

Learn Suffolk

The Adult Learning Service



Strategy

2021 – 2024

(Version 2)



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1. Welcome and Introduction

Rachel Hood

SCC County Councillor and Chair of SCC Adult Learning Service Governing Board



On behalf of the Suffolk Adult Learning Service Governing Board and Suffolk County Council I am pleased to share with you our Strategy and plans for the Suffolk Adult Learning Service 2021-2024.

This Strategy marks the start of a new chapter for the Suffolk County Council Adult Learning Service, and I am delighted that we have such an experienced and capable Governing Board to guide us through the next phase of our development. I would like to thank them and the Local Authority

Officers for helping to shape this Strategy.

As we see from the inspiring stories at the Adult Learners Awards 2021, adult learning has the power to change lives – for individuals – for families - and for communities, and our Board is committed to ensuring that we do all within our power to support our sub-contractors to do just that.

It has been a very challenging last 18 months for the Adult and Community

Learning Sector due to the COVID-19 Pandemic. You will see from our Strategy that over this next phase in our development we are keen to focus more than ever on supporting learning programmes that will assist the most marginalised from society and employment to access the first steps in learning, make tangible progress towards clear outcomes, move closer to their long-term goals and to support the recovery from the pandemic.

Current Governing Board Members

Name	Organisation
Cllr. Rachel Hood (Chair)	SCC Councillor; Cabinet Member for Education, SEND & Skills
Adrian Orr	SCC Assistant Director – Education, Skills and Learning
Michael Gray	SCC Head of Skills
Cllr. Rebecca Hopfensperger	SCC Councillor
Julia Nix	DWP
Christine McGuinness	FE
Mike Dawe	FE
Jenny Milsom	FE

2. Developing Suffolk Talent

Michael Gray

SCC Head of Skills



Skills and employment are arguably more in the spotlight than ever. The UK’s ability to ‘build back better’ following the initial impact of the pandemic will be dependent on individuals having the right skills at the right time to foster adaptability, innovation and growth in our economy as well as ensure that they are able to benefit individually from the opportunities that present themselves.

The SCC Skills Team aims to enhance social mobility levels and support economic growth by working to achieve skills and employment outcomes that benefit the people, places, and economy of Suffolk. We work alongside key

Developing Suffolk Talent



2017-10-24 Developing Suffolk Talent V6

national, regional, and local stakeholders to stimulate aspiration and equip people with the capabilities and skills required to secure

employment, progress and embark on fulfilling careers as well as help ensure a supply of the right skills and talent to

support our economy to flourish and grow.

We look to achieve these objectives through our constantly evolving programme of work known as ‘Developing Suffolk Talent’ comprising of four strategic objectives as illustrated in the diagram above. The Adult Learning Service is a key component of this programme, helping to foster a culture of life-long learning and empowering our residents to develop skills that will help them progress towards and within productive employment.

By providing high quality learning opportunities for adults in Suffolk, including many who face complicated barriers to achieving their full potential, the Adult Learning Service provides a valuable contribution across all four of our strategic objectives. This includes:

- ✓ **helping** to foster a culture of life-long learning, providing inspiration and motivation by re-introducing

adults to the benefits of learning and helping to instil the confidence needed to undertake courses and progress.

- ✓ **raising** the aspiration and motivation levels of individuals by linking provision to available information and guidance on local career opportunities and thereby supporting an understanding of how adult learning can be undertaken as a stepping-stone towards their ambitions.

- ✓ **encouraging** participation in education, employment, and training across all ages through the positive impact of adult learning that is often experienced by a wider group than the direct participants, helping parents to support their children and influencing friends and family

members as to the benefits of learning.



- ✓ **enhancing** the life prospects of individuals and widening the supply of skills in areas of need by progressing all those who are able towards and into employment linked to our latest understanding of the labour market and local economic requirements.

3. Suffolk in Context

Suffolk has a high proportion of working age residents (16-64) in employment (78.9%) compared with national averages (75.9%) (NOMIS 2020).

However, Suffolk also has a low wage economy and a workforce with relatively low skills and qualification levels. Whilst the proportion of Suffolk residents with no qualifications is healthier than the national average (6.3% in Suffolk compared to a national average of 7.7%), the number of residents with higher-level skills, i.e. qualifications above or equivalent to NVQ2/NVQ3+ is significantly lagging behind the national average. Similarly, Full-time Median earnings for employees living in Suffolk is lower than both the national and East of England value (Suffolk £538, compared to £590 nationally, and £604 in the East of England) (NOMIS, 2020). Earnings fell by -4.1% between 2019



and 2020 compared to 0.4% nationally meaning the median pay gap between England and Suffolk has increased over the past 2 years.

Moreover, the ageing demographic of Suffolk has important consequences and influences on the overall economy. The 'old-age dependency ratio', which is a measure between the number of people aged 65 and over and the number of persons aged between 15

and 64, shows that Suffolk has a higher ratio than the regional, national, and European levels (Hidden Needs Report 2020). Population projections suggest that all persons aged 65+ will represent 31% of the Suffolk population by 2041, compared to 24.2% nationally (ONS, Suffolk Observatory 2019).

Suffolk is less ethnically diverse than the East of England and nationally.

Over 95% of the population is white, compared to 85% nationally.

According to the Census data in 2011, 9.2% of the Suffolk population class themselves as being from minority ethnic groups, that is, not white-British (90.8%).

We know that Suffolk has seen an unprecedented rise in the number of people claiming unemployment benefit, however, the claimant rate has recently fallen to its lowest levels since May 2020 and we have seen an increase in the number of job postings across the vast majority of our key employment sectors reaching, and in some cases

exceeding, pre-pandemic vacancy levels. Although this suggests that the labour market is beginning to recover from the pandemic, the medium to long term picture remains uncertain, with vacancy levels expected to level out as pent-up demand is met in some sectors and the impact of the ending of Government assistance, including the furlough scheme (12,800 individuals remain on furlough as of July 2021), to come. This may return labour and skills to the labour market but may also lead to the permanent loss of many more jobs with businesses unable to survive once left without support.

In-work poverty has increased by 105% since March 2020, which means that there are now more than 25,000 people in Suffolk that are in work whilst the total number of Universal Claimants (57,818) has increased by 83%.

The Pandemic has generated significant needs and opportunities for skills and training which are vital to supporting people and businesses as we emerge

out of the pandemic and into a ‘new normal’.

Adults over 50 are particularly exposed to these changes and are more likely to require additional assistance and support in gaining new skills required for modern ways of working and finding routes into sustainable employment. Suffolk has high numbers of adults claiming ESA and incapacity benefit, including those with learning difficulties / disabilities and mental illness who continue to be under-represented in the workforce.

The pandemic has also seen indications of declining mental health and wellbeing with measures for life satisfaction, feeling worthwhile, happiness and anxiety all worsening across Suffolk and particularly in Ipswich.

The Service priorities have been developed to support a response to the areas highlighted in this section.



3.1 About Suffolk County Council Adult Learning Service

Andy Mawby

**SCC Into Work
and Adult
Learning Service
Manager**



Welcome

Suffolk Adult Learning Service is led by Suffolk County Council, which holds a £2.8m contract with the Education and Skills Funding Agency to provide Adult and Community Learning within the County.

The Council provides the central management of the service including strategic direction, commissioning, safeguarding, management information, and quality assurance. All learning programmes are delivered through a network of local

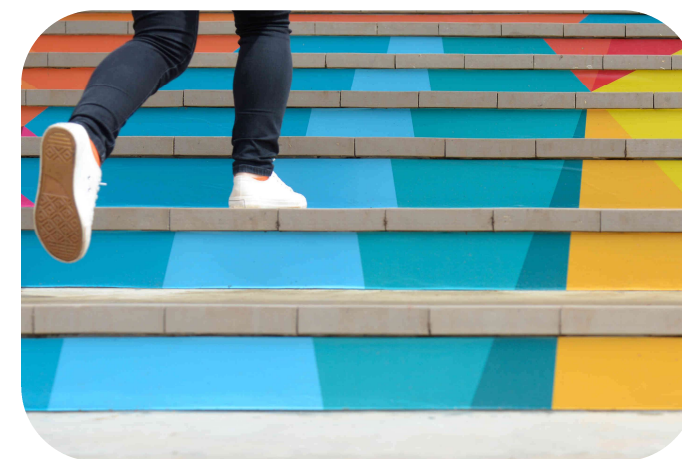
organisations that form a group of sub-contracted learning providers.

This model enables a very flexible and accessible offer to meet the needs of residents and communities who find it difficult to access other adult learning programmes. The service particularly targets those learners who have missed out on previous educational opportunities or who come from groups with the highest levels of need.

Many of our learners therefore start from very low educational levels, often overcoming many barriers in order to achieve success. Sub-contractors provide inclusive learning environments and build-in support for learners to enable them to progress towards their personal, educational and employment goals.

Courses offered focus on supporting learners to develop their skills in order to increase their employability or their ability to be active in their local community. Courses include English,

mathematics, information technology, English as a second language, employability skills, mental health recovery, family learning and provision for adults with learning disabilities.



"I'm in such a better place and that's thanks to Realise Futures never giving up on me and seeing something in me that I never saw myself. I owe them so much..."

Learner from Realise Futures

4. Service Vision, Aims and Priorities

4.1 Our Vision

We want Suffolk to be a place where lifelong learning is highly valued and empowers our residents to have more fulfilling lives, take a greater part in society and develop the skills they need to secure sustainable and productive employment.

4.2 Our Aim & Intent

To provide high quality learning opportunities for those adults in Suffolk who face the greatest barriers to securing employment or playing a full part in society, so that they can make progress in securing a better future for themselves, their families, and their community.

To maximise adult participation in high quality skills and community learning



to achieve economic growth, full employment, social inclusion, community cohesion, health, and wellbeing.

I am now feeling so much more confident, better about myself, motivated (among other things thanks to you and the course) and have started looking for work, and to apply for jobs."

Learner from Sentinel Leisure Trust

4.3 Our Key Priority Areas

2021-2024

1. Target our learning offer to support those most at risk of long-term unemployment, marginalisation and support the recovery from the COVID-19 Pandemic.
2. Provide high quality learning opportunities, which enable our learners to achieve the best possible outcomes which are relevant to the needs of our local economy and communities by continuously seeking to improve and develop our service towards an outstanding rating.
3. Widen the engagement and scope of participation in Adult and Community Learning in Suffolk:
 - To **increase** SCC Adult Learning Service's **participation** towards pre-pandemic levels

- Further **develop** and **consolidate** a blended approach to delivery which narrows the effects of rurality in Suffolk on participation
 - **Support** the development and growth of **digital skills** of Adult Learners in Suffolk
4. Establish a forward plan and delivery model for the next block contracting.

“I have been very pleasantly surprised at how motivating and helpful the sessions were, they have helped me in my ability to find a job, aspire to a career and given me purpose.”

Learner, Realise Futures



5. Measuring Success

Wing-Yu Ho

Management Information Systems Manager



How we will measure and monitor success using Headline KPIs:

- Headline Key Performance Indicators will be used to monitor the performance and quality and progress will be recorded in our Service Monthly Report
- On a quarterly basis the Headline Key Performance Indicators will form the basis of the Adult Learning Service Governing Board Report. Progress against the indicators will be presented to Board Members
- Quality Assurance Visits will be conducted to evidence progress and judgements using a Deep Dive

methodology and investigating key themes

The Headline Key Performance Indicators are targeted to ensure contract fulfilment and to demonstrate the commitment of the Service to be judged as *outstanding* by academic year 2023-2024.



Key Performance Indicators	
Contract Fulfilment:	We will deliver high quality learning sufficient to achieve our contract threshold of 97% for each academic year between 2021 and 2024.
Learner Participation:	We will deliver over 10,000 high quality learner aims between 2021-2024
Retention Rate:	Average % over the three years will be between 90-100%
Pass Rate:	Average % over the three years will be between 90-100%
Achievement Rate:	Average % over the three years will be between 90-100%
Learner progression to positive destination:	On average 80% of learners will move on to a positive destination from ASF long courses from 2021-2024.
Service Quality Judgment:	We will seek to continuously develop and improve our service to be judged as outstanding. Judgement to be validated by reliable evidence.

5.1 Key Service Priority Areas for 2021-24

Priority 1. Target our learning offer to support those most at risk of long-term unemployment, marginalisation and to support the recovery from the COVID-19 Pandemic.

We will particularly prioritise the development of programmes that enable those furthest from work, or most marginalised in society, to take the first steps back into learning. We will also prioritise those parts of Suffolk where there are high levels of adults without qualifications at and above Level 2 and where levels of literacy and numeracy are lowest.

Our commitment to supporting those most at risk of long-term unemployment

To enable all learners to achieve, no matter where the starting point,

through a mechanism of support and high-quality learning:

We will:

- contract and monitor our sub-contractors to focus recruitment on unemployed adults
- plan our curriculum at and below Level 2 to support adults to take steps back into education and towards the labour market
- deliver a curriculum that links health, wellbeing and work and supports the removal of barriers to the labour market
- focus learning opportunities where there is identified need
- increase learning access opportunities through the development of an online and / or blended offer



“When I realised what I could get out of the course, I shifted my focus onto polishing my CV and getting better interview techniques, prepping myself and getting ready to being employable.”

Step Up Retail learner, Inspire Suffolk

Our Curriculum Priorities

1. *Develop learners' skills for employment*

directly linked to local employer needs and resulting in high rates of progression directly into work.

We will:

- plan our curriculum using labour market information and sector skills need
- embed careers inspiration, support and employability skills into our curriculum

- monitor the quality of next steps information, advice, and guidance
- provide an experience of work or access to employers where appropriate
- monitor the effectiveness of Work Skills courses in progressing learners into employment
- develop Qualifications designed and delivered to support the removal of barriers to employment
- We will monitor the progression of learners from long courses

2. *Develop learners' basic skills* in English, mathematics, information technology and ESOL from entry level up to and including Level 2.

We will:

- develop clear accredited pathways that provide support to learners to work towards level 2
- develop accredited qualifications which underpin problem-solving, instil confidence, and heighten the ability to learn
- deliver courses related to real life situations and contribute further to work related scenarios
- provide courses which address the need for learners to develop their English, mathematics, and ICT skills for work
- deliver courses which support the reduction of the skills gap in Suffolk



3. Support the recovery of adults' health and wellbeing and those with mental health conditions and enable them to make progress towards taking a more active role in society and work.

We will:

- provide Learning support which is effectively assessed and reported

- provide Pastoral support which is effectively provided and recorded
- monitor improvements in learners' health and wellbeing
- monitor improvements in health and wellbeing to support the removal of barriers to work and reduce costs for community where possible

4. Support for vulnerable and marginalised adults, that enables them to make progress in developing the skills they need to achieve their ambitions and, where appropriate, make an active contribution within their local community or to enter work.

We will:

- plan our Curriculum using community information
- provide opportunities for learners to interact in communities
- provide opportunities for learners to make connections in the community
- facilitate opportunities for learners to make social connections
- promote Family learning courses for parents to support their child's development





Selma was the Winner of “Volunteer of the Year Award” at this year’s Suffolk Adult Learner Awards. This is why ICML nominated her for the award:

Selma is from Algeria, and she speaks both French and Arabic. Her journey with ICML began when she became a learner in an English for Work class. The tutor observed that Selma had a natural inclination to help others so she asked her if she would like to become a volunteer in the classroom.

Initially Selma showed some reluctance, as she lacked confidence in her ability and has a rather shy and humble personality.

However, with encouragement, she began to help in a beginner level class, with a group made up primarily of Arabic speakers, where her language skills were of great benefit.

Selma continues to study, completing several other English classes (including English for Health and IT and English).

Selma has an aspiration to find employment, so has decided to do a

further English for Work course. She also volunteers in the library as well as the two classes with ICML and she has also completed the Volunteer Passport course.



Sophie was a Runner-Up for the “On-Line Learning Award” at this year’s Suffolk Adult Learner Awards. This is why Realise Futures nominated her for the award:

Sophie first came to my attention when asked to make pastoral care calls during the first lockdown for Covid 19. Sophie was far from being mentally well and had recently been separated from her family and family home. After several regular conversations by telephone, Sophie decided to register for a Confidence and Wellbeing course which was delivered remotely through MS Teams in June ‘20. She then progressed to LaunchPad and continued by attending the Award in Personal Wellbeing (Gateway) qualification at both level 1 and an inhouse qualification at level 2, all of which were delivered

remotely. Sophie is now attending English Course Entry 3.

This nominee deserves the award for her sheer perseverance in the light of her personal circumstances which have made this learning journey challenging. The impact of this is evident by the fact that not only has she progressed through a suite of courses dedicated to improving her wellbeing but has also been acknowledged by those advocating her situation resulting in a gradual return to the family unit.

Sophie says:

“Having attended the courses, I have made new friends who have given me support and encouragement to face some difficult times. I have learnt that challenging situations are there to support me rather than criticise. The new Friendships I have made have given me belief that I am valued and has allowed me to trust people a little more.”

5.2 Key Service Priority Areas for 2021-24

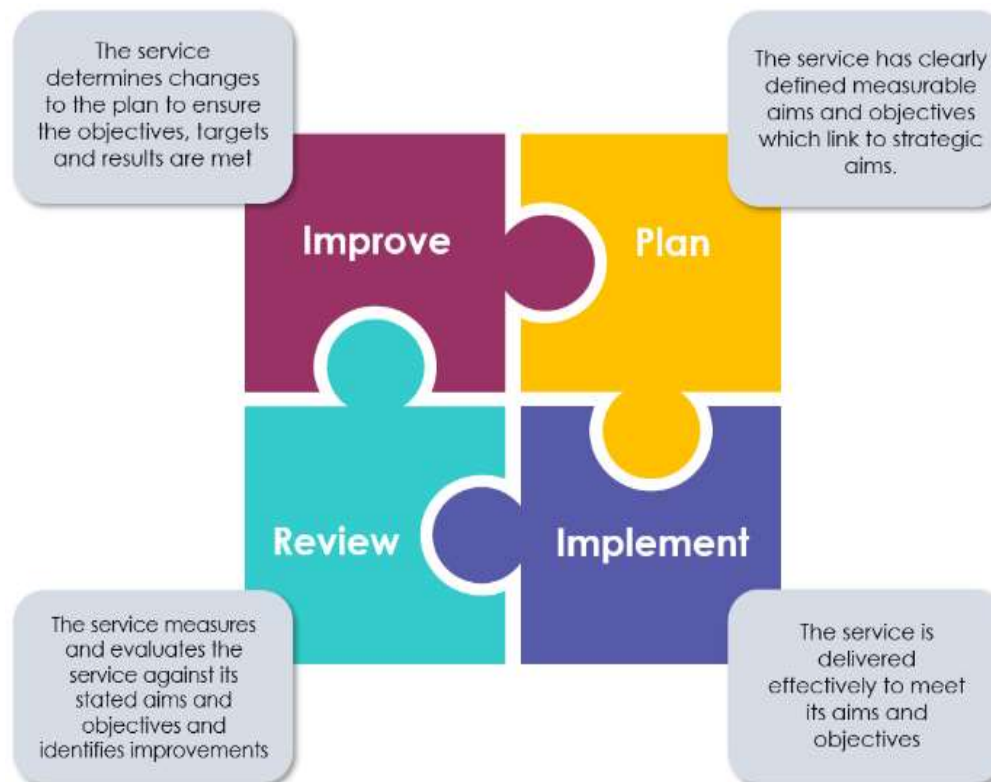
Priority 2. Provide high quality learning opportunities, which enable our learners to achieve the best possible outcomes, which are relevant to the needs of our local economy and communities, by continuously seeking to improve and develop our Service towards an outstanding rating.

Our Commitment to Quality

We will:

- drive continuous development and improvement of the quality of our learners' experience through robust management and governance
- deliver a rigorous Self-Assessment process resulting in valid, reliable judgements and a clear Self-Assessment Report (SAR)
- apply and embed our Quality Assurance Model in our delivery

- plan and deliver our Measurement of Impact process effectively
- monitor the quality of our learner journey and experience through a robust process of quality assurance
- listen to and act on our Learner Voice and provide a mechanism for our learners to be heard
- ensure that our process for safeguarding our learners is robust and effective
- encourage the teaching, learning and assessment to be reflective and to stretch and challenge our learners
- remain up-to-date with current legislation, practice, information, and technology

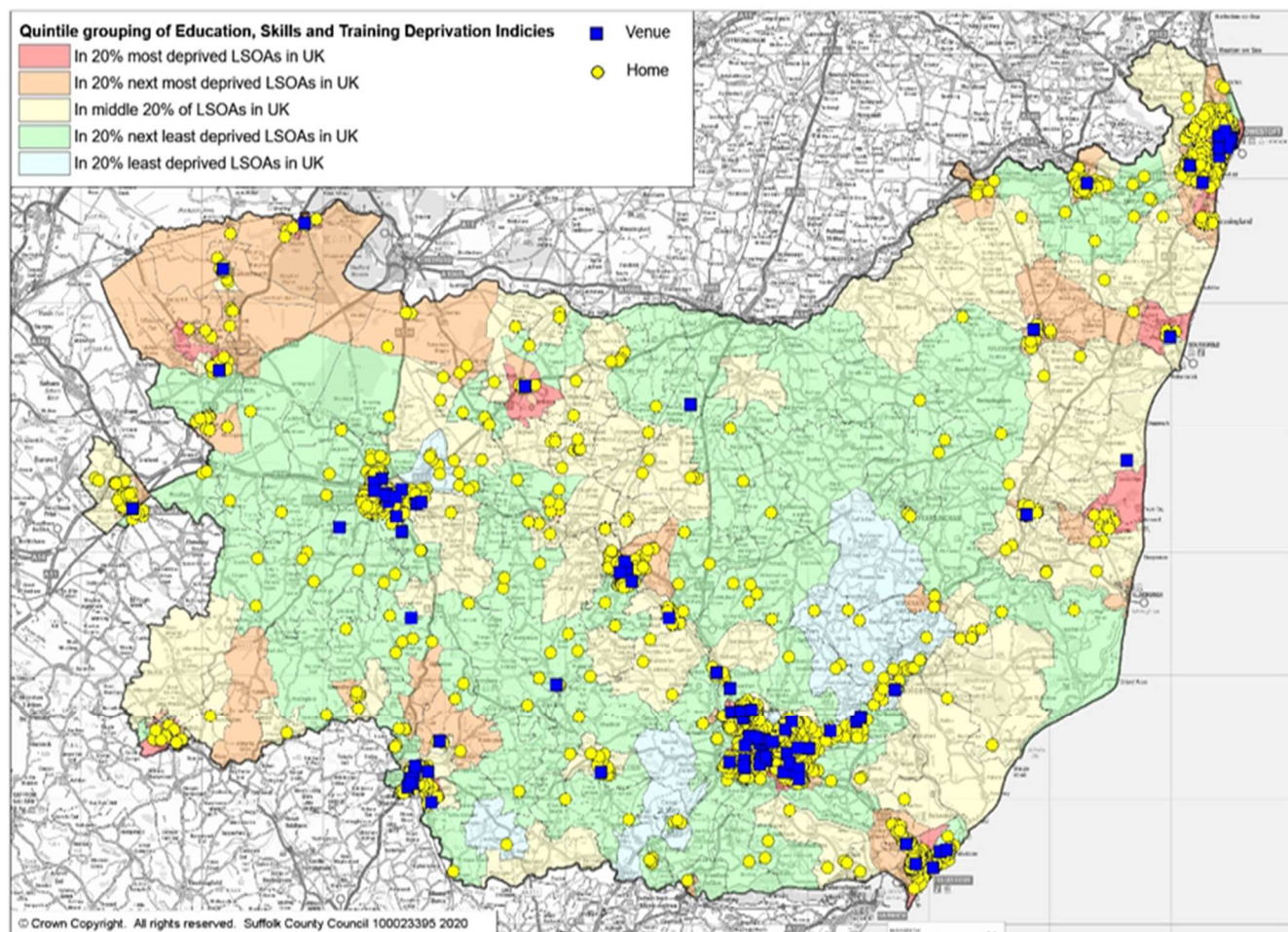


5.3 Key Service Priority Areas for 2021-24

Priority 3. Widen the reach and scope of the Service participation.

Our current provision is well spread with good penetration in areas of education and skills deprivation. The Map here shows areas of deprivation, mapped against our adult learning centres and learner postcodes.

Learning centres are in locations targeted where the need for adult and community learning is greatest and in areas of higher deprivation. This is to contribute to the aim of the Service to support the more vulnerable in the County. Learners travel to key locations, however, there are gaps due to rurality where learning is not accessible to all. A programme of online learning was added to the curriculum offer in March 2020 and will be a permanent feature moving forward. This adds an opportunity to



Map showing areas of deprivation, mapped against Adult Learning Centres and Learner Postcodes

bridge the gap for people isolated from accessing learning due to rurality.

A piece of independent research will be commissioned to explore and determine

where there is a need for learning to be targeted and if our curriculum offer meets the needs of adult learners in Suffolk.

Participation levels for adult and community learning have been affected by the COVID-19 pandemic both nationally and locally in Suffolk. A priority of our Strategy is to provide a curriculum offer that supports the recovery from COVID-19 and increases engagement levels in Suffolk.

SCC Adult Learning Service continued to deliver throughout the pandemic and supported a large number of learners with a newly developed online learning offer which will continue to form part of our curriculum moving forward. This, alongside our face-to-face learning, will allow us to reach learners who cannot attend learning in our locations.

To increase SCC Adult Learning Service's participation towards pre-pandemic levels

We will:

- monitor and drive the performance of our sub-contractors to achieve contract KPIs in both community

learning fund and adult skills funding

- support our sub-contractors with marketing and promotion of adult and community courses
- commission research to identify cold spots, need and skills gaps to target engagement and our curriculum
- work in collaboration to support a cohesive adult learning offer in Suffolk

To support a reduction in the 'digital poverty' of Adult Learners in Suffolk to increase engagement levels in adult and community learning.

We will:

- use additional funding to provide a laptop lending service and enhance our learning technology
- provide clear pathways for the advancement of digital skills through both accredited and non-accredited courses

- monitor how successful digital skills are effectively embedded into our curriculum offer

To further develop and consolidate a blended approach to delivery which narrows the effects of rurality in Suffolk.

We will:

- continue to plan and develop curriculum offer according to need
- monitor and quality assure the online offer to ensure a high-quality experience for learners is delivered
- quality assure online learning offer to ensure it effectively supports learners to make quick progress towards their learning aims
- support those learners who do not have the technology or skill to access our online learning offer, where possible

5.4 Key Service Priority Areas for 2021-24

Priority 4. *Establish a delivery model for the next block contracting*

The SCC Adult Learning Service Governing Board will lead on the following:

Our Commitment to Development

Performance

The Governing Board will monitor and drive performance of the Service by focusing consistently on improving outcomes for all learners.

This will be enabled by having a deep and accurate understanding of the Service's effectiveness, informed by a rigorous quality assurance process, self-assessment process and accurate reporting of resource allocation.

The Board will provide challenge and support, holding officers to account and ensuring the Service is wholly compliant with expectations of the funding body and Ofsted.

Strategic Development

The Board will lead the strategic development of the provision, ensuring the range of provision offered is carefully considered and based on a thorough understanding and analysis of a wide range of information, including on local and national economic and social contexts.

Learner Voice

The Board will ensure the learner voice is captured and heard.

Because all learning delivery is sub-contracted across different delivery partners, this will be achieved in the immediate term, through learner forums, questionnaires, and feedback.

Moving forward, the Board will establish plans for learners to attend board meetings.

Our Commitment to Development

2021-2024

Target curriculum to support COVID 19 recovery

Rebuild engagement and participation after COVID pandemic

Delivery of high-quality learning and learner experience towards an outstanding service judgement.

Delivery model for next 3-5 years block contracting to be confirmed.

Existing block contract in place

2024-2025

Delivery model to form the basis of 2024-2027 Strategy

New block contract to commence

The purpose of the strategic development is to develop a delivery model for the next block contracting, considering all options, and utilising data, information, and feedback.

The delivery model will be planned and agreed by the beginning of academic year 2023-2024 and will form the basis for the next version of the SCC Adult Learning Service Strategy.

Strategy Refresh

- The Strategy will be monitored and reviewed by Local Authority Officers on a monthly basis
- Any changes, amendments or refreshes will be presented to the Governing Board on a quarterly basis when required
- An annual review of the Strategy will be a fixed agenda item at the Governing Board meeting
- An Annual Impact Report will be completed and presented to the Governing Board

'I wanted to change and needed to change and GLT enabled that. GLT courses are helpful on so many levels to so many different people. Some just want to sit around the fire all day but for them, that's huge, it's all they can do and GLT respect that. I've had my days like that. Some want to be quiet and observe. There is no judgement at GLT, and that helps people feel comfortable. For me, the bonds and friendships I have with other participants at GLT will last a lifetime'

Learner JE, Green Light Trust



6. How we Commission and Contract

Kathy Simpson

**Contracts Manager,
Into Work and Adult
Learning**



Currently we sub-contract 100% of our delivery to local Suffolk-based providers.

Contracts are commissioned in two ways:

Block contracts

The majority of our learning will be delivered through one large contract that are let for a three-year period with the option to extend the contract by a maximum of a further two years. The current block contract is being delivered by Realise Futures and will

complete in 2024. 91% of the contract is delivered by Realise Futures.

The Governing Board sets aside a sum of money each year (9% of total contract value)

A public and competitive tender process is run to enable small local organisations, often from the voluntary and community sector, to deliver niche learning programmes that meet the very specific needs of target groups of residents.

This creates a dynamic and responsive approach to this offer and therefore contracts will be tendered annually. We encourage both our current providers and new entrants to put forward their proposals for this funding.

Opportunities are promoted via our Suffolk Sourcing - Dynamic Purchasing System each April.

Our Commitment to Development

We will:

- commission research to identify community learning need and skills gaps to allow a direct and targeted approach to contracting and commissioning
- further engage the market to increase the number of adult and community learning providers who are registered on our dynamic purchasing system
- develop a clear, robust, and targeted plan and timeline for our next block contract



6.1 Introducing Realise Futures...

REALISE FUTURES

Developing your potential

Realise Futures Learning, Coaching and Advice, (RF) are part of Realise Futures CIC, a company operating across Suffolk and Essex combining commercial trade of products and services alongside work placements, employment, and training opportunities. The primary aim of the business is to improve and promote the economic and social wellbeing of those who are disadvantaged and/or disabled.

Realise Futures (RF) holds over 90% of the ESFA Adult Skills contract for Suffolk. RF traditionally delivers a mix of accredited (38%) and non-accredited (62%) learning to learners across the

county, working on a spoke and hub model with centres in five key locations, as well as using a range of partner and community venues to reach learners furthest away from learning and work.

The learning offer is delivered in key themes: Core Skills, Learning in Families, Life Skills / Pre-Employability, Vocational / Employability. There is also dedicated provision for adults with care support needs and those experiencing or recovering from mental ill health.

RF Curriculum Intent is to provide a coherent offer which meets local needs and targets those learners who are at greatest need, furthest away from learning and employment. Via effective partnership work and a structured boundaries approach, to enable learners to engage with learning, progress, achieve and apply knowledge as skills. To respond effectively to the COVID-19 pandemic and to offer continued support and service to learners and the wider community.

6.2 Bespoke Learning Courses

Bespoke courses, contracted on an annual basis, designed to specifically support targeted groups and delivered in areas of high need in Suffolk.

The sub-contractors who will deliver the bespoke contracts for 2021-2022 are shown in the table below:



Bespoke Learning Courses Commissioned for 2022-2023

Contract	Contract awarded to:
<p><i>Project to Support Speakers of Other Languages</i></p> <p>Lot 1: First steps ESOL courses embedded with functional ‘real life’ scenarios to create a pathway to further accredited learning.</p> <p>Lot 2: First steps ESOL courses embedding employment support and employability skills to create a pathway into pre-employment training or further accredited qualifications.</p>	<p>Ipswich Community Media & Learning</p> <p>Delivery Area: <i>Ipswich</i></p>
<p><i>Sector Skills Pathways</i></p> <p>Engagement initiative to provide a first step and introduction into specific sector-based learning with embedded employability skills to develop a pathway into accredited learning linking and working in collaboration with our main sub-contractor Realise Futures. Focused on offering an introduction to vocationally based courses.</p>	<p>Steadfast Training Ltd.</p> <p>Delivery Areas: <i>Countywide</i></p>
<p><i>Project to Promote Social Inclusion</i></p> <p>Promoting social inclusion and supporting learners with additional needs and or barriers to entering further learning and employment.</p>	<p>Out Loud Music C.I.C.</p> <p>Delivery Area: <i>Ipswich</i></p>
<p><i>Project to Support Positive Wellbeing</i></p> <p>Supporting positive mental health and wellbeing to break down barriers to employment and create a pathway to further pre-employment training.</p>	<p>Green Light Trust</p> <p>Delivery Areas: <i>Countywide</i></p>

7. Learner Voice

Learner voice involves learners as active participants in the development, delivery, management and improvement of their adult and community experience.

We value the opinions of all of our learners and welcome feedback on our courses, teaching, curriculum offer and facilities.

Learner Voice is incorporated into the overall structure and the management of the Service. The Service also monitors how our sub-contractors implement and embed Learner Voice into their delivery.

Learner Voice is a priority of the SCC Adult Learning Service Governing Board, and the Board are committed to its development to support the improvement of the service.



99% of learners
rated their overall
experience as
good/outstanding

99% of learners
rated the quality of
teaching as
good/outstanding

99% of learners
would recommend
their course to
friends/family

What we do already

- Obtain learner feedback through our satisfaction survey (current return rate 80%)
- Conduct learner forums at each sub-contractors at least twice a year
- Celebrate the achievements of learners through sponsorship of Suffolk Adult Learning Awards
- Promote learner success through our website and e-newsletter
- Relay learner feedback and opinion to our SCC Adult Learning Service Governing Board to influence Service direction
- Monitor through Quality Assurance how our sub-contractors deliver and use Learner Voice
- Commission learner feedback and experience videos

Our commitment to develop Learner Voice

We will:

- consolidate and strengthen the things we do already
- increase the return rate of our satisfaction survey
- facilitate links between Governing Board members and Learners through learner attendance at Board meetings and Members conducting site visits
- strengthen and widen communications channels for learners to contact SCC with feedback
- widen the promotion and celebration of learner success and achievement and produce a bi-annual edition of Spotlight Newsletter which focuses on learner achievement

- structure *You Said, We Did* through our network of sub-contractors



“I am writing to say big THANK YOU for your effort in teaching us and for all support you gave me during whole year. Our classes with you as a teacher were really enjoyable. I am very grateful that with your help I have achieved my goal and got promoted. I wouldn't be able to do if didn't build my confidence in using English”.

Learner S, Realise Futures

8. Further Information

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Newsletter

Sign up to receive our **monthly e-newsletter** “Spotlight”

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