

Adult Community Learning Priorities 2016 -18



Our Vision:

to improve the life chances of adults in Sheffield's communities by planning and delivering with partners, a learning offer which:

- acts as a skills escalator to move adults closer to the world of work
- is a social inclusion vehicle that addresses the particular issues of vulnerable groups
- provides learning which is available to all but with targeted activity for some
- equips adult learners with the skills knowledge and aptitude necessary to succeed in life and work in the 21st century
- delivers on the local, regional and national learning and skills priorities

Appendix 1

current picture	challenge	response
lack of skills in the local population to meet the needs of local and regional employers	22.5% of Sheffield's working age population (83,000) have either no qualifications (39,900) or Entry/Level 1 skills only (43,400)	<ul style="list-style-type: none"> • engaging adults into learning and moving them through a series of vocational pathways towards or into employment • a range of stepped levels of qualification to allow adults to gain accreditation
new ICT skills required in Sheffield which has creative and digital skills development as a high priority	15% of Sheffield adults have never been on line 24% of adults do not have all 5 basic digital skills 16.2 % of adults are over 65 and re significantly more likely to have poor basic digital skills	<ul style="list-style-type: none"> • access to modern technology/software as part of all delivery • utilising existing technology such as smartphones offering • introductory digital courses to increase confidence • accreditation in ICT covering all 5 digital skills especially to those adults of working age
adults without functional English contribute to low levels of accreditation and are disadvantaged from accessing employment ; they often struggle to support their children with their learning	Sheffield's BME population has increased to 20% with an increase in numbers of migrant families especially Roma and Syrian 34% of children in primary schools have ESOL needs	<ul style="list-style-type: none"> • non-accredited courses to increased confidence and language skills • programmes designed specially to meet the need of new arrival groups • ESOL qualifications for those learners moving into the jobs market • functional skills, including digital skills to those learners moving beyond Level 1 • delivery of Family Learning programmes with ESOL in the schools and children's centres with identified need
adults with health , particularly mental health, issues are a distance away from the labour market	10% of Sheffield adults have mental health problems	<ul style="list-style-type: none"> • targeting programmes through extra SFA project funding • local champions engaging vulnerable adults into groups in their localities to begin learning • non-stressful, courses, including on topics such as health and well-being • Family Learning programmes moving learners onto pathways

Pathways to Employment

providing curriculum pathways through engagement, non-accredited learning, functional and digital skills and vocational programmes to move learners towards employment

Inclusion

offering supported opportunities for learning for those with few or no qualifications, and ESOL or mental health needs
develop provision in those deprived areas that have not yet been fully reached

Family Learning

delivering to schools, communities and Children's Centres face to face and virtually to promote adult and children's attainment and a life long love of learning.

Local and Regional Partnerships

developing a new commissioning framework to ensure the service is responsive and meets the needs of each local area and the LEP priorities
supporting delivery partners to ensure high quality universal and targeted provision

Theme	Priority	Tasks
<p>Pathways to employment</p>	<p><i>A creative and innovative curriculum to meet the demands of technology and one that it is part of a 'continuum' towards further learning / and entry into employment</i></p>	<p>continuing to develop the community learning curriculum, especially vocational pathways to establish a 'skills escalator' for entry into employment</p> <p>vocational pathways and programmes linked with JCP to move adults towards employment through referral to ESOL and employability programmes with English and Maths embedded</p> <p>developing an up to date digital curriculum that is delivered both separately and also has elements embedded into all learning; learning from the Family Learning digital project with NIACE</p> <p>learning champions offering high quality IAG to support learners to move onto</p>

		vocational pathways and through onto the jobs market
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Theme	Priority	Tasks
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<p>Inclusion</p>	<p><i>A universal offer that reaches each locality and especially deprived areas fully; with targeted activity to engage specific groups</i></p>	<p>working with particularly vulnerable groups through the SFA funded Mental Health project and the DCLG funded Roma project to bring these cohorts into curriculum pathways, begin to develop their skills and progress them towards employment</p> <p>developing provision in those areas of deprivation that have not yet been reached fully</p> <p>developing a 'universal learning' offer by widening participation in areas of deprivation but also in more affluent parts of the city</p> <p>developing web based marketing for adult learning; developing the existing city-wide ESOL directory to be on-line.</p>
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Theme	Priority	Tasks
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<h1>Family Learning</h1>	<p><i>positioning Family Learning as a positive force for change that contributes to the development of successful schools, cohesive communities and to the economic and social regeneration of the city</i></p> <p>.</p>	<p>delivering Family Learning courses in all schools with low levels of children's attainment and in all Children's Centres</p> <p>embedding the use of technology for all families to access learning at home and to have the confidence to use technology in learning</p> <p>continuing to deliver intergenerational Family Learning courses to improve the English, maths and communication skills of adults and their children</p> <p>increasing the range of provision for parents to develop vocational, English, maths and ICT skills to support the increased attainment of their children, particularly those within Early Years and Key Stage 1</p> <p>working with parents/carers and grandparents and children delivering engagement activities courses leading to courses then into functional skills English and Maths or English as a second or other language (ESOL)</p>
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Theme	Priority	Tasks
<p>Local and Regional Partnerships</p>	<p><i>working with partners across the SCR and the LEP to ensure that the impact of Community Learning is understood and future funding secured</i></p>	<p>establishing working groups across the SCR to share data and soft outcomes analysis to position adult learning against LEP skills priorities</p> <p>developing new funding arrangements for local partners as the community learning grant is absorbed into the Adult Education Budget (AEB)</p> <p>working with Sheffield’s Local Area Partnerships identifying provision gaps and providing an increased offer</p> <p>continuing to develop the learning partnerships in the North and South West encouraging self-help groups in these more affluent areas move towards more formal provision that will have fees attached</p> <p>offering a capacity building programme to raise quality and meet the needs of Ofsted and the LEP</p>

developing a new commissioning framework to ensure the services is responsive and meets the needs both of each locality and the LEP priorities moving forward