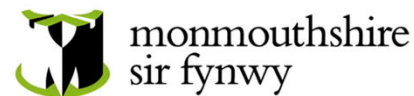
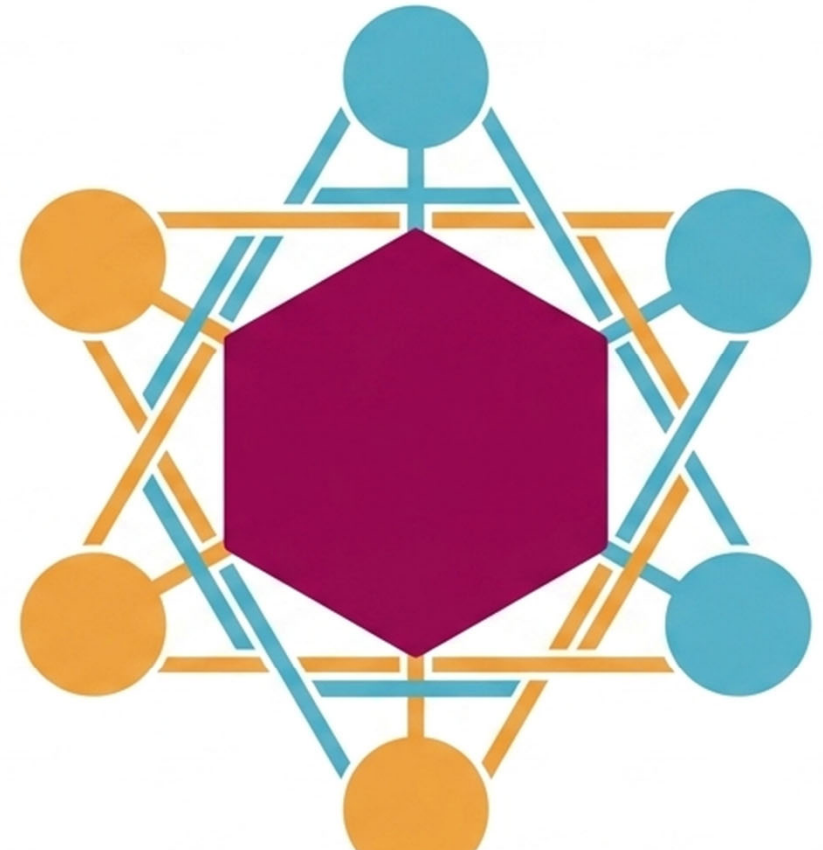




The Gwent ACL Partnership

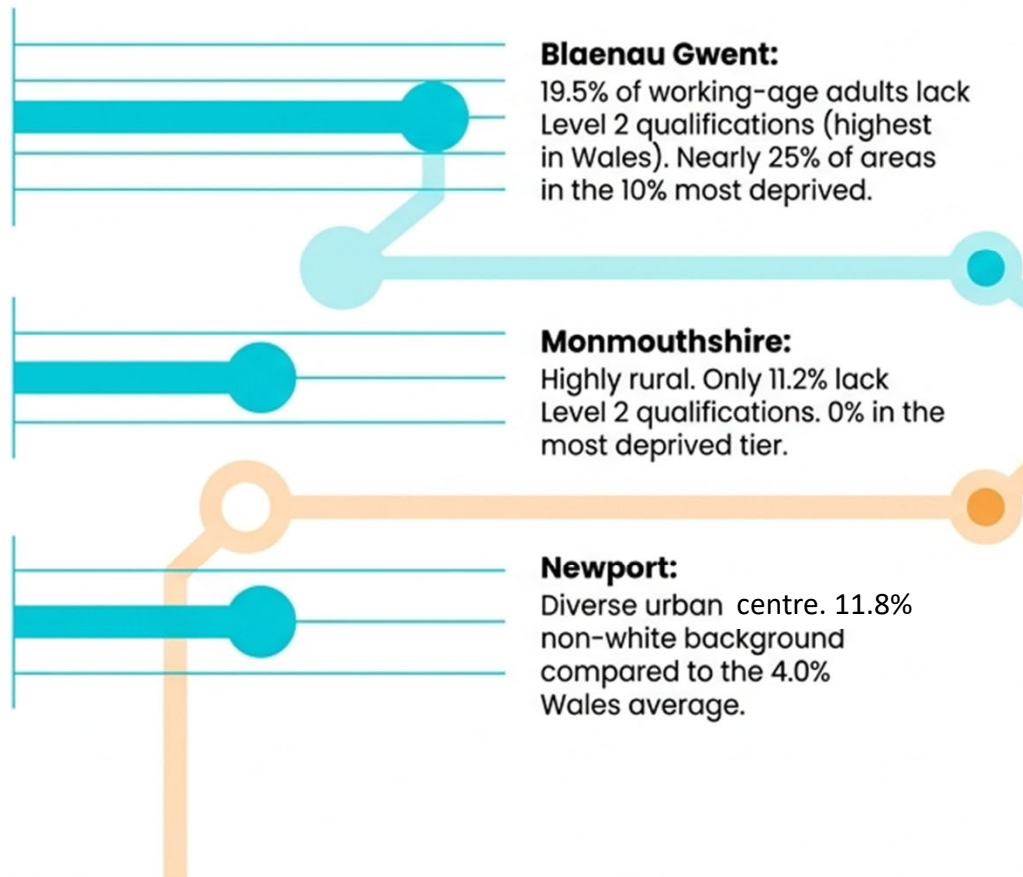
A Blueprint for Collaborative Adult Education?



The Core Mission & The Geographic Challenge



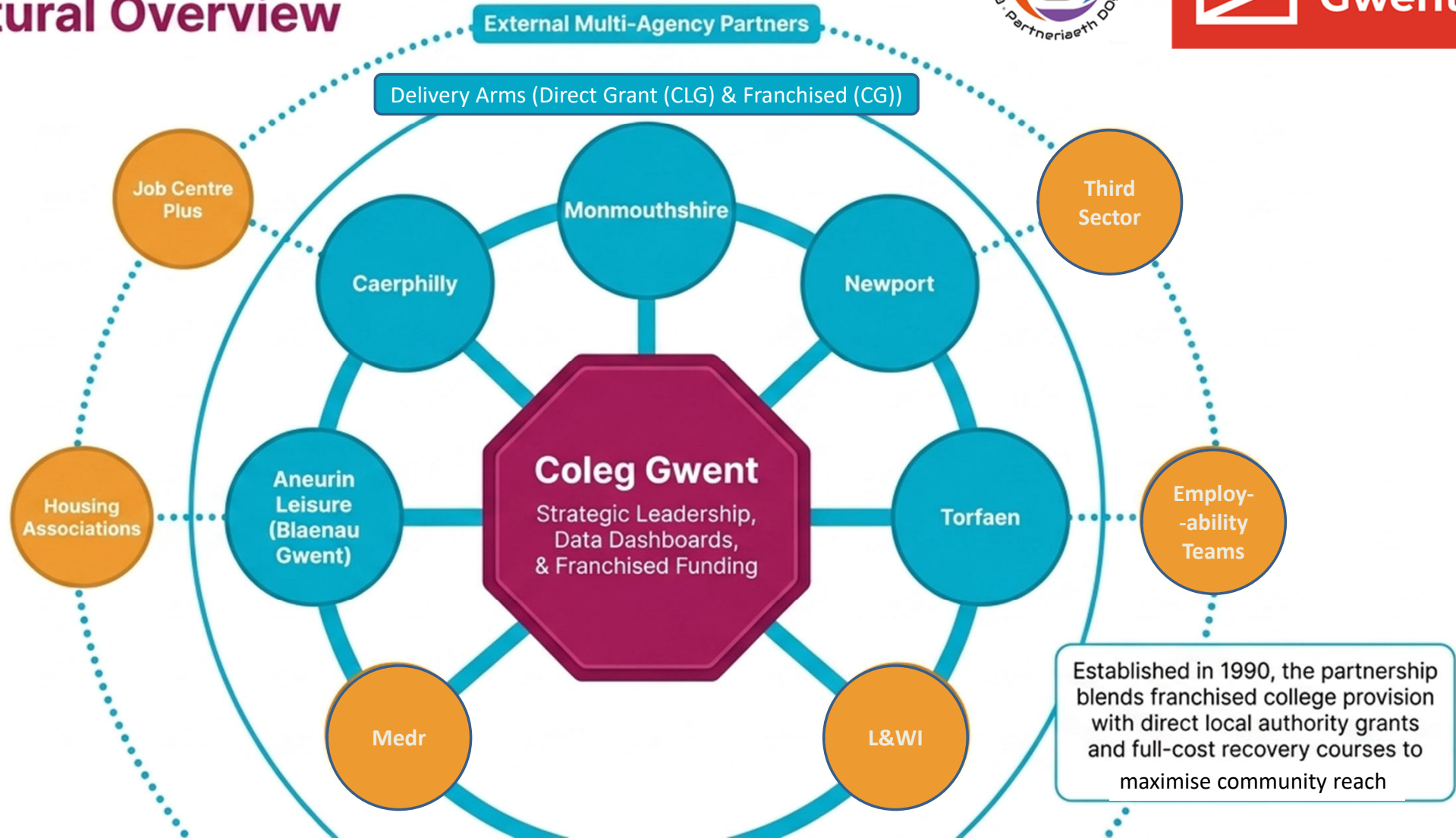
The Challenge



The Mission







The Collaborative Ecosystem: Structural Overview



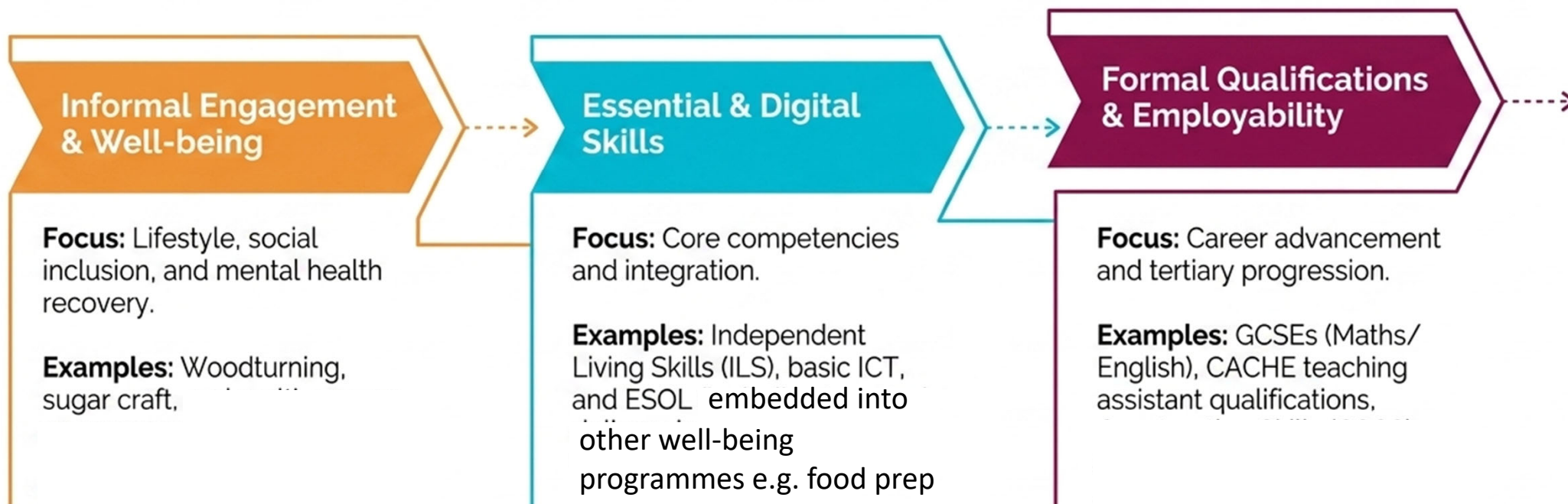
The Collaborative Advantage: A Paradigm Shift



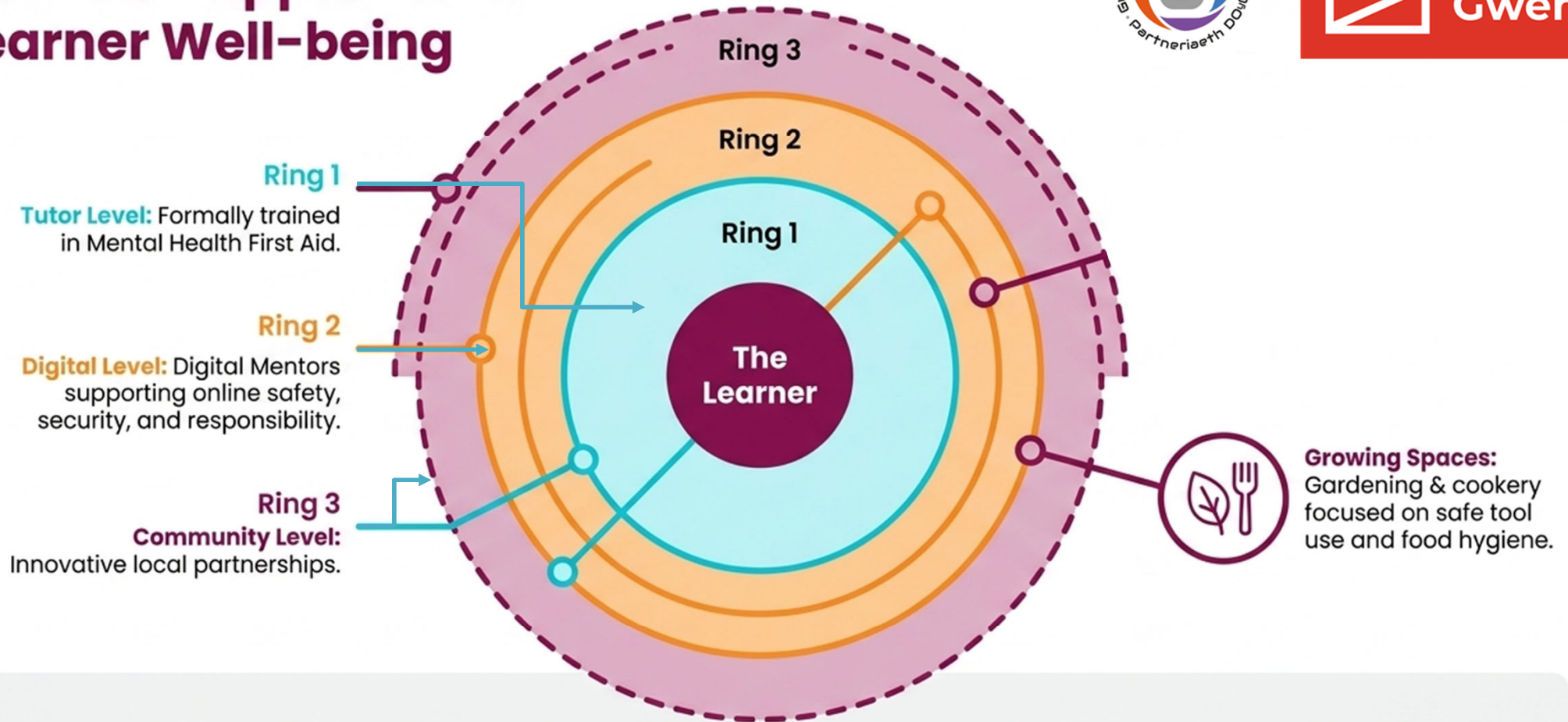
	Traditional Siloed Model	The Gwent Collaborative Model
Curriculum Planning	Duplication of effort and competing local offers.	Mapped provision targeting Medr priorities and avoiding duplication. 
Tutor Support	Isolated part-time staff with limited subject-specific peer interaction.	Cross-county subject-specialist task groups. 
Quality Assurance	Fragmented data; inconsistent observation standards.	Shared data dashboards and standardized, accredited lesson observations. 
Learner Pathways	Dead ends and invisible progression routes.	Seamless transitions mapped from informal engagement to Higher Education and Employment 



The Curriculum Spectrum: Meeting Diverse Needs

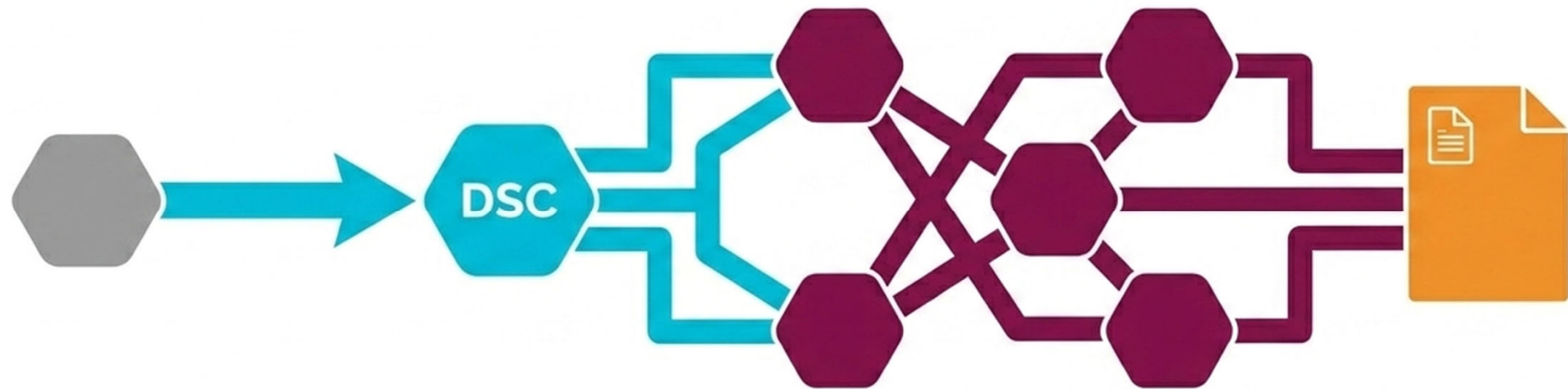


A Holistic Approach to Learner Well-being



"The tutor supports us to move forward and explains things in more than one way. The knowledge and skills we are learning are giving us more confidence and choices." – Gwent ACLP Learner

Connecting the Workforce: The Tutor Journey



The Isolated Educator

Tutors often work part-time in dispersed community venues, lacking peer support.

The DSC Bridge

50hrs + 1.4 FTE Development Support Coordinators (DSCs) act as systemic bridges across the 5 boroughs.

The Collaborative Task Group

Tutors are plugged into Cross-Partnership Subject-Specialist Task Groups.

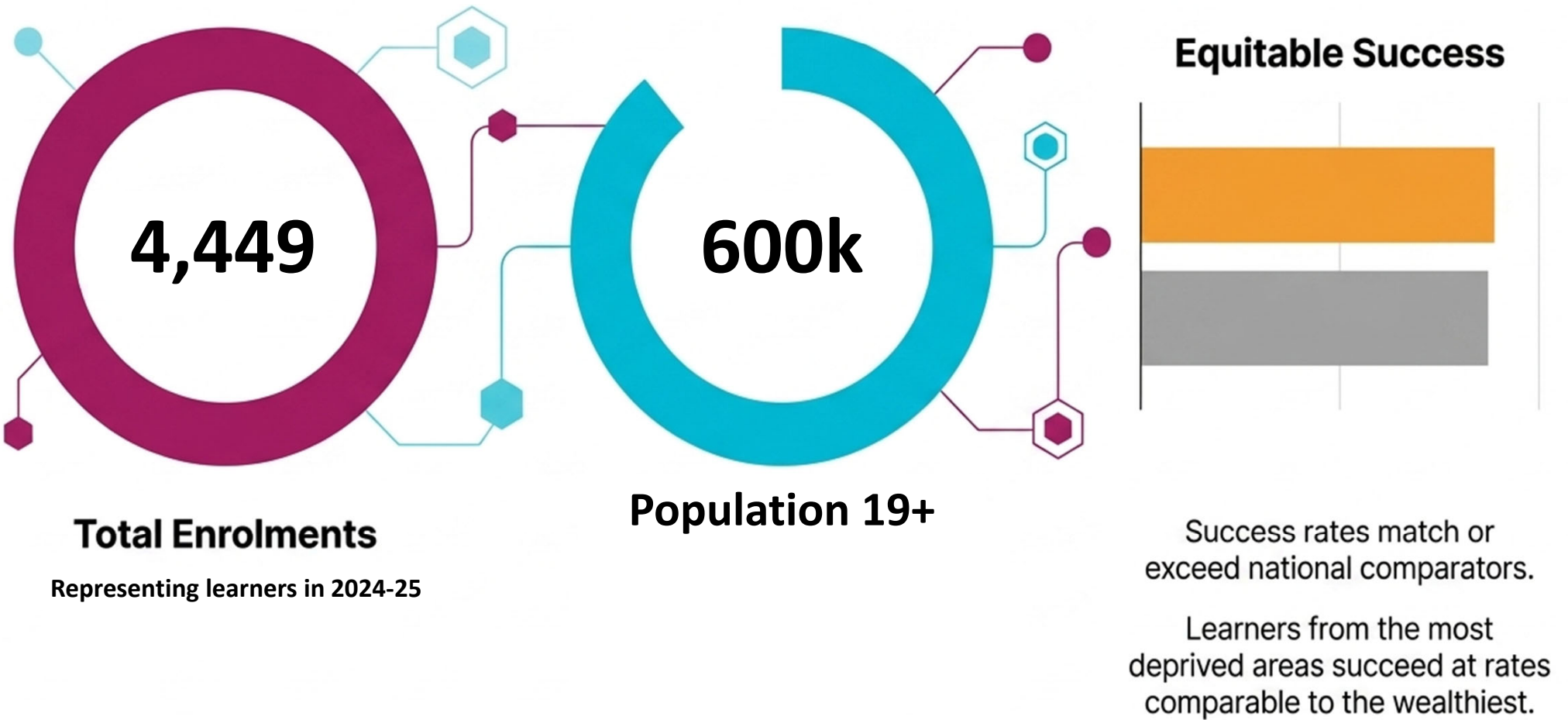
Shared Outputs

Producing common Agored Cymru assessments, standardisation events, and new curriculum units.

The Quality Improvement Engine



Impact Dashboard: Proving the Collaborative Model



Real Lives Transformed: The Human Impact



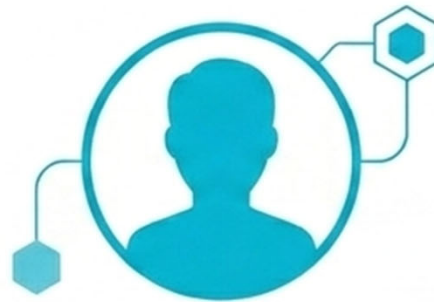
Fatma Al Nahdy

Arrived from Yemen with no English or formal schooling.

ESOL -> Level 2 Diploma
-> Level 3 Access to HE.

Now pursuing her dream of becoming a nurse.

"Education is the key to life."



Jamie Evans

Isolated for 10 years due to severe anxiety and health issues.

12-week Psychology course -> Criminology
-> Access course.

Found self-belief, resilience, and better mental health.



Clare Palmer

Left school at 14 with no qualifications.

Level 1 & 2 Application of Number while working 60 hours/week in care.

Progressed to university to become a social worker.

Future Focus: Evolving the Partnership

Enhancing Progression Tracking

Implementing advanced postcode mapping to track citizen participation and long-term learner progression into higher levels of study.

Expanding Welsh-Medium Provision

Integrating closer with Learn Welsh Gwent to increase bilingual opportunities and actively create demand, directly responding to Estyn recommendations.

Integration & Digital Agility

Continuing to author new awareness units and implementing risk assessments to adapt adult education to rapid shifts in digital technology.

The Blueprint for Success



Collaborative Leadership

Five local authorities and a lead college operating as a single strategic engine, eliminating duplication and maximizing funding.

Empowered Tutors

Transforming isolated part-time staff into a highly trained, deeply connected network of subject specialists.

Holistic Learner Impact

Wrapping essential skills, digital mentorship, and mental health support around the learner to drive exceptional, equitable success rates.

