

Integration of Adult Learning and Employment & Skills

1. SEG would like to know if the integration of services has been successful? How do you assess that success?

The integration of the services sought to achieve the following objectives:

- i) Fully align Adult Education day to day service delivery with Council political priorities
- ii) Ensure Adult Education provision responds to hollowing out of labour market and need to support residents into high quality jobs
- iii) Devolution of Adult Education Budget to GLA and renewed focus on outcomes
- iv) Locate adult education within corporate centre of Council

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These objectives have been achieved as follows:

- The integration of the Adult Learning service into the Council's wider employment & skills service in 2019 has strengthened the link between strategic political priorities and service delivery as set out in the Adult Learning Strategy, January 2021: [Adult Learning in Hackney - a Strategic Approach](#)
- Clarity of aims and developing an outcomes framework to measure impact:
 - i) training with a direct link to employment opportunities;
 - ii) building general and transferable skills;
 - iii) supporting our residents well being and positive mental health.
- Over 2000 learners enrolled onto courses in 2021-22 (data for this academic year is currently being finalised). This number has dropped compared to previous years, partly due to the interruption to learning caused by the pandemic and also due to the increased number of accredited courses delivered which are higher value
- As an example: Level 2 Certificate in Health & Social Care costs £12,636 whereas a non-accredited wellbeing programme costs £1,300 for the same number of learners
- The number of accredited courses has increased year on year: these made up 20% of the provision in 2018-19 and increased to 40% in 2020-21

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- We have been able to flex the Adult Education Budget (AEB) to deliver a higher number of employment related courses (600 enrolments in 2020-21 compared to 460 In 2018-19) in line with the Council's vision for a more inclusive economy
- Working with the Policy Team to ensure an evidence base is in place to develop a relevant curriculum offer for residents
- Enabling partnership work including borough-wide systems approach to develop a more coordinated offer
- Diversifying delivery venues to reach priority learners - community halls (Resident Participation Team), Hackney Work Hubs and Libraries
- Digital Inclusion agenda has been facilitated by Adult Learning si
- Skills and adult learning agenda better understood and given more priority by the Council.

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2. What have been the outcomes for local residents?

- The service has been able to continue to achieve positive outcomes for learners particularly for non-accredited community learning courses, while delivering a range of additional benefits, including:
 - Development of a digital platform at the time of integration enabled learners to be enrolled onto courses which had to switch to remote delivery during the pandemic
 - Single front door for residents wanting to access employment support, work placements or training
 - Wider reach of marketing of courses across the wider service including the Opportunities Newsletter
 - Residents can enrol on a broader range of good quality employment and training opportunities and achieve well (91% achievement rate in 2019-20)

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What have been the outcomes for local residents?

- Learners on Community & Family Learning programmes continue to benefit from an ambitious curriculum and achievement rates are very good at 99% for family learning and 99.5% for community learning.
- The number of SEND learners has increased by 10% to 39% since 2018-19 and they are well supported on targeted provision delivered by specialist providers such as Mind and Core Arts.
- Learners continue to enjoy their learning experience with Hackney Adult Learning: from a sample of 525 learners who completed an end of course survey, 522 (99%) agreed or strongly agreed that they enjoyed their course;

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3. What would you do differently if you had the chance to do this again?

- Be bolder and make more changes in order to align the services further
- Implement changes to ensure there is organisational capacity in the Functional Skills and Vocational Skills team to deliver against key local priorities
- Integrate IAG into the Hackney Works team at the time of the integration to ensure a consistent approach to advice and to maximise capacity for recruiting learners, including a joined up approach to marketing

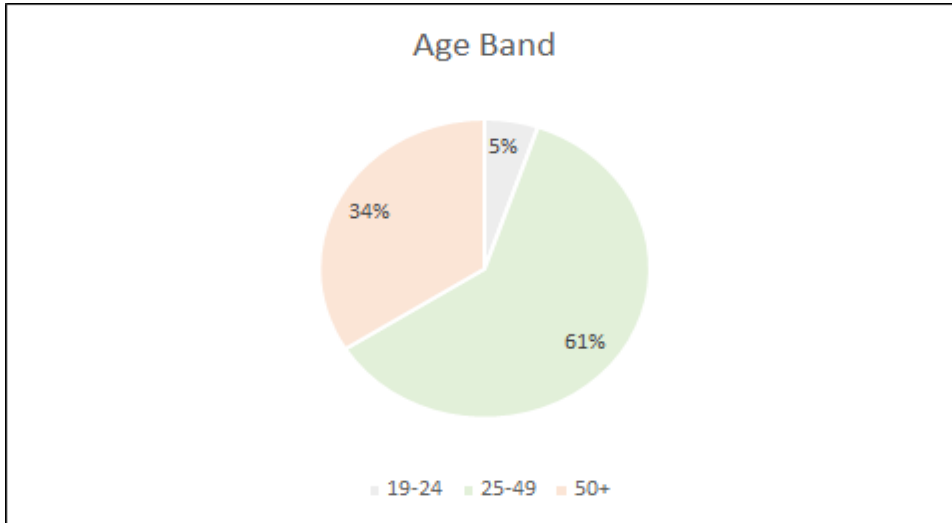
Lifelong learning is key to retraining, accessing better job opportunities and transitioning to new employment sectors. The UK Government committed £3 billion over 5 years, from 2021, to a National Skills Fund to retrain and upskill the adult workforce to meet identified skills gaps. The commission would like to know how the council and further education providers' invest this money for the benefit of Hackney residents.

1. What are the skills gaps identified in Hackney?

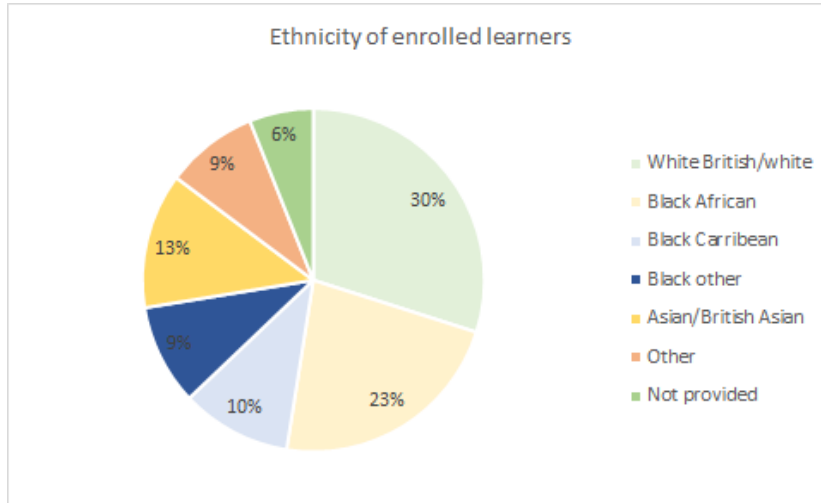
- **Functional Skills English & Maths:** 19% of working age residents still have either no formal qualification or a highest qualification of NVQ1. This accounts for just under 40,000 residents (38,600)
- **ESOL:** Literacy skills for speakers of other languages; conversational English for use in the workplace and working with the public; ESOL embedded into vocational qualifications
- **Digital skills:** bridging the digital divide - basic IT skills, particularly for the over 55's and specialist skills for creative and tech job vacancies in Hackney
- **Skills for priority sectors in Hackney:**
 - Knowledge economy including tech and creative
 - Customer Service & Retail
 - Engineering (TFL & mechanics)
 - Entrepreneurship
 - Green skills
 - Security, portering, cleaning
 - Teaching qualifications

2. **What is the breakdown of the demographics accessing adult education, learning and skills courses provided by the Council in the borough?**

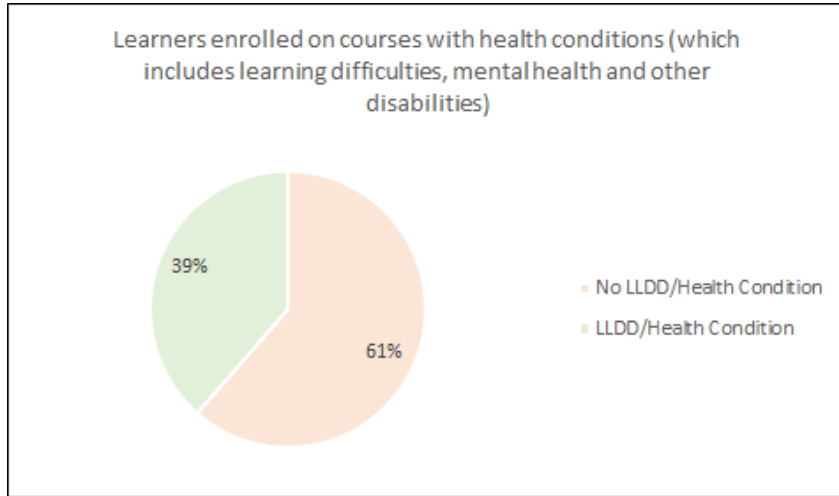
- 72% of total number of learners on Adult Learning courses are women
- 61% of learners are between the age of 25 and 49; 34% are over the age of 50 and only 5% are between 19-24



There is a representative spread of ethnicities accessing the service:



- Of the total learners enrolled, 39% identified as having some sort of learning difficulty, disability or health issues. This number is increasing year on year.



3. Are there any specific cohorts or ethnic minority groups that tend not to access adult learning or skills development, or access it less than the average? If yes, what can be done to address this?

- A low number of young adults access Hackney Adult Learning; many prefer to study at New City College or other providers
- 28% of Adult learners are male and although this has increased from 18% in 2018-19, the service is diversifying delivery venues and types of courses as a way of increasing this number
- A number of courses are commissioned to the training provider Vista who work specifically with the Charedi Jewish community; approximately 50 learners are engaged per year; we are looking at how to increase the capacity of training providers for this community including by developing pathways into teaching
- The service is engaging more residents who are seeking a career change and we continue to develop the curriculum to meet this need including a range of employability courses e.g Mental Health and Well-being for Employment, Support for Self-Employment.

4. Please provide a breakdown of the income stream / funding source for Hackney Council's adult learning

GLA Funding 2021/22 - £2,345,866

ESFA Funding 2021/22 - £16,272

Creative Enterprise Zone Funding - £150,000

- Adult Learning is also seeking to diversify income e.g. application for the Multiply programme for £275,848 over the next 3 years

5. How does the Council and New City College measure the success of this investment?

- Learning outcomes including - enrolment, retention and achievement
- Progression outcomes including onto further learning and into good quality employment
- Softer outcomes including improved wellbeing and fusion skills
- GLA performance management process
- Quality of provision: monitoring and observation of teaching & learning, learner feedback
- Annual self-assessment process and Ofsted inspections

6. What conditions are applied by national government to this funding and what consequences does such criteria have on the effectiveness of the investment?

- The Adult Education Budget has very detailed funding rules attached to it. Learners need to meet eligibility criteria which can be restrictive e.g. residency status
- Only qualifications approved for AEB funding by the Government's Learning Aim Reference Service can be delivered; majority of the funding is for level 2 qualifications and below
- Only a low number of specific level 3 qualifications with named awarding bodies are fundable under the National Skills Funding which can be limiting for providers who do not have awarding body status with those listed

The Council has pledged to make sure there are opportunities for lifelong learning, excellent skills courses with qualifications and routes to good jobs. This is in addition to the new green deal pledge to support the local green economy creating green skills mapped to the green skills gap. What does the Council and New City College understand by the “green skills gap” and how do they plan to plug it?

- Nationally, there are currently skills shortages for many of the occupations defined as green jobs. To ensure a sufficient supply for these new jobs, there is an urgent need to increase education provision in relevant subjects and courses, increase the proportion of those taking relevant courses who progress to green employment, and increase the flows from other, non-green, sectors into green sectors, including through re-skilling training.
- It's critical this is a just transition - so all groups can benefit from this growth, and so people likely to lose their current carbon intensive jobs are supported into new ones.
- ESAL is planning to bring in resource to carry out a Council green skills audit to identify specific gaps and to inform a target for increase in green skills capacity
- To link the skills needs of Hackney-based green businesses (current or target for growth sectors) with associated activity on education, skills, awareness raising, etc
- Continue to coordinate curriculum planning with borough partners and to share best practice and lessons learned.