

L&W Citizens' Curriculum



Forum for Adult Learning NI



Scotland's Learning Partnership



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

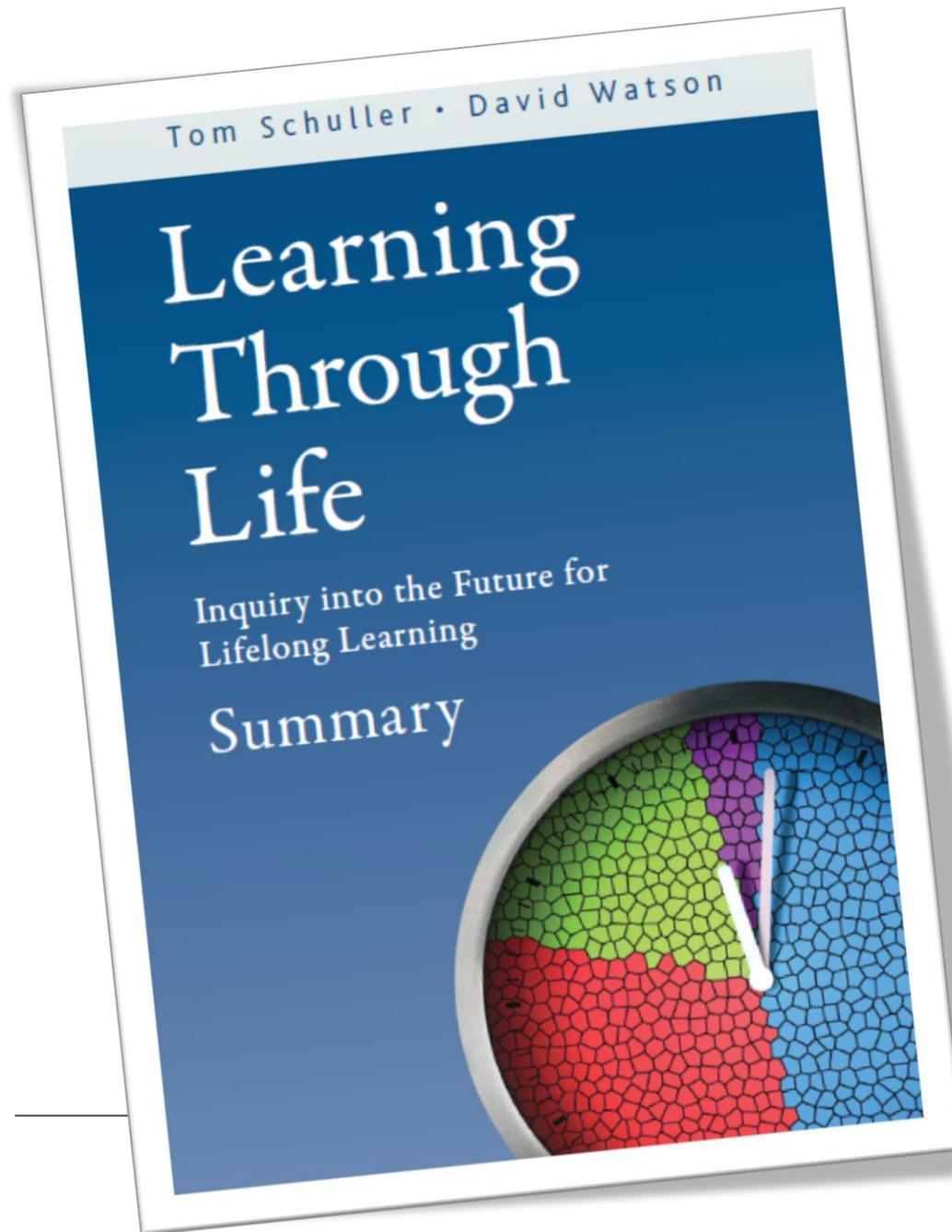
The skills challenge in England ...

- The **Skills for Life Survey** (2011): 1 in 4 adults have low levels of numeracy skills; 1 in 6 have low levels of literacy skills.
- **Census data** (2011) records around 850,000 adults 'non-proficient' in the English language.
- Research for **Go-ON UK** estimated that 23% of adults in the UK do not have Basic Digital Skills
- **UKCES Employer Skills Survey 2015** found that 23% of vacancies were hard to fill because of skills shortages – a range of personal and technical skills.
- **Government data** shows that adult (19+) participation in basic English and maths provision is falling and the Adult Education Budget is under increasing pressure.

Learning and Work Institute's response

More flexible, creative and innovative models are needed to engage and motivate learners and meet the challenge of poor basic language, literacy, numeracy and digital skills in the context of rapid social change.

“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.”



CC principles underpinned by established evidence base in adult learning:

- Schuller and Watson (NIACE, 2009)
- NIACE / NRDC Evidence on impact of embedded basic skills – Eldred (2005); Casey (2006)
- Co-design of the curriculum - *A New Curriculum for Difficult Times* (Beer, 2013), various approaches to participatory curriculum development

How it works – ‘Locally led’

- Content is linked to needs of local communities and/or target groups, which could be achieved via
 - Alignment to locally agreed skills priorities and plans, or as a progression route to these
 - Outreach work to engage with local communities / target cohorts and develop a programme in response
 - Including learning activities as part of wider service delivery – integrated services approach
- Provides an opportunity to link CC approach to devolution of Adult Education Budget, other services

How it works – ‘Active participation of learners’

- Achieved via
 - Engagement / consultation / outreach activity prior to course / provision set up
 - On-programme activities which facilitate learner determination of the programme (e.g. choice of units in accredited provision)
 - Use of pedagogical approaches which emphasise co-creation of programme content with learners
- New AEB flexibilities to deliver non-accredited learning, and possibly AEB devolution, provide increased opportunity for co-creation of course content

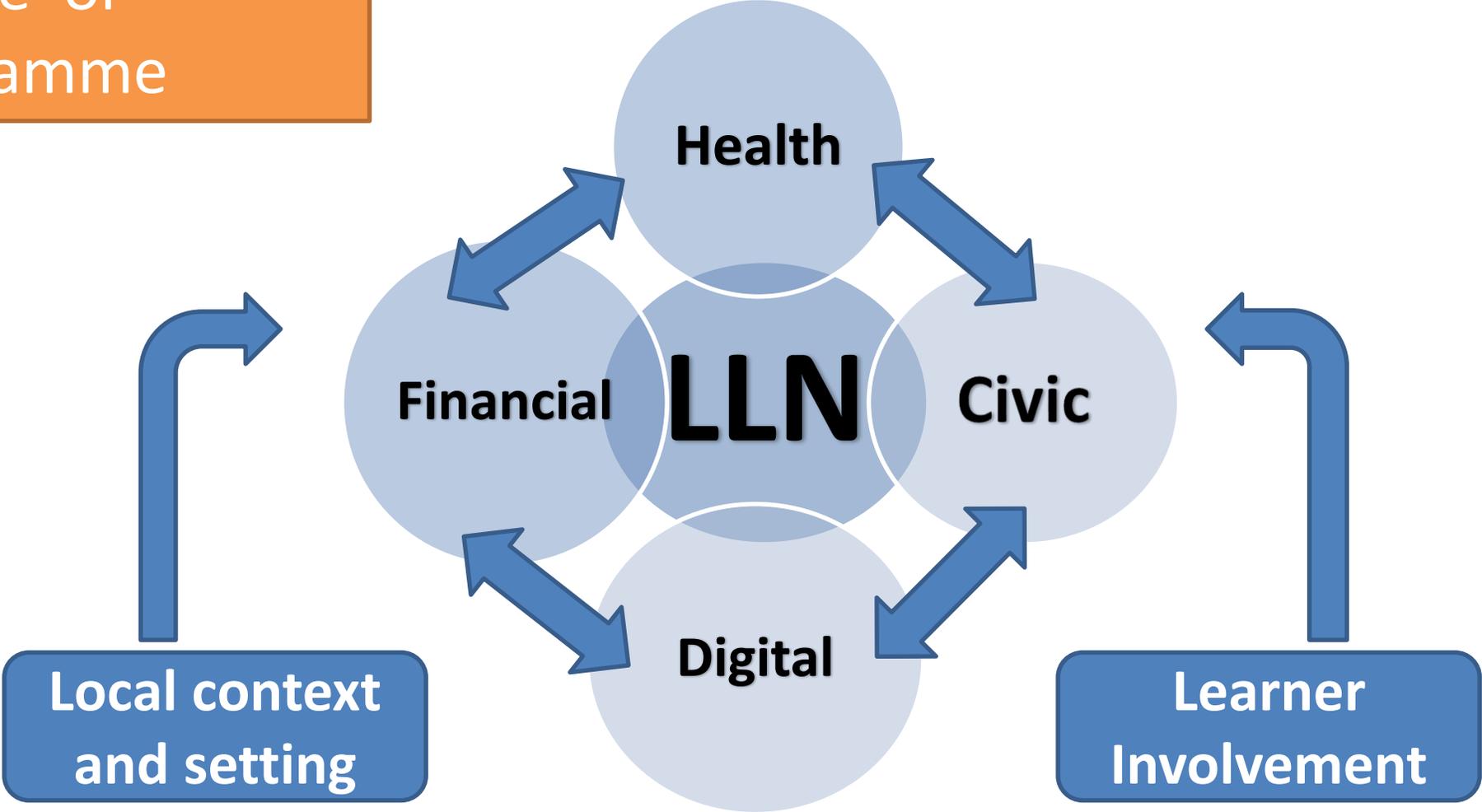
How it works – ‘Interlinked capabilities’

- Can be achieved via
 - Embedded and contextualised approached to literacy, numeracy and ESOL teaching and learning
 - Programme design e.g. timetabled elements of the various capabilities
 - Progression routes e.g. in part-time contexts

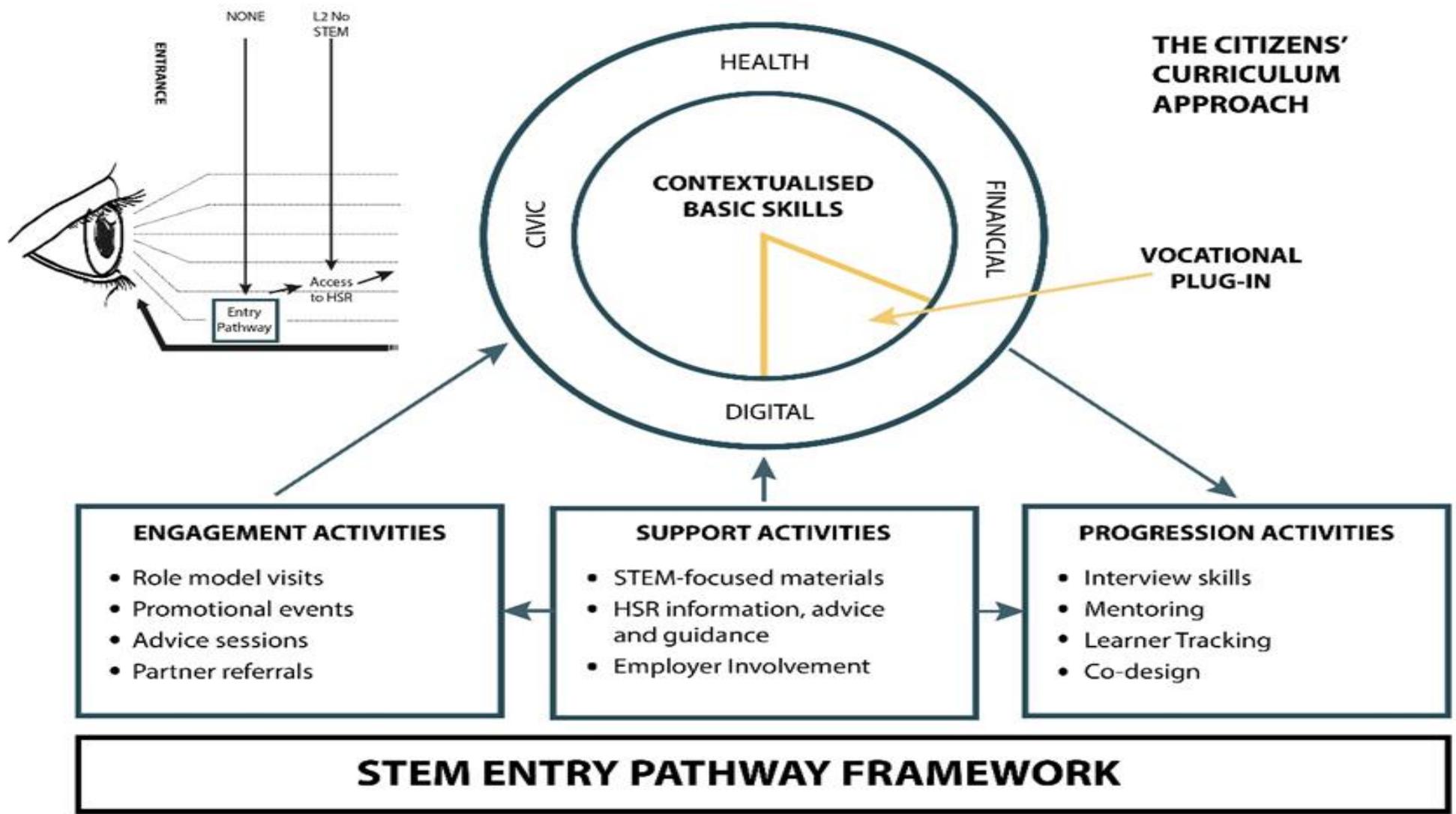
Applications

- A 'simple yet powerful framework', which can inform
 - Advocacy around basic skills, non-accredited learning
 - Strategic local learning and skills planning and commissioning
 - Provider curriculum offer development
 - Course-level curriculum / practitioner development
- Contexts: basic skills and 'life skills' provision, forthcoming digital basic skills entitlement, adult learning provision below Level 1, community-based programmes, non-apprenticeship workplace learning ...

Course or Programme



Progression Pathway Framework (STEM)



Current offer – resources and support

Market	Available to All	Commercial Products	Consultancy
(Local) Policy Makers, Commissioners, Funders	CC video Evaluation Report STEM Work		Commissioned work with LAs e.g. Birmingham, Doncaster
Providers, Senior / Curriculum Managers	Capabilities Frameworks CC video case studies Case Studies	Offer with NOCN?	
Practitioners – specialists / non-specialists	Capabilities Frameworks Participatory Resource Pack Non-directive Coaching Guide E&M Tips Cards		N/A

Provider Market

Who?	What for?	Why?	Evidence
Established basic skills providers	Curriculum 'refresh' / development / restructure Professional / practitioner development Bidding for new work	More relevant offer More efficient offer More effective offer Enhanced practitioner autonomy (?)	Y ? ? Y
New / less experienced basic skills providers	Curriculum development of basic skills offer Practitioner development Bidding for new work	As above	As above
Providers of other services, wishing to enhance basic skills offer / element	Basic skills awareness Improvement of identification, signposting and referral		

Drivers

Ofsted – outcomes, PDBW links, E&M across curriculum?

Funding – use of non-regulated provision? Meeting needs / demands on AEB allocation?

Local skills strategies and priorities – demonstrating alignment?

Basic digital skills entitlement – how to deliver alongside existing entitlements with same resource?

Commissioner Market

Who?	What for?	Why?	Evidence
Local commissioners – CAs, LEPs	To provide commissioning framework To create progression pathways As part of more integrated local services offer (Rochdale model)	Offers a model for basic skills provision Offers model for progression pathways More effective, joined up local services	Y ? Y (Rochdale)
Wales – Valleys Taskforce Others?	Create progression pathways		

Drivers:

- Local skills priorities, opportunities - balanced against national priorities