

Entry Pathways: Tailored Approaches to Upskilling and Progression

Upskilling Pathways: Implications for the Adult Learning Workforce Conference, London 23rd Oct 2019

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Scotland's Learning Partnership

Forum for Adult Learning  **ECORYS** 



Co-funded by the
Erasmus+ Programme
of the European Union

EAAL Programme 17/19:

- **WP2A** linking L&W 'Citizens' Curriculum' basic / life skills approach to 'entry pathways' via by exploring links to vocational learning and progression
- **WP5** on in-work progression pathways for disadvantaged groups

[Healthy, Wealthy and Wise Report](#)



Upskilling Pathways – A Reminder



Source: European Commission 'Upskilling Pathways – New Opportunities for Adults' Leaflet

Adult Basic Skills in England

ESSENTIAL SKILLS

9.0m

people lack essential skills like literacy or numeracy.

13.5m

people lack basic digital skills.

One



out of



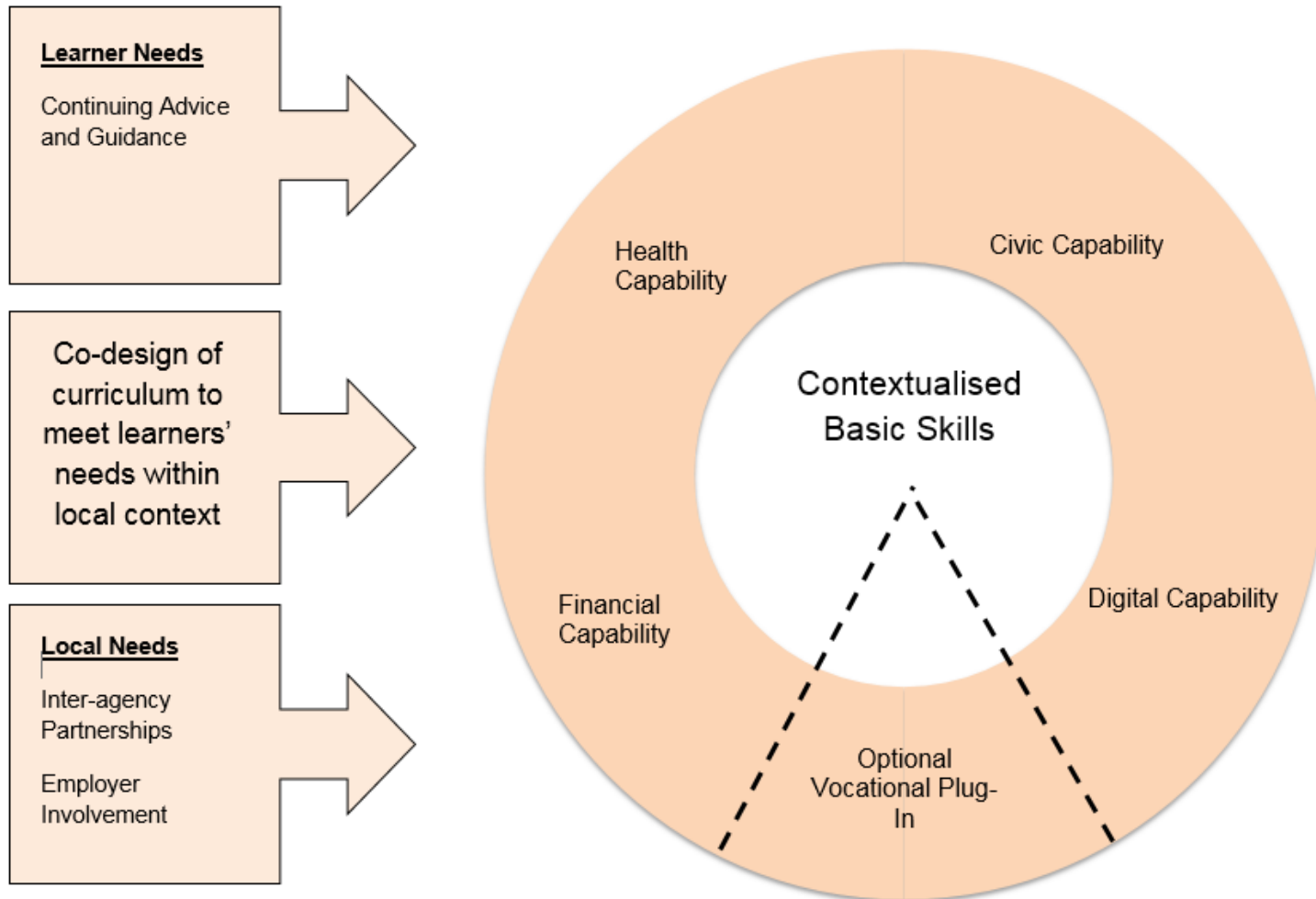
two



people with low literacy or numeracy are in work. People with essential skills are more likely to vote and be active citizens.

“A **citizens’ curriculum** is learning which is locally-led, developed with the active participation of learners, and interlinks the life skills of language, literacy and numeracy with health, financial, digital and civic capabilities.”

The Citizens' Curriculum Programme of Study



SUMMARY

- **Personalised, often one-to-one, approaches** to tailor the programme to the capabilities, future aims, aspirations and intentions of the learner.
- **Employability-focused support** to help participants prepare for, find and take up new jobs.
- **A partnership approach** which involves local stakeholders to ensure that programmes are nested within a wider local or regional focus on economic productivity.
- **Locating the delivery of programmes** in places with a friendly and welcoming feel in locations that are easy and affordable to access.

IMPACT FORUMS

1. What is the current picture in relation to entry pathways in England? What are the opportunities and challenges? (*For example, funding, adult skills devolution ...*)
2. What role could better developed entry pathways play in the adult learning landscape in England? Who might benefit, and how?
3. To what extent is the Citizens' Curriculum model useful as a framework for a vocational entry level pathway programme for adults?
4. What other examples of entry level vocational pathways (curriculum models, projects, pilots etc.) exist in England? What impact have they achieved?
5. Are there any other key elements of entry level vocational pathways that we have not covered in our review?

IMPACT FORUM CASE STUDIES

ENGLAND: West Midlands Adult Community Learning providers' STEM progression pathways initiative engaged adult learners with STEM, providing a 'line of sight' to future opportunities.

SCOTLAND: Stirling Council's Learning Employment and Progression (LEAP) project supports unemployed adults with tailored basic skills, work-related training and placements and wider support to improve their labour market readiness.

NORTHERN IRELAND: Belfast Metropolitan College's Manufacturing Skills for Industry project was co-designed with local employers to support long-term unemployed adults into work with a mix of essential skills, technical training and placements.

WALES: Cardiff and Vale College has developed ESOL + programmes, which combine ESOL with vocational units, employability skills and wider capabilities e.g. health, digital. Progression rates into further vocational learning are high.