

FACES – 2022/2023

(Family, Adult and Community Learning Service)
Lifelong Learning, Skills and Employment



FACES Sheffield – Strategic Curriculum Intent

Vision

FACES will provide innovative, high quality, learning activities that will improve the life chances of Sheffield adults and their families, enabling them to inspire their future generations.

Purpose of the FACES Curriculum

The FACES curriculum is designed to bring education and learning to the heart of the community. It will interconnect with partners in the VCF sector, other training providers, as well as key public services to blend a range of activity to bring about socio-economic well-being, future skills for employment, and a pathway for adults to enjoy the benefits of learning. It will equip adult learners with the appropriate knowledge and understanding to succeed in life, to achieve their personal goals, and build family cohesion.

The overarching purpose of FACES is to develop skills, confidence, motivation, and the resilience of adults of different ages and backgrounds to:

- Progress towards formal learning or employment
- Improve health and well-being, including mental health
- Develop stronger communities

Core Values

Our core values recognise that everyone is different, and that everyone matters; we will ensure equality of opportunity, address social exclusion, and widen participation, raising confidence and facilitating personal achievement. We recognise the multiple characteristics of our community and aim to meet individual needs of all protected characteristics: age; disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race; religion or belief; sex.

We believe that our learners should feel safe to explore new learning opportunities that will develop a healthy enjoyment of 'active citizenship' through an intrinsic right to access education, at any stage of their adult life through clear guidance, support, and removing barriers to access where possible.

Creating ambition and enabling life's transitions through lifelong learning.

Principles for Learning within the FACES Curriculum

1. To encourage independence that will enable active citizenship with positive options for a better future
2. To encourage active learning at home, with the family, in the community as well as in the classroom
3. To communicate the enjoyment of learning with peers, their family, and their community
4. To respect the diverse talents and life skills of others
5. To encourage exploration and research of new ideas, skills, and knowledge, such as, technology that corresponds with local labour market information
6. To consistently communicate high expectations that meet the needs of individual aspirations
7. To give prompt feedback that enables positive progress
8. To provide coherent pathways and guidance for personal success with every learner having access to impartial Information, Advice and Guidance (IAG)
9. To celebrate cultural capital that will enrich the communities in which people live and to highlight sustainability through an understanding of climate change action
10. Embed the ethos of the Capital Framework across all learning (*Carrington, 2020*), recognising the Individual Distance Travelled in achievement.

Anticipated Outcomes of Learning in the Community

The service continues to improve its offer working in conjunction with a national network of similar providers and recognising what works for adults in order for them to achieve a positive outcome. Our offer anticipates that all learners will achieve one or more of the following outcomes:

- **Employment, skills and qualifications:** Getting people onto the skills ladder and helping them gain, retain, and progress at work. Helping adults in gaining qualifications that prepare them for higher levels of learning, raising aspirations, providing learning that is motivating and inspiring.
- **Health, well-being and confidence:** Supporting people with physical and mental health issues, thus reducing health costs such as GP visits, and being part of the 'social prescribing' network. Developing confidence to overcome barriers to learning, meeting and working with others.
- **Integration and inclusion:** Reducing isolation, promoting interaction and integration, and bringing communities together. Enabling parents to help their children to achieve, whilst exploring their own ambitions, understanding positive role modelling in parenthood and the benefits to a great start in life.
- **Attitudes, aptitudes and characteristics:** Helping people to acquire the characteristics needed to participate fully in work and life. Promoting the benefits of volunteering, supporting local communities, and advocating the advantages found through a commitment for lifelong learning. Embedding knowledge based on key world issues thus enabling contribution to the solutions for themes such as climate change and sustainability.

Information, Advice and Guidance

Every learner accessing a course or a workshop with FACES will have access to high quality IAG throughout their course of learning. Evidence reminds us that supporting adults to make informed choices can change their life and the lives of their families.

Look for courses and opportunities that relate to your current skills, areas of interest, and raise your aspirations.



Learn about your current skills and you will be fully supported to explore your next steps and future potential.

Every learner will have access **high quality, impartial IAG**, throughout their journey with FACES

Maths, English and Digital Skills

Research tells us that the key to unlocking better success and improving adults' life chances are sound skills at a basic level in literacy, numeracy, digital, and ESOL. Coupled with improved health and well-being they are essential to enable people to **thrive in life**, work and go on to further learning.



Nine million working aged adults have low levels of literacy and numeracy.

Lockdown and the pandemic has reduced participation at lower levels (below Level 2) significantly in South Yorkshire – this means more people will struggle to achieve or progress to higher level learning or skilled jobs.

Half of those attending an adult English course in the community (England), went on to further learning



In 2019/20, **3 out of 10 YP** in England had **not achieved a Level 2** qualification in Maths or English by the age of 19. This is significantly higher in some of the most deprived wards of Sheffield, and those same wards have many NEET claimants (**20% plus**) up to the age of 24.

10m people in the UK lack very basic skills needed for a **digital world**. It leads to a negative impact on a person's life says the **Good Things Foundation**.

By 2030 up to 90% of jobs will require digital literacy and evidence suggests this is also linked to improved personal and social outcomes.



Every learner studying basic skills will understand the **boundless limits of their future pathway**.

Employment Skills and Volunteering

The world of work has changed and continues to change. In South Yorkshire the following sectors have grown over the past 5 years; Information and communication, health, scientific and technical, transport, storage and warehousing – all require digital skills.

22% Of adults

lack basic digital skills preventing participation in the 21st Century jobs market

Sheffield has a **69.4%** employment gap between those with a learning disability and the overall **employment rate**.

South Yorkshire's **Strategic Economic Plan** will mean that by 2041 the economy will look very different requiring 33,000 extra people to access high level jobs.

Every regulated adult learning programme will consider the requirement for a **digital induction** to fully assess **effective learning options and employment pathways fit for 21st Century**.

ESOL

In 2007 Sheffield became the first [City of Sanctuary](#) for asylum-seekers and refugees. FACES remains committed in working with over 1000 adults every year in improving their skills. The offer will run in tandem with employment skills, numeracy, and digital skills.

In England, fewer than half (**48%**) of residents who do not speak English proficiently are employed. This rises to over [70% for women](#).

For every **£1** invested there is a social return of

£17

Entry level

£22

Level 1 provision

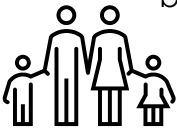


The [Social Mobility Commission](#) exists to remove the barriers that determine the outcomes in life based on an individual's circumstances of birth. Their research has determined that adults who do not achieve well in early life, are less likely to access adult learning, thus impacting their socio-economic outcomes in later life. These are the adults that most need access to this learning and the service we offer.

Our offer will target the most vulnerable and marginalised adults such as **refugees and asylum seekers** to narrow the gap for social mobility and the opportunities it brings in enhancing life's chances.

Family Learning

Learning together as a family, across all generations, has many benefits – such as children's attainment, family cohesion, and adult education. It can increase children's development by 15ppt and there is much [firm evidence](#) that it has a positive impact on adult learning and skills – providing more positive future outcomes for generations to come.



Children of a father with a low education outcome is **7.5 times more likely to have a low education outcome** – and where the mother has a low education it is 3 times more likely. ([ONS.gov.uk](#))
Crafts, nutrition, cooking, literacy, numeracy, media, digital, language, culture

Family Learning Works!

Developing Localised Mini-Adventure Initiatives

Learning through everyday activities, developing skills, language, and resilience. Understanding the world around you with fun, low or no-cost experiences. Giving children a 'great start in life', preparing them for school, releasing children's potential to enjoy learning.

Our offer will target those that most need it, including **Young Parents**, with an overarching **focus on Early Years**, supporting attendance and a parents ability to support achievement.

Mental Health and Well-being

10%



more people started a course of treatment, after receiving IAG for a MH&WB adult learning course

Adults who are socially and/or economically disadvantaged, are more likely to be affected by [Mental Health and Well-being](#) issues. The impact of the Covid crises has increased this likelihood. We want to design delivery that increases well-being and can move learners into a positive destination, take control and become more independent.

Our **partners will take a leading role** in delivering this where it is most needed across the city.

Working in Partnership

The service will secure funding from a variety of sources which will include the **Adult Education Budget** (South Yorkshire Mayoral Combined Authority), as well as other funding opportunities relating to the core curriculum such as initiatives such as **Multiply**. In addition, other discreet projects will underpin some of the specific work we undertake to enhance opportunities for the most vulnerable such as the **Controlled Migration Fund** for new arrivals to access ESOL.

We will work in partnership with multiple networks that will include organisations such as: wider Council teams (Communities, MAST, Family Centres, Libraries), Primary Schools, Creative and Cultural partners in Sheffield, VCF Partners, Independent Training Providers, AEB networks across South Yorkshire. This will include making best use of public spaces such as Sheffield parks, galleries, and museums.

Subcontracting

We will continue to subcontract a proportion of our Adult Education Budget, as set out in our delivery plan with SYMCA to:

1. help widen participation amongst niche groups that would otherwise be hard to reach, but only where this enriches the strategic curriculum intent learning offer
2. address high demand in a specific curriculum that the service does not have the capacity to meet learner need through our direct delivery
3. add diversity in the types of curricula we can offer to meet employment and skills priorities for the region
4. secure expertise and skills that address key policy issues such as climate change and sustainability and increases skills within learning cultures to solve local issues.

Our approach to subcontracting will continue to operate under the current framework (*Adult Learning in Community Settings Pseudo-Framework which ends in July 2023*) for the core curriculum themes.

In addition, there will be specifically targeted partner work that will secure specialists to meet the demands of our funders, and the needs of marginalised groups to maximise their opportunity to be lifelong adult learners. This may include:

- Unemployed adults and particularly those with qualification levels below level 2
- Care Leavers
- Adults with SEND whose EHCP has ended
- Young people moving into adulthood previously engaged with the crime justice system, particularly black and mixed heritage boys

The service also aims to develop initiatives for current programs that encourage participation, for example partnership with the Children's University and Family Centres to raise awareness of the importance of intergenerational Family Learning and the impact of digital poverty.

Consultation and Data Intelligence

Potential **providers and advocates for the service were consulted in March 2022**. The results yield confirms that our strategic thinking and planning is meeting the needs of communities. There is relevance in relation to our core offers relating to; maths, English, ESOL, digital and employment skills. In addition, it highlighted themes which we have targeted to our partner providers in the previous academic year, with a view to maintaining these links for delivery, for example, Support Work in Schools, Mental Health Awareness, Well-being, and Confidence.

This survey also identified that the service needs to develop a wider flexibility in pathways to employment sectors, widening our course offer to include courses up to level 2 for access to Health, Public Service and Care, Retail and Commercial Enterprise for example, with digital skills as a key component of all aspects of learning.

Most importantly, we **surveyed our learners in March 2022** to ascertain if we were meeting their needs, making learning accessible, and to reinforce the accuracy of other sources of data intelligence for the curriculum plan.

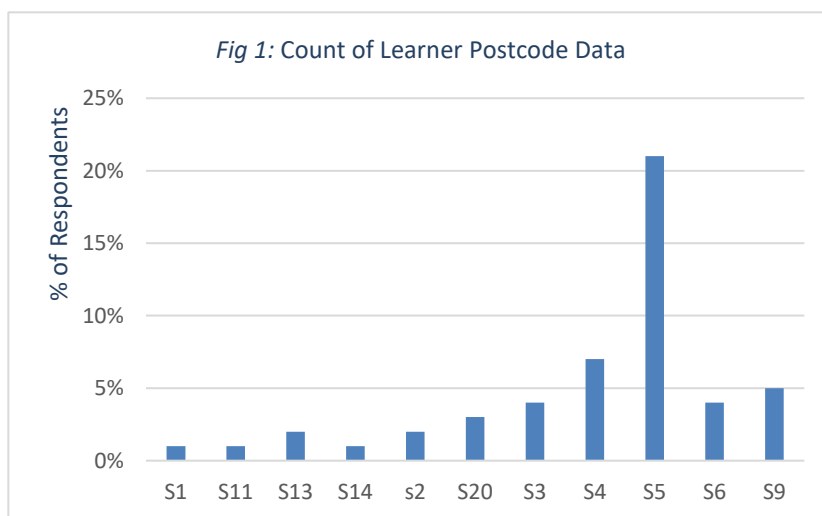
When asked what courses learners are interested in - 78% cited English, 51% maths, and ESOL 30%; followed by digital skills (28%), employment skills including volunteering (37%) and specific programmes such as childcare (31%). When asked if a qualification was a key aim over 88% said yes, with only 6% stating a categoric no.

We wanted to know where learners like to learn, or where is the most convenient. Schools and Libraries scored 67% and 69% respectively, with Community Centres at 43%, and other places at just over 20%.

Finally, we needed to understand where the learners that we surveyed live.

Using the locator indicator from the postcode we can confirm that the top 3 response areas are in the most deprived areas of Sheffield.

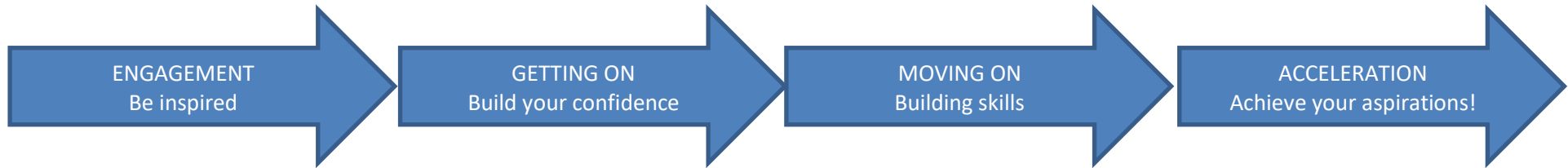
Although the number returned is not conclusive, we aim to roll out this survey again during each term going forward, to further validate our findings.



The service is continuing to utilize several aspects of data intelligence to ensure all activity is mapped proactively to areas of the city that need adult learning the most. This includes, but is not limited to, the following information:

- Community Knowledge Profiles
- Ward Census Data
- NEET unemployment and claimant data
- Academic achievement in maths and English at GCSE
- Free School Meals

Curriculum Pathway and Structure



A well-designed curriculum intent will include factors that ensure learners receive the best opportunities to achieve as highly as possible, and progress to a planned and sustained destination. This will include, but is not limited to:

The Pathway	Teaching, Learning & Assessment	Active Citizens	Lifelong Learners
<ul style="list-style-type: none"> • IAG that is thorough, timely and relevant • All courses are designed so learners understand the next steps • Exploration of discreet skills and knowledge informs decisions • Initial assessment is appropriate to the curriculum subject area • Targets are SMART • Exploration of personal aspirations to set learning goals 	<ul style="list-style-type: none"> • Relevant to the individual needs of all learners • Develops new knowledge and skills • Checks understanding and continual progress • Prepares for further learning and/or work • Ensures learners meet their personal goals • Inspires ambition and independence • Prepares and encourages next steps • Provides a platform for positive and sustained destinations 	<ul style="list-style-type: none"> • Value and respect Equality, Diversity, and Inclusion • Learners are safe and know how to stay safe • Understand democracy and know what is happening in their community and across the world • Know how to maintain their physical and mental health • Maintain healthy relationships in the classroom, with families and in their community • Understand and contribute to sustainability and climate change for positive actions 	<ul style="list-style-type: none"> • Will be literate and numerate • Will develop digital confidence for the 21st century • Take learning outside of the classroom • Take pride and want to progress further • Develop cultural capital beyond their own experience • Become independent and make their own decisions • Strive to be ambitious, aspirational, and motivated

Reference Links:

Education inspection framework (EIF) - GOV.UK (www.gov.uk)

Levelling Up ACE | Hoxe

<https://learningandwork.org.uk/resources/research-and-reports/getting-the-basics-right-the-case-for-action-on-adult-basic-skills/>

Skills for Life: A new strategy for English, Maths, ESOL and Digital | FETL

City of Sanctuary Sheffield | Building a culture of welcome and hospitality for refugees and asylum-seekers

Adults skills gap - GOV.UK (www.gov.uk)

[family-learning-report.pdf](#) (cornwall.gov.uk)

How do childhood circumstances affect your chances of poverty as an adult? - Office for National Statistics (ons.gov.uk)

Community learning mental health research project - GOV.UK (www.gov.uk)

Strategic Economic Plan - South Yorkshire MCA (southyorkshire-ca.gov.uk)

Labour Market Profile - Nomis - Official Labour Market Statistics (nomisweb.co.uk)

Community Knowledge Profiles (sheffield.gov.uk)

Population and Census (sheffield.gov.uk)

Ward profiles (sheffield.gov.uk)

Essential Digital Skills UK - 2020 | Ipsos

The digital divide - Good Things Foundation