

**REPORT TO:** Employment, Learning & Skills and Community Policy & Performance Board

**DATE:** 19<sup>th</sup> June 2023

**REPORTING OFFICER:** Executive Director for Environment and Regeneration

**PORTFOLIO:** Employment, Learning and Skills and Community

**SUBJECT:** Progress on Pathways to Teaching Programme (co-ordinated on behalf of the LCRCA)

**WARD(S)** Borough Wide

**1.0 PURPOSE OF THE REPORT**

- 1.1 To provide members with an overview of the Pathways to Teaching Project, co-ordinated by HBC's Employment, Learning and Skills Division on behalf of the Liverpool City Region Combined Authority, including achievements to date, income and expenditure.
- 1.2 To provide members with the opportunity to raise any questions with regards to the Pathways to Teaching Project

**2.0 RECOMMENDATION: That the report be noted.**

**3.0 SUPPORTING INFORMATION**

**3.1 Background Information**

- 3.1.1 The 6 local authority Adult Learning Services in the Liverpool City Region are experiencing a shortage of good quality adult learning tutors coming forward to deliver in their services. Often, tutor vacancies can be advertised 3 or 4 times before suitable candidates are recruited and the services have had to rely on using expensive agency workers instead.
- 3.1.2 Following discussions between the 6 local authorities and the Combined Authority (CA), a pilot programme was proposed, whereby the respective adult learning services would effectively 'grow their own' tutor base. The CA agreed to grant fund the programme from its Adult Education 'Test & Learn' Budget and Halton Adult Learning Service agreed to act as the co-ordinator for the programme – named as Pathways to Teaching from September 2022. The funding would enable the local authorities to 'test out' this innovative approach to adult learning tutor recruitment.

### **3.2 The Pathways to Teaching Programme**

- 3.2.1 The programme allows participants to obtain a variety of qualifications, including qualifications in British Values, Safeguarding and Equality and Diversity, along with the completion of the Level 3 Award in Education and Training
- 3.2.2 It is an inclusive programme, aimed at supporting residents across the Liverpool City Region in taking their first steps towards a teaching career within the Adult Education Sector, by:
- Removing potential barriers for prospective tutors to undertake training, such as funding and childcare;
  - Providing the opportunity to experience the Adult Education sphere from a tutor's perspective through placements in their own Local Authority;
  - Supporting learners with the achievement of qualifications.
- 3.2.3 The four key principles of the programme are that participants will:
- Develop the knowledge and understanding of Education and Training from an Adult Learning perspective through the achievement of the Level 3 Award in Education and Training;
  - Understand the meaning of the wider curriculum (Safeguarding, British Values, Equality and Diversity), and develop the skills to effectively bed these into an effective Scheme of Work;
  - Experience working in an Adult Learning setting, and are supported by a mentor within that setting; and
  - potentially progress into a higher level teaching qualification (Level 5 or 7), and ultimately gain employment as a tutor within the Local Authority where they have completed their placement (these are undertaken within the participants' chosen authority and will be in the learners' chosen subject area where this is reasonably practicable).
- 3.2.4 The programme had an ambition to train 70 Pathways to Teaching participants (September 2022 – July 2023) across the Liverpool City Region. It supports those who do not traditionally meet the eligibility requirements for a funded Level 3 programme to study at this level as a means to help address the shortage of Adult Education tutors the local authorities are experiencing.
- 3.2.5 It is expected that all learners on programme will have completed their portfolio of qualifications by July 2023 and that they will have developed a sufficient understanding of teaching and learning within the Adult Learning environment to make sound judgements about their progression and next steps.

3.2.6 The respective Adult Learning manager in each council sources appropriate teaching placements within their service. Placements involve participants working alongside an experienced adult learning tutor, who provides support and advice in order for the trainees to develop a real understanding of the requirements of the role. At the end of the programme, the Pathways learners must demonstrate their acquired teaching skills and knowledge through an assessed mini teach.

### **3.3 Performance**

3.3.1 Contract delivery commenced September 2022. Performance is comprehensively managed and monitored through a range of internal and external measures, agreed between Halton Borough Council (as the co-ordinator) and the CA. In addition, monthly Pathways to Teaching meetings take place.

3.3.2 There are 38 Pathways to Teaching participants on programme across the Liverpool City Region, broken down as follows:

- Halton (4)
- Knowsley (16)
- Liverpool (9)
- St Helens (0)
- Sefton (3)
- Wirral (6)

Learners across the project are undertaking placements in a variety of subject areas including Skills for Life, ESOL, Wellbeing and music.

### **3.4 Income and Expenditure**

3.4.1 Pathways to Teaching is funded by the LCR CA's Adult Education 'Test & Learn' Budget. Halton Borough Council, as co-ordinator, acts as the budget holder for the project and co-ordinates the funding for the other local authorities.

3.4.2 The agreed budget also includes funding to support learners experiencing hardship (e.g. provision of equipment, resources, childcare) and for the progression qualification, which would be delivered by the respective Further Education College in the local boroughs.

3.4.3 Income and expenditure is closely monitored through a combination of internal and external mechanisms, to ensure that contracts are delivered efficiently, with each local authority having to submit monthly data and financial returns to Halton.

### **3.5 Key Successes**

- 3.5.1 5 out of the 6 Local Authorities within the Liverpool City Region engaged with the project and were successful in recruiting learners on to the programme.
- 3.5.2 Learners in all authorities are progressing well. All are currently on placement in their respective adult learning service and all are expected to achieve their portfolio of qualifications by their planned end date of July 2023.

### **3.6 Key issues**

- 3.6.1 Ironically, the Pathways to Teaching programme has itself been impacted by the recruitment and retention of sufficiently trained and experienced adult learning tutors to deliver the project across the City Region. The impact of this has been mitigated by the respective local adult learning services, however this has led to additional pressures elsewhere.

### **3.5 Concluding comments**

- 3.6.1 The councils delivering the project have worked hard to ensure that the learners on programme have had a positive, stable experience despite ongoing staffing and capacity issues. Strategic planning for Year 2 of the project has commenced as a collaborative effort between all of the authorities, however the continuation of the project is depending on renewal of funding from the CA.
- 3.6.2 Each local adult learning service is supporting its Pathways learners on considering their next steps towards a teaching career in adult learning. It is hoped that a number of the L3 Pathways learners will progress onto the Level 5 or Level 7 qualification, whilst at the same time as working in their respective adult learning service as a newly qualified tutor.

## **4.0 POLICY IMPLICATIONS**

- 4.1 No specific changes to policy have been made.

All participants adhere to the policies and procedures within their designated local authority.

## **5.0 FINANCIAL IMPLICATIONS**

- 5.1 Externally funded contracts are closely monitored to ensure sufficient income is being generated to cover the full delivery costs of provision.

HBC internal audit conduct annual audits on externally funded provision across the Employment, Learning and Skills Division.

## **6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### **6.1 Children & Young People in Halton**

By supporting those with additional barriers to traditional teacher training to enrol onto the programme, this has a positive impact on the prospective career opportunities for residents within the borough, which has a direct benefit to the children and young people within those families.

### **6.2 Employment, Learning & Skills in Halton**

Participants on the programme develop new knowledge, skills and experience in teaching in an Adult Education Service. Within the Halton delivery, the nature of the programme embodies the divisional values of 'Empowerment, Opportunity and Resilience' and allows participants first-hand experience of being in a professional workplace.

### **6.3 A Healthy Halton**

A number of participants are completing their placements in Wellbeing and Personal Development courses, and aim to teach within this subject in their career. This will have an impact on the breadth of Wellbeing and Personal Development courses offered by Halton's Adult Learning service and will serve to support residents in the borough with their Wellbeing, Development and Mental Health.

### **6.4 A Safer Halton**

None

### **6.5 Halton's Urban Renewal**

None

## **7.0 RISK ANALYSIS**

7.1 The management of the Pathways to Teaching has been meticulous and close monitoring both internally and externally to ensure any risks identified are carefully mitigated, with clear action plans in place to address any underperformance, quality and compliance factors.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 None.

9.0 **CLIMATE CHANGE IMPLICATIONS**

9.1 The Pathways to Teaching Programme aims to recruit local people to work within the Borough, reducing the requirement to travel to work. The learners also develop an understanding of how to promote Climate Change awareness and sustainability within a Scheme of Work.

10.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

10.1 None under the meaning of the Act.