numeracy programmes as set out in the LEA Adult Learning Plan, with priority for schools with lower achievement in literacy and numeracy

1b 4.2 Support language and literacy, citizenship and health education programmes in neighbourhood renewal areas

Priority 4a Raising attainment of minority ethnic pupils

4a 3.6 Programme of work with parents aimed at enabling them to support their child/ren's learning

4a 4.2 Support schools in setting up and running Parental Involvement initiatives including PRIDE/Share

4a 4.4 Support 6 community organisations in developing their capacity to provide access for parents and pupils to ICT

Priority 4b Minimising the effects of mobility/transience on pupils' attainment

4b 4.6 Promote participation in 'out of schools hours' activities for families affected by mobility using external funding where available

STRATEGIC MANAGEMENT

ORGANISATIONAL DETAILS

Contact Details

Head Office

Haringey Adult Learning Service
Wood Green Learning Centre
2nd Floor, Central Library
High Road, Wood Green
London, N22 6XD

Main Sites

The Annex, Rear of 301 White Hart Lane
Tottenham, London, N17 7BT,
Telephone: 020 8489 8781

General Enquiries, Information, Advice and Guidance

Telephone: 020 8489 2500
Fax: 020 8489 2551
E-mail: hals@haringey.gov.uk

Community Venues

African Women's Welfare Centre
Broadwater Community Centre
City Learning Centre
Northumberland Park Women & Children's Centre
Kurdish Advice Centre
Northumberland Park Learning Centre*
Learning Centre @ Park View Academy
Marcus Garvey Library
Park Lane Family Learning Centre
St Ann's Library
Tottenham Hotspur Study Support Centre
West Green Learning Centre
Various Primary Schools
White Hart Lane Learning Centre*

*New Sites Under Development

Contacts for Enquiries About this Plan

Michael Wheeler, Head of Service

Telephone: 020 8489 2566
E-mail: michael.wheeler@haringey.gov.uk

Angharad Claydon, Quality Manager

Telephone: 020 8489 2522
E-mail: angharad.claydon@haringey.gov.uk

ORGANISATIONAL DETAILS

Pattern of Adult Community Learning Provision

Haringey Adult Learning Service (HALS) is a service located within Haringey Council Education Services (The LEA). The overall adult and community learning programme is secured through a combination of direct provision by HALS and by sub-contracting to other training providers.

There has been no significant change in the training providers that HALS subcontracts to. They remain:

1. College of North East London (CONEL)
2. Workers Education Association (WEA)
3. Birbeck College, University of London
4. Various Community Organisations

During 2003-4 we intend to explore the potential for developing a sub-contracting relationship with the University of the Third Age (U3A).

There has been no change to our four programme areas during 2002/2003. They remain:

1. Family Learning
2. Widening Participation – Neighbourhood Renewal
3. Widening Participation – Learning Difficulties and Disabilities
4. Workforce Development

The purpose of delivering programmes under these headings is to promote learner progression onto further study and eventually into employment. Our Community Learning Centres continue to offer a broad range of programmes from which pathways have been developed onto other programmes offered by HALS at one of our main sites, sub-contracted training providers and other training providers.

During 2002-3 HALS has continued to implement the organisational change begun the previous year to improve management effectiveness. The relocation of services and programmes to Wood Green Library and the Annex has ensured that the service is able to deliver learning programmes in a standard of accommodation that meets learner expectations.

OUR MISSION

Introduction

HALS is driven by a common desire to reduce the gap between the 'haves' and the 'have nots'. Consequently we focus our energies and resources in areas of the Borough in greatest need and on particular target groups. The potential contribution of Adult Learning is much greater than simply raising skills levels among the adult population. It has a fundamental role to play in equipping individuals and local communities with the skills necessary to enable them to be socially and economically sustainable.

Over the past year we have developed further the Mission Statement set out in our ALP 2002-3. The development has not yet been formally adopted. The statements set out below form part of the consultation process.

The vision that we set out is for all residents in the Borough. However, we recognise that as a service we are not resourced to a sufficient level to provide universal provision. This is not our intention. Together with our key partners we will seek to ensure that the resources that are available are targeted in areas of the Borough in greatest need and made available to target groups of people who may benefit most from access to advice, guidance and learning opportunities.

Our Vision

That every Haringey resident is able to access the learning opportunities they want and need in order to be able to make informed choices, to play an active part in their local community and to participate in economic activity.

Our Mission

Haringey Adult Learning Service will ensure that the resources we have available will be targeted in areas of greatest need in Haringey and that people who experience barriers to accessing advice, guidance and learning opportunities are given every opportunity possible.

We will strive to build confidence in learners, provide opportunity and choice, widen participation to all and, together with its key partners, be a positive force to put learning at the foundation for social and economic regeneration in Haringey.

Our Objectives

In broad terms, our objectives are to:

- Secure more and better opportunities for those who have benefited least from education to date
- Increase the number of learning opportunities
- Involve people in planning and organising both their own learning and provision within their communities
- Value, and build upon, the many and varied experiences that shape people's lives and decisions
- Help make learning meaningful, enjoyable and inspirational

STRATEGIC OBJECTIVES

Our Objectives

Our strategic objectives relate to different areas of service delivery over the coming year. In particular, we are keen to work more closely with schools to extend their services to their local community.

- To work closely with Haringey schools to extend the range of services they are able to offer to their local community and to ensure that adult and community learning is a core part of their service
- To raise individuals' aspirations and skills and knowledge levels so they can improve their quality of life and their short and long-term employment chances
- To help individuals from Haringey's more disadvantaged communities tackle the barriers they face in accessing and progressing with education, training and employment through targeted activities and outreach.
- To work closely with community organisations and within the local community itself, in order to support neighbourhood renewal.
- To develop improved links with employers so those employment prospects of trainees and clients are enhanced.
- To improve internal systems, processes and procedures so as to improve the quality, effectiveness and marketing of the services.

OUR ACHIEVEMENTS 2002-3

During 2002-03 HALS has continued to implement the organisational change begun the previous year to improve management effectiveness. The relocation of services and programmes to Wood Green Library and the Annexe has ensured that the service is able to deliver learning programmes in a standard of environment that meets learner expectations, as defined in LSC/Adult Learning Inspectorate quality standards.

The Service achieved improved grades in its work-based learning provision in the following areas: management of training; quality assurance; construction. All moved from a grade 4 to a grade 3. These had been identified as weaknesses in a previous inspection but are now considered satisfactory.

The Service is on target to achieve the number of learning opportunities delivered which is 4000.

The Service is also on target to achieve:

| | Ethnic Minority | White | Total |
|-------------------------------|-----------------|-------|-------|
| Qualifications Full Units | 140 | 20 | 160 |
| | 155 | 10 | 165 |
| Jobs | 105 | 15 | 120 |
| Progression to FE/HE/training | 80 | 15 | 95 |

Over the past year there has been more focus on delivering shorter courses in the community. These do not always lead to a qualification. We have recently achieved accreditation from LOCN which will enable more learners on community courses to achieve a recognised qualification.

The Service has been successful in bidding for a major programme Entry to Employment which is a national pathfinder. This will deliver customised learning programmes for asylum-seekers and refugees aged 16 to 19 over a two year period. This is one of only 11 programmes in the country and the only one in London. The programme will be delivered with Connexions-Prospects Careers Service.

OUR PLANS FOR 2003-4

Major programme developments will include:

- Expansion of the family learning ICT programme;
- Training for classroom assistants with a focus on minority ethnic staff;
- Introducing London Open College Network accreditation;
- Implement the Entry to Employment Pathfinder.

Overarching developments will include:

- Providing additional learning programmes through the Learning Centre at Northumberland Park School;
- Reorganising community education and family learning so that it supports the development of extended school models and networked learning communities;
- Improving data collection capacity;
- Engaging in an external benchmarking exercise so that the service can better compare its performance in relation to others and to inform the setting of Key Performance Indicators and targets for improvement.

This year a submission has been made to the North London LSC for Adult Community Learning Capital Funds to build a Learning Centre at White Hart Lane School. The North London Learning Skills Council has recommended the scheme to the National LSC. Once procurement options have been developed the scheme will be submitted to Haringey Council for approval. The scheme is dependent on both Council and LSC approval.

We will also assess, in this year, the feasibility of introducing a fee policy and structure which will be developed and consulted on at a later date. The Service will investigate the potential to charge fees which would make it less reliant on future funding which will be formula funded from 2004/05.

Currently, most courses are subsidised either by the LSC funds or regeneration funding. Some courses run with other agencies such as London University have charged a fee and this testing of the water has shown the potential for widening the range of courses that are fee paying without discriminating against those who cannot afford to pay.

In terms of overall direction, the Service proposes reducing the level of work-based learning and increasing community education and family learning. Other providers are better placed to develop and maintain the links with employers needed for successful delivery of programmes where success is measured by job outcomes. However, we intend to continue to develop and deliver with partners programmes which support local people in gaining entry into posts in education and social care where our own networks and links have enabled this work to succeed.

COHERENCE WITH OTHER PROVISION

Increasingly, provision and plans for which the local authority is responsible, or for which it is the lead agency, are developed and implemented with other providers, often through partnership arrangements. The Early Years Development and Childcare Partnership and the Youth Offending Team are two examples of very effective multi-agency working in Haringey.

The Haringey Strategic Partnership (HSP) is developing a Community Strategy and beginning to co-ordinate the work of such local partnerships. The intention is that the HSP will promote a co-ordinated approach to the planning of lifelong learning provision. The Partnership will also help ensure that all local providers (e.g. schools, police, health, social services, businesses) work together to meet borough-level strategic objectives.

It will be important that the roles of LSCs, the HSP and LLPs are clearly defined to minimise the risk of duplication and/or additional layers of bureaucracy. However, the principle of planning specific provision, whether community education, transport, health care or any other, within a broader, regional or sub-regional framework, is accepted by all major players, including the Council.

At Council level, this means officers working across service boundaries to plan provision. This will help to ensure that adult learning plans both inform and are informed by other strategic plans and links with partners. The key partnerships are:

| Education & Learning | Council / Community | Other Providers / Partners |
|--|--|--|
| Education Development Plan 02/07 | Unitary Development Plan | Youth Offenders Team |
| Early Years Development and Childcare Plan | Local Strategic Partnership Plan (HSP) | Drugs Action Team |
| Young people's Strategy | Children and Young People' Strategic Partnership | Skillsforce |
| Transforming Youth (Youth Plan 03/06) | Health Improvement Programme | College of North East London |
| Adult Learning Plan | IEG Statement (Electronic Government) | North London Open Learning Partnership |
| Learning & Skills Council LN Plan | Quality Protects | School plans |
| Learning and Skills Council Corporate Plan | Social Services | Community Groups, tenant associations |
| Libraries Plan | 16-19 Strategy | Local faith groups |
| Connexions LN Strategic Plan | | Voluntary sector |
| Family Learning Programme | | Safer Community Partnership |
| Early Excellence Network & Sure Start | | Local employers |
| Lifelong Learning Partnership | | |

COHERENCE WITH OTHER PROVISION

The success of HALS and our services and courses depends on the quality of information available to service users and other service providers both for their own information and for referrals of specific target groups and vulnerable and other identified groups and communities. In addition to this, HALS works closely with strategic partners, such as the Learning and Skills Council, to ensure that provision satisfies standards of quality and addresses needs and desires of the communities we serve.

HALS is not in a position to deliver universal services to the whole community, nor is it a position we envisage. The delivery of courses, skills and other training to the community is undertaken in partnership and by contract with other providers. The delivery pattern is indicated overleaf.

COHERENCE WITH OTHER PROVISION

| Provider | Sector | Management Arrangements | Provision |
|---------------------------------|---------------------------|---|--|
| Haringey Adult Learning Service | Local Authority | Direct | Family Learning, ESOL, Creative crafts, ICT, NVQs, Vocational Learning and LearnDirect |
| Library and Museum Service | Local Authority | Service Level Agreement (SLA) | Open Learning |
| Learning Difficulties Team | Local Authority | Service Level Agreement (SLA) | Learning Support |
| Early Years and Sure Start | Local Authority | Service Level Agreement (SLA) / Partnership / Commissioning | Childcare Training |
| Leisure Services | Local Authority | Service Level Agreement (SLA) | |
| College of North East London | Further Education | Commissioned / Contract | Mainstream provision for adults with specific learning needs, ESOL, outreach, childcare training |
| Kurdish Advice Centre | Voluntary Organisation | Commissioned / Contract | ESOL < family Learning, Parenting, Dance and music, ICT |
| Broadwater Farm Centre | Voluntary Organisation | Commissioned / Contract | ESOL, Family Learning, Parenting, Dance and music, ICT |
| Goan Community Association | Community Organisation | Commissioned / Contract | Family Learning |
| WEA | Voluntary Organisation | Commissioned / Contract | Family Learning, Community interpreting, school support |
| Primary Schools | Local Authority / Schools | Service Level Agreement (SLA) | Family learning, ESOL, parenting, ICT |
| West Green Learning Centre | Education—non-LEA | Service Level Agreement (SLA) | Family learning, ICT, ESOL, Basic Skills |
| Northumberland Park School | Local Authority / Schools | Service Level Agreement (SLA) | ICT, ESOL, Basic Skills |
| Al Hijra Somali Community Group | Voluntary Organisation | Commissioned / Contract | ESOL, Family Learning |
| Childcare Support Services | Local Authority | Commissioned / Contract | Crèche provision |

COHERENCE WITH OTHER PROVISION

Future Planned Provision

A new adult education centre has been proposed, with a bid submitted for capital funding from the Learning and Skills Council, on the campus of the White Hart Lane School, Wood Green, one of the most deprived areas in the Borough.

The centre will be a new purpose-built 2 storey facility on the site of redundant classrooms and will be entirely for adult and community learning. It is proposed to deliver these services:

- ESOL
- Family Learning
- Art and craft activities
- ICT Personal development

The proximity of the facility to the school will allow us to make advantage of their extensive facilities, many of which are being rebuilt or extended.

Schematic plans have been developed to include the following facilities:

- 3 multi-purpose rooms to cater for different learning groups
- A mixed media / craft room
- 3 individual interview / counselling rooms
- 12 place crèche with external play area
- Office space for up to 10 staff
- Reception area
- Informal break out area
- Private outdoor space
- Facilities for those with disabilities.

The scheme is dependent on both Haringey Council and LSC approval, both of which will be sought in summer 2003.

QUALITY ASSURANCE AND STAFF DEVELOPMENT

LEARNERS' CHARTER

Introduction

The Draft HALS 'Learner Charter' has been developed out of the discussions that were held at the Staff Conference on 24 January 2003.

The HALS 'Learner Charter' is presented in draft form for consultation with staff and our external partners. Consultation will also take place with learners, and other members of the public who use the services we provide.

Why do we need a 'Learner Charter'?

The HALS 'Learner Charter' has been developed to ensure two things:

That learners and other members of the public who use our service know and understand our commitments to them.

That as an organisation and as individuals we keep uppermost in our minds the primary importance of placing the 'learner', or the 'customer' in everything we do.

Our 'Learner Charter' refers to both 'learners' and other members of the public who come to us for advice and guidance.

LEARNERS' CHARTER

What is our 'Learner Charter'?

Our 'Learner Charter' sets out our 'commitments' to learners. This means that:

- We will listen and respond to what learners say about their needs and their aspirations.
- We will offer confidentiality to all learners at all times.
- We will be open and willing to help learners according to their individual need.
- We will be honest and clear in all the information we give so that learners can make informed choices and to ensure that we do not raise expectations unrealistically.
- We will seek to involve learners in making decisions about pursuing the learning opportunities that are most appropriate to their needs and aspirations.
- We will respect and value the individual rights held by all learners.
- We will respect and value the individual experience and knowledge that learners bring to their learning.
- We will make sure that the learning programmes we deliver are based on good practice and that achieve outcomes for learners that they recognise and value as being worthwhile.
- We will make sure that the learning programmes we deliver are fun, enjoyable and rewarding for all learners.
- We will strive to achieve equality of access to learning opportunities and to deliver equality in the outcomes achieved by learners
- We will measure our performance to ensure that we are continually improving the service we provide.

STAFF CHARTER

Introduction

The Draft HALS 'Staff Charter' has been developed out of the discussions that were held at the Staff Conference on 19 July 2002 and 24 January 2003.

The HALS 'Staff Charter' is presented in draft form for consultation with staff and corporate colleagues.

Why do we need a 'Staff Charter'?

The HALS 'Staff Charter' has been developed to ensure two things:

1. That all staff are able to have the trust and confidence in the support that other members of staff will offer and that will enable them to be effective in doing their own job.
2. That all staff are able to have the trust and the confidence in the organisation to provide them with the professional support and encouragement they need in order to be effective in the job that they do.

Our 'Staff Charter' relates to all members of staff whether they are on permanent, fixed term, temporary, full-time, part-time or sessional contracts.

STAFF CHARTER

What is our 'Staff Charter'?

Our 'Learner Charter' combines two sets of 'commitments'. The first is the commitment that all staff have towards each other. The second is the commitment that the organisation has towards supporting all members of staff.

Our commitment to each other as staff means that:

- We will treat each other with respect.
- We will value the potential contribution that each of us can make
- We will work as a team to ensure that each member of staff has the opportunity to make a full contribution
- We will make sure that we listen to each other
- We will seek clarification if we are not clear about what is being done and why.
- We will give each other encouragement and practical support.
- We will recognise and value the hard work and achievement of our colleagues
- We will celebrate success

Our commitment as HALS to the staff who work in the organisation means that:

- We will value the potential contribution that each member of staff can make to our overall success in meeting the aspirations and learning needs of learners and other members of the public who use the services we provide.
- We will provide an appropriate level of professional development for all members of staff.
- We will invest in the professional development of all members of staff in terms of money and time.
- We will put in place a variety of methods for communicating with staff and ensure that there is a 'two-way' exchange of ideas and views.
- We will listen, and act upon, the comments, suggestions and feedback from staff about how they think the service can be improved.
- We will demonstrate how staff have made a direct contribution to improving the way we do things.
- We will recognise and value the hard work done by staff.
- We will celebrate the achievements of staff.

KEY PERFORMANCE INDICATORS

Data Collection

A crucial area for development for the service is the establishment of a better data collection capacity and to use this evidence as the basis for all service planning.

Development over the coming year will include investigating with our key local partners the feasibility of undertaking an external benchmarking exercise so that the service can better compare its performance in relation to others and to inform the setting of Key Performance Indicators and targets for improvement.

The areas we will set targets for are aligned to the examples set out under the three Key Performance Areas and contained in the LSC Circular 02/19. These are:

- Participation and Recruitment
 - Enrolment/Starts
 - Widening Participation Recruitment Targets
 - Equality and Diversity Recruitment Targets
 - Recruitment Targets Relating to Local and National LSC Initiatives
 - Other LSC Guidance
- Learner Experience and Performance
 - Retention Rates
 - Achievement Rates
 - Learner Health and Safety Induction
 - Equality and Diversity
 - Progression and Destinations
 - Learner Satisfaction
 - Employer Satisfaction
 - Take up by Learner and Effectiveness of Learner Support
 - Take up of Practical Learner Support
 - Continual Professional Development and Staff Qualification Levels
- Management
 - Financial Targets Relating to LSC Funding
 - Staffing
 - Curriculum Range
 - Statutory Duties (Equality and Diversity, Learner Health and Safety)

KEY PERFORMANCE INDICATORS

The strategy for monitoring the success of our services and progress towards agreed targets includes the assessment of:

- Teaching and learning strategies
- Course content
- Course Delivery
- Assessment and monitoring strategy
- Learner evaluation and feedback
- Perception and marketing success of courses
- Consumer awareness of services.

It is also important that we find out the views of other members of the public who access the other services we provide, particularly our advice and guidance services.

Each of these areas will then allow us to set SMART objectives and measure our performance.

Other key data is indicated in the Needs Analysis.

What we do know is about the people participating in our courses. The expected outcomes for 2002/03 are:

| Learner Group | Expected 2002/03 |
|--|------------------|
| Total number of learners (ACL provision only) | 3,571 |
| % males | 42.0 % |
| % with learning difficulties and/or disabilities | 18.0 % |
| % ethnic minority group | 85.0 % |
| % aged 60+ | 10.0 % |
| Basic Skills learners | 32.8 % |

QUALITY ASSURANCE

Quality Assurance

The HALS re-structure that was begun in 2002, is designed to strengthen our Quality Assurance arrangements. This included the establishment of the post of a Quality Assurance Manager.

A service-wide Quality Assurance Strategy is now under development. This will be designed to meet the requirements of our examining boards, e.g. London Chamber of Commerce and Industry, Basic Skills Agency, London Open College Network, City and Guilds etc.

The advice and guidance service that we provide will, over the coming year, be working towards achieving the MATRIX standards to further improve the quality of support we are able to provide to learners (formerly GAB—Guidance Accreditation Board).

Our QA strategy will also include the production of a Staff Handbook with a specific series of practice manuals for the different areas of work.

Adult Learning Inspectorate

The most recent ALL inspection recorded improvement in several areas and higher grades were awarded in Quality Assurance and in the Management of Training. During 2002 we have carried out a full Self-assessment of our Work Based Learning Programme. The findings from the review have been incorporated into a Development Plan. In 2003-4 we will carry out similar exercises for our Adult Learning and Family Learning programmes. The Development Plans that will follow will be incorporated into a comprehensive and over-arching Development Plan for the whole service. We expect this to be achieved by 2004.

The service continues to utilise the model provided by the Adult Learning Inspectorate's (ALI) Self-Assessment Framework in order to assess the quality of performance in relation to:

- Teaching and Learning
- Guidance, Job Search and Student Support
- Strategic Management, Resource Management and Deployment, and Human Resources
- Equal Opportunities
- Finance
- Health and Safety
- Quality Assurance

For each of these areas the service defines:

- How assessment will be carried out
- When assessment will occur
- Who is responsible for assessment

QUALITY ASSURANCE

Internal Verification

The measures we adopt to secure quality in the learning programmes we deliver include:

- Reviews and assessment of lesson plans and schemes of work
- Regular observations of lessons, grading, feedback and action plan development (CIF)
- Sampling of learner portfolios
- Sampling strategy developed for each NVQ programme
- Reviews and assessment of the suitability of accommodation and resources
- Implementing an annual review, audit and planning schedule
- Conducting learner satisfaction surveys, course evaluations and learner focus groups
- Externally organised and delivered 'mystery shopper' visits

All courses that last six months or more are sampled on three occasions. For NVQ programmes the assessment includes a comparison of the assessment decisions made by Internal Verifiers to ensure consistency and equity.

External Verification

External Verification visits are carried out twice a year per accredited programme in collaboration with the London Chamber of Commerce and Industry through its Multi-Sector Quality Assurance Scheme.

Our Quality Awards

HALS achieved the Investor In People (IIP) award in 1999. An IIP review is scheduled for Spring 2003.

The Guidance Service received Guidance Board Recognition in 2001.

HALS is working towards achieving the Quality Award in Basic Skills.

QUALITY ASSURANCE

Staff Survey Findings – January 2003

A Staff Questionnaire was developed to provide an opportunity for staff to assess the capacity of HALS to meet the challenges of the future, the progress that had been made and to identify 'how' staff felt about working for the organisation. The Staff Conference Evaluation was developed to provide an opportunity for staff to assess the value of the conference and to inform the planning of future events.

The findings to emerge from the Staff Questionnaire are encouraging. The significant majority of respondents were able to respond positively to all statements. There is, however, challenge for the organisation to increase the proportion of staff who are able to 'strongly agree' with the statements. Currently the significant majority are able to 'agree'.

The two areas where significantly more staff disagreed were in the extent to which the organisation 'recognised' hard work and 'celebrated' achievement. This, coupled with the number of respondents who made additional comments indicating that not everyone is always clear about service objectives, highlights the need to improve internal communication and to ensure that due recognition is given.

It was encouraging to note that over 97% of staff were able to either 'agree' (28.6%) or 'strongly agree' (68%.6%) with the statement "I am confident that I will be able to make a positive contribution over the coming year".

It was also encouraging that 91.5% of staff were able to 'agree' (60%) or 'strongly agree' (31.5%) with the statement that I am confident that Haringey Adult Learning Service will improve the quality of its service over the coming year.

LSC PERFORMANCE REVIEW

During 2002 the quality of the service has been assessed by the LSC and our improvements were recognised. Again, we are by no means complacent.

From October 2002 the LSC will undertake performance review assessments of Haringey Adult Learning Service twice a year. The review framework comprises three performance areas:

- 1 Participation and Recruitment
- 2 Learner Experience and Performance
- 3 Management

The performance of the service will be graded on a five-point scale:

- 1 Excellent performance
- 2 Strong performance
- 3 Acceptable performance
- 4 Performance gives cause for some concerns
- 5 Performance gives cause for serious concerns

In October 2002, the LSC issued guidance on 'Quality and Standards' (Circular 02/19). The intention is to use review to help drive up standards and to compliment the Adult Learning Inspectorate's inspection framework.

The Evidence Required

The LSC does not expect that Performance Review will require the production of additional documentation. The proposed sources of evidence are identified in Circular 02/05.

The areas for performance measurement are set out on page 17.

HEALTH & SAFETY

Statement on Health and Safety

Haringey Adult Learning Service has a duty of care towards all those who use, and work to deliver, our services and we take our responsibility very seriously.

The places where adult learning is undertaken must provide safe, accessible and adequate facilities that enable learning without danger of accidents or incidents that may cause harm or distress to our service users.

To ensure this happens HALS will:

- Assess the suitability and safety of each of the sites on an annual basis, or in the case of new provision prior to agreeing the location.
- Require our partners and agents to submit a health and safety plan, detailing a named person with overall responsibility for health and safety provision
- Require all our sites, whether through direct or subcontracted provision, to comply fully with the duty of care and applicable legislation, including signage, first aid, secure fittings and means of escape.

Where HALS is not satisfied that learners are in a safe environment the service will be proactive at securing agreement to improve conditions and/or facilities and will monitor developments. Corrective action, disciplinary, penalties and other appropriate action may be taken by HALS in the interest of our learners, partners and the Council.

The Council Statement on Health, Safety and Welfare is provided in the Appendices.

EQUALITY AND DIVERSITY

BASIC SKILLS

The need to ensure that every adult has basic skills for literacy and numeracy is important in a wide social context.

The Basic Skills Agency (1996-97) has estimated that in Haringey the proportion of adults with poor literacy is around 22.8 per cent and poor numeracy at 23.3 per cent.

At present, schools in Haringey do not perform as well in the key stage indicators when compared to neighbouring or like boroughs. The need to ensure greater skills with children, and supported through family and adult learning is therefore a key strategy to improving school performance and enhancing the life chances and opportunities for young people in Haringey. At GCSE level 76 per cent of pupils (2001) gained 5 or more A*-G grades. In 2002 this figure rose to 82 per cent.

There are four key target groups for basic skill courses:

1. ESOL communities, including refugees, asylum seekers
2. School leavers who are below 5 A* - G attainment level in GCSEs
3. Disadvantaged families
4. Long-term unemployed

Additionally, more can be done through the Adult Learning Service to improve referral rates from other agencies and services to target specific groups and addressing basic skills needs. For example, the Basic Skills Agency has identified a correlation between offenders and low levels of literacy and numeracy (Basic Skills and Crime, 2002). Other negative effects of low literacy and numeracy in adults include social exclusion, non-participation, poor employment prospects and poor health.

To target the four main groups above the Adult Learning Service will:

- Work with other agencies to improve knowledge of these courses and referrals to course available;
- Work with schools to identify young people who need additional support on leaving school or families of children who are at risk of low attainment; and
- Improve the availability of literature and access to information through increasing the number of publications translated for target groups.

BASIC SKILLS

The LSC London North needs analysis highlighted that one in five adults in England have low skill levels and a re functionally illiterate. Very often, these are the people who are wary of entering a learning environment and approaches to improve their perception and participation in courses to increase their literacy and skill levels.

Within Haringey work to address these skill levels funded by the LSC has included:

- A project to deliver ESOL and Basic Skills to the Kurdish community and the training of mentors to support learning
- ICT training for people over 50 years old with a focus on BEM communities
- Enabling unemployed people from different linguistic communities to achieve the Bilingual Health and Community Care Interpreting Certificate
- Personal development and Soft Skills for young people from target neighbourhoods
- Debt management and skills workshops to residents and community organisations.

WIDENING PARTICIPATION

The success that we achieve in widening participation in adult and community learning in Haringey will be as a result of the combined effort of all the services that we directly provide. Each element is equally important and therefore includes not only the learning programmes we offer, but also our outreach and our guidance service.

In order to address basics skills, skills and personal development, and improving employability of residents within the borough securing levels of participation is important. However, resources are not infinite and therefore HALS will continue to improve our knowledge of the community through statistical analysis in order to develop a programme to targets specific groups of people, address workforce skills shortages and improve basic skills.

To improve participation in adult learning HALS will:

1. Identify key target groups and provide appropriate information for our target audience.
2. Improve partnerships and work closely alongside other agencies, providers and communities.

Identifying Target Groups

The key groups to target are:

- ESOL, refugees, asylum seekers, displaced persons and non-English speaking
- Disadvantaged groups such as the disabled, carers, lone parents
- Unemployed and economically inactive groups
- Young families
- Families of under achieving pupils
- Ethnic minority groups who are under performing
- Adults lacking basic skills in literacy and numeracy

To be successful at attracting these groups the publicity and marketing of the courses must be targeted and attractive to the audience.

This includes style, format and ease of obtaining information.

For example, where English is not the first or a strong language, HALS will undertake to ensure that literature is available in appropriate language, supported by informing community leaders and other influential people, like social service, schools etc. to pass information on through word of mouth and referral.

It is particularly important to recognise that some adults are daunted by educational settings, such as schools and colleges, and that provision must recognise this. Therefore 'taster' courses can be designed to whet the appetite and encourage greater participation.

WIDENING PARTICIPATION

Strengthening Partnerships

Another key task to widen participation is to celebrate the achievements of adult learners through publicity, newspapers and local groups to encourage others to view services positively and challenge themselves to achieve. Key partnerships for widening community involvement include:

Neighbourhood Renewal Projects: To build in community learning facilities and Learning Centres, and to part-fund initiatives and projects aimed at specific communities.

Police, Youth Offending Team, Youth Service, Schools: To identify young people who are at risk of offending, have offended and address their learning needs to provide employment and skills opportunities as an alternative to anti social or criminal behaviour.

Libraries, Schools, Health Services: To develop places of learning, publicise learning opportunities, target specific communities.

Community and Voluntary Groups: To work with communities in identifying local needs, skill requirements etc and to target hard to reach groups or those disengaged from the community.

Cross-borough planning groups: To identify opportunities elsewhere where a provider or service cannot be secured within Haringey.

Learning and Skills Council, Basic Skills Agency: To work on planning for the North London Region, identify funding streams, disseminate good practise, monitor performance.

Post-16 education providers: Sixth form colleges, vocation course providers and adult learning colleges and centres to coordinate and publicise the range of courses offered.

Widening Participation through Workforce Development

The workforce development programme has 2 main strands: First, through learning resource centres and libraries, and working with the London North Open Learning Partnership, local colleges and universities, we will extend access to new ICT for those seeking employment and skills development but cannot afford the resources at home. Second, resources will be committed to key target groups to employment in the public sector, specifically where a skills shortage has been identified in areas such as education, social care and health.

We are also able to provide employers with a 'customised' training package that is tailor-made to their business needs and objectives.

Finally, as a large employer, the Council has the opportunity to encourage our own staff to undertake professional and personal development. Other large employers, like the Primary Care Trust, will also be encouraged through senior routes to participate in publicising learning opportunities.