

DUNDEE CITY COUNCIL

REPORT TO: Leisure, Arts and Communities Committee - 25 April 2011

REPORT ON: Key Achievements of Literacy Strategy 2001-2011 and Implementation of New Literacies Action Plan 2011-2014

REPORT BY: Director of Leisure and Communities

REPORT NO: 203-2011

1.0 PURPOSE OF REPORT

- 1.1 To inform Committee of the progress of the Literacies Partnership in line with Government Strategy Adult Literacy and Numeracy in Scotland 2001-2011.
- 1.2 To inform Committee of the implementation of a new Literacy Strategy in line with Scottish Government Adult Literacy in Scotland Strategy 2011-2020.
- 1.3 To seek Committee approval for the continuation of Service Level Agreements with Dundee College for a three year period 2011-2014, subject to achieving annual targets.
- 1.4 To seek committee approval to advertise for a partnership provider to deliver literacies support to people who are progressing towards employment.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee acknowledge the progress and key achievements of the Partnership during 2001-2011.
- 2.2 It is recommended that the Committee approve the implementation of the Literacy Action Plan 2011-2014 (see Appendix 1).
- 2.3 It is recommended that an annual payment for the period 2011-2014 is made by Dundee City Council of £37,000 to Dundee College.
- 2.4 It is recommended that the Committee approve the advertising for a delivery partnership provider, for the period 2011-2014, for services to the value of £26,000 per annum.

3.0 FINANCIAL IMPLICATIONS

- 3.1 This expenditure of £63,000 can be met from the Leisure and Communities Department's Revenue Budget.

4.0 MAIN TEXT

- 4.1 Scottish Government Strategy Adult Literacy and Numeracy in Scotland (ALNIS) ran from the period 2001-2011. Requirements of this strategy were that each local authority area had to take forward, in partnership overseen by the local authority, the delivery of literacy support across communities ensuring that literacies provision was integrated into community planning progress.

- 4.2 Dundee Literacy Partnership Key achievements in 2001-2011:
- 15,000 people have participated in literacy learning programmes in the last 10 years.
 - Literacy learning programmes have been delivered city-wide in over 20 different venues.
 - 85% of learners reported increased confidence.
 - Literacies were inspected as part of the HMIE Report in March 2011 which rated the impact of learning as "Excellent".

- 4.3 In December 2010 the Scottish Government produced a Strategic Guidance document "Adult Literacies in Scotland 2020". This identified the findings of the Scottish Survey of Adult Literacies 2009 and highlighted that low literacies are often linked with poverty; are likely to adversely affect people's health and wellbeing; financial status and ability to participate in society.

These key findings underpin the Scottish Government's Strategic Guidance and set out a detailed plan to improve the literacy capabilities of Scotland's adults over the next ten years.

- 4.4 This strategic document replaces the previous Strategic Guidance given by the Scottish Government and has as its vision:

"By 2020 Scotland's society and economy will be stronger because more of its adults are able to read, write and use numbers effectively in order to handle information, communicate with others, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens, lifelong learners".

- 4.5 Each literacy partnership has been requested to revise their current strategy in line with new government guidance. In consultation with partners a Literacies Strategic Plan has been drawn up for the period 2011-2014, this has been approved by the Learning & Culture Theme Group of the Dundee Partnership.

The key actions include:

- targeting excluded and vulnerable groups/communities
- support for parents to assist and engage with and support their children's learning
- literacies support for people needing assistance to gain, sustain and make progress in employment
- work with NHS to develop the skills of their staff to offer a literacy sensitive health service
- an awareness raising programme to help organisations understand their client literacy needs

The full strategy document is available at www.discoverlearning.org

4.6 Progress 2010-2011

As per Committee Report No 340-2010 CM Associates have successfully implemented their role in supporting the development and infrastructure of the partnership in line with the Scottish Government and Literacy Partnership requirements.

4.7 Both Dundee College and Craigowl Communities have complied with the Service Level Agreement requirements as detailed in Committee Report No 340-10 in relation to learner numbers, quality standards and infrastructure.

4.8 1,881 people received support with their literacies.

5.0 POLICY IMPLICATIONS

5.1 This report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. There are no major issues.

An Equality Impact Assessment has been carried out and will be made available on the Council website <http://www.dundee.gov.uk/equanddiv/equimpact/>.

6.0 CONSULTATION

6.1 The Chief Executive, Depute Chief Executive (Support Services), Assistant Chief Executive and Director of Finance have been consulted on this report. This report was also approved by the Dundee Partnership Learning and Culture Theme Group.

7.0 BACKGROUND PAPERS

7.1 Adult Literacies in Scotland 2020 - Strategic Guidance (Scottish Government, 2010).

7.2 Equality Impact Assessment

STEWART MURDOCH
DIRECTOR OF LEISURE AND COMMUNITIES
11 APRIL 2011



**Dundee Partnership: Learning and
Culture Theme Group**

Adult Literacies in Dundee

Action Plan 2011 - 2014

Introduction

The Adult Literacy and Numeracy in Scotland (2001) report (ALNIS) laid the foundations necessary to build an excellent literacy and numeracy service in Dundee. Since 2002 the Leisure and Communities Department has published annual reports, which highlight the achievements and progress of the literacies service; in 2009.10 xxx 2010-2011, number of people took part in literacies learning programmes.

The Scottish Government has highlighted the importance of literacies to its central purpose of "creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth" This is recognised in the National Performance Framework where one of the national indicators is to "reduce the number of working age people with severe literacy and numeracy problems".

Adult literacy and numeracy work contributes to several of the 15 National Outcomes, primarily:

- We are better educated, more skilled and more successful, renowned for our research and innovation
- Our children have the best start in life and are ready to succeed
- We have tackled the significant inequalities in Scottish society
- We have improved the life chances for children, young people and families at risk.

In 2010 the Scottish Government published its Literacy Action Plan which lays out the overarching vision for all learners:

"to raise standards of literacy for all from early years through to adulthood"

Specifically for adults, the Scottish Government's vision is:

"By 2020 Scotland's society and economy will be stronger because more of its adults are able to read, write and use numbers effectively in order to handle information, communicate with others, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens and lifelong learners.

The Scottish Government in its strategic guidance document "Adult Literacies in Scotland 2020" identifies the findings of the Scottish Survey of Adult Literacies 2009, which highlighted that low literacies are often linked to poverty and are likely to adversely affect people's health and well being, financial status and ability participate in society, as underpinning their decision to develop particular themes within their strategic guidance.

The guidance sets out 4 specific outcomes for literacies providers to make progress against:

- Adults have access to literacies learning opportunities in which they can achieve their goals and progress
- Adult literacies learners receive high quality learning and teaching so they can achieve their goals
- Scotland has a coherent and effective adult literacies infrastructure that enables and supports continuous enhancement of provision
- There is evidence of the impacts and the value of literacies learning for individuals and society

Dundee Literacies has adopted these outcomes as the basis for their Literacies Action Plan for 2011 - 2014.

Research Findings

In July 2010 the Scottish Government published the results of research conducted during 2009 to establish the literacies skills levels of the 16 – 65 year old population in Scotland. The survey assessed literacy skills on three scales:

- Prose Literacy – the knowledge and skills required to understand and to use information from texts such as newspaper articles and passages of fiction
- Document Literacy – the knowledge and skills required to locate and use information contained in various formats such as official forms, timetables, graphs and charts
- Quantitative Literacy – the knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as calculating savings on items advertised in a sale

The researchers used individuals' scores on a range of tasks to generate information about capabilities across the whole population. Literacies were measured on the three scales described above and the scores were then grouped into 5 levels (known as IALS Levels): Level 1 represents the lowest ability range and 4/5 the highest. Mapping across from the Scottish Credit and Qualifications Framework (SCQF) to the 5 IALS levels suggests that tasks at level 2 are equivalent to some Communications and Numeracy tasks at SCQF level 3 and 4, while tasks at IALS level 3 are at SCQF level 4 and 5. (McCullough 2010) It is, however, important to note that SCQF comprises a much broader range of skills. Therefore people at SCQF level 4 will score reasonably well at IALS level 3, but it is not possible to state that people with scores at IALS level 3 are equivalent to SCQF 4. This means that the survey results cannot map directly to SCQF based measures and any comparisons between these two approaches must be treated with care.

The findings of the survey confirm that individuals have 'spiky literacy profiles' or more clearly a spectrum of strengths and weaknesses according to where, when and how they need to use these skills. For example they may have a greater ability to use literacy skills more effectively in some circumstances than others such as writing down a simple message as opposed to writing a formal letter or be more confident with numbers than spelling.

Approximately 1 in 4 (26.7%) of the working population demonstrate a consistent weakness in their literacies skills; this group are more likely to have a low income be in semi/unskilled employment and thus have constrained opportunities which are likely to manifest themselves in a lack of confidence to tackle challenges in work or everyday life. There is however another group - those with very limited literacies capabilities – approximately 1 in 28 (3.6%) of the population: this group can have extreme difficulties in their home and work lives. This could range from those that have considerable issues writing their own name and address or recognising the destination on the front of the bus to being unable to count their change accurately.

In summary the research findings indicate that a number of diverse social factors are associated with literacies scores and that overall they are consistent in their effects. People scoring at level 1 or 2 are less engaged with literacy, and that this is especially true for those scoring level 1. In addition people scoring at these levels tend to earn less, work in more routine occupations, be unemployed or economically inactive, live in deprived areas, face health challenges and have lower educational attainment than those scoring in levels 3 and 4/5. It was found by the researchers that there are consistent relationships between key social factors and literacy scores.

On average, the children of parents with no qualifications are already up to a year behind sons and daughters of graduates by the age of three.

The Centre for Research on the Wider Benefits of Learning

What do the survey results suggest about literacy levels in Dundee?

The survey measured three dimensions of literacy skills – prose, documentation and quantitative and the results are grouped into levels, with level 1 representing the lowest scores and level 4/5 the highest. Level 3 is considered a suitable minimum for coping with the demands of everyday life and work in a complex, advanced society (OECD 2010: ¶6).

Extrapolating from the figures in the Scottish survey the following tables set out the likely distribution of literacy scores across the Dundee population, looking at such factors as age, economic activity and school attendance.

Literacies distribution in Dundee

The results of the Scottish Survey indicate that in Dundee, across the working age population, that it is likely that:

- **42915 people (45% of the working age population)** would score at level 1 and 2 for prose literacy
- **37194 people (39% of the working age population)** would score at level 1 and 2 for document literacy
- **32425 people (34% of the working age population)** would score at level 1 and 2 for quantitative literacy

It is important to note that this does not mean that the same people are scoring the same level on all three scales, in fact the proportion of people who attained scores at consistent levels across all three levels was relatively small. This is more a confirmation of the spiky profiles, or spectrum of strengths and weaknesses, that characterise most people's literacies skills in different contexts. However this does indicate that over one third of the population would attain scores suggesting some challenges with one or more type of literacy.

Actions 2011 - 2014

That

- **the provision of literacies learning programmes remains a priority both through an outreach programme and maintaining a centre of excellence at Mitchell street.**
- **programmes are provided at times and venues across the City that make them accessible to all those requiring assistance**
- **staff are trained to allow them to provide a high quality service using the most appropriate technologies and resources**
- **work is undertaken with intermediary/referral agencies to up-skill their staff to better recognise literacies needs**

The wider benefits of learning can be identified at various levels: individual, family, community and nation. At each of these levels, the effects of education can be seen in terms of good functioning and well-being.

The Centre for Research on the Wider Benefits of Learning

Literacies and Attainment

In the Scottish survey the researchers used an international scale to classify attendance patterns to get a broad idea of differences between people who left school early, who stayed until compulsory leaving age and those who stayed on for further education.

The research found that the distribution of scores follows educational attendance, with the proportion of people at level 1 or 2 on each of the three scales decreasing markedly as attendance lengthens. The largest difference was found in documentary literacy where 53% of those with the shortest educational attendance are at level 1 or 2 compared to 21% of those with the longest educational attendance.

It was found that staying at school for any length of time beyond the end of compulsory education is linked to stronger literacies.

In Dundee the proportion of pupils attaining English and Maths at level 3 or above at the end of S4 is 85% compared to 91% nationally.

Actions 2011 - 2014

- **provide support to parents which assist them in engaging with and supporting their children's learning**
- **literacies which has an impact on family learning is a priority within the delivery programme**
- **develop and deliver marketing materials and promotional activities which attract adults with families into literacies learning programmes**
- **further develop early years and schools partnership working**

Literacies and age

The survey results indicate that in Dundee it is possible that as many as **12130 (50%) of 16 – 25 year olds** would score at levels 1 and 2 in prose literacy. this is higher than any other age range and, though less marked, holds for the other two literacy scales – document and quantitative.

The scores of the 26 – 35 year olds at levels 1 and 2 are the least worst; 6503 (35%) at levels 1 and 2 for prose literacy, 5574 (30%) at levels 1 and 2 for document literacy and 4458 (24%) at levels 1 and 2 for quantitative literacy.

The other three age ranges have similar scores on the three scales indicating between 35 – 47% scoring at level 1 and 2 with the 56 – 65 age range showing the worst results of this grouping of age ranges.

Actions 2011 - 2014

- **innovative programmes for the 16 – 24 age range to be a key component of the delivery programme**
- **joint work to be undertaken with MCMC staff to fulfil 16+ learning agreements**
- **continued partnership working with Dundee College to support people with literacies needs access and sustain college courses**

The chances of educational success for children and young people are significantly increased if they have parents who support and are engaged in their learning

Literacies and economic activity

The researchers considered if there was any correlation between levels of literacy and economic activity. They placed the respondents into three categories:

- employed
- unemployed, and
- economically inactive (this includes students, early retired and people on long term disability payments).

The differences in the scores of these three groups were statistically significant on all three scales. The notable aspect of their findings is the degree to which employment is associated with lower proportions of level 1 and 2 scores. A considerably higher proportion of people who are unemployed will score at level 1 and 2 – as many as **4032 (64%) in Dundee** or almost two thirds in the case of prose literacy.

Actions 2011 - 2014

- **partnership working with Jobcentreplus to address and support the literacy needs of people seeking work**
- **literacies support be provided for those working through the employability pipeline**
- **literacy support be available for people needing assistance to gain, maintain and progress in employment**

Literacies and the receipt of benefits/living in poverty

The research found that people who were receiving benefits (such as housing benefit or job seekers allowance) had lower scores and were more likely to have a level 1 score in particular. For example in quantitative literacy 14% of the people receiving benefits scored in level 1 compared to 5% of those who were not. In addition 48% of people receiving benefits scored in level 1 or 2 compared to 29% of those who were not.

Whilst there is no evidence that lower scores cause people to live in poverty, the consistency of links between the factors associated with poverty and lower skills should not be ignored. Past research into adult literacies in Scotland indicates that these characteristics have remained essentially unchanged over the past two decades. The Scottish analysis of the 1996 IALS research showed clear associations between low levels of tested literacy and educational attainment, social class, income, health, receipt of benefits and residence in areas of multiple deprivation.

More recently, Parsons and Brynner (2008) showed similar patterns and associations. Their study examined the literacies elements from the broader British Cohort Studies, therefore they were able to draw upon a very broad range of demographic information and trace patterns over time. They concluded that:

“The picture we get is one of trajectories of disadvantage, in which low literacy and to a lesser extent low numeracy.....supply the foundations of poor educational achievement...Poverty and its consequences ensure that the low-literacy and numeracy, poor education problem is...recycled from one generation to the next.” (page 120)

Actions 2011 - 2014

- **key target group to be those who are vulnerable and/or excluded from key aspects of society**
- **provision of literacies programmes which impact on financial capabilities**
- **partnership working with agencies which support offenders**

Literacies and the Scottish Index of Multiple Deprivation

One of the findings of this analysis was that people living in large urban areas and accessible small towns are more likely to have lower literacy scores.

The researchers additionally decided to consider areas in another way, which was to look at the degree to which specific geographic areas suffer multiple forms of deprivation. The analysis of this information provided evidence that people from the 15% most deprived areas tend to have lower scores and that these results are statistically significant. It found that there was a considerable difference in the proportion of people in level 1 and 2 depending on area of residence.

- Dundee City has 179 data zones, 53 (30%) of these are ranked within the 15% most deprived of the SIMD 2006
- There was 40941 (28.9%) of the Dundee City Population living in the 15% most deprived data zones in the SIMD 2006 – (population source: GROS SAPE 2004)
- In prose literacy the research suggests that in Dundee as much as 54% of the adult population in the 15% most deprived data zones would score at level 1 and 2.
- 23% of children in Dundee live in workless households – in some parts of the City this rises to almost 50%
- 27% of Dundee's primary school pupils are entitled to free school meals compared to 17% for Scotland as a whole (2008).
- 19% of Dundee's secondary school pupils are entitled to free school meals compared to 13% for Scotland as a whole (2008)

Actions 2011 - 2014

- **those living within the ROAs are a continued key target group of the literacies provision**
- **work with the NHS to develop their staffs' skills to offer a literacy sensitive health service which would improve engagement and enable self care activity**

In general, pupils living in areas with higher levels of deprivation have higher levels of absence, with the effect being greater in secondary schools. Pupils living in areas associated with most deprivation were on average 14 days more absent than pupils living in areas associated with least deprivation.

Single Outcome Agreement and Literacies

In reviewing Dundee's outcomes as set out in the Single Outcome Agreement, the literacies skills of the population, based on the findings of the Scottish Research, could impact considerably on the achievement of them.

The outcomes where the literacies skills of the population are most likely to impact are:

- Dundee will be a regional centre with better job opportunities and increased employability for our people
- Our people will be better educated and skilled within a knowledge economy renowned for research, innovation and culture
- Our children will be safe, nurtured, healthy, achieving, active, respected, responsible and included
- Our people will have improved physical and mental well-being
- Our people will experience fewer social inequalities

In considering just one of these indicators in detail:

Dundee will be a regional centre with better job opportunities and increased employability for our people

The research underlines the following issues:

- In fulfilling Dundee's ambition to address levels of worklessness – the Scottish research underlines the fact that a considerably higher proportion of people who are unemployed will score at level 1 and 2 – in **Dundee this means as many as 4032 (64%)** or almost two thirds in the case of prose literacy.
- That people who were receiving benefits (such as housing benefit or job seekers allowance) had lower scores and were more likely to have a level 1 score in particular. For example in quantitative literacy 14% of the people receiving benefits scored in level 1 compared to 5% of those who were not. In addition **48% of people, in Dundee this could be as many as 7636 people**, receiving benefits scored in level 1 or 2 compared to 29% of those who were not. This relationship was consistent across all three types of literacy.
- In Dundee it is likely that **12130 (50%) of 16 – 25 year olds** would score at levels 1 and 2 in prose literacy. This is higher than any other age range and holds also, though less marked, 42% and 38% for the other two literacy scales – document and quantitative.
- In addition the research shows that it is likely that:
 - 42915 people (45%) of the working age population would score at level 1 and 2 for prose literacy

- 37194 people (39%) of the working age population would score at level 1 and 2 for document literacy
- 32425 people (34%) of the working age population would score at level 1 and 2 for quantitative literacy

These figures underline that if Dundee is to fulfil its ambitions, as set out in the single outcome agreement, that it will require to address the literacies levels of many of its working age population.

The Literacies Strategy for 2011 – 14 is being shaped to address the need to achieve the outcomes within the Single Outcome Agreement but at present it is only able to deal with approximately 1700 learners in any one year – it has no capacity within its current budget to expand this provision.

Actions 2011 - 2014

- **review the partnership structure and membership to ensure best use is made of expertise and staff time**

Addressing the Scottish Government Outcomes

In addition to the issues raised in the research the strategy will also address the outcomes required by the Scottish Government:

1. Adults have access to literacies learning opportunities in which they can achieve their goals and progress

Actions 2011 - 2014

- Continue to provide access to support agencies to assist prospective learners to make appropriate decisions about their learning
- Build practitioners' guidance skills to better identify and respond to individual learners' needs
- Literacies learning programmes should have at their core the development of confident and successful learners who are able to take responsibility for their own learning
- A range of accreditation options are available

2. Adult literacies learners receive high quality learning and teaching so they can achieve their goals

Actions 2011 - 2014

- Learners have access to high quality resources including technologies to support learning
- Learners are able to engage in learning activities at a level, mode and pace appropriate to his/her needs, goals and aspirations
- Practitioners have the necessary professional skills in teaching adult literacies

- Practitioners to continue to develop, enhance and extend the skills required to deliver flexible, embedded, integrated and specific literacies learning, including distance and technology-based learning opportunities
- Practitioners to apply effective learning and teaching approaches using the social practice approach
- Managers and practitioners to embed the principles of the Adult Literacy and Numeracy Curriculum Framework and Curriculum for Excellence within literacies learning and practitioner training programmes

3. Dundee has a coherent and effective adult literacies infrastructure that enables and supports continuous enhancement of provision

- Establish a cross-sectoral practitioners group to identify and respond to the professional development needs of the adult literacies workforce
- Continue to ensure that all providers undertake annual self evaluation and that the service is reviewed by an external evaluator on a regular basis
- Ensure providers adhere to the literacies guidelines and quality standards

4. There is evidence of the impacts and the value of literacies learning for individuals and society

- Continue to ensure systems (CDMS), used by practitioners, capture and measure learner achievement and progression, for both local and national purposes
- Continue to ensure systems (CDMS) capture and record the impacts of adult literacies learning across all areas of life – private, family, community and work – this to be demonstrated through learners' increased confidence, success as a learner, effectiveness as a learner and citizenship
- Continue to ensure effective collation and reporting of expected outcomes and impacts of literacies development to inform future planning

Outcome 1: Dundee's adult population will have access to literacies learning opportunities in which they can make progress and work towards achieving their goals			
Context: Currently approximately 1600 adults each year access literacies learning programmes – it is intended this should increase to 1800 by 2012. This figure constitutes a fraction of the people in Dundee likely to face issues with their literacy levels which affect their daily life.			
Aim	Actions	Intended Impacts	Evaluation
Learning opportunities are accessible and inclusive	<p>Maintain engagement strategies which target excluded and vulnerable groups</p> <p>Provide access to dedicated support agencies to assist prospective learners to make appropriate decisions about their learning</p> <p>Raise awareness with intermediary/referral organisations to develop their staffs' understanding of literacies and assist them to create easy pathways for their clients to access literacies learning support and programmes where appropriate.</p> <p>Work with intermediary/referral agencies to up-skill their staff to better recognise literacies needs and where appropriate/relevant deliver customised training to their staff to allow them to support the delivery of literacies learning programmes.</p>	<p>Increased number of excluded and vulnerable groups attending provision with postcodes from ROAs</p> <p>Sustain the number of literacies learners accessing dedicated support, e.g. Gateway and Learning Around and who consequently make positive choices about their learning goals</p> <p>Develop staff within intermediate agencies to be able to assist prospective learners to make positive contact with literacies providers</p> <p>Staff within intermediate and referral agencies better able to support their client group to gain confidence with their literacies skills</p>	<p>CDMS providing management Information</p> <p>Sustained numbers of prospective literacies learners accessing specialist support agencies</p> <p>Year on year increase in the number of staff embedded within organisations who are able to support literacies learners</p> <p>Provision of customised training opportunities for staff working in intermediary agencies</p>
Learners access provision which is appropriate and relevant to their needs	<p>Provide learners and potential learners with appropriate information about signposting to the range of available literacies learning opportunities.</p> <p>Literacies learning programmes to be available at times and venues which meet the identified needs of learners.</p> <p>Build practitioners' guidance skills to better identify and respond to individual learners' needs</p>	<p>Learners make appropriate decisions about their learning and sustain their attendance over time</p> <p>City-wide provision of learning programmes with availability at different times over the working week</p> <p>All staff confident in their abilities to identify and support people with literacies needs to make appropriate decisions about their learning.</p>	<p>Management Information demonstrating:</p> <p>Number of guidance opportunities taken up</p> <p>Learners sustaining attendance at literacies learning programmes</p> <p>Literacies learning programmes available across the city in a variety of venues and at different times</p> <p>Number of staff undertaking agreed CPD courses</p>

<p>Learning opportunities are sufficiently flexible, regular and accessible to encourage persistence and progression</p>	<p>Literacies learning programmes to be available at times and venues which meet the needs of learners.</p> <p>Literacies learning programmes should have at their core the development of confident and successful learners who are able to take responsibility for their own learning</p> <p>All learners to hold a negotiated Individual Learning Plan which is reviewed and updated on a regular basis.</p> <p>Learners should be helped to utilise their literacies learning in everyday situations and from this identify required areas for development</p> <p>Provide a range of learning opportunities including 1 – 1, small group and intensive programmes.</p> <p>A range of accreditation options are available</p>	<p>City-wide access to learning programmes with availability at different times over the working week</p> <p>90% of learners identify that they are more confident and successful as learners</p> <p>Learners are able to work with their tutors to identify their agreed learning needs</p> <p>Learners are able to identify additional learning needs/requirements from their use of literacy learning skills in everyday life situations</p> <p>Learners are able to participate in the learning mode of their choice</p> <p>Learners are able to gain accreditation</p>	<p>All providers to have regularly reviewed targets.</p> <p>Management Information demonstrating: Literacies learning programmes available across the city in a variety of venues and at different times Analysis of CDMS to demonstrate increased confidence and success That all learners hold an ILP</p> <p>ILPs and tutor reflection sheets demonstrating learners identifying needs from use of skills in everyday situations</p> <p>A range of learning opportunities are provided</p> <p>Increased numbers of learners gaining accreditation</p>
<p>Learners progress into further learning, volunteering or employment</p>	<p>Mechanisms to be established which encourage learners to reflect on their learning and plan effectively for progression.</p> <p>Learners are able to access quality information, advice and guidance related to further learning/training, employment and volunteering</p> <p>Literacies learning programmes, where appropriate, should have an element which develops skills for employability</p>	<p>Individual learning plans identify that all learners reflect on their learning and are able to identify the progress they have made.</p> <p>That learners are able to make progression choices as a result of accessing information advice and guidance</p> <p>Literacies learners, where appropriate, make progress through the employability pipeline</p>	<p>Management Information demonstrating: Time being spent with learners in formal reflection and planning sessions Provision of quality guidance services Number of people making progress onto other activities such as to further learning/training, employment and volunteering</p>

<p>Literacies learning improves overall well-being in addition to increasing access to employment and volunteering opportunities</p>	<p>Through the Dundee Partnership increase awareness of the benefits of literacies for health, employability and volunteering</p> <p>Ensure that literacies is maintained as an integral element of the employability pipeline.</p> <p>Pilot Work with the NHS to develop their staffs' skills to offer a literacy sensitive health service which would improve engagement and enable self care activity</p>	<p>That the Dundee Partnership continues to acknowledge literacies as an important element of their employability strategy</p> <p>That literacies continues to feature within the employability pipeline</p> <p>Literacies learners confidence in engaging with the health service is increased</p> <p>Information and correspondence from NHS pilot is literacy learner friendly</p>	<p>Literacies remains an aspect within the SOA</p> <p>NHS can identify steps taken to improve its literature and engagement strategies to ensure they are literacy friendly</p>
<p>Promotion of literacies is positive</p>	<p>Plan and implement local promotional activities to increase learner engagement.</p> <p>Maintain and where possible increase the number of quality referral pathways with existing and potential referral organisations</p>	<p>Participation in 10 local awareness raising events are per year which lead to an increase in awareness and participation</p> <p>Establish good referral contact within organisations which expedite prospective learners moving into literacies learning programmes, CBAL, volunteering</p>	<p>Management Information demonstrating: An agreed number of promotional activities being undertaken</p> <p>Participation increases</p> <p>CDMS indicates learner referrals occurring</p>

Outcome 2: Adult literacies learners receive high quality learning and teaching so they can achieve their goals			
Context: HMIE have reported that the literacies learning and teaching is graded as very good within the City Council			
Aim	Action	Intended Impact	Evaluation
Learners have clear entitlements to learning	<p>Learning environments are welcoming, accessible, appropriate for learners' needs and provide access to high quality resources</p> <p>Learners have access to high quality resources including technologies to support learning</p> <p>Learner are able to engage in learning activities at a level, mode and pace appropriate to his/her needs, goals and aspirations</p> <p>Increase the number of learners gaining accredited awards</p>	<p>Learners feel safe and nurtured within their learning environment</p> <p>Learner have access to resources which assist them to become confident, independent, successful and effective learners</p> <p>That the learners have an agreed ILP which sets out their goals/aspirations and outlines the small measurable learning steps required to achieve these</p> <p>By the final year of this plan 25% of learners will achieve an accredited qualification each year</p>	<p>Annual self evaluation exercise undertaken by providers – HGIOCLD2?</p> <p>Providers can demonstrate/evidence the resources available to learners</p> <p>All learners have ILPs which set out agreed interventions which assist them to meet their goals and aspirations</p> <p>CDMS provides analysis that each provider has 25% of their learners achieving accreditation in 2014</p>
Practitioners are confident and skilled at teaching literacies to adults	<p>Practitioners have the necessary professional skills in teaching adult literacies</p> <p>Support practitioners to continue to develop, enhance and extend the skills required to deliver flexible, embedded, integrated and specific literacies learning, including distance and technology-based learning opportunities</p> <p>Apply effective learning and teaching approaches using the social practice approach</p> <p>Embed the principles of the Adult Literacy and Numeracy Curriculum Framework and Curriculum for Excellence within literacies learning and practitioner training programmes</p>	<p>All staff are appropriately qualified to operate within the agreed quality standards</p> <p>Practitioners feel confident to deliver a quality service which not only meets the identified and agreed needs of learners but also assists them to apply their skills in everyday situations</p> <p>Literacies learning is able to be applied by learners to everyday situations</p>	<p>Annual self evaluation exercise undertaken by providers – HGIOCLD2?</p> <p>Providers can provide evidence of staff attending appropriate CPD programmes which develop their skills in delivering literacies</p>

	<p>Ensure practitioners are skilled in accrediting learning or in supporting learners to seek accreditation</p> <p>Encourage and enable employers of literacies workers to promote and embed adult literacies professional development opportunities within staff training</p> <p>Establish a cross-sectoral practitioners group to identify and respond to the professional development needs of the adult literacies workforce</p> <p>Promote and extend the sharing of practice and knowledge between practitioners, managers and sectors</p> <p>Providers ensure that adequate staff are employed to deliver the agreed service</p> <p>Providers adhere to the literacies guidelines and quality standards</p>	<p>Tutors across all providers feel confident in supporting learners who wish to seek accreditation</p> <p>Providers of literacies learning programmes understand the need to provide quality, tailored training for their literacies staff</p> <p>Staff are able to identify training needs and feed this back to the adult learning group</p> <p>Staff are aware of the good practice occurring in other sectors/providers and are able to make contact with other staff to discuss this</p> <p>Staff deliver a quality service to learners</p>	<p>All tutors have received training to allow them to support learners to achieve accreditation</p> <p>All providers have a CPD programme tailored to meet the needs of their literacies staff</p> <p>A practitioners group is established and meets on a regular basis</p> <p>Good practice sharing events/meetings occur between and across providers both formally and informally</p> <p>CDMS provides information about the operating practices of providers</p>
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Outcome 3: Dundee has a coherent and effective adult literacies infrastructure that enables and supports continuous enhancement of provision			
Context: A review of the existing partnership arrangement occurs to ensure that the infrastructure is fit for purpose			
Aim	Action	Intended Impact	Evaluation
Effective leadership and co-ordination with a strong and productive local partnership	Establish a practitioners group which will look to establish mechanisms which maximise the use of resources	Practitioners accept each others professionalism and work together to share expertise and resources	Joint training and exchange events occur on a regular basis
	Encourage providers to explore how they can engage with the most excluded, for clarity of purpose, anonymity, and compliance with equalities legislation	Providers/partners have jointly developed engagement/outreach policies which target excluded and vulnerable groups to promote literacies	Policies exist
	Improve communication and collaboration across literacies learning providers	Improved quality of delivery and acceptance of each practitioners professionalism	Agreed communications channels exist
	All providers undertake an annual self evaluation exercise	Providers services are in line with the agreed quality measures	Self Evaluation records are available
	All providers write a quality and improvement plan	Learners are participating in high quality programmes	Reports are made available for external evaluation
	Gain learner feedback to assist in planning and improving local literacies services	Learners are able to voice their opinions openly and have them listened to and acted upon where this is appropriate	Lippy learners and other agreed structures meet regularly to gain feedback for the development of the literacies strategy

Outcome 4: There is robust management information which evidences the impacts and outcomes of literacies learning on individuals and society			
Context: CDMS is in place to provide analysis of participation, impacts and outcomes of learners participation in literacies.			
Aim	Action	Intended Impact	Evaluation
The impact of literacies learning in Dundee can be demonstrated	<p>Ensure systems (CDMS), used by practitioners, capture and measure learner achievement and progression, for both local and national purposes</p> <p>Ensure systems (CDMS) capture and record the impacts of adult literacies learning across all areas of life – private, family, community and work – this to be demonstrated through learners’ increased confidence, success as a learner, effectiveness as a learner and citizenship</p> <p>Ensure effective collation and reporting of expected outcomes and impacts of literacies development to inform future planning</p>	The Literacies Partnership is able to demonstrate the impacts and outcomes of its work and is able to use this information for planning future services.	CDMS provides management information to meet local and national reporting needs
Evaluation of literacies provision contributes to continuous enhancement of adult literacies services	Use evaluation systems to evaluate the quality of adult literacies services	All providers are delivering to an agreed quality measure	Each provider undertakes an annual self evaluation exercise using HGIOCLD2?
Analysis informs development in policy and practice	Demonstrate how social and economic goals are reached through developing the literacies capabilities of Dundee’s adults	Provision of management information which demonstrates the social and economic value of Literacies learning programmes	CDMS provides management information relevant to the development of policy and practice