

Learners "feel privileged" to study
at Redbridge Institute of Adult
education

Selling 'Dreams' not courses

Passports to Careers (adult study programmes)

Areas covering the passports:

- **Four Passports to Careers** <https://www.redbridge-iae.ac.uk/passport/>
 - Early Years and Childcare
 - Health and Care
 - Green Economy
 - Hospitality
- **Three Skills Badges**
 - Essential Skills
 - Employability Skills
 - Sector Specific Skills



Badges

Each Passport includes four Skills badges:

- Essential skills (such as English and maths or digital skills)
 - Employability skills (such as CV writing, teamworking and problem-solving skills)
 - Sector specific skills (industry-specific skills) Health and Safety in the Workplace, GDPR (General Data Protection Regulation and Safeguarding & Prevent
 - Qualification (Course completion badge)
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- **To date we have 245 passports**

See link's below

[Entry 3 Badges](#)

[Level 1 Badges](#)

[Level 2 Badges](#)

[Level 3 Badges](#)

<https://www.redbridge-iae.ac.uk/passport/>

Why these areas?

- These sectors, such as childcare, have been identified as experiencing local skills shortages, with nurseries facing a high demand for workers.
- Our career pathway programmes are designed to equip learners with the skills that employers are looking for. These programmes are flexible and adaptable, tailored to meet individual needs and maximize the chances of securing a strong job in a growing industry.
- Careers in these fields are rewarding, making it crucial for learners to enhance their workforce skills. Essential employability skills, like CV writing and interview techniques, play a key role in helping learners find employment upon completing their courses.

Future Curriculum:- immersive Room

Room 15 will be used for the following:

- Linking up with other providers (ask local providers)
- Sharing sessions
- Learner progression talks
- Linking with placement settings

Questions

Future curriculum –

- **How do you maximise delivery of a curriculum offer which meets the needs of residents and employers - how do you say no! Or, how do you access alternate provision for requests for delivery which potentially put you in an over-delivery position? Essentially - how do you prioritise in a world of priority!?**
- **Collaboration with Employers:** Engage directly with local businesses and industry to understand their skill requirements, ensuring the curriculum aligns with real-world demands.
- **Use Labour Market Information (LMI):** Analyse local economic data to identify high-demand skills and sectors, prioritising courses that support these areas.
- **How are learners involved in curriculum planning? Regular Feedback Collection:** Use surveys, focus groups to gather input from learners on curriculum relevance and needs.
- **Learner-Industry Collaboration:** Involve learners in real-world projects with employers, giving them a say in shaping course content based on practical experiences

Volunteer

Kindly provide feedback on flipchart paper provided.

Thank you