

## Community Learning and Skills Service (CLaSS) Curriculum Information 2016-17

This document contains information collected through research into the learning needs of Nottinghamshire's districts and a curriculum gap research of recent CLaSS provision. The results of these investigations have given some direction for our curriculum strategy - what we wish to schedule, when and for whom. Our research was by no means exhaustive and further needs/gap studies undertaken or identified by you to justify your submission may strengthen your application. The issues below cover personal and community development learning, family learning and learning for people with learning difficulties and disabilities.

### Themes in 2016-17

This year the curriculum falls into two broad themes – **health & well being** and **employability**. However, providing the courses include outcomes related to these themes there is considerable flexibility to include a wide range of subjects in your curriculum.

### Who

Through targeted recruitment we wish to attract learners who:

- Have no qualifications or pre-level 2 qualifications
- Live in the top 250 Super Output Areas (SOAs) in county (specifically 73% of total learners)
- Are 19 and over
- Are aged 19-25 as they are underrepresented in CLaSS
- Are aged 70 and over as they are also underrepresented
- Are male, as they are underrepresented
- Are homeless
- Belong to groups with protected characteristics (previous course examples have included black and minority ethnic (BME) history, training for people working on lesbian, gay, bisexual and transgender (LGBT) advice lines and literacy for gypsies, travellers and Romany people (GRT)

### What

We wish to incorporate learning opportunities into our curriculum that:

- Provide a pathway for learners to progress to further learning, where relevant, and promote/realise personal ambition
- Energise and widen the previous CLaSS curriculum which has been relatively limited to a small number of subjects in arts/crafts, health, food and preparation for life & work
- Innovate or refresh the adult learning curriculum, for example in employability skills
- Provide instruction in new technology and related IT skills
- Help people to learn about keeping fit and healthy, particularly older people and people with learning disabilities
- Contribute towards a wide range of subject opportunities for people with learning disabilities such as languages, self-help, community & political participation etc.
- Address mental ill health, domestic violence and loneliness
- Create pathways for people who have very low literacy skills or literacy disabilities and, given that it can take between 500-600 hours of instruction for an adult to learn to read and write, that help learners to realistically manage their situation

- Help people to help themselves, such as courses that help people ‘learn to learn’; that empower people to participate in community and political life; that help learners to access health and consumer services assertively; that teach essential life skills
- Are relevant and aspirational for our residents, based on sound needs research or professional judgement

### **Where**

- We will continue to deliver learning in local centres at the heart of communities that are predominantly in the top 250 SOAs
- Research suggests that isolation and loneliness are significant problems in the county, particularly amongst people living in rural parts; the elderly; people who live alone and those who have no access to public transport. We wish to contribute towards easing this through our programmes

### **When**

The CLaSS programme takes place almost exclusively on weekdays, in the daytime and in school time. We are open to the possibility of increasing and widening participation in our programmes by exploring alternative scheduling, including the provision of family learning in the school holidays.

## **Some of the issues we would like to address in the districts**

### **Ashfield**

- Along with Mansfield, Ashfield is high on the scale of deprivation indicators and has some of the most significant social and economic challenges in the county. These include unemployment, long term illness and higher numbers of low skilled/low paid jobs
- There have been significant numbers of CLaSS courses in the district designed to address these issues. We will continue this level of work
- We wish to encourage creativity and innovation in Ashfield to enliven and energise the curriculum
- SOAs within the top 250 are spread evenly between the main towns there: Sutton In Ashfield, Kirkby in Ashfield and Hucknall. Hucknall forms the toe cap of the Ashfield boot on the map and tends to relate to Greater Nottingham
- Providers in the district regularly meet the target of 73% of learners living in the top 250 SOAs. However, Hucknall SOAs are the least targeted and we would like to programme more work there
- Ashfield is the ‘least qualified’ district in the county. The number of people with no qualifications is far higher than local and national averages, whilst far fewer people have level 4 qualifications
- We would like to create opportunities for progression pathways in Ashfield (where relevant) for learners to move on to further learning

### **Bassetlaw**

- The socially and economically mixed nature of the district can disguise the fact that there are areas of deprivation. Worksop South incorporates two SOAs which are in the top five in the whole county. We wish to continue to target Bassetlaw’s SOAs
- Much of the district is rural and at risk of the issues mentioned above
- Bassetlaw has the second lowest qualified population in the county after Ashfield and we wish to provide Information Advice and Guidance (IAG) and progression pathways for learners who would like to continue learning
- There is a high elderly population in the district, many of whom are at risk of isolation and loneliness

- Previously there has been a successful if modest programme in the district and there is plenty of scope to widen and increase provision
- We wish to encourage work in Retford which has seen very limited CLaSS programmes in the past

### **Broxtowe**

- Broxtowe is part of Greater Nottingham and has a culturally, socially and economically mixed population
- Along with Gedling, Broxtowe has the highest BME and LGBT populations in the county
- Historically there has been a small and narrow curriculum with a very limited number of sector subject areas. There is plenty of scope for widening and increasing provision
- In the past the number of people from the top 250 SOAs in CLaSS programmes has been very low
- Many of the top 250 SOAs are in Eastwood and Stapleford and we wish to increase work there

### **Gedling**

- Gedling is part of Greater Nottingham and has a culturally, socially and economically mixed population incorporating urban and rural areas
- Along with Broxtowe, Gedling has the highest BME and LGBT population in the county. Previously, our BME targets have not been met and we wish to rectify this
- In the past there has been a small and narrow CLaSS curriculum with a limited number of sector subject areas. There is room for widening and increasing the curriculum and learner recruitment
- In the past the number of people from the top 250 SOAs in our programmes has been low
- Many of the top 250 SOAs are in Killisick, Netherfield, Newstead, Coppice and we wish to increase work there

### **Mansfield**

- Mansfield is highest in county on many of the deprivation indicators
- It has the highest recorded number of homeless people in county
- It has a lower skilled workforce and higher numbers of workless families
- It has a high incidence of mental ill health, physical ill health (including long term illness) domestic violence and unemployment
- It incorporates a large East European population with English language needs
- There has been a significant CLaSS programme in the district. We will continue this level and type of work
- We wish to encourage creativity and innovation in Mansfield to enliven and energise the curriculum
- Many of the top 20 SOAs in county are in Mansfield and there is plenty of scope for further work
- We would like to create opportunities for progression pathways in Mansfield to enable learners to move on to further learning

### **Newark and Sherwood**

- Newark is the largest district in the county
- The population is relatively small. It has large areas where we anticipate rural isolation, poor public transport and lack of learning opportunities
- Many of the towns and villages in the district are extremely different in nature
- Along with Mansfield, Newark and Sherwood has the highest number of recorded homeless people in county
- It has the highest gypsy, Romany and traveller (GRT) community in the county
- One fifth of the district population is retired

- It incorporates a large East European population with English language needs
- We wish to increase recruitment from the groups mentioned above
- There is a lack of all types of provision in Newark town and we wish to increase work there
- In Newark and Sherwood we have fallen short of our target of 73% of learners coming from the 250 SOAs and we need to rectify this

### **Rushcliffe**

- Rushcliffe is one of the most affluent districts in the UK
- Historically there has been very little CLaSS coverage and the number of CLaSS learners from the top 250 SOAs has been extremely low
- This affluence hides those SOAs that are in the top 250 which are in parts of Cotgrave, Keyworth and Bingham
- We wish to develop work in those areas