



Case study

Adult Community Learning Partnerships Tool for Effective Practice and Delivery

Effective Practice Vignettes: Cardiff and Vale Community Learning Partnership

Supporting Progression

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Cardiff & Vale
Caerdydd a'r Fro

Community Learning Partnership
Partneriaeth Dysgu Cymunedol





Summary

Since 2023, Cardiff and Vale Community Learning Partnership has been significantly strengthening its approach to supporting learner progression, from engagement provision in the community through to accredited college-based courses and into HE and employment. Central to this has been the creation of an electronic document which presents progression maps from pre-entry to Level 4+ in key curriculum areas. A multi-functional resource, it supports both the delivery of learner-facing information, advice and guidance and the internal work of the Partnership's Curriculum Planning Group. There are clear indications that the enhanced focus on supporting progression is contributing to both a more cohesive and effective local learning offer and stronger working relationships between partners.

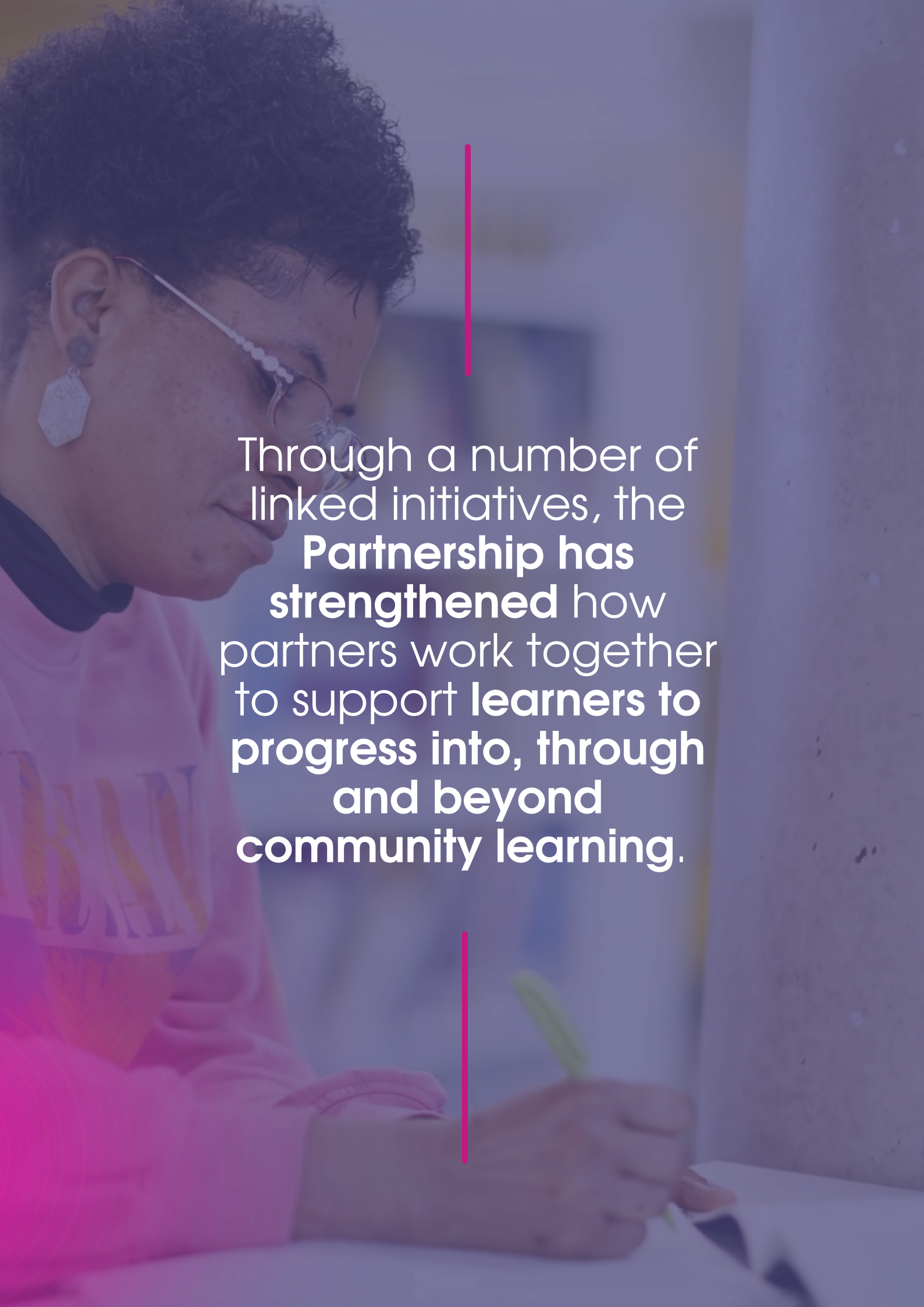
About the Partnership

Cardiff and Vale Community Learning Partnership was formed in 2013 with the merger of Cardiff and Vale of Glamorgan Adult Learning Partnerships. Cardiff and Vale College (CAVC) is the lead partner and provides core infrastructure to support the Partnership's operation. The other main delivery partners are Cardiff Council, Vale of Glamorgan Council and Adult Learning Wales. Provision is delivered across the Partnership area at CAVC's campuses and in a range of community-based settings including schools, libraries and community centres.

The challenge it faced

Several factors converged to drive the Partnership's focus on developing innovative practice to support progression. Following its 2023 inspection, a key recommendation from Estyn was for the Partnership to improve its approach to evaluating learners' progression into, through and on from community learning provision.

Practically, partners were aware that learners on community-based engagement provision such as Family Learning often expressed an interest in undertaking further learning, but many were fearful of entering the college environment and struggled to progress. Meanwhile, the Multiply programme provided a significant injection of funding and the Partnership was keen to ensure that partners used it to develop complementary rather than competing provision.

A woman with short, curly dark hair, wearing glasses and a pink long-sleeved shirt, is shown in profile, looking down and writing on a document with a green pen. The background is a blurred indoor setting. Two vertical pink lines are positioned on either side of the text block.

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Effective practice response

Through a number of linked initiatives, the Partnership has strengthened how partners work together to support learners to progress into, through and beyond community learning.

- **Curriculum Planning Group** - This strategic group provides a mechanism for the main partners to collaboratively plan provision with the aim of improving the Partnership's overall learning offer. Its role includes developing "strategies to ensure clearly defined progression routes across the Partnership and onto higher levels of learning, volunteering or employment." It reviews what learning is being delivered and maps progression pathways in order to identify and address potential duplication, gaps and synergies.
- **Partnership Offer resource** - On behalf of the Partnership, a single, unified source of information about partners and the learning and progression opportunities they offer is under development. Based on [Canva](#), it provides detailed Partnership-wide progression maps from Pre-entry engagement provision to Level 4+ in key curriculum areas including Essential Skills, ESOL, ICT and Digital, Employability, Health and Wellbeing, and Health and Social Care.

Curriculum maps are colour-coded to indicate which partners are delivering which courses. The resource is designed to be attractive, engaging and accessible. Alongside the progression maps, it includes news features on topics such as Inspire! Award Winners and a 'Learner Voice Newsletter', and provides hyperlinks and QR codes to further information. It is intended that the resource will be shared with all tutors to inform their discussions with learners about next steps, and with other relevant frontline staff supporting learner decision-making.

As well as supporting learner-facing activity, the live document directly supports the work of the Curriculum Planning Group. It provides the mechanism by which the Group fulfils its remit to:

- Ensure there is a cross-Partnership means to make the extensive provision available across the Partnership readily available to prospective learners.
- Ensure that provision is mapped across the Partnership and easily available to prospective learners.



Effective practice response

The Group reviews and updates the resource termly and it provides the basis for identifying how and where the Partnership's overall offer can be developed and strengthened.

Using Canva to create the resource has enabled the Partnership to quickly develop something rigorous, flexible and engaging, without needing to navigate the complex and often slow processes that would have been required to develop and maintain a website. Over the next 12-18 months, the resource will be further developed and rolled out.

- **Progression weeks** - Since 2023, termly progression weeks have been embedded into the community learning curriculum, to support learners with making and acting on decisions about next steps. In final weeks of a community-based course, learners participate in a structured visit to CAVC where the range of opportunities and support available is showcased and they can meet and engage with relevant staff. Community learning tutors attend to provide a familiar and trusted point of contact, and the sessions have grown to include a wide range of provision and support services including Essential Skills, vocational programmes, careers, finance and student services. Progression weeks now form an integral part of the community learning delivery model and are built into the design of each course.



How it has made a difference

The **Canva document** has given the Partnership a mechanism through which it can collectively own, share, update and discuss its whole joint offer. It supports conversations about what is being delivered and has enabled partners to work together to ensure that provision matches need and to identify and address potential duplication, gaps and synergies. The process of developing and using the resource has helped to raise awareness among partners about each other's offer and contributed to building trust and openness, promoting collaboration rather than competition.

Progression pathways for learners from engagement provision in the community to formal, college based courses have been strengthened as a result of these improved approaches. Whatever their entry point, learners now have a clear 'line of sight' showing how they can progress within their chosen curriculum area.

For example, Cardiff Council delivers an Introduction to Teaching Assistant course in the community but had not previously identified an entry pathway onto CAVC's Level 3 Teaching Assistant course. Once the connection was made as a result of curriculum planning conversations between the two partners, the contents of the introductory course were developed to ensure that it prepares learners to meet the requirements for progressing to the Level 3 course.

Overall, the Partnership has seen an increase in the number of learners progressing from community-based courses such as Family Learning into college provision. Around a third of Family Learning learners now progress to some form of accredited learning.