

**CLAN EDINBURGH**



city literacy and numeracy

## **Practitioners' Views: CLAN Action Plan 2006-08**

## Practitioners' Views: CLAN's Key Targets for 2006-08

CLAN is already committed to the following targets for 2006/08.  
(Our strategic planning is about what we need to do to achieve these targets).

1. Exceed 6800 all learners, 3000 new learners in 2006/07 and again in 2007/08.
2. Exceed 1000 new learners from the most marginalised groups through CLAN's Challenge Fund in 2006/07 and in 2007/08.
  - ✓ Ditch all references to 'basic' and 'deficits'.
  - ✓ More links with schools.
  - ✓ Should we expand until issues re quality dealt with?
  - ✓ Funding Council restrictions on growth inhibit potential for growth.
  - ✓ More learning buddies groups, and speakers over a wider area of Edinburgh.
  - ✓ Advertise, target groups at: Daycentres, Hospitals, Schools and Charity groups, ask a volunteer/tutor, to go with them (learning buddies).
  - ✓ Recruitment and engagement of non-traditional learners requires a lot of staff time - developing personal contact or contact with other agencies. So more staff.
  - ✓ Ask Merlyn - look how successful her book was i.e. more projects like this.
  - ✓ Actively involve learners, more emphasis on positive and less language about difficulties.
  - ✓ Each partner could involve learners in spreading the word e.g. learning buddies.
  - ✓
3. Further improve the range and quality of the learning opportunities CLAN offers and introduce quality assurance measures.
  - ✓ Current data collection procedures/requirements focus more on numbers than quality and soft indicators.  
Should we expand until issues re quality dealt with?
  - ✓ More work needed on qualitative indicators.
  - ✓ Options for certification.
  - ✓ Ensure plans are tailored to context, learners etc.
  - ✓ Funding Council restrictions on growth inhibit potential for growth.
  - ✓ Common approaches and qualitative indicators.
  - ✓ Are the learners achieving the goals they set themselves and are they setting new goals?

- ✓ Some don't want to move on.
- ✓ Don't become dependent - just want to be part of the group.
- ✓ Learning environment.
- ✓ Short courses are another opportunity.
- ✓ Shouldn't have to move on, may not wish to.
- ✓ Collate information on learning plans - to run short courses.
- ✓ Group collectively decide on topic of short course or study topic.
- ✓ Auditing/gathering information on other learning opportunities to help plan adult learning programmes.
- ✓ Tutors need information on progression.
- ✓ Guidance workers should visit groups.
- ✓ Don't cut wages.
- ✓ Better, more permanent contracts.
- ✓ Shorter terms mean learners lost motivation. Summer break too long.
- ✓ Learning centres in valued locations, staffed permanently Monday - Friday am and pm. Well resourced. ICT and books, packs and so on.
- ✓ Identifiable.
- ✓ Learning advice centres/Shop front.
- ✓ Supermarket - community room.
- ✓ Marketing in supermarkets, schools via leaflet drops.
- ✓ Pubs - nearer locations. Computers in pubs.
- ✓ Internet café.
- ✓ Evaluation gets done.
- ✓ Monitoring, stats?
- ✓ Tutors use their own evaluation.
- ✓ WEA give out their own evaluation framework for Tutors to follow.
- ✓ What happens to it?
- ✓ Can we have more useful forms as backup for evaluation/monitoring 1-10 scale - confidence.
- ✓ Must be useful for learners.
- ✓ Participant evaluation must be focus.
- ✓ Powerpoint/Digital Cameras/Videocam/learners stories/accounts/audiotape.
- ✓ Make it less dull - integrated courses such as sewing, video projects, history and reminiscence, art based projects, supermarket, banks (Clydesdale).
- ✓ Resource Bank e.g. Digital camera workshop.
- ✓ Group discussions to allow learners to discuss different perspectives/viewpoints and learning techniques that works for them.
- ✓ Use of interactive learning programme.
- ✓ A little more time built into schedule to allow/encourage group discussions.

- ✓ Taster sessions: to build confidence in literacy, numeracy and computer basics - certificates could be awarded (for some learners this may be the first certificate they have achieved and would give them a sense of achievement).
- ✓ Make it fun with computers, talk to the learners, and see what they would like.
- ✓ More funds for support - crèches, renting non community education venues, laptops etc.
- ✓ We need more venues in city centre, more students doing 4 hours + per week. Contracts for tutors. More staff to develop partnership working.
- ✓ One manager, a vision, more security for tutors - to plan provision city wide, with progression routes built in.
- ✓ Partnership with schools and libraries and City Connect.
- ✓ Specialised support for dyslexic students to be equally available to all partners.
- ✓ Once learners are engaged they benefit from more than 1 session per week. A mix of dedicated and integrated groups, skills based and topic based.
- ✓ The relationship with tutors, volunteers and other students is as important as the skills development but the skills must be built up in a way the student can recognise.
- ✓ Regular audit.
- ✓ Make use of what is already in the community such as accommodation people and employers.
- ✓ Raise awareness. Make questionnaire like this compulsory to fill in.
- ✓ Ask Merlyn - look how successful her book was i.e. more projects like this.
- ✓ Art groups, shopping groups, sewing/knitting groups, book groups, cooking groups, gardening groups, i.e. things that people enjoy or need.
- ✓ By being involved in planning the learning. By tailoring activities round their identified goals, interests and needs. By having tutors who are imaginative, flexible, good humoured and informed.
- ✓ Very difficult with very part-time workforce.
- ✓ Offer social spaces for students and student associations rather than ongoing groups.
- ✓ More short courses.
- ✓ Integrate among other learning groups.
- ✓ Bottom up involvement, less top down management.

#### 4. Involve learners beyond what has been achieved in 2004/05.

- ✓ We find it very difficult to encourage learners to CLAN events as

they view themselves to be college rather than CLAN students. The student body has very limited input into the 'big picture' of FE provision. However we aim to negotiate programmes with learners in CLAN funded courses and design learning in response to learners' goals and priorities.

- ✓ By involving the learners and giving them the opportunity to say what works for them - and continue to advertise what we do.
- ✓ Ask the learners to pick someone to go to the planning meetings, to express their ideas.
- ✓ More learning buddies groups, and speakers over a wider area of Edinburgh.
- ✓ Advertise, target groups at: Daycentres, Hospitals, Schools and Charity groups, ask a volunteer/tutor, to go with them (learning buddies).
- ✓ Cooperation between learners, tutors, Community Education workers.
- ✓ Ask learners, tutors etc. They have a fund of experience in the world and can often identify areas. They can supply areas to research perhaps.
- ✓ Regular inspection.
- ✓ Regular meetings with learners' tutors and community education workers.
- ✓ Regular supervision.
- ✓ Talk about positive aspects of classes. Have students who overcame fear of stigma as role models for others.
- ✓ Listening to students - this seems to happen anyway.
- ✓ Learners stories seem to be key motivator. Can this be promoted via range of media?
- ✓ Are the learners who come to events representative. Are all partners engaging with learners? Can we support?
- ✓ Bottom up involvement, less top down management.
- ✓ Offer social spaces for students and student associations rather than ongoing groups.
- ✓ Actively involve learners, more emphasis on positive and less language about difficulties.
- ✓ Need to respond to what they've said, involve learners more.
- ✓ Partners need to commit resources to this.
- ✓ Each partner could involve learners in spreading the word e.g. learning buddies.

## 5. Underpin expansion by appropriate programmes of

- Staff Training
  - Lots of examples of excellent teaching practice and learner

feedback already.

- Well trained and well qualified staff.
  - PDA: ITALL as minimum. Training is essential.
  - Good quality training.
  - 'Shadowing' of more experienced tutors.
  - Change the culture. Get rid of IQ tests.
  - Raise awareness of their existence. Improve the education of tutors so they are not afraid. Increase the understanding that their difficulties are different and illogical.
- Resource provision
    - These should be available and there should be information on where and when.
    - What role does Stevenson take? Where are tutors working - could we run an Interest Group, Resource Session.
    - Share good practice e.g. on a website for people to dip into, an Action Group on front cover.
  
  - Marketing
    - Confusion for learners re branding.
    - Adequate use of interrogation of data collected.
    - Not collecting right types of info?
    - Differing names e.g. Big Plus, 'CLAN' etc. revisit branding issue and simplify.
    - Joined up marketing approach e.g. 'Big Plus Edinburgh'.
    - Get away from paper based material.
    - Make use of Radio, TV, posters with pictures.
    - Events
    - Issue based soaps. Brookside dealt well with the issue a few years ago. Eastenders aren't doing as good a job. (One of Lorna's groups were involved in research with learners through BBC Skillswise).
    - RAW - linking in with it.
    - Videos, learners talking about learning e.g. The BIG Plus.
    - Things that make literacy less dull.
    - Websites.
    - Music/Art/ and so on.
    - All Write publication.
    - Diversity of courses - integrated courses such as cookery, short tasters, short sharp ...
    - ICT is literacy too.
    - Marketing/Awareness raising ... produce video.
    - Pilton Video.

- Needs to be advertised more to attract young adults e.g. through street work to raise awareness.
  - Call ourselves The Big Plus.
  - Publicise in press success stories especially work-related.
  - Learners stories seem to be key motivator. Can this be promoted via range of media?
  - RaW campaign is seeking to be positive and offer new ways to engage.
  - Use radio, billboards, attract funds for this.
- Research
    - Ask learners, tutors etc. They have a fund of experience in the world and can often identify areas. They can supply areas to research perhaps.
- Communications
    - Lots of examples of excellent teaching practice and learner feedback already.
    - Get it right with the partners we have at present. Talk to all partners involved.
    - Ask people what they want - trouble is as some of the Edinburgh research has found they don't always respond.

6. Maximise impact on 4 aspects of learners' lives and find improved ways of recording and measuring this impact.

- ✓ Reviewing at end of periods of learning. Sampling/follow up BUT do we have capacity?
- ✓ Options for certification.
- ✓ We rarely meet learners making transition from CEd provision but we feel confident about moving students on.
- ✓ Ensure plans are tailored to context, learners etc.
- ✓ Having a yardstick to measure what counts as progress. Similar to how good is our community learning and development framework.
- ✓ Retention of learners.
- ✓ Feedback from learners.
- ✓ Evaluations.
- ✓ Are the learners achieving the goals they set themselves and are they setting new goals?
- ✓ Retention - coming back.
- ✓ Confidence building - communication well.
- ✓ Ask learners.

- ✓ Feedback from other agency staff.
- ✓ Progress files.
- ✓ Tutor/learner discussion/evaluation.
- ✓ Evidence of good practice.
- ✓ Books/accounts e.g. All Write.
- ✓ Telephone follow-up after leaving (6, 12, 24 months). Prompt lists for tutors and students.
- ✓ Do what colleges and universities do and make use of follow up questionnaires. Have former learner associations.
- ✓ What counts as progress in ABE - recognise even small improvements. These should be used to encourage the students. Too much emphasis on measurable outcomes can be in conflict with student centred approach, we may end up teaching things that have easily measurable outcomes.

7. Continue an extensive programme of Awareness Raising and development of strategic Partnerships.

- ✓ With voluntary organisations and social work - Children 1<sup>st</sup>, Sacro, Intensive Probation, Children's Centres Include A4E.
- ✓ Better collaboration between partners and libraries.
- ✓ Need to know what these are to answer this, could develop more links with existing groups.

8. Considerably improve Data Returns and Learning Tracking Systems to sharpen CLAN's Strategic Planning.

- ✓ CLAN should develop P/S and common systems which can be used by all partners.  
Learning Connections with CLAN core staff.
- ✓ Reviewing at end of periods of learning. Sampling/follow up BUT do we have capacity?
- ✓ Evaluation gets done.
- ✓ Monitoring, stats?
- ✓ Tutors use their own evaluation.
- ✓ WEA give out their own evaluation framework for Tutors to follow.
- ✓ What happens to it?
- ✓ Can we have more useful forms as backup for evaluation/monitoring 1-10 scale - confidence.
- ✓ Must be useful for learners.
- ✓ Participant evaluation must be focus.
- ✓ One manager, a vision, more security for tutors - to plan provision city wide, with progression routes built in.
- ✓ Telephone follow-up after leaving (6, 12, 24 months). Prompt lists

for tutors and students.

- ✓ How does the new COOL money let us develop easier systems?
- ✓ Snap short, tracking and interviews.

9. Ensure CLAN's learners have access to the very best guidance to assist them in reviewing life options.

- ✓ We rarely meet learners making transition from CEd provision but we feel confident about moving students on.
- ✓ Ensure plans are tailored to context, learners etc.
- ✓ Make it fun with computers, talk to the learners, and see what they would like.
- ✓ A map of routes and options and milestones - to choose a pathway not just a goal.
- ✓ As Action Plans. Links to Careers Service.
- ✓ We need to be willing to use specific, systematic assessment as well as subjective assessment - over an induction period of 2-3 months.
- ✓ Platform have good checklists also Nala. Use free writing/reading/copying to provide evidence.
- ✓ To have a clear vision and plan of progression routes to make sure provision covers all levels.
- ✓ Students need time to understand their own learning needs and abilities - I.L.P.s are more useful when students have more experience of learning.
- ✓ I believe that learners should be offered starting points - useful questions, methods for weighing up pros and cons and action planning their ideas. This process takes time.
- ✓ By having an identified exit point, by having the time and using them.
- ✓ The forms may need to be simplified and made clearer. Has there been a pilot 'trial' to show problems?
- ✓ Provide more information about possible directions for onward movement, some students engage in other learning and carry on in these groups.
- ✓ Better links with Careers, perhaps a pack to inform on specific pathways (are these stable?)
- ✓ Use images and fun.
- ✓ Whole group guidance sessions, information for tutors - myGuide.
- ✓ Add in a moving on section in I.L.P.