



Adult Learning and Skills Service Autumn 2023 Update

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September 2023

Context

- The Adult Learning and Skills Service is part of the Children and Young Peoples Directorate within North Yorkshire Council. Working across the county, the service delivers:
 - Community Education (1700 learners) and Adult Skills (1200 learners) both online and in face-face community venues across the county
 - High Needs Education to 170 young people aged 16-25 with additional needs from four main hubs in Harrogate, Northallerton, Scarborough and Selby
 - Apprenticeships in Health and Social Care (currently 14 Level 2 and 17 Level 3 learners) are delivered through the council's Training and Learning team working closely with the Adult Learning and Skills Service
- The Education Skills Funding Agency (ESFA) funded Adult Education Budget (AEB), (circa £2.6m), aims to engage adults and provide the skills and learning they need to progress into, or within, work or equip them for an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing.
- Funding for learners with high needs (circa £3m) is also provided via the ESFA 16-19 allocation with the aims of developing greater independence or progress toward employment.



Service strategy

A clear strategic vision for adult learning provision delivered by North Yorkshire Council and City of York Council was consulted on in summer 2022. The approved Adult Learning and Skills strategy set out a clear purpose for the service that is based around eight key strategic aims.

The Ofsted inspection of North Yorkshire's adult learning took place in February 2023 and resulted in a 'Requires Improvement' judgement. It identified a number of areas requiring further action in order for the service to achieve a Good rating.

Aims

1. To clearly define the purpose of the adult learning services
2. To develop a curriculum offer that is in line with local skills needs
3. To reach and inspire learning for the full breadth of the community demographic with the offer
4. To be the provider of choice for those furthest away from the skills offer
5. To protect the full aims of community learning
6. To grow provision into areas not well supported by other providers
7. To support a clear progression pathway for all adult learners
8. To provide effective value for money

Approaches

- Use the widest range of media to promote the link between learning and personal growth
- Develop effective partnerships to provide clear engagement points for learning
- Develop close working relationships with other providers of education
- Work closer with the VCS to support effective use of community learning
- Develop a flexible, blended curriculum offer
- Provide face-face engagement points for those hardest to reach and engage
- Use an appropriate combination of digital and face-face IAG
- Increase progression from engagement programmes into main curriculum
- Continue to develop provision and project funding to widen the income streams available to the service



Aim 1 - Clearly define the purpose of the adult learning services

Objectives



Progress

- **A clearly defined mission statement**
- **A publicly communicated purpose and strategy communicated to all stakeholders, funders and partner organisations**
- **Clear pathways for engagement with learning developed in collaboration with local partners and within the authorities**
- **Increased engagement and recruitment of learners from a wider demographic that encompasses differences including prior qualification levels and employment status**

- **The accountability statement describes the mission as, 'providing the gateway to opportunity for the region's adults, (and young people with Special Educational Needs and Disabilities) enabling them to reach their full potential'**
- **Partnership Development Officer (PDO) team now in place and actively working with partners**
- **Multiply collaborations offer clear strong progression opportunities to targeted groups**
- **32% increase in male learners in 2022-23**
- **34% increase in 19-25 year old engagement in adult learning programmes**
- **Ongoing work to develop the 16-25 Personalised Learning College (PLC)**

Aim 2 - To develop a curriculum offer that is in line with local skills needs

Objectives



Progress

- A curriculum offer designed with individual learning progression in mind
- A curriculum offer that supports engagement with a digital community
- Programmes of learning that allow a non-threatening gateway to qualifications
- A wider family learning offer that supports parents to fully understand the skills landscape
- A community learning offer that supports individuals to develop and recognise their transferable skills
- An effective commissioning approach for community learning funding

- Clearly defined career pathways are in place
- Curriculum encourages progression through specific community learning levels and onto accredited learning - progression of 42% from CL to accredited learning
- New documentation in place for learners that articulates transferable skills and measures progress
- From Dec 23 there will be further sub-contracting of specialist provision
- Collaboration with internal and external stakeholders on UKSPF projects
- PLC staff - 'work coach' training to support the progression of young people into employment

Aim 3 - To reach and inspire learning for the full breadth of the community demographic with the offer

Objectives



Progress

- **A wider range of gateway partners that services work with to provide the 'right door' that learners will choose to step through to engage with the wider progressive learning offer**
- **Greater proportionate levels of engagement with learning programmes**
- **Reduced levels of job vacancies in key sectors**
- **Greater progression from engagement programmes into main curriculum offer and onwards to specialist skills and higher education provision**

- **Improved Partnership Development Officers (PDO) reporting assists curriculum design**
- **Community courses form part of the curriculum, 20 courses running or planned before Christmas (eg Men's Shed, food banks, VCS)**
- **Pilot projects with Economic Development directorate on Cyber security awareness for the population**
- **Learning Skills Improvement Funds (LSIF) secured for next two financial years to support recruitment into Health and Social Care and to widen digital engagement**
- **Progression strengthened between ESOL and functional English**
- **Greater range of 'front door courses' linked to targeted progression opportunities e.g. Step into Learning , Who am I?**
- **Move toward targeted use of Digital Functional skills**
- **Multiply team overachieved engagement target reaching 2208 learners with 496 undertaking substantive maths based activity**

Aim 4 - To be the provider of choice for those furthest away from the skills offer

Objectives



Progress

- **A wider range of gateway partners that services work with to provide the 'right door' that learners will choose to step through**
- **Effective and locally driven collaborative arrangements with FE colleges, training providers and HE to support progression**
- **Co-delivery that shares resources and staff to support progression through shared curriculum planning in line with local skills needs.**
- **Greater progression from authority-led adult learning programmes into specialist skills and higher education provision.**

- **Full staffing establishment of PDO (Partnership Development Officers and Learner Engagement Officers (LEO's))**
- **Partnership work with Spouse Force**
- **Regular LEO presence in job centres, LEO's circa 1400 interactions with 65% converted to enrolments**
- **LSIF (Learning Skills improvement Fund) collaborative partnership**
- **Collaborative working with Training and Learning (T+L) apprenticeship team for care based roles**
- **Development of post 25 transition pathways for adults with SEND**

Aim 5 - To protect the full aims of community learning within York and North Yorkshire

Objectives



Progress

- Collaborative commissioning and co-delivery of community learning programmes that support targeted community work
 - A wider family learning offer that supports parents to fully understand the skills landscape and local Labour Market
 - An effective blended community learning offer to support individuals in rural communities to learn with others
 - A RARPA based focus on the wider progression into further adult education learning that supports a gateway to funded adult education learning
- Co-planned development of community digital and Information Advice and Guidance champions
 - New RARPA (Recognising and Recording Progress and Achievement) documents in use to ensure progression from community learning is clear
 - LSIF funding
 - New learning spaces
 - Development of hybrid offer
 - Greater engagement focus
 - Immersive technologies
 - Multiply
 - East Thirsk Learning Centre
 - Greater links between engagement and wider learning

Aim 6 - To grow provision into areas not well supported by other providers

Objectives



Progress

- **A suite of blended community and adult learning that is available to support learners in all parts of the county**
- **Full utilisation of ring fenced funding in both services**
- **An adult learning service supported suite of traineeships, apprenticeships and supported internships allowing progression into roles within the authority and onwards to support local micro-enterprises to support trained staff.**
- **Achieving over 100% of grant funding**

- **Broader based community learning offer now available as online or face to face**
- **Curriculum focus now aims to secure more funding per learner**
- **Trialled curriculum within PLC will see greater focus on accredited courses and use of technology**
- **LSIF will see targeted work in Health and Social Care**

Aim 7 - To support a clear progression pathway for all adult learners from entry through to higher education

Objectives



Progress

- **Clear curriculum offers that are promoted to learners and understood by all stakeholders at a local level.**
- **Effective progression ladders that show clear pathways (both forwards and sideways) from engagement through to specialist skills development and HE opportunities that are in line with local skills priorities**
- **Regular attendance and contribution to local skills boards to support the most appropriate curriculum offers for local residents**

- **Career pathways from all programmes are shared with Information Advice and Guidance (IAG) team**
- **Teachers also have an integral role in learner progression**
- **IAG training underway with business support and enrolment teams to support effective signposting**
- **Head of Service involvement in the development of the Local Skills Improvement Plan for the region**
- **Published course guide (paper and online) widely available in the community, supported by face to face engagement events**

Aim 8 - To provide effective value for money for the communities of North Yorkshire

Objectives



Progress

- Full utilisation of grant funding on a wide ranging and well supported adult learning offer
- Services operating within effectively set budgets and not requiring further investment of additional public funds
- A co-investment structure that is fully reflective of need on all provision
- Greater integration of adult learning services within the authorities they are part of to reduce duplication of offer and increase engagement
- Greater integration of the teams delivering across York and North Yorkshire reducing staffing costs freeing up a greater portion of the budget to support learning resources and infrastructure

- Projected full use of adult learning funding in 2022-23
- 94% of Multiply funding has been spent, despite shortened year 1 of the programme
- Adult Learning and PLC are forecast to achieve balanced budgets in 23-24
- Review of fees policy has been undertaken
- Effective use of learning and learner support have widened opportunities for learners

Ofsted response

Areas for Improvement



Progress

- Establish that the recently revised quality assurance process is rapidly and fully implemented so that leaders and managers can accurately identify where improvements are needed.
- Ensure that all courses align to the strategy for learners to progress in their careers and lives.
- Ensure that adult learners gain a deeper understanding of British values and how they apply to their own lives.
- Ensure that staff have a strong focus on learners and apprentices developing accurate skills in written communication.

- Fully revised quality procedures incorporating Ofsted feedback in place with relevant training for all staff
- Regular communication of policies, procedures and best practice
- Clear curriculum intent provided across all subject areas in 2023-24
- Dedicated resource area for teachers to support their knowledge of British values and learner safeguarding
- Regular updates on local safeguarding risks communicated to the team
- All staff have received training on written communication with follow up workshops planned

Case Studies

Example 1 – Scarborough

- **At 30 was lacking in confidence in social situations, with limited qualifications from school**
- **Engaged in a ‘step into learning’ short community learning course**
- **Developed understanding of own aims and goals whilst learning to overcome social anxiety supported by a LEO**
- **Progressed into a functional skills English course and passed**
- **Now completing a specific employability programme face to face**
- **Digital access has previously impacted on progression**
- **Loan laptop will now allow engagement in GCSE English**



Case Studies

Example 2– Harrogate

- In her 40's and having had a previous career in childcare and education
- Identified a desire to change career direction into administration
- Attracted by the short-bite sized curriculum offer engaged in a number of admin based programmes
- Progressed into a formal ICT programmes
- Now working in administration within a primary school
- Directly credits the service with allowing for upskill that led onto this job role

