

PAF Scrutiny Committee

ACL Strategy Implementation

**Cllr Tony Ball – Cabinet Member for Education
Excellence, Lifelong Learning and
Employability**

Lisa Jarentowski – ACL Principal



PORTFOLIO VISION STATEMENT

WE WILL HELP SET THE AGENDA FOR EDUCATION AND SKILLS IN ESSEX, ENABLING SCHOOLS, PROVIDERS AND BUSINESSES TO UNDERSTAND KEY SKILLS PRIORITIES AND TRANSLATE THEM INTO DELIVERING RELEVANT AND JOINED UP PROVISION



Lifelong learning is about the people of Essex having equal access to excellent learning and training opportunities throughout their life-course. Opportunities that are clearly aligned to future need and relevant to local areas; levelling up success, driving down inequalities, and providing the means for success in achieving each person's ambitions



Shaping - the education and skills eco-system to provide clear pathways for these opportunities throughout people's lives



Influencing - taking the strategic lead in lobbying the government and influencing partners, so that we create the right conditions and structure for success



Re-imagining - the mechanisms the Council can use to effect meaningful and lasting change



Overcoming – removing as many barriers as possible to excellent learning and training opportunities through the effective use of funding and investment



Inspiring – joining up the journey from early years to further years so that there is a coherent trajectory, and where parents aspire and also inspire subsequent generations

Key Points – Ofsted 3 I's

- Today we are asking whether you are happy to indicate your support for this strategy - as it sets out our high level ***implementation***.
- The strategy is the ***intent***
- Its ***implementation*** drives curriculum planning that is ambitious, innovative and addresses local community needs contributing to levelling up.
- Monitoring of progress against the clear outcomes will show our ***impact***.

Key Points – delivery model

This strategy sits alongside an ongoing property review ensuring we offer learning spaces which are safe, inclusive, accessible, welcoming and sustainable.

- Supported by flexible hybrid and online delivery, online live and self led
- Fast track and rolling in year starts
- Outreach locations to widen participation and meet local needs
- In person delivery supports social capital and promotes community cohesion and interaction. It plays a role in supporting integration and community engagement, thus making places safer and more cohesive.
- Bring together people of different backgrounds in a friendly, supportive local space, also providing a place in which different services can address the multiple needs of learners at a neighbourhood level adding value to other services, such as those relating to health and wellbeing. E.g shared space with libraries

Learner Characteristics - Headline

Based on enrolments between 2017/18 – 2021/22



Enrolments in qualification courses are growing year on year

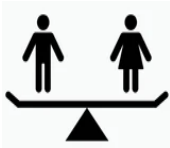
(except in 2020 during the pandemic).

From 25% in 17/18, to 46% in 21/22.



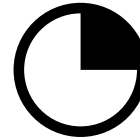
Clear difference in the take-up by ethnicity.

7.5% of learners from BAME background. 56.3% of learners of BAME background take up qualification courses, compared to 27.1% of learners of white background.



Average age of ACL Learner is 46.

Average age for non-qualification enrolments is 49, whereas this falls to 39 for qualification enrolments.



Over a quarter of learners are disabled.

This is inline with the proportion of people who have disabilities nationally.



Most ACL learners are female.

73.2% of all learners are female. This is consistent across all course types, age, ethnic background and deprivation.



87% likely to be 'very' or 'fairly' internet savvy.

47% likely to use the internet to respond to adverts and promotions.



Higher take-up of qualification courses in deprived areas.

42.6% from most deprived areas enrolled in qualification courses compared to 19.3% from the least deprived.




Average age of an ACL apprentice is 32.

47% of apprenticeship starts nationally were aged 25 and over.



Overview of Service

- Nine physical centres – [eight from July 2023]
 - Funded predominantly by the Education and Skills Funding Agency
 - Funding Allocations include: Adult Learning Loans, Adult Education Budget, Community Learning, and Level 3 Free Courses for Jobs Fund
 - Additional incomes derived from: Apprenticeships, projects, and non-funded provision
 - Three Curriculum Streams: Working Lives, Social Mobility & Inclusion, and Health & Personal Development
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Curriculum Streams

Health & Personal Development	Social Mobility & Inclusion	Working Lives
Health & Wellbeing * Mental Health recovery is delivered within this team	Maths & English	Health, Medical & Care
Modern Languages (inc. BSL)	ESOL (English for Speakers of Other Languages)	Early Years & Education
Creative Industries & Culture	Family Learning	Business & Finance
	Supported Learning	Leadership & Management
		Science & Digital
		Hair, Beauty & Complementary Therapies
		Employer led Maths & English

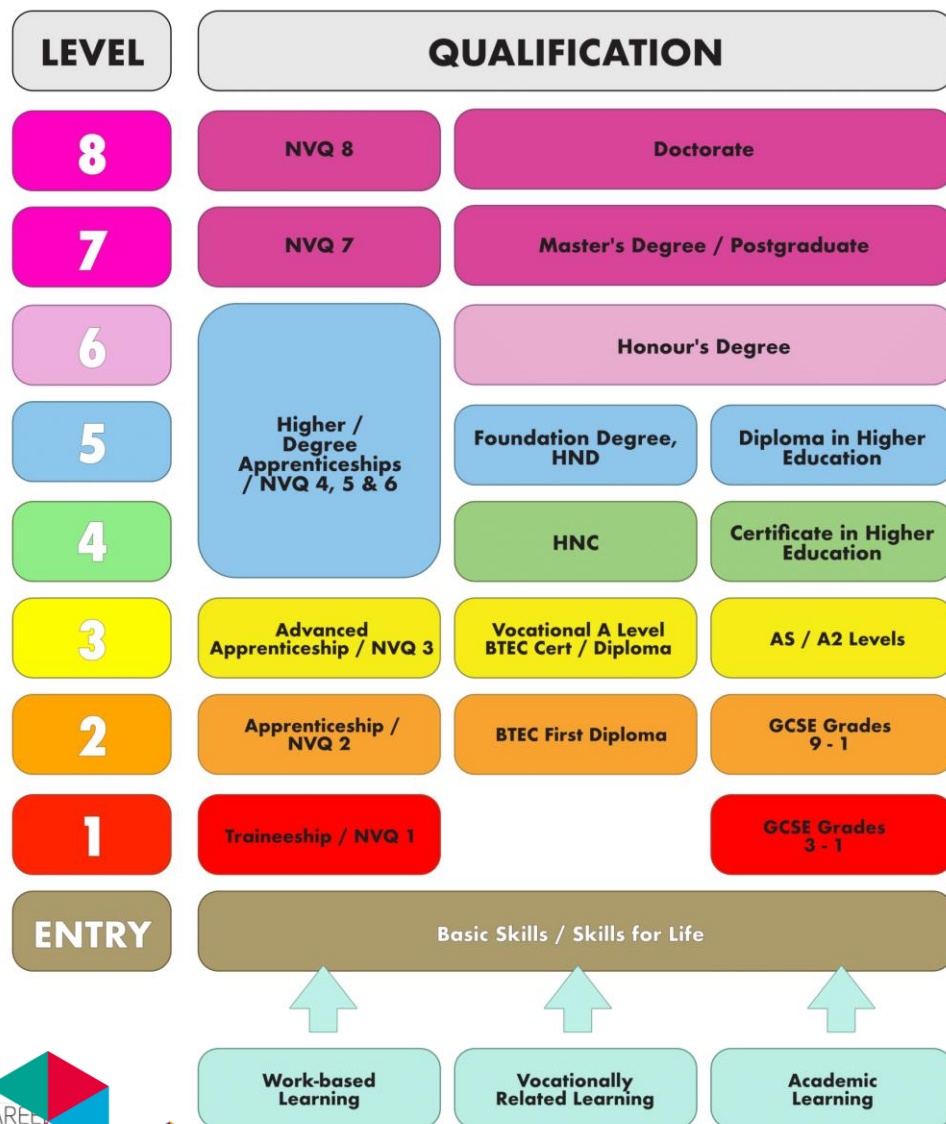
Meeting the social and economic context for Intent

The ESFA non accredited funded is used for our community learning offer and as per the funding guidance from 2023/24 our curriculum must align to at least one of these seven strands:

- Engaging and/or building confidence
- Preparation for further learning
- Preparation for employment
- Improving essential skills (English, ESOL, maths, digital)
- Equipping parents/carers to support children's learning
- Health and well-being
- Developing stronger communities

- ACL curriculum intent takes into account the needs of learners, employers, and the local, regional, and national economy as necessary.
- The curriculum supports learners to develop their knowledge and skills beyond the purely academic, technical or vocational.
- ACL consults with employers and other various bodies on decisions for strategic direction on skills and economic needs.
 - Essex Skills Plan, Sector Development strategy, Localities team
- The ACL curriculum seeks to prepare learners for jobs that are currently evolving. e.g Retrofit
- Learning and training prepares learners for work, the changing needs of business, and supports with the development of relevant skills particularly in English maths and digital and develops behaviours to contribute to their employer's business.

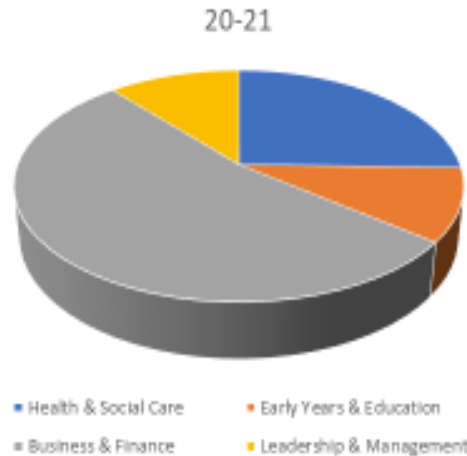
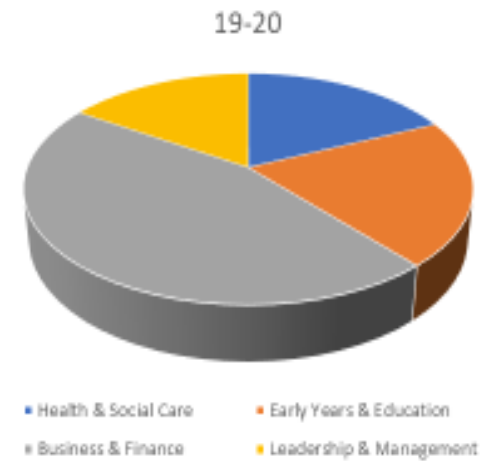
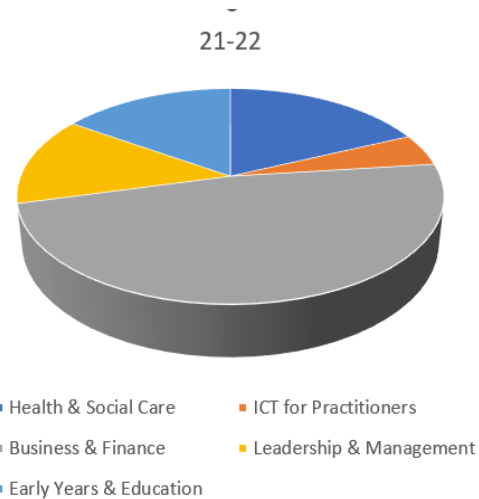
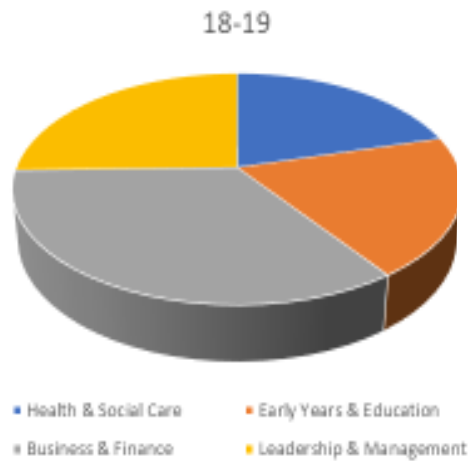
Course Offer



- Accredited provision is delivered from Entry Level to Level 5 and includes AAT, Counselling, Health & Social Care, and Leadership & Management
- Non- accredited programmes include: family & community learning, traditional/heritage crafts, wellbeing, fine art, healthy eating, resilience, photography, sustainability, and BSL
- We offer 24 apprenticeship standards from level 2 – 5
- GCSEs are delivered in Maths, English, Computer Science, Biology, and Chemistry
- Access to HE offers Science and Psychology Pathways
- Employability programmes
- Traineeships – sub-contracted to Plan B (these will cease from August 2023)
- In addition to the above we create and deliver bespoke courses and programmes for businesses and specific industry sectors e.g. Routes into Nursing, collaboration with ARU, NHS & Police degrees

Apprenticeships

Business & Finance Apprenticeships remain the most popular.
In 21/22 a new ICT Apprenticeship was introduced.



New for 23/24

Learning Mentor Level 3
Digital Marketeer Level 3
Early Years Lead Practitioner Level 5
Cybersecurity Technician Level 3
Payroll Administrator Level 3

Property

In progress

- LU Clacton, Harlow
- Investment in Colchester Digi hub
- Investment in Science and healthcare resources

Future Work

- Centre locations
 - Research on 'travel to learn' to be carried out
 - Research on online delivery
- Expand our outreach delivery in key areas.
 - Rochford, Dovercourt / Harwich, Canvey, Stanstead
- Identify potential satellite centres – using Youth centres, libraries and schools in evenings and weekends.

Recommendations and Next Steps

Recommendations that the Committee:

1. Supports the approach detailed within the ACL Strategy Implementation.
2. Supports us to publicise and encourage stakeholders to promote/collaborate with ACL services to residents.

Our next steps are:

1. Complete the final Curriculum Plan on confirmation of the funding allocation from the ESFA (April 2023).
2. Finalise target setting for Curriculum teams.
3. Consider further opportunities to maximise utilisation of property, investment in specialist resources.
4. Research and analysis the method and how far learners travel to learn to inform the ongoing property review.

Thank you



Essex County Council