

## **Annex 1:**

### **City of York Council - York Learning Accountability Statement 2024/25**

#### **Purpose**

York Learning is part of the Customer and Communities Directorate of City of York Council. We define our purpose as providing the gateway to opportunity for the city's adults, (and young people with Special Educational Needs and Disabilities) enabling them to reach their full potential. Whether that be greater integration into society or to move into more-fulfilling employment roles we are keen to support individuals to thrive, improving their physical and emotional health and recognising the opportunities available to them.

We will achieve this through celebrating our key strategic purpose and using our funding to engage with our communities to support residents to feel confident, inspired and empowered to step through the door into learning.

Under a single Shared Head of Adult Learning and Skills, (serving both City of York and North Yorkshire councils) we work towards shared aims.

1. To clearly define the purpose of the adult learning services for all stakeholders.
2. To develop a curriculum offer that is in line with local skills needs.
3. To reach and inspire learning for the full breadth of the community demographic with the offer.
4. To be the provider of choice for those furthest away from the skills offer
5. To protect the full aims of community learning\* within York and North Yorkshire
6. To grow provision into areas not well supported by other providers.
7. To support a clear progression pathway for all adult learners from entry through to higher education and into sustained employment.

\*Under new Adult Skills Fund rules for 2024/25 community learning is now one aspect of wider Tailored Learning

8. To provide effective value for money for the communities of York and North Yorkshire.

We see ourselves as an important service within the authority, using our funding to align with the city's priorities for residents and to meet the wider aims of the City's 10-year skills plan, the Learning and Skills Improvement Plan (LSIP) for York and North Yorkshire and to work towards the skills aspirations of the new Mayoral Combined authority as we head toward devolution of the Adult Skills Fund (ASF) from 2025-26 academic year.

The accountability statement for 2024-25 builds upon the work started last year responding to the needs of the city and region. We have laid strong foundations in the celebration of transferable skills within all aspects of our curriculum. We have increased engagement with a wider and more diverse cohort of learners through Multiply activity, through work on digital inclusion and through successful boot camps.

We have started work on using a more strategic pipelining approach to key sectors for the city and region, including health and social care, enhanced digital skills and project management.

This work has been supported by greater integration into the work of the council and the wider further education sector allowing us to supplement our funding through the Learning Skills Improvement Fund and UK Shared prosperity funding.

### **Context and Place**

York Learning as part of City of York Council provides largely Education and Skills Funding Agency funded adult and community learning provision, with additional income from dedicated project work, apprenticeships and the support for those learners aged 19-25 with Education Health and Care Plans.

In 2023 as a council, we set out key ambitions in the council plan for 2023-2027, 'One City for All'. This document detailing the cities considerable assets in heritage and culture, our pride in being a City of Sanctuary, a Human Rights City and UNESCO City of Media Arts and our proud history of social justice and collective action. We are quite rightly ambitious as a city within the regional economy with world class innovation at the hub of the combined authority ambitions.

York is a city of over 200,000 residents with around 60% of those residents qualified to NVQ 4 or above and less than 4% having no qualifications. The city contributes over £5bn to the UK economy and as such is a key driver in regional growth. Over 86% of the working age population is economically active with the 13.5% economically inactive containing over 6500 students and 2,900 retired individuals. These figures do often mask widening education and health inequalities, particularly in areas of acute deprivation. With six districts amongst the 20 most deprived in England.

Our service, and its partnership with North Yorkshire's' Adult Learning and Skills Service, has a major role in enabling residents across the region to achieve the best they possibly can and benefit from our thriving economy.

Our offer is delivered face to face from venues across the city, these venues include community centres, libraries and council owned buildings and increasingly other important community hubs such as foodbanks. Since the pandemic a large proportion of delivery takes place online but as a service it is a strategic aim to widen the mode of delivery, increasing face to face delivery but also expanding our blended, bite-size and on-demand provision.

York is home to 2 two General Further Education Providers in Askham Bryan and York College and home to two universities. The wider geography of North Yorkshire is home to four General Further Education (GFE) providers (Craven, Scarborough TEC, Selby, Harrogate Colleges) with provision also provided by Darlington, Middlesbrough, East Riding, Bishop Burton and Stockton Riverside GFE providers. There are 40+ Training Providers operating in the county offering apprenticeships and accredited adult learning courses.

Our passion for adult learning continues to drive us to deliver effective programmes of learning to a range of adults with a particular focus on those from disadvantaged and marginalised communities. We want to offer inclusive services with high quality learning provision and support, which works well across the spectrum of need, whilst meeting the needs of our local economy fully inline with 'One City, for all' we aim to deliver in a way that sets strong ambitions to increase opportunities for everyone living in York to live healthy and fulfilling lives.



The plan for the city sets four aligned core commitments as detailed above, Equalities, affordability climate and health. These align to the cities 10-year plan and are reflected in the cities 10-year skills strategy.

We are ambitious within York Learning to be able to stress the significant impact that adult learning can have to meet these commitments. Using creativity, innovation and our community roots we can utilise our Adult Skills funding to:

- Increase opportunities for people to manage cost of living crisis – through understanding waste, energy bills, practical hints and tips with embedded core numeracy, literacy and digital skills.
- Increase the levels of independence in adults with disabilities to take personal responsibility for health and wellbeing.
- Encourage families to work, learn and play together – delivering green ambitions, use of the city and cementing the connection with arts and heritage.

- Support the training of the VCS and for community champions to want to do more, equipping them with the skills to do so.
- Support combined pride in and understanding of our wide and welcoming common heritage.
- Work in spaces in communities to help them be more useful and vibrant.

But through all of this we will demonstrate clear pathways that:

- Improve essential skills.
- support people to overcome digital poverty.
- allow people to take up better jobs that are better suited to their skills, ambitions and aspirations and progress into the wider economic infrastructure.

The York and North Yorkshire Local Skills Improvement Plan (LSIP) details that the area is well-served by high quality education at all levels but that there is a clear challenge in connecting with those individuals who would most benefit from this provision.

Research undertaken in production of the LSIP describes an economic landscape in the region consisting of a high proportion of higher-skilled, non-manual sectors such as education, finance and professional services contributing to a resilient economy. Unemployment levels are low with a high number of jobs available in highly skilled sectors such as agritech, engineering and life sciences.

The proportion of people with higher level qualifications in the region is higher than the national average (48% versus 43% in the Annual population survey Jan-Dec 2021) with an aging demographic of the population that has an older than average working age with replacement demand increasing in industries where large numbers are soon to or have retired, the LSIP stresses that retaining talent in the workforce at all ages is critical. The working age population contracted by 2% between 2011 and 2021 in strong contrast to the national picture which expanded by 4% based on census information. The plan, (published in July 2023) went on to detail there were 9,9457 unemployed claimants accounting for 2% of the working population in the region, against a national average 3.7 whilst there remained a high number of jobs available in highly skilled sectors such as engineering and life sciences, and that high quality learning institutions provided a significant graduate pipeline which is attractive to employers.

The region should now benefit from the opportunities afforded by devolution, with the York and North Yorkshire Combined Authority coming into being on 1<sup>st</sup> February 2024 with its first mayor elected in May 2024. As part of the devolution deal alongside the wider opportunities comes devolution of the Adult Skills Fund (ASF) from 2025. Work is already well underway in shaping an economic strategy for the region drawing on the strengths of the two constituent authorities. Underpinning this work will be a skills strategy and a strategy and commissioning approach for ASF.

Echoing the LSIP early consultation with the combined authority details that supply of learning opportunities is not an issue, but rather engagement with these opportunities alongside greater awareness are paramount. The Combined authority detailing its ASF priorities as shown below.



### **Approach to developing the plan.**

The Shared Head for Adult Learning and Skills (York and North Yorkshire) set out and consulted on a clear strategic vision for the adult learning provision provided by North Yorkshire and City of York Councils in December of 2021. This strategy and direction identified the need to support adults to access the training and support that can be provided by engagement in education. This common strategy is important to support the wider economic requirements of the region and aims to enable strong lobbying support for the services once the adult education

budget is devolved under a combined mayoral authority which is expected in the 2025/2026 academic year.

This strategic document was consulted on in July of 2022 and published in September of 2022, this document was produced utilising the extensively consulted research base of the York and North Yorkshire LEP and is one of many documents that were used to formulate the York and North Yorkshire LSIP which additionally cites a strong research and policy base. The Shared Head has worked closely with the combined authority team to shape the CA skills and ASF strategies and these opportunities have been integral to the creation of a strong collaborative platform for the creation of this plan.

The key aim for this plan is to increase the wider social value of our funding via a strong platform of engagement of learners. Supporting more residents to see themselves as learners and to recognise their potential as a result will develop a strong pipeline to improved productivity and improved health and wellbeing outcomes.

As discussed within the service strategy it is a key strategic direction to collaborate with our FE and HE partners and to co-ordinate progression pathways to serve as a pipeline for their adult provision to support the regions wider economic growth through upskilling and re-skilling.

The final area of consideration, when building the plan, have been the greater clarity offered by the definitions underpinning tailored learning. As set out in the ASF funding rules for ESFA funded provision “the primary purpose of tailored learning is to support learners into employment and to progress to further learning, in line with the overall purpose of the ASF. It will, however, also support wider outcomes including using it to improve health and wellbeing, equip parents/carers to support their child’s learning and develop stronger and more integrated communities”. The funding rules go on to describe 7 key purposes that recognise the wider benefits of learning. These purposes being:

1. Engaging and/or building confidence
2. Preparation for further learning
3. Preparation for employment
4. Improving essential skills (English, ESOL, maths, digital)
5. Equipping parents/carers to support children’s learning.

6. Health and well-being
7. Developing stronger communities

## Contribution to national, regional, local priorities

Strategic Aim for 2024/25	Actions	Targets	Link to local / National Skills Priority
<p>A. Increase participation and engagement in progression-based packages of learning</p>	<ol style="list-style-type: none"> <li>1. Develop curriculum models that clearly link learning opportunities to job role in priority sectors with at least one pathway by sector area in place by January 2025</li> <li>2. Provide wider range of learner touchpoints through on-demand, blended, hybrid and face to face interactions linked to each pathway with a pilot approach available by January 2025</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase participation in IAG linked multi-programme internal progression from 45% to 60%</li> </ol> <p>Increase progression into provision in: Wider FE/HE (from 10% to 15%)</p> <p>Bootcamps (23/24 course completion was 64% target for 24/25 70%)</p> <p>Level 3 learning Free courses for Jobs into employment/self-employment /promotion from 94% to 95%</p> <p>Percentage of Apprentices remaining in sustained employment 59%</p> <p>Progression into employment from 50% to 70%</p>	<p>Local – engagement and participation; recruitment to target sectors.</p> <p>Regional – Widen access and participation; unlock progression pathways and underutilised talent; develop flexible provision.</p> <p>National – progression into bootcamps, Free courses for jobs (FCFJ), apprenticeships</p>

\*Under new Adult Skills Fund rules for 2024/25 community learning is now one aspect of wider Tailored Learning

<p>B. Develop curriculum pathways for adults who find mental wellbeing is a barrier to engagement with learning and employment</p>	<ol style="list-style-type: none"> <li>1. Develop a strand of tailored learning offer that engages with a group of individuals that struggle to see themselves in learning or employment due to health barriers.</li> <li>2. Develop learning materials and support mechanisms.</li> <li>3. Pilot programme to be up and running January 25 that recruits from JCP and partners and from those who are at risk of dropping out of programmes due to poor mental wellbeing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify what the programme will look like, target groups, partners involved.</li> <li>2. Build course content that has clear wellbeing and employment / skills links.</li> <li>3. Progression into wider learning or employment of 60% of the cohort.</li> </ol>	<p>Local - Increase the levels of independence in adults with disabilities to take personal responsibility for health and wellbeing.</p> <p>Regional – Widen access and participation;</p>
<p>C. Develop a curriculum pathway for adults with SEND to increase participation and independence post EHCP</p>	<ol style="list-style-type: none"> <li>1. Undertake research with learners exiting provision managed by service post EHCP to ascertain skills needs at end of 2023/24 academic year.</li> <li>2. Discuss with partners in education and SEND teams ongoing needs not currently being met that would support independence and continued employment in adult community by end of September 2025</li> </ol>	<ol style="list-style-type: none"> <li>1. Secure a research assistant to undertake the research that is either free or externally funded.</li> <li>2. Develop a work plan with partners that has IAG pathways towards employment skills development and learning plans.</li> <li>3. Look to inform curriculum plans for 25/26</li> </ol>	<p>Local - Increase the levels of independence in adults with disabilities to take personal responsibility for health and wellbeing.</p> <p>Regional - Widen access and participation</p>

	3. Investigate key learning to inform on a curriculum offer		
D. Develop a culture-based pride in place thematic family learning offer	<ol style="list-style-type: none"> <li>1. Identify key council leads on heritage and culture, in particular those seeking to develop the young person culture passport.</li> <li>2. Support working group to consider how this activity could support community development whilst improving essential and transferable skills in wider family members.</li> <li>3. Develop learning materials and support sessions fundable as family learning to support this activity</li> </ol>	<ol style="list-style-type: none"> <li>1. One pilot targeted family learning program offered within 2024-5 academic year.</li> <li>2. Progression into wider adult learning offer of 45% of this cohort.</li> <li>3. 4% of that cohort with target IAG outcomes that lead to a national priority objective stated in their ILP.</li> </ol>	<p>Local - Encourage families to work, learn and play together; Support combined pride in and understanding of our wide and welcoming common heritage; Work in spaces in communities to help them be more useful and vibrant.</p> <p>Regional – Widen access and participation; unlock progression pathways and underutilised talent.</p> <p>National – progression into bootcamps, FCFJ, apprenticeships</p>
E. Clearly developed and publicised pipeline progression programmes into partner provision	<ol style="list-style-type: none"> <li>1. Using pipeline documents from Aim A identify key partner links to support development of higher-level skills programmes.</li> <li>2. Work with named partner to develop action plan for this progression.</li> <li>3. Promote this offer in line with action plan to incorporate flexible delivery modes</li> </ol>	<ol style="list-style-type: none"> <li>1. Programme action plan in place by December 2024</li> <li>2. Targets set for expected numbers and marketing plan in place in 2024-25</li> </ol>	<p>Local and Regional - Widen access and participation; unlock progression pathways and underutilised talent; develop flexible delivery modes.</p> <p>National – progression into bootcamps, FCFJ, apprenticeships</p>

<p>F. Continue work to celebrate and embed essential and transferable skills into the whole curriculum offer</p>	<ol style="list-style-type: none"> <li>1. Review ILP /RARPA or equivalent documentation to ensure transferable skills development is captured by September 2024</li> <li>2. All course planning documentation reviewed to ensure opportunities to develop essential and transferable skills are articulated</li> </ol>	<ol style="list-style-type: none"> <li>1. Percentage of learners reporting awareness and relevance of transferable skills to increase from 64% to 90%</li> <li>2. Progression into higher level essential skills increases from 25% to 65%</li> </ol>	<p>Local – Improve essential skills.</p> <p>Regional – Embed Basic and Transferable Skills</p> <p>National – progression into bootcamps, FCFJ, apprenticeships</p>
<p>G. Maximise the economic potential of learners with ESOL needs</p>	<ol style="list-style-type: none"> <li>1. Carry out needs analysis on ESOL and refugee cohorts completing summer term 2024 to identify precursor trades, professions and qualifications from home countries.</li> <li>2. Identify patterns and trends and complete analysis by September.</li> <li>3. Develop curriculum resources/pathways to aid transition of skills to UK standards for delivery in March 2025</li> </ol>	<ol style="list-style-type: none"> <li>1. Report and curriculum pathways ready for January 2025</li> <li>2. Resources created to support targeted individuals with signposting to relevant skills/jobs February 2025 start.</li> <li>3. 25% of identified learners from ESOL successfully signposted onto career related accredited courses (either with YL or suitable partners) or relevant employers for employment.</li> </ol>	<p>Local - allow people to take up better jobs that are better suited to their skills, ambitions and aspirations and progress into the wider economic infrastructure.</p> <p>Regional – Widen access and participation; unlock progression pathways and underutilised talent; develop flexible provision.</p> <p>National – progression into bootcamps, FCFJ, apprenticeships</p>
<p>H. Reduce levels of digital inequality that impact</p>	<ol style="list-style-type: none"> <li>1. Roll out digital engagement programme</li> </ol>	<ol style="list-style-type: none"> <li>1. 30 new learners engaged by April 2025</li> </ol>	<p>Regional – Widen access and participation; unlock</p>

participation and progression	(community workshops) to 3 IMD areas in York 2. Improve progression rates from engagement to formal quals 3. Increase the amount of learners engaging with new tech such as VR/AR, aerial technology	2. 30% conversion rate from engagement to formal accredited IT routes  3. 3 community groups in IMD areas accessing new technology by July 2025	progression pathways and underutilised talent; develop flexible provision.  National – progression into bootcamps, FCFJ, apprenticeships
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Abbreviations:-

ESFA – Education Skills Funding Agency	LSIP – Local Skills Improvement Plan
ASF – Adult Skills Fund	FCFJ – Free Courses for Jobs
IAG – Information Advice and Guidance	ILP – Individual Learning Plan
FE/HE – Further Education / Higher Education	RARPA - Recognising and Recording Progress and Achievement
SEND – Special Educational Needs and Disabilities	IT – Information Technology (digital skills)
EHCP – Educational Health and Care Plan	ESOL – English for Speakers of Other Languages
IMD – Index of Multiple Deprivation	VR/AR – Virtual Reality / Augmented Reality
Different Teaching Techniques - On-demand (online only), blended (mix of online and face to face teaching), hybrid (similar to blended but can also happen within same classroom some students are in the classroom some are remote) and face to face classroom based with tutor	

## **Corporation statement**

This statement was agreed by the Corporate Management Team of the council for publication on 4th June 2024 with view to full consideration by Council executive on 18th July 2024

## **Hyperlink**

This document will also be hosted [here](#)

## **Supporting Documentation**

- [York and North Yorkshire Adult Learning and Skills Engagement Strategy 2021-2025](#)
- [LSIP](#)

\*Under new Adult Skills Fund rules for 2024/25 community learning is now one aspect of wider Tailored Learning