

Adult Learning Kirklees Progression Policy 2022-2024

Aims/ Intent:

- To ensure a planned approach across the district, where all providers are working in partnership to offer progression opportunities to residents and where residents' individual needs are the priority.
- To ensure progression pathways are clearly planned for learners by all providers when offering provision across Kirklees for adults aged 19 +.
- To provide impartial guidance and support for learners to take the next steps for their progression pathway.
- To provide progression pathways for learners to move upwards to further and higher education, employment and volunteering and sideways to other community learning provision, according to learner needs.
- To ensure that progression pathways are simplified and not complex or duplicated across Kirklees, with providers working in partnership to offer opportunities to learners.
- To publicise and share progression pathways so that learners are aware of the progression pathways on offer.

Implementation/ how we will do this:

- Through collaboration with grant funded partners under the devolution agreement in west Yorkshire with Kirklees College, The Northern College and Workers' Educational Association/ WEA.
- Through continued liaison with the partnership group of providers established with WYCA with all AEB funded partners.
- By maintaining links with Kirklees Community Learning Trust partners including libraries, ESOL provision, Third Sector Leaders, Job Centre Plus, The University of Huddersfield, Northern College, Kirklees College, Recovery College.
- By further developing links with Kirklees Council internal partners such as Community Hubs/ Families Together, schools and settings, Family Support.
- By maintaining strong links with the council's Economy and Skills provision including Works Better, Here for You, Pace, digital Hubs and other projects related to economy and skills.
- By re-establishing grass roots networks and tightening links with grass roots/ community/ TSL organisations to enable learners to progress from grass roots level to community learning.

ALK specific implementation:

- By ensuring personalised and impartial IAG support for learners through C & K Careers advice sessions, linked to Gatsby Benchmarking principles.
- By offering Making the Most of Me sessions to learners, facilitated by C & K Careers, and offered as progression from ALK provision.
- By sharing progression pathway ideas with suggested routes for learners, based around themes.
- By tracking all learners at 6-8 weeks and a C + K sample of learners (with their consent) at 6 months to guide and support learners to achieve their next steps and track progress.
- By including a progression payment as part of the procurement process so that providers have a designated role in tracking and supporting progression.
- By ensuring that all planned courses indicate possible progression routes for learners as part of the 3 Is course proforma.
- By compiling case studies on 5-10% of learners to demonstrate impact.

Intended Impact:

- Tutors and providers are making learners aware of progression routes to meet their needs.
- A wide range of varied progression pathways are available to learners and they provide stretch and challenge as appropriate.
- Progression pathways are embedded in provision, so learners are thinking about next steps and reflecting on their way forward.
- Providers are tracking progression of all learners post course at 6-8 weeks and recording details and offering further support when needed so all learners are thinking and planning for next steps.
- Progression is a key part of delivery and learners are supported through impartial IAG from C + K to make their next steps for progression, aligned to Gatsby Benchmarking principles.
- A 5-10 % sample of case studies highlights the impact of provision and tracks learners at 6-8 weeks and a sample at 6 months to demonstrate the transformational effect of community learning and share the successes with other learners and partners.
- A planned approach across the district with all partners aware of progression pathways on offer so that resident needs are met.

Extracts from the Ofsted Education Inspection Framework of September 2019 linked to progression:

Providers need to:

- show planning for, and monitoring of, learners' individual progress and **destinations from their starting points** when they began their courses.
- work with other partners to widen participation and support learners' progression to further learning and/or employment relevant to their personal circumstances.

Quality of Education:

- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course.
- Inspectors will consider the provider's curriculum, which embodies the decisions the provider has made about the knowledge, skills and behaviours its learners need to acquire to fulfil their aspirations for **learning, employment and independence**.
- Inspectors will consider the outcomes that learners achieve as a result of the education they have received. All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning.
- Inspectors will also consider whether learners are ready for the next stage and are going to **appropriate, high-quality destinations**.

Personal Development:

- At each stage of education, the provider prepares learners for future success in their next steps.
- Assessing the quality of careers information, education, advice and guidance, and how well these benefit learners in choosing and deciding on their next steps.

- The provider prepares learners for future success in education, employment or training by providing: **unbiased information to all** about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work.

Actions for 2022-2023 delivery:

- Update/ review and revise tender specification to include progression actions for providers.
- Include 5-10% case studies to demonstrate impact.
- Work closely with grant funded partners- KC and WEA and additional partners to plan progression pathways.
- Work to re- establish grass roots network connections to feed into community learning pathways.
- Work closely with C & K Careers to ensure progression pathways are communicated clearly.
- Ensure marketing and publishing of progression pathways is effective through ALK weekly newsletter/ provider meetings and KCLT meetings.

Information, Advice and Guidance

These organisations are part of the Kirklees Community Learning Trust and can advise and support on developing skills, finding a course and looking for the right job or training.

Kirklees College

Whatever your experience of learning in the past, there are plenty of opportunities to try something new and enrich your life.

T: 01484 437070

E: info@kirkleescollege.ac.uk

W: www.kirkleescollege.ac.uk

Northern College

Northern College is a residential college dedicated to the education and training of adults without formal qualifications who are seeking to return to learning.

T: 01226 776000

E: Courses@northern.ac.uk

W: www.northern.ac.uk

University of Huddersfield

For information about Higher
Education courses contact:

T: 01484 472282

E: schools.liaison@hud.ac.uk

W: www.hud.ac.uk

C&K Careers Ltd

To seek advice around careers information, education, training and work:

T: 01484 242000

E: enquiries@ckcareers.org.uk

W: www.ckcareersonline.org.uk

EDUCATION DEVELOPMENT TRUST: National Careers Service to give guidance and support for learning, training and work:

www.nationalcareersservice.direct.gov.uk/ 0800 100900

RECOVERY COLLEGE: offering courses and support for mental health: 01924 481060/ recovery.kirklees@swyt.nhs.uk

JOB CENTRE PLUS: Providing advice to customers seeking work: 0800 1690190

Progression partners in Kirklees.

Aim2Learn	stuart.littlewood@aim2learn.org	Telecommunications qualifications - Each learner is enrolled on a Diploma and Cert and has an interview on successful completion of the course.
Back2Work	keely.jukes@b2wgroup.com	SWAP provision in:Carbon Awareness/ Facilities Management/ CSCS & Cyber/ SCL & Cyber/ Contact Centre Diploma/ Contact Cert and Customer Service
B-Skill	Emma.Ward@B-skill.com	Hair and Beauty /Health and Social Care/Mental wellbeing
Pathway	wendy.daire@pathwaygroup.co.uk	FS quals, Employability quals/ H&S/Digital Skills
Waltham International	bill@walthamintcollege.ac.uk	Rail Engineering Technician (Diploma and NVQ) (8 - 10 week course with employer vacancies included) Diploma in IT Systems
WEA	Ewilkie@wea.org.uk Rfarrar@wea.org.uk Elaine Wilkie and Rose Farrar	Community Learning and AEB. Provision is delivered online and in community centres. ESOL/Community Interpreting/Crafts
DIP	qm@dipgroup.net Qazi Mohammed	Business Admin, Customer Service and IT, Preparation for work, Award in Money management
Kirklees College	drayneau@kirkleescollege.ac.uk / sarcher@kirkleescollege.ac.uk Darren Rayneau and Sharon Archer	GCSE Maths, ESOL, Prep for Life and Work, Intro to the Facilities Industry, Hair & Beauty, Adult care
WYLP	Kelly.townend@wylp.org.uk	ESOL
Learning Curve	Dianne.musker@learningcurvegroup.co.uk	Health and Social care, Leisure Travel and Tourism,ESOL
Realise Training	Gregg.Scott@realisetraining.com	Health and Social Care, Digital Skills Warehouse, Bus Driving
The Skills Network	rachelkay@theskillsnetwork.com	Distance Learning predominantly in H&SC
Total Training	lisa@total-tp.com Lisa Hawksby	Health and Social Care
Northern College	ymellor@northern.ac.uk Yultan Mellor	Residential Offer, forest skills and English and maths
People Plus	nick.griffiths@peopleplus.co.uk	IT and Telecoms
CECOS	Richard@Cecos.ac.uk Richard Corley	Digital Skills
Talented Training	marios@talentedtraining.co.uk Marios Chrysostomou	Certificate in Skills for Employment

Think Employment	stephen.lidgard@thinkemployment.com	Functional Skills
Woodspeen	sam.wilson@woodspeentraining.co.uk	ESOL
Askham Bryan	chris.Barr@askham-bryan.ac.uk	Princes Trust
Calderdale College	juliag@calderdale.ac.uk Julia Gray	Health and social care and functional skills