

1. What/where are the gaps in supporting adults on their chosen learning journey?

Weekly check in, online

Demand outweighs the resource of staff. Need more practitioners especially literacy

dedicated adult guidance service

Staff capacity and resourcing to focus on adult learning specifically is limited

Less involvement in Community Learning opportunities now due to confidence, costs, and lack of time

Rural learning solution a mobile learning bus with strong WiFi

More digital face to face learning

Break down barriers re transport

The first steps - how does someone have the initial signposting conversation.

Lack of cohesion in what is available across the city for learners to move on to

More possible progression especially from rural areas to colleges in larger urban areas. Let's not lose the legacy of online learning in past 2 years - more option for online learning to connect with more possibilities in Scotland for learning the roadmap for adult learners in their area, are we duplicating the activity and not focused on clear pathways

dedicated adult guidance services

support for practitioners to deliver IAG

Hard to keep track of the different offers

Online training/courses

It would be great to know how and where we can signpost people to additional learning offers that compliment and support what we're doing

environment/an educational charity who deliver community engagement with adults - its not always clear how we join up with organisations like SDS or other initiatives to connect things together. Training/another

A JOINED UP system

Lack of staff, capacity and resources

limited consideration given to additional support for adult/young adult carers - not care experienced!

Activate local adult learning forum to share ideas and plan and therefore no duplication

Sometime lack of progression opportunities beyond CLD activity

staff training

Poor visibility of learning pathways is a barrier from the start of many people's learning journeys. totally agree with this

Funding, Colleges are only funded on an annual basis therefore makes it difficult when planning on what commitment can be made - unsure how funding operates in other areas

knowledge of progression opps amongst learning providers

Free courses

Working as a tutor in many different geographic areas

CLD training

one stop shop for information so everyone has access to the same information going out to adult learners

Gaps: Identifying existing understanding of learners and staff of where they go for advice on careers and progression opportunities for those learners

lack of link up between AL, HE & FE opportunities

adequate funding for adult learners to pursue their ambitions, esp for part time courses

over 9,000 non-traditional life-long learner enrollments every year, alongside around 60-70 Access programme students. We need a system that is more joined-up so that learners can find us and we can

I think for colleges - the intake dates can be quite fixed. That isn't always helpful.

Better digital provision

Sometimes time - heavy amount of delivery and a lot of needs. Our AL often need the support to make progressions

Needs to be funding to resource digital learning

More staff required on CLD Team to help support learners

Parity between partners

More staff

Limited access to services in rural communities

Staff training

There remain significant gaps in securing effective transitions between services, particularly in a crowded environment of service providers and where learners are moving at their own pace.

Definitely lack of structure to accredit prior learning as discussed in earlier chat

funding options can be hard to get a hold of - or conflicting of one another

a dedicated worker

funding for substantial permanent staff posts, staff turn over/retainment

We need to go to where people are to engage them

Options being daunting to learners - online forms and technical language.

Finance help for individuals to travel

More information about access to college funding to community classes

1. What/where are the gaps in supporting adults on their chosen learning journey?

Coordinator role who supports organisations regionally in mapping provision

Joint CLPL for practitioners across organisations

Joint planning to maximise funding streams available

Ensure that first learning opportunities prepare for progression

Overlapping policy areas causes overlapping provision, confused resourcing and confusion for practitioners and learners.

the step between being in a literacy group and joining an adult returners college course was too big, There is a gap between CBAL courses and colleges courses

The problem of silos isn't just between organisations but within local authorities! Different departments not linking and chatting is a huge gap in support.

There are even gaps within an institution!

Funding variations between authorities where there is no ringfencing. Therefore support is variable across authorities and creates unfair gaps.

2. What would help close these gaps?

Evaluations from authorities to evidence funding and impact.

more national connection for learning progression. More online learning possibilities for learners, especially in rural areas to access more and further learning available across Scotland

All Colleges understanding the link between Community learning and growing their outreach support

Centralized platform for national adult learning offer to be advertised signposting offers across Scotland.

Don't forget universities!!! We have over 9,000 adult learners on a variety of pathways and provisions.

Do need some sort of marketing - this has been shown already in relation to Multiply and we would benefit from a one stop route in to signpost learners and potential learners to the opportunities available.

Support available for learners who don't know what they want

We definitely need AL providers across CLD and FE to understand different professional backgrounds and working practices

Creative resourcing in strategic partnerships that allow cohesive working between CLD and LEP partnerships within LAs and across regions.

What happens in other areas - professionals learning from each other

one stop shop for adult learning guidance information

Don't duplicate or reinvent the wheel! Share nationally work and development opportunities

A central system to map provision

Need central guidance , marketing support

Tailored support and guidance for unpaid carers

A local AL guidance forum

better funding support for individual adult learners

More communication between learners and organisations.

marketing strategy so we all use the same information and format

retention of experienced staff with local knowledge and contacts

consistency across the board

good relationships with other learning providers

More joining up of key contacts across organisations and sectors - including informal learning.

A digital platform that staff and students could go to for information and contacts on different potential organisations that is well publicised

training, networking, promoting, attending local planning groups

Audit / mapping of provision

Clear funding guidance that must be adhered to by authorities.

having recognised and central referral/support pathways

Written information and online course information which is easy to find and understand for learners no jargon

Perhaps clarifying entitlements?

Consistent funding - long term

National easy read/info graphic publications/events - outlining progression

Clear info-graphic information about possible progression routes in Scotland at community level and beyond - interactive flow chart? Also with

2. What would help close these gaps?

Improved staff training

Recognition of ALN as a profession

What actions within theme 2 will you take into your practice?

Fighting for time for staff to support progression in it's widest sense.

improve links and marketing

Learn more about the strategy.

be part of a working group to help work on these actions

training and networking opportunities

share the strategy with partners at local level

We need to seek out training and contacts for people who can help us join things up

Make more use of national AL support - need to stop working in isolation

develop a shared understanding of what progression means in practice

Cascade this strategy into our department plan for the next 3 years.

make available our offer to all partners - map out the learner journey and opportunities

Revisit CLD plan in relation to the Adult Learning Strategy

At the Centre for Open Learning, University of Edinburgh, we need to work on supporting CLD practitioners to know that our Access Programme and Life-long learning opportunities exist. A student with...

Be active in participating in regional developments

improve links and marketing

Arrange SDS session with AL

Work on development of learner pathways with regional strategic partnership colleagues that brings in wider third sector engagement.

Progressions for people into FE or employment aren't difficult, it is the really low level, vulnerable learners - we need to support progression for them into community life.

We have an annual learners event with all partners and new and existing learners

Share CLPL opportunities

Holding a learners event in September to give guidance and course information

partner up with learning providers to develop their current programmes to ensure it encapsulates adult and young adult carers

.... no formal prior learning can take a part-time one-year course to become an undergraduate at a top university

We need to try and join up our practice more across different service providers so we can support each other

Further develop adult learning network

Improved links with SDS

Reactivate a local AL Forum

Provide information sessions on the Strategy

connect the strategy and other policies to the work undertaken and to help inform practice to have a focus

Encourage stronger partnership working to link learner journey and progress. Albeit difficult as not a senior manager.

Learners will speak at learners event to encourage others to find out about learning and getting involved

bring people together locally to better understand what the learning journey could be

Pick this up through our CLD Strategic partnership - space to support collaboration and partnership working

Find out what training I can do to upskill.

Start to get some knowledge about what our local situation is from our learners, partners and teaching staff point of view to identify what improvements could be made

Have a clear picture / share data regarding adult learners engaged with individual organisation

Improve links with national connections and networks for practioners and learners

Get more employer input

Improved links with SDS

think about what upskilling staff might need to provide better quality guidance as part of their CLD practice

Currently mapping the system with our Adult Learning Services Network & testing this with adult learners to shape what's needed

- 10. Co...
- 11. Co...
- 12. Provide support & recognition for
- 13. Strengthen partnership arrangem
- 14. Evaluate the effectiveness of exist

What actions within theme 2 will you take into your practice?

We continue to work with partners at college, council cid and other third sector orgs to try to help learners join the dots. Work on this more to build stronger relationships

Theme 2: Connecting the Adult Learning Journey

10. Collaborate to act on recommendations in the SFC Review to build accessible, integrated & positive pathways for learners over their lifetimes.
11. Connect community-based adult learning with careers & employability services to create positive pathways for learners who face significant barriers to accessing work
12. Provide support & recognition for structured partnerships to ensure the needs of adult learners are at the heart of the decision making process locally, regionally & nationally.
13. Strengthen partnership arrangements which identify & meet the advice, guidance & support needs of adult learners
14. Evaluate the effectiveness of existing systems for Recognition of Prior Learning to ensure a coordinated national Recognised Prior Learning process that takes into account qualifications gained overseas & a diverse range of needs including language & additional learning needs.

