

Learning and Skills Council Humberside

**Basic Skills Strategy and Delivery Plan
for Adult Literacy and Numeracy Provision**

2001-2004



Learning+Skills Council
Humberside

LEARNING AND SKILLS COUNCIL HUMBERSIDE

BASIC SKILLS STRATEGY AND DELIVERY PLAN FOR ADULT LITERACY AND NUMERACY PROVISION

2001 – 2004

FOREWORD

The improvement of basic skills (literacy, numeracy and language ESOL) has been identified as a key national objective with a specific responsibility placed on the Learning and Skills Council nationally to achieve the Government's target of helping 750,000 adults to improve their basic skills by 2004.

This delivery plan sets out the many challenges facing the LSC Humberside in tackling the level of poor basic skills across the Humber sub-region and identifies the action to be taken to address them.

The improvement of literacy and numeracy skills is key to economic regeneration and social inclusion. Without immediate and sustainable action, individuals and communities will be hindered in playing their full part in the regeneration of the region's economy and in releasing their own potential. This delivery plan will outline our ambitious strategy to address poor levels of literacy and numeracy, and our priorities for action.

Working with partners is critical to our success in delivering our targets and the Government's "Skills for Life" agenda across Humberside. This will involve engaging a wide range of sectors and working with agencies where no formal links currently exist.

Partners will also have to work together increasingly and collaborate in new ventures to ensure that potential learners' needs are identified and that learners themselves are given appropriate, high quality training to help them succeed.

There is currently a wealth of expertise and experience deployed in the delivery of basic skills across the region and the range of innovative approaches is particularly encouraging. We need to build on this good practice and share this amongst ourselves with others, including new providers.

Ambitious targets are to be set for the region within the delivery plan and will focus on the priority groups identified in 'Skills for Life'. This again highlights the importance of working closely with partners and providers in order to deliver the expansion of provision that is needed to meet the targets.

It is important to stress that this delivery plan will be dynamic and evolve as national strategy develops and emerges under the guidance of the Government's recently established Adult Basic Skills Strategy Unit.

In addition the outcomes and recommendations arising from national Basic Skills Pathfinders will inform our planning over the next three years, as will the level of success of local initiatives already underway in the region e.g. 'Basic Skills Partnership Resource Centres' and 'Capacity Building within the local Voluntary and Community Sector'.

We are now at the starting point of one of the most pressing and visible challenges the LSC Humberside faces. Progress towards meeting our delivery plan objectives and targets set will be regularly reviewed and any changes clearly communicated.

KEY ELEMENTS OF THE STRATEGY

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1. CONTEXT AND EXTENT OF THE PROBLEM

Aim

- **Our aim is to identify the numbers and locations of individuals with poor basic skills in the Humber sub-region by Unitary Authority Area and Ward.**

Priorities

- **To identify levels of need across priority groups targeted in 'Skills for Life' in conjunction with partners.**
- **To identify areas of severe need and mobilise appropriate responses.**
- **To undertake an audit across the Humber sub-region to identify current levels of provision in literacy, numeracy and ESOL.**
- **To analyse data from other sources to give a clearer picture of local need.**

Responsibilities

LSC Humberside Research Team working with partners, liaising with the Basic Skills Manager

1.1 CONTEXT

1.2 Humberside in context

- Four unitary authorities (East Riding of Yorkshire, Kingston upon Hull, North East Lincolnshire and North Lincolnshire) comprise to form the Humber sub-region, with a total population of 881,000, which includes 409,000 economically active people of working age. (Nomis, January 2002).
- It is a region of contrasts, within both its economic structure and social composition. The Index of Multiple Deprivation, 2000, ranks some wards in Hull and North East Lincolnshire amongst the most deprived in England, and although the East Riding of Yorkshire contains some of the most affluent wards there are significant pockets of deprivation.
- Fourteen of Humberside's wards are among the 10% most deprived wards in England.
- Unemployment is above the national average, while average earnings are about 11% below national levels. The educational attainment at key stages 2 and 4 is below national average and the Basic Skills Agency (BSA) levels of poor basic skills are above the national average.
- Humberside has a wide range of regeneration initiatives aimed at tackling deprivation and social exclusion. Kingston upon Hull is one of the Government's priority local authority areas for neighbourhood renewal. There are ongoing Single Regeneration Budget (SRB) programmes covering urban and rural deprivation in the four unitary authority areas as well as Education Action Zones and social programmes such as Sure Start.

- The European Social Fund (ESF) is an important source of funding for activities to develop employability and human resources. Some projects, which include basic skills initiatives, have already been approved and the LSC is committed to the principles of Co-Financing. It will become a co-financing body in June 2002 and a prospectus has recently been issued to partners and organisations across the sub-region. The improvement of basic skills features strongly across the nine priorities and measures to be supported.
- The LSC is working with the four local Learning Partnerships and directly or indirectly with other initiatives to assess levels of local need and ensure that those basic skills problems, which are identified, can be addressed.

1.3 Levels of Need Indicators

Benchmark information is available from the Basic Skills Agency (BSA) at Unitary and Ward level based on surveys undertaken in 1997 and later revised in 2001. The data is used to predict the numbers and percentages of the population (aged between 16 and 60) who have poor basic skills and to identify wards with high levels of need.

Estimate of Population with Poor Literacy Skills

Unitary Authority	Population 16 - 60	Total Poor Literacy (%)	Ward variation with UA	
			Ward with Highest % with Poor Literacy	Ward with Lowest % with Poor Literacy
East Riding of Yorkshire	182,360	22.7	35.0	14.0
Hull	156,865	29.6	43.3	20.7
North East Lincolnshire	90,713	26.1	35.9	16.0
North Lincolnshire	90,141	25.0	38.1	16.0
Humberside LSC area	520,079	25.8	43.3	14.0
England		24%		

(Source: Basic Skills Agency)

Estimate of Population with Poor Numeracy Skills

Unitary Authority	Population 16 - 60	Total Poor Numeracy (%)	Ward variation with UA	
			Ward with Highest % with Poor Numeracy	Ward with Lowest % with Poor Numeracy
East Riding of Yorkshire	182,360	21.7	36.2	13.1
Hull	156,865	31.7	50.4	21.5
North East Lincolnshire	90,713	27.7	41.7	14.0
North Lincolnshire	90,141	26.5	44.5	14.0
Humberside LSC area	520,079	26.6	50.4	13.1
England		24.0%		

(Source: Basic Skills Agency)

1.4 Need levels by Sector and Priority Group

It is more difficult to obtain detailed information, particularly for the priority groups identified in the *Skills for Life* strategy. There is as yet no standard assessment procedure nor do agencies collect data in a consistent form. At present it is only possible to use data from those organisations and agencies, which are endeavouring to screen their students or clients.

1.5 Further Education Colleges

The FE colleges screen all students enrolling on literacy, numeracy and ESOL programmes using a range of screening and assessments tools. One college, which screened all new students (across all curriculum areas) with the new Target Skills software and assessment package, identified 89% as having some basic skills need below the level 2 standard in literacy and numeracy.

1.6 Adult and Community Learning (ACL) Services

The Adult and Community Learning Services do not screen all students when they enrol on Vocational or Non Vocational courses. All students, however, who enrol on basic skills courses, are assessed re literacy and numeracy levels and needs.

Presently there is not a comprehensive picture across the sub-region of overall levels of need by sector. A number of ACL and FE providers have submitted detailed annual reports covering a detailed analysis of basic skills client data including student profiles by age, gender and ethnicity, level of need upon entry and qualifications obtained by learners. This is invaluable data for planning purposes and a model of good practice to replicate across all providers.

1.7 Prison and Probation Services

The Prison Service probably has the most comprehensive system and sends the Home Office detailed reports on assessments and basic skills programmes. However, the local education service in Hull prison is aware that as this assessment has to take place early on in the sentence, the results will be distorted as many of the prisoners are still under the influence of drugs. In contrast the National Probation Service does not yet routinely collect data on its clients' basic skills needs but this is likely to change in the near future as all are due to be screened by Probation Officers prior to sentencing.

Strong links have been developed with the Probation Service and programmes of Basic Skills Awareness for their staff are due to commence in July 2002, supported by co-ordinators from the LSC funded Basic Skills Partnership Resource Centres.

1.8 Jobcentre Plus

Jobcentre Plus aims to ensure that the basic skills levels of unemployed adults are adequate for them to obtain employment. All jobseekers that have been unemployed for 26 weeks or longer now undertake a basic skills screening assessment. As there has only been a nationwide screening and assessment programme since October 2001, it is not yet possible to get a clear picture of the local situation. The South Humber District has analysed the results of basic skills assessments carried out between 9th April 01 and 31st August 01 and, although the data is incomplete, it indicates that about a fifth of those screened by a Personal Adviser had potential basic skills needs (however the results of 44% of assessments are not recorded). Although a high proportion of those booked for assessments do not turn up, early evidence suggests that substantial numbers would benefit from basic skills support.

1.9 Trades Unions

Some work has already been done to identify and assist the estimated 47% of those with basic skills needs who are currently in employment. **The Trades Unions' 2nd Byte** project funded by the Trade Union Learning Fund has carried out a number of assessments in local companies. Of the 185 assessments carried out, around 27% of the people who took part were identified as having a basic skills need.

A network of over 300 Trade Union Learning Representatives is now operating in companies across the sub-region and the promotion of basic skills is a major priority. This network has a key role to play in assessing levels of need in the workplace and signposting colleagues to appropriate support.

1.10 English as a Second Language (ESOL) and Asylum Seekers

The 1991 Census of Population and the 1999 Humberside TEC Household Survey indicated that ethnic minority groups in Humberside represented only 1% of the total population, compared with 5.5% nationally. Since that data was collected, asylum seeker groups have been dispersed within the sub- region, mainly in Hull and North East Lincolnshire. The

National Asylum Support Service (NASS) reported that at the end of September 2001 it was supporting 1,000 asylum seekers and their dependents in Hull and 110 in Grimsby. By January 2002 information from the Employment Service indicated that this population has since grown to over 1500.

ESOL- Levels of need and Provision

The FE sector and Adult and Community Learning Services are the main providers of ESOL and EFL. The influx of asylum seekers meant that providers had to react rapidly to the situation.

For example between November 2000 and August 2001 Hull College provided training for over 1000 individuals, the majority of whom were refugees or asylum seekers. Some of these only wanted basic English – to help them cope with everyday life or factory work, whereas others have gained ESOL qualifications and gone to further education and training courses.

Grimsby College has sought to tackle the difficulties in the asylum seekers' situation (lack of continuity/poor attendance) by providing three forty-hour courses mapped to each of the entry levels of the National Curriculum. The Brokerage Scheme and Trade Union 2nd Byte project have also identified employees who require ESOL.

Presently over 400 asylum seekers are receiving support in Further Education Colleges and Adult and Community Education Services across the region.

Diversity - Ethnicity

Data received from the North East Lincolnshire Adult Community Learning Service indicates that during 2000 –2001 it supported 121 students from 36 different countries. Most were permanent / long-term residents; takeaway or restaurant owners, married to a British person, working in the Humber Bank industries, hospital workers and families, au pairs and refugees.

In another part of Humberside, in Bridlington, non-English speaking partners of British Citizens and others employed in the service sector mainly use the traditional ESOL provision.

1.11 Perceived Need

An alternative method of collecting data on basic skills needs is to consider the perceived needs of individuals.

- The 1999 TEC Household Survey examined respondents perceived level of skills, including basic skills. Most respondents to the telephone survey believed their levels of ability were 'adequate in most situations outside work', except for their IT skills. People who were in work were more confident than those who were unemployed. The average ratings for numeracy skills were between 3 (adequate in most situations outside work) and 4 (good level, able to use in many work situations). The average ratings of those employed for reading, spoken and written communications were 4 to 5, although in some local authority areas the scores for those unemployed were below 4.

- The more recent Household Survey carried out in North East Lincolnshire in 2001 found that *even when prompted only a small minority of respondents acknowledge that they would benefit from developing their numeracy skills (3%), reading (2%) or written communication (2%)* (Household Survey 2001, Mapping Learning and Training in N E Lincolnshire, Grimsby College + NE Lincolnshire Learning Partnership).
- These perceived views contrast strongly with research carried out for Hull City Council's Adult Education Services. In North Hull one trusted community development worker helped residents fill in a simple questionnaire: most of the 300 respondents were aged 18 –35 and the vast majority said that they would like support with literacy and numeracy to help them with their children's school work, applying for jobs and reading letters.
- Amongst the 44% of all respondents to the North East Lincolnshire Household Survey, 2001, who had undertaken any kind of learning or training (taught or untaught) within the past 12 months only 34% (ie 15% of all respondents) had been working towards a qualification. Similarly, the embedded basic skills programmes which are part of first rung provision and attract new learners do not normally lead to accredited qualifications. There is also evidence that some asylum seekers are attracted to ESOL courses in order to help them cope with everyday English life or factory work, whereas others wish to achieve a qualification which will help lead them to further study and training,

1.12 Future Plans

We will work with partners to undertake further in depth analysis of data and results where screening and levels of need have been assessed. Furthermore we will encourage and support partners (through LIF and ESF funding) to undertake sample surveys with priority groups to provide further level of need indicators.

1.13 CURRENT PROVISION

Post-16 learning provision is well developed throughout Humberside. We have four sixth-form colleges, six further education establishments, three of which have been recognised nationally for excellence in provision and awarded accredited or beacon status, and two higher educational establishments. We also contract with more than 50 providers of Work Based Learning to provide young people with Modern Apprenticeships. Well established Adult and Community Learning delivery arrangements are in place, as is that delivered by the Voluntary and Community sector.

Basic Skills provision in the Humber sub-region is delivered across a range of sectors.

1.14 Further Education

The major sector is Further Education, which comprises of the following local FE Colleges:

- Bishop Burton College
- East Riding College @ Beverley and @ Bridlington
- Grimsby College
- Hull College (including Goole College)
- North Lindsey College

We have seen significant growth in this sector over the last three years in respect of Basic Education delivery and Individual Student Record (ISR) returns indicate a growth in actual student numbers (full time) from 4734 in 1999-2000 to 6739 in 2000-01. The strategic plans of colleges also indicate significant growth over the next three years (See Annexe 2)

Sixth Form Colleges are also developing their literacy and numeracy programmes and it is anticipated that their contribution will also grow significantly over the next two years.

This sector comprises of the following: -

- Franklin College - Grimsby
- John Leggott College - Scunthorpe
- Wilberforce College - Hull
- Wyke College –Hull

1.15 Adult and Community Learning

The Adult Education Services of each Unitary Authority have well-developed provision in the area of basic skills. Work undertaken by local Learning Partnerships indicates that just over 5100 students were receiving literacy, numeracy and ESOL support. In October 2001 the sector employed over 140 staff of which 130 were employed on a fractional and part time basis. Much of the provision is community based and the range of provision has diversified and further development of courses is planned in response to the national *Skills for Life* strategy.

1.16 Both FE and ACL providers offer a range of accreditation opportunities throughout their basic skills programmes but initial information indicates that a significant proportion of provision is of an un-accredited nature.

Providers have indicated that all learners are given the opportunity to undertake accredited programmes but often do not take up this offer. Here we may need to consider ways of increasing this take up rate, linked to the benefits of working towards qualifications and increased employability. The new National Tests will play a significant role here and it is encouraging that initial feedback from the pathfinders has been positive in terms of learner perspectives on testing.

The balance between accredited and non-accredited basic skills learning is of some concern to the LSC, particularly in respect of basic skills targets set for

the sub-region. Whilst it is recognised that enrolments will need to increase at all levels from pre – entry to level 2, our plans for growth will need to be focused in the area of accredited learning.

1.17 Work Based Training Providers

The LSC contracts with 50 providers and over half of those have supported individuals with Additional Learning Needs (ALN) and Additional Support Needs (ASN) since April 2001. We have 11 providers delivering Life Skills provision where the majority of young people with literacy and numeracy needs are supported. Data based on the LSC contract year to period 12 provides an overview of supported provision: -

1.18 ALN and ASN provision

	Starts	In Learning
Total Work Based Learning learners	3971	5409
Learners with ALN	442 (11%)	474 (9%)
Learners with ASN	28 (1%)	42 (1%)
Learners with both ALN and ASN	83 (3%)	108 (2%)

1.19 Life Skills

Life Skills starts	1014
Life Skills in Learning	254
Life Skills leavers	793
Life Skills progressions to WBL, FE,Em	160
Life Skills leavers progressing	16%

1.20 Ufi – Learn Direct

Since being established in September 2000 the Humber Ufl Hub has recruited some three Learning Centres and three Access Points across the Humber area to provide learndirect provision. The Hub is currently working with another nine organisations with a view to their becoming delivery partners for Ufl provision.

Since the beginning of the new contract year in August 2001, there have been 610 course registrations within the basic skills sector; this figure represents approximately 15% of all learndirect activity within the Hub. The most popular courses are *Word and Number Skill Checks* and the *Spelling It Out* CD.

The Hub has established a basic skills action plan, which highlights the range of activity being undertaken to promote this portfolio. It is particularly anxious to increase its penetration of the employer market for this type of learndirect provision. This should be assisted by the recent introduction of the Employer Toolkit by the ABSSU and which has been widely publicised by the LSC Humberside in Basic Skills Awareness sessions for employers.

Ufl/learndirect is seen as an important addition to mainstream provision and registrations are expected to increase over the next two years. It is important that new Ufl learners once engaged are supported to progress to accredited programmes of learning in literacy, numeracy and language. This progression is seen as an early priority for the Humber Hub and we will work closely with centres to facilitate links with mainstream providers. To this end we also plan

to mobilise the Information, Advice and Guidance Network to promote progression routes for current learners and to provide inputs at community based Learning Centres and Access Points.

Voluntary and Community Sector

1.21 Workers Educational Association

The WEA is planning to expand into the area of literacy and numeracy support from this academic year and tutors are currently being trained to support learners recruited to their extensive range of programmes. Strong links have been developed at local and regional level and clarification is to be sought re the WEA's contribution towards basic skills targets. The issue here is related to the fact that the LSC contracts on a national basis and how are achievements to be disaggregated to a local level.

1.22 Voluntary Organisations

A growing number of LSC funded providers have a franchising arrangement with voluntary and community organisations and are delivering accredited basic skills courses in a community setting. This joint working arrangement is expected to expand.

Many providers, including organisations within the voluntary sector are delivering first rung learning opportunities, a number of which contain some (non-accredited) basic skills work. There will be opportunities to develop this further through the Humberside Learning Consortium (See section on Role of the Voluntary and Community sector).

1.23 Non LSC Funded Provision

This area is expected to grow significantly over the next three years and we are working closely with partners to establish current provision. Major providers include the following: -

Employment Service - New Deal
Regeneration Programmes e.g. Sure Start, New Deal in the Communities and Neighbourhood Nurseries
Prison Service
ESF funded programmes

1.24 Difference between existing provision and that required to meet achievement targets

There are no specific plans to recruit new providers in the immediate future but developments in the basic skills infrastructure can be summarised by the following: -

- Growth funding linked to delivery of accredited provision.
- Increase balance of accredited against non-accredited provision.
- Expansion of delivery in the workplace.
- Expansion of 'community' based delivery.
- Expansion of franchises with the Voluntary and Community Sector.
- Growth of Ufl/Learndirect basic skills learners.

1.25 Review of Provision

A bi-annual review of basic skills provision will be undertaken by the Basic Skills Team in conjunction with the Learning Programmes Team to assess the ability of current infrastructure to meet the needs of learners and to deliver local targets.

2. WORK WITH PARTNERS

Aim

- **Our aim is to work and engage with partners at different levels to promote the Skills for Life agenda and to secure commitment and support towards meeting national targets.**

Priorities

- **To engage in appropriate consultation and collaboration towards a shared vision.**
- **To share and develop our local delivery plan with all partners.**
- **To develop and build effective and productive working relationships with partners.**
- **To engage new partners in the challenge ahead.**

Responsibilities

Basic Skills Team supported by all LSC Humberside departments and individual members of staff working in and through a variety of local and sub regional partnerships.

2.1 Working with partners is critical to our success in delivering our strategy and targets and partnerships will be developed with a range of organisations and sectors as follows: -

2.2 National and Regional Partners

- Department for Education and Skills and the Adult Basic Skills Strategy Unit via the Regional Co-ordinator
- The Basic Skills Agency via the Yorkshire and Humberside Co-ordinator
- Learning and Skills Council National Office – Basic Skills Team (Learning Programmes Directorate)
- Regional Development Agency – Yorkshire Forward via the recently established Basic Skills Forum.
- National Institute for Adult Continuing Learning (NIACE)
- Learning and Skills Development Agency (LSDA)
- National Inspectorates – Office for Standards in Education (OFSTED) and the Adult Learning Inspectorate (ALI)
- Learn Direct
- Regional LSC branches – South Yorkshire, West Yorkshire and North Yorkshire

2.3 Humber Sub-Region Partners

- The four Local Learning Partnerships
 - East Riding, Hull, North Lincolnshire and North East Lincolnshire
 - Basic Skills sub groups are now well established, with wide sector representation and we will support them to develop their own basic skills action plans
- Learning Providers and Institutions across a range of sectors
 - FE and Sixth Form Colleges
 - Adult and Community Education Services
 - Work Based Learning and Life Skills providers
 - Schools with Sixth Forms
 - Higher Education - Universities
 - Private Training providers
- LSC Humberside – Council Members
- Information, Advice and Guidance Partnerships and Networks
- UFI and the Humber sub-region Hub
- Jobcentre Plus
- Voluntary and Community Sector and the recently established Humberside Learning Consortium
- Trade Unions via Trade Union Studies department and local union branches
- Small Business Service and local employers primarily via the Basic Skills Agency Brokerage Scheme
- Local Authorities – East Riding, Hull, North Lincolnshire and North East Lincolnshire. Liaison via Education Departments and Social Inclusion Units
- Prison and Probation Services
- Connexions Service
- Education Action Zones – Bransholme, Withernsea and Southern Holderness, East Hull and Grimsby
- Regeneration Programmes – New Deal in the Communities and Single Regeneration Budget (SRB)

2.4 Further links to be developed with the following potential partners: -

Links are well developed by a number of providers with the following organisations: -

- National Training Organisations and Sector Skills Partnerships
- Health sector
- Pre School Learning Alliance
- Sure Start and Home Start programmes
- Housing Associations
- Citizens Advice Bureaus
- The Humber Forum
- Employer forums e.g. Chamber of Commerce
- Learners forums e.g. Volcom
- Local media – newspapers and radio

We will aim to strengthen our own working relationships with the agencies above during the next 12 months.

No partners are knowingly excluded and we would welcome notification from other potential partners who may contribute and support our plans.

2.5 Communication Mechanisms with Partners

- **Humber Sub-Region Basic Skills Strategy and Communication Group** –
 - a. Chaired and co-ordinated by the LSC Humberside and with representation across a range of sectors.
 - b. Remit as follows: -
 - To share local, regional and national information basic skills issues
 - To share local needs and offer perspectives on LSC strategy and monitor progress towards delivery of local objectives and targets
 - To provide feedback to sector colleagues and members on the LSC's plans to deliver the "Skills for Life" strategy.
- **Learning Partnerships' Basic Skills Forums/Steering Groups** – It is intended to provide an LSC Update as a standing agenda item at meetings.
- **Yorkshire and Humberside Regional Basic Skills Managers' Forum** – Meeting on a quarterly basis and with input from regional co-ordinators from the Adult Basic Skills Strategy Unit (ABSSU) and Basic Skills Agency (BSA).
- **Regional Development Agency's Basic Skills Forum** – Meeting on a quarterly basis.
- **LSC Humberside Basic Skills Newsletter/Bulletin** – From September 2002 we are to introduce a quarterly digest of news, updates, good practice and events pertaining to this area of work. This will be circulated to all interested parties and a database of recipients established.
- **Humber Sub-Region Basic Skills Website** – This will be developed in conjunction with the four Basic Skills Partnership Resource Centres across the sub-region and will act as an information exchange and resource for all partners
- **Basic Skills Conference** – This delivery plan was preceded by a major consultation exercise in the form of a sub-regional conference for partners and basic skills practitioners. Held in October 2001 this event, "Skills for Life – The Challenge Ahead", attracted over 140 delegates and included Susan Pember (Head of ABSSU) and Gay Lobley (Deputy Director - BSA). Based on its success we now plan to run a conference of this nature as an annual event.

3. PLANNING AND TARGET SETTING

Aim

Our aim is to establish basic skills as a cross-cutting theme in the Strategic Planning of the LSC Humberside and in that of our partners.

Priorities

- **To ensure that improving the literacy, numeracy and language skills of individuals is at the heart of our planning processes.**
- **To support the planning processes of our partners.**
- **To establish challenging local targets and milestones in order to produce increases over the 3-year period 2001/02 to 2003/04 in accordance with national policy.**

Responsibility

Director of Social Inclusion, working with and through the Executive Team, supported by the Basic Skills, Planning and Management Information Teams.

3.1 Planning Processes

Our strategic planning is well underway and consists of the following component parts: -

1. An overarching Strategic Plan for Humberside for the next three years 2002 – 05, published in March 2002. Outline Strategic Plans have recently been made available to partners for consultation and responses have been invited from all parties.
2. Supporting strategies have been developed and consist of the following elements: -
 - Participation
 - Skills
 - Learning
3. A number of 'cross-cutting' strategies have been developed, including Basic Skills.
4. This strategy is an interwoven and integral part of all three strategies and a major contributor to the overall Strategic Plan for Humberside.

3.2 Planning Mechanisms

3.3 Internal

- The Basic Skills Team, responsible for the implementation of the delivery plan, is located within the Social Inclusion Directorate. It is, however, explicitly clear that all Directorates across the LSC Humberside have a significant contribution to make in achieving our objectives and targets. To this end a series of internal planning and basic skills awareness raising events are planned to agree contributions to be made and to outline the challenge ahead.
- Basic Skills Strategy Steering Group – established with representatives from a range of LSC Directorates and teams e.g. Workforce Development, Learning Programmes, Widening Participation, Work Based Learning and Marketing and Communication.

- Joint Planning Meetings – between Social Inclusion and Learning Programmes Directorates to monitor progress against all action plans and strategies on a monthly basis.

3.4 External

- Basic Skills Forums/Steering Groups of Learning Partnerships are now well established and we have provided support in development of their own action plans. Partners have invested much time and effort in constructing plans (all of a voluntary nature and for which they deserve great credit) and our challenge now will be to establish connectivity between plans.
- Basic Skills Quality Initiative – Through this scheme Further Education and Adult and Community providers have produced their own individual action plan. Each has submitted a copy to the LSC Humberside and we will monitor their progress towards achieving objectives set. A further component of this initiative is planned with Work Based Learning providers.
- Basic Skills Partnership Resource Centres – a range of ongoing planning meetings have been held with partners to support the development of this major initiative (outlined later).

3.5 Target Setting

We will establish local targets to produce measurable increases over time. Our actions will be targeted at the priority groups identified by the Government in Skills for Life and are as follows: -

- Unemployed people and other benefit claimants
- Prisoners and others supervised in the community
- Public sector employees
- Workers in low-skilled jobs
- Young adults in the workforce
- Parents (particularly lone parents with no qualifications)
- Groups at high risk of social exclusion e.g. homeless, travellers, drug and alcohol abusers
- Refugees, successful asylum speakers and others who do not speak English as a first language
- Those living in disadvantaged communities.

As a result of the nature and make up of the Humber sub-region we would also wish to consider the following as priority groups: -

- Those living in rural communities
- Part-time and temporary workers
- Older learners

In addition we should not ignore deprived areas within richer wards.

3.6 Work with Priority Groups

We will monitor initiatives across the Humber sub-region with the priority groups above and report on activity against each group on a quarterly basis to the LSC Board, LSC National Office and ABSSU. The *Skills For Life* priority groups are highlighted in the LSC's European Co-Financing Prospectus and it is expected that a range of activity will be supported specifically for the groups identified.

Many individuals within the priority groups identified will be supported by funding streams other than the LSC e.g. Jobcentre Plus via New Deal provision, SRB funding, Yorkshire Forward and the Trade Union Learning Fund. We will work closely with partners to track such activity and where possible to link activities with the same client group.

3.7 Targets Setting for Priority Groups

Initially, we had been asked by National Office to set targets and milestones for achievement, participation, retention and progression in literacy, numeracy and ESOL and broken down by priority groups.

At the LSC National Targets Workshop held in May 2002 it was agreed, however, that numerical targets should not be set against the priority groups identified. This decision is welcomed, as it is clear that many priority groups overlap and individuals could belong to a range of groups and counting could be problematic. In addition the current management information system for Further Education does not record clients by the priority groups identified.

The LSC Humberside however intends to adopt a pro-active approach to the priority groups and will vigorously monitor activities in conjunction with partners. Where gaps are identified work will be commissioned using a variety of funding streams including the Local Initiative Fund (LIF), ESF Co - Financing, TEC Legacy as well as mainstream funding.

3.8 Achievement Targets

Achievement Targets have been set nationally and are as follows: -

- **To improve the literacy, numeracy and language skills of 750,000 adults by 2004 as measured by achievement by individuals of nationally accredited literacy, numeracy and ESOL qualifications. The LSC nationally has adopted this target and expects this 750,000 to be achieved via its own funded provision.**

3.9 Measurement of Achievement

Achievements will be measured across the following three year timescale: – April 2001 – July 2004.

Achievements that will count towards the 750,000 target are defined as follows: -

- a) **The new qualifications for adult literacy and numeracy that have been accredited by the QCA and approved by the Secretary of State – i.e.**

- Entry level 3 literacy qualification
- Entry level 3 numeracy qualification
- Level 1 literacy qualification
- Level 1 numeracy qualification
- Level 2 literacy qualification
- Level 2 numeracy qualification

These qualifications are mapped to the national standards for literacy and numeracy and will replace all existing awarding body qualifications in basic skills.

As, however, the start date for recording progress towards the 750,000-achievement target was April 2001, all learners achieving **existing basic skills qualifications certificated by awarding bodies**, from April 2001 until 31 July 2002 will also be counted.

b) In addition, **the key skills qualifications in communication and application of number up to level 2 for learners post-16 are included.** These are included because they require the individual to pass (or to have passed) the new national literacy or numeracy test at the equivalent level before they can be awarded.

c) For similar reasons the definition (and the counting) extends to **GCSE Maths and GCSE English.** Adult learners who either achieve a GCSE in Maths or English for the first time or improve upon their grade by a level, count towards the target. By their achievement they will have necessarily demonstrated Level 1 or Level 2 literacy or numeracy skills.

Improving by a level means achieving a grade E or D (level 1 equivalent) where the previous grade was below E, or achieving grade C or above (Level 2 equivalent) where the previous grade was D or E.

Further Clarification

- It is the movement up a level evidenced by achievement of the new qualification at Entry level or the achievement of a national test, which counts towards the target, rather than achievement of a learning goal.
- Achievement of a learning goal, where this is mapped to the new national standards for literacy and numeracy, will count as participation.
- The LSC will not count the passing of the test where no previous learning has taken place.
- Although each adult will only count once towards the target, it is important that providers encourage learners to progress from one level to the next, where this is appropriate.

A learner can only be counted once when they raise their literacy or numeracy level and current level of achievement will need to be established. As the data is not currently collected in this format through the ISR return, sophisticated mechanisms will need to be developed at National Office level to capture this information.

3.10 Local Achievement Target

The methodology used to calculate local targets is based on a combination of factors including size of population, migration factor and previous achievement levels.

**Target identified in LSC Humberside Strategic Plan =
7500 by July 2003
14,000 by July 2004**

From our initial analysis and assessment we anticipate achievement targets over the three-year period to be profiled as follows: -

Profile of Achievement over three years April 2001 – July 2004

Year 1: 2001/02 (16 month period April 2001 – July 2002) = 4000

Year 2: 2002/03 (12 month period August 2002 – July 2003) = 3500

Year 3: 2003/04 (12 month period August 2003 – July 2004) = 6500

These assumptions are based on improvements in quality and achievement rates, embedding of national standards, expansion in demand and provision, increase in balance of accredited provision against non-accredited courses and effect of local and national marketing campaigns all of which will start to impact during Year 2 and Year 3.

LSC Achievement Targets are profiled at Annexe 1

Progress towards the yearly milestone will be measured on a quarterly basis or more frequently as new data is made available from LSC National Office. Progress towards local targets will be shared internally with LSC colleagues and partners across the sub-region.

Should there be cause for concern re progress towards the 14,000 - Achievement target by July 2004, appropriate contingency plans will be identified as early as possible.

Mechanisms for the collection of achievements delivered via Work Based Learning, LEA funded ACL provision, ESF Co-financing activities and LIF funded activities (which are not collected by National LSC) are currently being investigated by our Management Information and Evaluation Managers.

3.11 Target Setting by Sector, Learning Partnership area and individual provider

Once baseline data has been validated we will establish and monitor progress towards targets in the following ways: -

Further Education (including Sixth Form Colleges)
Adult and Community Education

Work Based Learning

DfES estimates that the contribution of different sectors towards the achievement target is likely to be as follows: -

- FE – 79% (FE funded ACL provision included here)
- ACL – 13% (LEA funded ACL provision)
- Ufl – less than 1%
- Family literacy and numeracy – 5%
- EMAG – less than 1%
- Work based learning – 1%

Our first priority will be to analyse current baseline performance by sector across the sub-region as follows: -

By Learning Partnership Area as measured by institutions located in each area: -

Hull, East Riding of Yorkshire, North Lincolnshire and North East Lincolnshire

By Individual Provider: -

FE Colleges, Sixth Form Colleges, Adult and Community Learning Services and Work Based Learning Providers

3.12 Basic Skills Target Workshops

We have recently delivered a series of Basic Skills Targets Workshops with providers to communicate our commitment towards national and local targets and to ensure that there is a clear understanding on what counts towards achievement targets. Those attending the events also considered and agreed a methodology for allocating targets to local Learning Partnerships and individual providers. Here it was agreed that targets are to be allocated on the basis of population size and a level of need factor. These are profiled as follows: -

Hull	= 4941
East Riding	= 4162
NE Lincs.	= 2510
N. Lincs.	= 2387
Humberside	= 14,000

It was further agreed that providers within their respective areas would agree their own individual target contribution.

3.13 Achievements in Further Education that count towards the LSC Humberside's 14 000 target.

Historical performance is highlighted below: -

(16-18 and Adult)	1999/2000	2000/2001	2001/02
Number of enrolments	9844	17,639	24,388
Number of students	7486	10,996	
Number of achievements	2551	2,294	2067*

***This figure counts towards the Humber sub region target of 14,000. For further explanation please see Annexe 1**

3.14 Most Recent Achievement Data – 2001/02

Achievements and enrolments by Basic Skills – Entry level 3, Level 1 and 2, Key Skills (Communication and Application and Number up to level 2), and GCSE Maths and English – 2001/02.

	Enrolments	Achievements
Basic Skills	6368	603
Key Skills	15672	546
GCSE's	2348	918
TOTAL		2067*

***This figure counts towards the Humber sub-region target of 14,000. For further explanation please see Annexe 1**

3.15 Participation

National targets for participation have not yet been set but the ABSSU and LSC National Office have estimated that 2 million enrolments will be required to reach the 750,000-achievement target.

3.16 Targets for Participation

During the Basic Skills workshops run by the LSC National Office in May, guidance was sought to establish whether there is a standard approach to measuring participation and retention. It was confirmed that there is currently no standard way to measure these, and local LSCs were advised to use data made available by the National Office to determine their own baselines and targets.

It was also made clear that it will be some considerable time before ACL and WBL data will be available in relation to Basic Skills, and targets for participation and retention are therefore linked to Further Education only at this stage.

3.17 Participation data

Historical data supplied by the LSC Statistician, and data available through the ISR returns, shows that there is no consistency or trend in the ratio of Basic Skills students and enrolments to achievements in 1999/2000 and in 2000/2001. In fact, the percentage of Basic Skills students and enrolments resulting in an achievement is significantly less in 2000/2001 than in 1999/2000. This is largely due to an issue relating to the recording of achievements for Key Skills, which has been identified and is currently being investigated by local LSCs and Institutions. It would appear, therefore, to be more appropriate to use 1999/2000 as a baseline year and to forecast an improvement in the rate of learners achieving.

As a result of the inconsistencies relating to Key Skills our Participation Targets are based on enrolments in Literacy, Numeracy and ESOL (leading towards 'Target Qualifications') and GCSE's in Maths and English as follows:

BASELINE YEAR 1999/2000 (12 months in total)	YEAR 1: April 2001- July 2002 (16 months in total)	YEAR 2: August 2002 – July 2003 (12 months in total)	YEAR 3: August 2002 – July 2004 (12 months in total)	TARGET April 2001 – July 2004
ENROLMENTS (LSC FE funded provision) Basic Skills = 5569 Key Skills = 1,637 GCSE's = 2,638 Total = 9844	Actual Enrolments to date: 24,388 Basic Skills = 6368 Key Skills = 15,672 GCSE's = 2368 *Further data due Target = 10,000 in B. Skills + GCSE's	Participation Target 12,000 enrolments in Basic Skills + GCSE courses	Participation Target 13,000 enrolments in Basic Skills + GCSE courses	Participation Target 35,000 enrolments in Basic Skills + GCSE courses

Growth Allocations

Following recent contract discussions it is estimated that an additional £1 million of Growth Funding will be available to LSC contracted providers in 2002/03 to increase enrolments in literacy, numeracy and ESOL leading to qualifications that count towards the LSC Target of 14,000 improving their basic skills.

3.18 Retention Target

Historical data again shows a lack of consistency or clear trend in retention rates. This also appears to be due to the issues around recording of information relating to Key Skills.

1999/2000 has again been used as the baseline year, and the target has been set to reflect an expected increase in retention rates, as follows:

1999/2000 Baseline*

Learners starting or on a course	6519
Learners completing	4615
Retention Rate	71%

2001 to 2004 Target

Retention Rate	75%
----------------	-----

***Learners starting or on a course, and learners completing are taken from Table 2 of Basic Skills spreadsheets supplied by LSC Statistician in May 2002.**

3.19 Progression Targets

Performance indicators relating to progression are still problematic and we would welcome further guidance from LSC National Office on how progression should be measured.

It has been stated initially that progression will be measured by the movement of individuals between levels e.g. Entry level 3 to Level 1; however, in order to measure this the starting point for individuals will need to be established. This data is not currently recorded via the student ISR.

4. PERFORMANCE MONITORING AND IMPACT MEASURES

Aim

- **Our aim is to establish baseline data relating to Participation, Achievement, Retention and Progression. From this starting point we can establish targets and measure the impact of our funding and interventions.**

Priorities

- **To establish with National LSC and ABSSU a clear understanding of what is meant by Participation, Retention and Progression and how this should be measured.**
- **To develop and refine our local Management Information systems in accordance with performance requirements.**
- **To undertake a Research and Mapping exercise to audit current provision and participation levels across the sub-region.**

Responsibility

Management Information Team, working with and in partnership with the Basic Skills Team, Equality and Diversity Manager, Research Team, LSC national office and external partners

4.1 Research and Mapping Exercise

Learning Partnerships have undertaken some work of this nature for their respective operating areas. The LSC will need to develop data from a sub-regional perspective using existing management information systems and build upon the research undertaken by Learning Partnerships.

This may also mean engaging the bodies responsible for basic skills provision other than the LSC e.g. Jobcentre Plus, Connexions, Yorkshire Forward and Regeneration Partnerships.

It is therefore planned to undertake a major exercise (funded via LIF) between May and December 2002. This will aim to identify for literacy, numeracy and ESOL the following: -

- Current student numbers – Full and Part time
- Student numbers by sector
- Student numbers by institution and service
- Providers by sector
- Funding sources
- Staff numbers and qualifications held
- Method of initial assessment and screening used

Discussion is underway between LSC Basic Skills Managers regionally to explore such an exercise on a Yorkshire and Humberside basis

4.2 Equal Opportunities Monitoring (See section 14 on Equality and Diversity)

For equal opportunities purposes we will identify basic skills students by age, gender, ethnicity and where possible priority group.

The Equality and Diversity team, working with a range of colleagues will develop strategies to ensure that all learning is “inclusive”. Within that, clearly the development of literacy and numeracy skill will be supported since it acts as a severe barrier to participation, access and progression.

4.3 Liaison with National Office

We will liaise closely with National Office to assess what areas are to be measured centrally and refine our own local MI in accordance with performance management requirements.

Areas identified as priorities include: -

Management Information systems and standardised data collection relating to Adult and Community Learning (LEA funded provision) and Achievement data from Work Based Learning Providers.

4.4 Performance Indicators

Initial indicators have been developed in the areas of achievement, participation and retention as outlined earlier and other performance indicators will be established in the following areas: -

- Work with employers
- Improvement in the qualifications held by Basic Skills Tutors
- Teaching staff deployed in the areas of literacy, numeracy and ESOL.
- Recruitment of new providers where gaps in local provision exist.

4.5 Softer Outcomes

Many partners have stressed that in the development of an individual's basic skills areas such as growth in self-esteem and confidence are complimentary outcomes. The measurement of these important areas will be considered and explored further at practitioner workshops and via learner forums

5. FUNDING

Aim

- **Our aim is to make the most effective use of funding sources and to identify priorities for future funding.**

Priorities

- **To identify and agree the level of activity deriving from LSC mainstream funds**
- **To track funding streams other than LSC mainstream funds that support basic skills developments**
- **To promote the Government's commitment that basic skills learning is 'free to the learner'**
- **To promote all funding sources that support developments, ensure maximisation of resources within the region and avoid duplication**
- **To mobilise funding to address issues such as removing barriers to learning e.g. by piloting incentives and providing childcare where necessary.**

Responsibility

Learning Team in respect of allocation of funds and contracting, supported by Basic Skills Team, Marketing and other partners

5.1 Context

The Government's Adult Basic Skills Strategy Unit has stated that expenditure on Basic Skills is to rise from £241 million in 2000-01 to £403 million in 2003-04. The National Strategy makes a commitment to provide free provision to the learner. Funding rates will be established nationally and a National Rates Advisory Group has recently been set up. In addition it has indicated that there are approximately 30 other sources of funding currently supporting basic skills developments e.g. European Social Fund, Regional Development Agencies, Jobcentre Plus - New Deal and UK Online.

5.2 Local LSC funded programmes

The Strategic Plans of Further Education Colleges, Sixth Form Colleges and Adult and Community Education Services have all indicated plans for significant growth in the area of basic skills for 2002/03. We will assess plans and support this expansion in line with Government policy and increased funding allocations for literacy and numeracy provision.

We will implement the Government's funding methodology for basic skills and ensure providers are fully aware of the various components through regular provider workshops.

Current funding methodology for 2001/02 can be found in ***Guidance on Further Education and Funding Eligibility and Rates 2001/02*** and an authoritative overview on funding sources is available in the ABSSU's publication ***A guide to funding adult literacy and numeracy learning programmes 2001-2002.***

Work is currently taking place nationally to explore funding issues for 2002/03 including embedded provision, national tests and outreach development work. Once details become available we will promote them through the channels of communication outlined earlier.

We will establish a database to track projects funded by other funding streams and identify them by local authority area, funding source and client group(s) supported. This information will be shared with partners and links made where appropriate.

Guidance on new and emerging funding sources will be promoted across the sub-region to ensure maximum take up locally.

5.3 ESF Co-Financing

From June 2002 the LSC Humberside will become a European Social Fund (ESF) Co-Financing Body. Support for basic skills through this mechanism is already identified as a priority and from July 2002 local organisations and partners will be invited to submit bids against priority actions and seek support via ESF. It is expected that the ESF will support the key areas of widening participation and engagement, building capacity and progression.

5.4 Free to Learners

To support growth in learner numbers we will headline the principle that basic skills is free to the learner in our promotional activities and in our Business Planning guidance to Information, Advice and Guidance Partnerships. Free is interpreted as no administration or registration fees, examination fees, or charges for materials for basic skills learners.

Employers are also not expected to contribute to the cost of basic skills learning (contributions will be made however via the release of staff for training and support) and this will be communicated to employer networks and via our involvement in the Brokerage Scheme.

6. QUALITY

Aim

- **Our aim is to aspire to achieve the highest quality standards possible in funding and developing programmes to deliver the Government's ambitious agenda.**

Priorities

- To implement the Government's national quality initiatives and monitor their success in the region.
- To promote the Partnership Resource and Professional Development Centres in each Learning Partnership area as the hub to support local quality developments.
- To manage and develop the Basic Skills Quality Initiative for Further Education and Adult and Community Education providers and extend its implementation to Work Based Learning providers.
- To ensure that the learner is placed at the centre of our approach to raising standards in literacy and numeracy.
- To use the 'Provider Review' process to assess quality and develop a continuous improvement ethos.

Responsibility

Basic Skills Team working with internal colleagues and external partners

6.1 National Initiatives

We will support the Government's national quality initiatives in implementing the following: -

- Clear national standards which provide the framework for all adult literacy and numeracy qualifications and programmes of study
- A common core curriculum
- New national tests
- High quality teaching materials
- Robust inspection arrangements
- Initial and in-service professional development

6.2 Inspection frameworks

We will use the outcomes of provider inspections by OFSTED and ALI to inform our actions in relation to basic skills and to monitor areas of strengths and weaknesses and emerging trends. Areas of good practice will be disseminated through our communication channels identified earlier

The recommendations from OFSTED Area 16-19 Inspections will be implemented. An Action Plan has recently been developed with partners following on from the 16-19 Area Inspection of Hull.

6.3 Monitoring of standards

A range of mechanisms will be used to assess delivery and performance standards including the following: -

- Provider review processes
- Annual self-assessment by providers
- Support from Learning and Skills Development Agency (LSDA)
- New providers will only be funded if they are meet the Council's threshold requirements and are assessed as having the capacity to deliver quality provision.

6.4 Basic Skills Quality Initiative (BSQI)

This is already developing well with all of our FE and Adult and Community Learning providers who have all made use of Facilitators to develop institutional and organisational Action Plans. The opportunity for senior managers to attend a training and development event, geared towards the strategic and operational management of literacy and numeracy provision has proved particularly valuable.

The use of BSQI and the effectiveness of the initiative will be monitored through the assessment of Action Plans and against achievement of objectives set.

Funding has recently been made available to extend the BSQI to Work Based providers and locally we have implemented a programme of support involving the following features: -

- Awareness raising workshops for managers and staff
- Workshop events to consider initial assessment, delivery models and embedding literacy and numeracy support within vocational programmes
- Specific workshops for providers of Life Skills
- Facilitator support to individual providers
- Facilitator support to local LSC staff working directly with Work Based Providers

6.5 Standards Fund

Opportunities for continuing professional development for teachers and trainers will be increased by using standards funding. All further education tutors who are new to basic skills and who are unqualified, will be required to obtain an appropriate qualification, based on FENTO standards, within the specified period 2-4 years, depending on whether they hold a full-time, part-time or fractional contract. This will be communicated to all institutions.

The dissemination of good practice will be supported via the Standards Fund and providers who demonstrate outstanding performance will be encouraged to share their experience and delivery models.

6.6 New National Curriculum Training for Literacy and Numeracy, ESOL and LDD Frameworks

We will monitor the training of tutors across all providers in the new curriculum frameworks. This is well underway locally in both literacy and numeracy but even amongst LSC contracted providers there is still a degree of outstanding demand for further training. We have brought this to the attention of the Regional Co-ordinators for both the Basic Skills Agency and ABSSU.

Feedback from a recent questionnaire to LSC FE and ACL contracted providers has indicated the following levels of training in the new curriculum areas: -

Literacy =172

Numeracy = 122

ESOL = 29

BASIL A = 16

BASIL B = 5

From our research It appears that by the end of July 2002 approximately 60% of staff will have received Literacy training and under 50% received Numeracy training. The area of outstanding demand is related to part time tutors and those teaching less than 6 hours.

We are also aware that a number of smaller providers delivering Work Based Learning have yet to be trained in the new curriculum frameworks. Here we have recently delivered Basic Skills Awareness workshops funded via the Basic Skills Quality Initiative to raise awareness of the new requirements.

In order to address some of the unmet demand our Basic Skills Partnership Resource Centres have begun to cascade training in the new curriculum.

LSC staff have attended as observers in literacy training to support their own personal development.

The second phase of the initiative will focus on the curriculum and needs of learners who have disabilities and/or learning difficulties and those whose first language is not English.

6.7 Basic Skills Partnership Resource and Professional Development Centres

The development of Partnership Resource and Professional Development Centres (PRCs) in each Learning Partnership area has been early priority for the LSC Humberside. This will form the hub of local quality developments development.

Four centres were established in April 2002 (funded via the Local Initiative fund) and are managed by a co-ordinator in each area. The Resource Centre is accessible to all sectors and will encourage collaborative working and quality developments. It will act as the hub for basic skills activity in each Learning Partnership area and provide the following functions: -

- The co-ordination of a local practitioners' network
- Development of a joint staff development programme
- Act as a central resource bank of teaching and assessment materials
- Development of basic skills teaching materials customised to the local patch
- Development of a range of promotional materials such as local case studies, success stories, progression routes and pathways
- Lead and co-ordinate Awareness Training and tutor training across sectors including the Voluntary and Community sector.
- Act as a central resource for 'E' Learning and UFI learning materials.

A cocktail of funding sources are supporting this model: -

- LSC's Local Initiative Fund

- Single Regeneration Budget
- Yorkshire Forward Development Fund
- Partners 'in-kind' contributions
- ESF

We will monitor the progress of Partnership Resource Centres and their impact on quality developments and collaborative working.

6.8 National Research Centre

As the new centre comes on stream we will seek to develop close links with the four PRCs and to support research on a local Humber sub-region level

6.9 Basic Skills Agency Quality Mark

The Humber sub-region has a growing number of providers currently holding and working towards the Basic Skills Agency Quality Mark. This has been accelerated as a result of the introduction of the Basic Skills Agency Brokerage Scheme in the area.

We will encourage all LSC contracted providers to work towards the Quality Mark and monitor progress towards a revised Quality Mark aligned to new Inspection Frameworks.

6.10 Learner Feedback

The Learner will be at the centre of our quality developments and feedback from new and existing students will inform our planning. Learner surveys (through the use of focus groups) will be undertaken at regular intervals and results will be relayed to providers and partners.

7. BUILDING CAPACITY TO SUPPORT EXPANSION

Aim

- **Our aim is to develop a robust infrastructure that is responsive to learners' needs and flexible enough to meet the demands of increased student numbers receiving support.**

Priorities

- **To increase capacity across all sectors in order to meet targets and to encourage providers of good quality provision to expand**
- **To ensure a greater diversity of providers and locations for delivery e.g. community and voluntary organisations in order to meet the challenge ahead**
- **To ensure that there is sufficient teaching capacity within the system to meet the expected growth for literacy and numeracy courses**

Responsibility

Basic Skills Team but supported by other departments within the LSC Humberside

7.1 CURRENT CAPACITY

Our commitment is to determine whether there is sufficient teaching capacity to meet the expected growth in demand, to forecast future needs and assess the implications for recruitment.

7.2 Staffing

During the early months of LSC operation we visited learning providers across a wide range of sectors including Further Education, Adult and Community Education, Sixth Form Colleges, UFI, Voluntary and Community and Work Based Learning. There is currently a wealth of expertise and experience deployed in the delivery of basic skills and the range of innovative approaches is particularly encouraging.

There are, however, specific problems within the existing infrastructure that could hinder progress. Areas highlighted from partners and providers include the shortage of suitably qualified tutors in literacy, numeracy and ESOL, problems of recruitment of tutors to vacant posts, the temporary nature of contracts and sessional delivery patterns and the low status of staff engaged in delivery.

The part time and fractional nature of the profession is indicated by the data below: -

7.3 Teaching Capacity

A recent survey of teaching capacity across LSC Funded Providers in the Humber sub-region has indicated the following: -

LSC Contracted Providers

Full Time Posts = 44

Other Posts = 259 – This includes part-time, sessional, fractional and hourly paid staff.

Some Colleges use Learning Advisers as support workers and a number of these hold the 9281 Basic skills qualification.

Without significant action to address some of these issues the Humber sub-region will fall further behind regional and national performance levels. We need therefore to support and encourage providers to harness new and available resources and to respond positively to these potential barriers to progress.

Qualifications Held by Teaching Staff

928/1 Initial Certificate in Teaching Basic Skills = 211

928/2 Literacy = 170

928/3 Numeracy = 148

928/4 ESOL = 27

928/5 Higher Level Qualification = 27

The major area of concern here is the shortage of ESOL qualified tutors, particularly in light of the growing number of Asylum Seekers and Refugees

being located in the area. We are currently in discussion with our providers to assess the requirement for professional development in this area.

New FENTO – Subject Specifications for teachers of Adult Literacy and Numeracy

Through our communication channels with partners we are making all providers aware of the new teaching qualification framework to be introduced from September 2002.

7.3 Recruitment Problems

Over 40% of local providers have indicated problems during the last 12 months with recruitment to new and vacant posts. The shortage of suitably qualified applicants is a major concern to both the LSC and providers locally. To this end approaches were made to Yorkshire Forward (Regional Development Agency) to highlight this skill shortage and to explore appropriate responses.

7.4 Positive Response

Yorkshire Forward have responded positively and made available £2.6 million over three years across Yorkshire and Humberside. Recently the four LSCs in Yorkshire and Humberside have constructed a bid focusing on a programme of activities to strengthen the teaching capacity across the region. If successful this will commence in July 2002 (approval already granted at stages 1 and 2).

The main feature is in Year 1 to recruit and train 60 Trainee Basic Skills Tutors. Trainees will be based with a host organisation and undertake the new professional teaching qualification in literacy, numeracy or ESOL. For the Humber sub-region this will result in up to 14 newly qualified teachers, ready to enter the basic skills profession in July 2003.

In addition a further Yorkshire Forward funded programme will support 16 tutors from the Voluntary and Community sector to undertake the new FENTO approved professional teaching qualification from September 2002. See section twelve on the Voluntary and Community sector.

7.5 Teacher/Trainer Supply Forecasts

There must be sufficient teaching capacity within the system to meet the expected growth in demand for literacy and numeracy courses. The ABSSU will work with the LSC to develop a teacher supply plan to forecast future needs and assess the implications for teacher recruitment. This will include an assessment of the extent to which literacy and numeracy skills teachers, the majority of whom are part-time, may be prepared to increase their hours or convert to full time, and of the potential for teachers of other subjects, retired school-teachers, volunteers and public service workers to retrain.

7.6 Professional Development of Teachers and Trainers

As already outlined in the Quality section (Section six) the professional development of staff engaged in the delivery of basic skills is of paramount importance. On a local level activity is moving at a pace and initiatives include the following: -

- Basic Skills Quality Initiative
- New Curriculum Training – Literacy, Numeracy and ESOL – for tutors teaching 6 hours or more
- Breaking Down The Barriers Training – 28 tutors already trained in workplace basic skills delivery
- Brokerage Training – 10 Accredited providers trained
- Barefoot Basic Skills Workers ONC Programme – 11 tutors trained by March 2002
- Basic Skills Partnership Resource and Staff Development Centres to opened April 2002

The need to develop the skills of tutors in vocational areas to provide literacy and numeracy support is both a local and national priority area and the ABSSU has recently announced funding is to be made available for this development.

We will also explore the implications of the new 14-16 Flexibility arrangements opening up opportunities for Vocational GCSEs and enhanced School/College link programmes to embed basic skills screening and support.

7.7 Dedicated Resource – Basic Skills Partnership Resource and Staff Development Centres

In each Partnership Resource Centre a full time Basic Skills Co-ordinator is employed to manage the centre and to co-ordinate training and staff development activities. This dedicated resource will act as the driver and champion for the 'Skills For Life' agenda in each area – Hull, East Riding, North Lincolnshire and North East Lincolnshire.

7.8 Volunteers

Many volunteers are also currently engaged in supporting delivery and we need to deploy effectively their commitment and enthusiasm in the classroom, the workplace and the community. We plan to do this by setting up events to exchange information and best practice.

We will also support pilots via the Active Community Fund to develop the use of volunteer managers in recruiting and training volunteers to support the learning process.

7.9 LSC staff development

We will support our own staff in developing their own knowledge and expertise. This will be supported by an internal basic skills steering group to identify priority areas. Other activities to include: -

- Awareness raising workshops
- Attendance at Regional LSC Basic Skills Managers forums

- Attendance at Council and ABSSU events
- Observers at practitioner training events e.g. new curriculum training
- Regular meetings with regional co-ordinators from The Basic Skills Agency and ABSSU.
- Workforce development team members to be trained as Brokers to support The Basic Skills Agency Brokerage Scheme

As part of the BSQI for Work Based Providers we also received two days of facilitator time to support LSC staff in developing work with this sector. A new Basic Skills Adviser will join the Basic Skills Team in July, leading to three full time staff in the team (one manager and two advisers).

7.10 PLANS FOR GROWTH IN BASIC SKILLS PROVISION

We plan to support development and growth in the following areas: -

7.11 Discrete provision – Full time and part time programmes. Early projections from the strategic plans of FE, Sixth Form Colleges and Adult and Community Learning providers indicate basic skills as the major growth area across all provision (Annexe 2).

7.12 Embedded provision – Where literacy and numeracy support is integrated within vocational programmes. The Basic Skills Quality Initiative is supporting a range of work of this nature locally.

7.13 First rung and taster provision – providing engagement opportunities for new learners in a variety of different settings and that explore ways of building in basic skills support where appropriate.

7.14 Family Learning – providing opportunities to learn together and jointly support development of skills

7.15 Outreach and Community based provision – where new learners feel comfortable in their own surroundings and can learn at a time to suit their own needs

7.16 Workplace basic skills delivery – employer based provision that is customised to the needs of the employer and employees

7.17 New providers - need/gap analysis

We will endorse new providers where there are specific needs or gaps in local provision. In addition new providers will only be supported if they meet the LSC's threshold requirements and are assessed as having the capacity to deliver quality provision.

8. PROMOTION AND MARKETING – Literacy, Numeracy and ESOL

Aim

- **Our aim is to increase demand through a range of innovative approaches to promote the benefits of improved literacy, numeracy and language skills.**

Priorities

- **To support national media campaigns developed by the ABSSU on a local level.**
- **To mobilise Information, Advice and Guidance (IAG) Networks to have the promotion of basic skills as a key priority.**
- **To develop and promote ‘taster’ and ‘first rung’ provision and integrate basic skills assessment and support within them.**
- **To develop locally focused marketing materials, which promote the benefits of improving literacy, numeracy and language skills.**

Responsibility

Marketing Team supported by Basic Skills Team

8.1 National Campaigns

We will actively support the National media campaign and evaluate response on a local level. This will be done through promotion of the national helpline number, distribution of publicity materials and by encouraging partners and providers to run their own ‘Get On’ events. Through local forums we have stressed to all providers the necessity to forward information on courses to learndirect.

The ‘Get On’ campaign routed through learndirect is currently attracting over 1000 calls a day. Early indications, however, from providers suggest a limited take up of support. As a result we will take the following actions: -

- As a priority we will seek information on response from the Humber sub-region.
- Ensure all local providers and their courses are listed on the learndirect database.
- Request that learndirect develop links with local IAG networks, recognising that many individuals may require ‘hand holding’ support if they are to follow up their initial enquiry.

8.2 Local Campaigns

Bitesize – Following on from the success of last year a second Bitesize campaign will be launched in Spring/Summer 2002. To complement the national campaign a strong emphasis will be placed on opportunities to improve literacy, numeracy and language skills.

8.3 Adult Learners Week

Adult Learners Week committees delivered local campaigns in the spring and are currently planning activities across the region for events and activity in the autumn and we will encourage them to look at innovative ways of promoting basic skills and Get On campaigns.

8.4 One-Stop Shops

The Learning Shop (Hull) and Even Better Prospects (Grimsby) will actively promote literacy, numeracy and language support. It is already planned that their advisers and guidance workers will attend basic skills awareness workshops and develop close links with local providers.

8.5 Local Media

We will develop close links with our local press to promote the 'Skills for Life' agenda, national campaigns and local success stories. Local providers and referral agencies will be encouraged to forward details of positive news stories and these will be featured in our own basic skills newsletter and circulated to the local media.

8.6 First Rung and Taster Provision

Many individuals with poor basic skills do not respond to direct marketing of support and we will need to consider other methods of engagement. We will support innovative 'first rung' and taster provision in order to attract and motivate people who may otherwise be wary of learning. Successful examples include Family Learning, IT – Keeping up with the Kids, IT for the Terrified, Understanding your gas and electricity bills.

8.7 Information, Advice and Guidance Networks

IAG networks have a key role in promoting basic skills support and we will ensure that this area is central to their role. This will be achieved through the Business Plan specification set for IAG networks and monitoring of activities.

IAG networks have already taken a proactive role in this respect and activities already undertaken and planned for include: -

- Basic Skills Awareness Raising Workshops for IAG Partnerships and Practitioners Networks
- IAG Outreach Workers to undertake the basic skills 'Barefoot Worker' OCN programme
- IAG publicity materials and websites highlighting support available.

8.8 IAG – Successful Quality Development Fund Bid

We have recently successfully applied for IAG Quality Development funds to support the promotion of basic skills across the Humber sub-region. This £16,000 will support the following activities: -

Phase 1 – Basic Skills Awareness Raising Training – 4 x 1 day workshops.

Phase 2 – Basic Skills Barefoot Worker Training Programme – 40 IAG Network members to undertake the programme.

Phase 3 – Initial Screening – 4 x half day workshops

Through this initiative we are aiming to ensure that IAG partners are clear on the contribution they can make in supporting and mentoring clients with poor basic skills.

8.9 Local Marketing Materials

A major priority for the four Basic Skills Partnership Resource Centres will be to develop locally based promotional materials. These will be developed via practitioner workshops (supply cover provided) and will include the following: -

- Case studies
- Success stories – individuals, employers and communities
- Pathways through learning, providing stepping stones through local provision
- Benefits of improving skills

8.10 ESOL

We will also liaise with providers to ensure promotional materials are produced in a range of languages in order to reach effectively those for whom English is an additional language. We will liaise closely with local community groups to ensure ESOL is promoted in the most effective way and seek feedback on this issue with current ESOL learners. A research study will be commissioned to identify good practice locally and assess local needs.

8.11 On Course Learning Information Database

Locally we have funded the development of a learning information database. This was launched in January 2002 and contains over 11,000 courses supplied by over 300 providers. This is accessible via the Internet at **www.oncoursehumberside.net** and CD Rom and an On Course booklet are also available. Literacy, numeracy and language provision is listed and we will monitor referrals to providers through this mechanism.

8.12 On Line Booking System

An on line booking service for learning is currently being piloted (NOF funded) in Hull and East Riding areas. This is co-ordinated by Humberside Partnership and involves Adult and Community providers. As a member of the project steering group we will monitor progress and impact in the area of basic skills.

9. SCREENING, INITIAL ASSESSMENT AND DIAGNOSTIC ASSESSMENT

Aim

- **Our aim is to ensure that effective mechanisms to assess need are available in a wide variety of non-threatening settings.**

Priorities

- **To identify methods of initial identification, assessment and screening across LSC funded providers.**
- **To monitor the effectiveness of assessment and screening techniques.**
- **To promote the best practice from national pathfinder projects currently trialing new ways of screening.**

Responsibility

Basic Skills Team

9.1 Identification of needs

The introduction of the national standards for adult literacy and numeracy enables practitioners to assess literacy, numeracy and language skill levels more accurately and consistently.

All adult literacy, numeracy and language screening and assessment should be based on the national standards for adult literacy and numeracy. Different assessment processes are needed at the different stages of a learner's learning journey as follows: -

Screening

Screening shows the likelihood that someone has a basic skills need.

Initial Assessment

Initial assessment identifies skills and levels to give a starting point.

Diagnostic Assessment

Diagnostic assessment helps provide a detailed learner profile against the standards and curriculum documents and will inform and help structure the learner's individual learning plan (ILP) and programme.

Formative Assessment

Formative assessment helps the learner and teacher review progress.

Summative Assessment

Summative assessment provides evidence of what a learner has achieved at the end of a specific period of learning

People starting on learning programmes should have their precise needs correctly diagnosed. Screening techniques are already well developed in FE, Adult and Community Learning, Sixth Form College sectors and Jobcentre Plus programmes. Some Colleges have introduced blanket screening of all students and are piloting the new Target Skills software packages.

Blanket screening for literacy and numeracy needs is an area for debate and has significant resource implications.

The use of initial assessment tools that map across to the new standards will become a central tool of all providers. This area has already been identified as a priority for training of practitioners via the network of Partnership Resource Centres.

9.2 Equipping Partners to undertake Screening

We will support the introduction and development of initial screening and identification methods across other providers e.g. Connexions Service, Trade Unions, IAG Networks, Community and Voluntary Sectors.

Individuals with poor basic skills needs are often reluctant to admit that they have a problem and avoid situations where the weaknesses may be exposed. Innovative responses to overcome this sensitive area will be encouraged and the integration of basic skills assessment and support within 'first rung' and 'taster' provision a priority.

It is the Government's intention to make screening tools available in a wide variety of locations; such as libraries and health centres and we aim to support this expansion.

We, however, recognise the need for sensitive approaches to screening and training programmes for staff to accompany such developments.

9.3 Transfer of information

The transfer of information on levels of need, between providers is worthy of further attention and discussion particularly at two levels: -

- Mechanisms for transfer between schools and post 16 providers at this important time of transition. Focusing in particular on the endorsement processes for Work Based Learning and Life Skills provision.
- Transfer between providers as individuals progress or leave prematurely from programmes.

Here we will review the effectiveness of current procedures and seek feedback from all partners e.g. schools, Connexions service, providers and learners themselves.

10. BASIC SKILLS IN THE WORKPLACE

Aim

- **Our aim is to support the effective delivery and development of basic skills provision for the workforce of the Humber sub-region.**

Priorities

- **To substantially increase the number of workplace basic skills programmes across the sub-region**
- **To provide continued support for the Basic Skills Agency Brokerage Scheme and to extend the number of trained brokers**
- **To work in collaboration with Trade Unions to promote the take up of learning and basic skills activity amongst both members and non-members**
- **To support public sector employers in promoting and delivering literacy and numeracy programmes to their workforce.**

Responsibility

Workforce Development Team supported by ICT Learning Manager

10.1 Context

Basic Skills Agency data indicates that 47% of the 7 million adults with poor basic skills are currently in the workplace (or economically active). The consequences of poor basic skills may be as follows: -

- Individuals – low pay, short term jobs and lengthy periods of unemployment
- Businesses – reduced productivity, less flexibility and a workforce unable to cope with new technology
- UK Economy – High levels of unemployment, skill shortages and less competitive in global markets

Workplace basic skills programmes are currently limited to small pockets of activity across the sub-region. In order to increase delivery the LSC will actively support initiatives including the Basic Skills Agency Brokerage Scheme and Trade Union programmes (2nd Byte and TU Learning Representative projects). Our Workforce Development team will work closely with the Small Business Service, employer organisations and companies themselves to promote basic skills in the workplace.

10.2 Employer Focused Activities

10.3 The Brokerage Scheme

Humberside was chosen as a pilot area for delivery of the Basic Skills Agency Brokerage Scheme and a range of training programmes and 'working together events' have already been delivered for both Brokers and Approved Providers. This was made possible by the support of a regional co-ordinator for the programme. The initiative has proved to be particularly successful in engaging SME employers and by the end of May 2002 we had trained 27 Brokers and 10 Approved Providers, which had resulted in 200 learners participating in workplace programmes.

We are planning to continue support for the Brokerage Scheme via our mainstream funding and additional funding has recently been made available from the Basic Skills Agency to extend the number of brokers. Our aim here is to increase the number of brokers trained to 40 by October 2002 and to actively support a network of trained brokers via workshops and dissemination events.

A successful Humber sub-region dissemination event was held in May to celebrate the success of the pilot programme. Over 60 delegates attended the event including local employers, brokers and approved providers. At this event we distributed ABSSU's 'Employer Toolkit' and locally produced promotional materials aimed at highlighting the benefits of improving the basic skills of employees. This included local case studies from the sub-region

10.4 Work with Trade Unions

Close links have been developed with the region's Trade Union Studies Centre and its network of Trade Union Learning Representatives. Over 300 TU Learning Representatives are actively engaged in promoting learning and a series of basic skills awareness events have been delivered to raise understanding of the 'Skills for Life' agenda.

The successful 'Working in Partnership Forum' for Trade Unions and Employers facilitated by the LSC will be used to champion successful workplace basic skills activity.

The Trade Union Learning Fund is currently supporting a major literacy and numeracy initiative co-ordinated by the Trade Union Studies Centre. Through this 2nd Byte initiative over 90 learner reps received basic skills awareness training and 185 workplace assessments were completed. 34 individuals subsequently went on to access literacy and numeracy support. Further planned developments include training reps to become advocates, undertake initial assessments and to become basic skills tutors in the workplace.

We will support the network of Learning Representatives via our Basic Skills Partnership Resource Centres. In addition we will supply learner reps with access to our 'On Course Learning Information Database' for use in the workplace (CD version, booklet and internet website). Local basic skills directories will also be distributed throughout the network

10.5 Business Press

The local Business Press will be targeted to promote success stories and a series of articles were published in May to promote the Brokerage Scheme.

10.6 Workplace Basic Skills Network

Close links have been developed with the Workplace Basic Skills Network and 28 tutors from local basic skills providers undertook the two days 'Breaking Down The Barriers' Training Programme aimed at supporting and accrediting workplace basic skills delivery, during 2001. We will assess demand for further training of this nature and promote the networks activity to partners.

10.7 Ufl – Basic Skill Programmes

Ufl distance learning packages have great potential within the workplace and an increasing range of basic skills materials are now available for use by employers and their employees. We will promote these through our employer networks and monitor their take up.

10.8 Public Sector

We are to liaise with a range of public sector bodies to assess their plans to support the literacy and numeracy needs of their workforce. Many already have Investors in People status. Our priorities here include the four Local Authorities in the sub-region, Health Service, and Armed Forces based locally. Many local LSC contracted providers have well-established links with public bodies.

10.9 Investors in People

We would welcome the development of clearly stated links to IIP awards in the context of Basic Skills/ESOL. Our own Workforce Development Team will promote basic skills in this context.

11. INNOVATION AND NEW MODELS OF DELIVERY

Aim

- **Our aim is to be bold and imaginative in our responses to tackling poor basic skills. We will encourage new initiatives and support pioneering approaches across all sectors and client groups.**

Priorities

- **To use the Local Initiative Fund (LIF) and European Social Fund (ESF) to support innovative practices**
- **To place learning closer to people's homes, in a non-threatening environment that reinforces their confidence and helps to maintain their interest and motivation**
- **To disseminate what is working well both locally and nationally**

Responsibility

Basic Skills Team, working with and supported by other departments

For those adults put off by their past learning experiences, new technologies offer new, more flexible ways to learn. We will explore the potential and measure the impact of new delivery models.

11.1 Ufi

'E' Learning and 'bitesize chunks' of learning accessible at a time and a place to suit the needs of the learner are now widely available via Ufi under the brand name of learndirect. The development of basic skills is a key priority for learndirect and its growing numbers of learndirect centres in the Humber sub-region.

11.2 Basic Skills Pathfinders

Pathfinder areas are currently investigating the effectiveness of new technologies, including computers, digital television, mobile phone technology and other emerging technologies, as a motivator and a vehicle for delivering literacy and numeracy skills learning.

Other approaches include intensive 'booster' courses, residential provision, incentives for taking up literacy and numeracy support and learning outside of traditional environments e.g. shopping malls, pubs, working mens clubs and football clubs.

11.3 Family Learning

Family learning, which promotes literacy and numeracy support, is well developed across a range of sectors, however the engagement of men is particularly problematic.

11.4 Innovation locally

In conjunction with partners we are supporting a range of innovative activity as follows: -

- Basic Skills Partnership Resource and Staff Development Centres (LIF Fund)
- The Basic Skills Agency Brokerage Scheme
- On Course Learning Information Database (LIF Fund)
- Building capacity of the Voluntary and Community Sector to provide basic skills support within first rung and taster provision (Yorkshire Forward Skills Development Fund)
- Assessing the value of Ufl basic skills learning materials in supporting Modern Apprentices' Key Skills Learning Needs in Number and Communication (DfES funded pilot)

We hope to support the following initiatives through LIF and they are currently at the planning stage of development

- Basic Skills Regional Website for practitioners
- Awareness Raising Workshops for Care Sector Managers (Care Sector Trust)
- Joint Mentoring programme between Basic Skills and ICT Tutors (North East Lincs. Adult Education Service)
- Stepping Stones – Providing access to family learning, and first rung opportunities with complementary basic skills support (Bransholme EAZ)
- Probation Service – Initial Awareness Raising and Screening for Probation officers and Community Service supervisors
- Prison Education Service – Family Learning and Learning Representatives in prison

11.5 A New BBC Open Centre

Over the next two years the BBC Open Centre in Hull, in conjunction with Yorkshire Forward and Hull Cityventure, will offer a range of new services for local people across the region, including: -

- Learning Zone – a free, drop in information technology learning centre, providing basic skills and multimedia training.
- Web Zone – a free Cybercafe where you can surf the Internet.
- Mobile Zone – a BBC branded bus, fitted out with laptops and Internet access, offering learning opportunities and community broadcasting.
- BBC HeadStart – a digital learning system for schools and adults and to be piloted in the Bransholme district.

We will monitor the progress of this development closely and promote widely, good practice emerging from the project.

12. ROLE OF THE VOLUNTARY AND COMMUNITY SECTOR

Aim

- **Our aim is to equip and build the capacity of the voluntary and community sector to enable increased and improved delivery of basic skills.**

Priorities

- **To support the capacity building of the Voluntary and Community sector to deliver first rung and taster provision and to integrate and undertake basic skills screening, assessment and support where appropriate**
- **To support developments in this sector via The Humberside Learning Consortium – the sector’s local development agency**
- **To assist community based regeneration projects in promoting basic skills activity and support to their residents**
- **To map current provision in this sector**

Responsibility

Widening Participation (Adult)

12.1 Context

The Voluntary and Community Sector is particularly well placed to attract the hardest to reach learners and ‘Skills for Life’ priority groups. Often based in the heart of local communities, organisations from this sector enjoy a unique position as trusted partners. Indeed many agencies have grown from the commitment and efforts of residents themselves.

This sector has grown in recent years and a wide range of formal and informal learning opportunities are currently available, supported via a range of funding sources. Expertise is particularly strong in the area of ‘first rung’ and taster provision.

12.2 Humberside Learning Consortium

We plan to support the development of the Humberside Learning Consortium as both a development agency for the sector and as a potential provider itself of LSC funded learning.

12.3 Yorkshire Forward – Capacity Building

A successful bid for funding from Yorkshire Forward is currently supporting the development of basic skills within this sector. Working in conjunction with the four Learning Partnerships, Learning Providers, Information, Advice and Guidance Networks and Voluntary and Community Organisations the project is known as ‘Skills for Life – Equipping the Voluntary and Community Sector to make a difference’.

In year one the four phases of development via the project were as follows: -

- Phase 1 – Research and Mapping to identify current provision
- Phase 2 – Design workshops for providers and organisations to develop content of Basic Skills Awareness workshops
- Phase 3 – Basic Skills Awareness workshops for staff and volunteers from Voluntary and Community organisations. (92 workers and volunteers from the sector already trained)
- Phase 4 – Staff and volunteers to undertake the OCN Accredited Barefoot Basic Skills Worker Qualification. (25 workers and volunteers have already undertaken the programme)

Year 2 of this Yorkshire Forward Skills Development Funded project will build upon this successful start and between April 2002-March 2003 will provide the following outputs: -

- Basic Skills Awareness Workshops – 100 beneficiaries
- Barefoot Worker Programme – 50 beneficiaries
- New professional qualification or 928-1 – 16 beneficiaries
- Initial Screening Training – 40 beneficiaries
- Development of materials to promote basic skills within the sector
- Barefoot Worker networking events planned

13. INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Aim

- **To improve the skill levels of those living and working in the sub-region through the utilisation of ICT to engage learners, provide access to learning and enhance their learning experience.**

Priorities

- **To raise awareness of the value of ICT in supporting basic skills learning.**
- **To improve the ICT teaching capacity of learning providers across all sectors.**
- **To promote best practice in the use of ICT as a teaching, learning and assessment tool for literacy, numeracy and language.**

Responsibility

ICT Manager supported by Basic Skills Team

13.1 Key role for ICT

Skills for Life identified ICT as an important teaching and learning tool for literacy, numeracy and language. This is fully recognised in the LSC Humberside's ICT Strategy, which sets out the priorities above.

13.2 Engaging New Learners

In addition, a chance to gain ICT skills can be the motivation learners need to join a basic skills programme.

In the Humber sub-region learners have access to ICT through a growing number of Ufl/learndirect centres and UK Online centres (as outlined earlier in the ICT section), as well as through the full range of traditional FE and Adult and Community settings. The BBC Mobile Zone facility is now fully operational in the area, visiting different communities and employers every day and providing basic skills support where identified.

13.3 Basic Skills Partnership Resource and Staff Development Centres

The four Resource Centres will showcase ICT based basic skills materials and promote their use to teachers of literacy, numeracy and language. Practitioner workshops are already scheduled to investigate how tutors can utilise ICT in teaching and learning, and to consider the range of software available.

In order to encourage all learning providers to develop their ICT strategies we are supporting the establishment of ICT 'champions' in all provider organisations.

13.4 Initial Assessment

Increasingly ICT is being used as a tool for initial assessment and each Resource Centre has purchased the Target Skills Software for use by practitioners.

13.5 ICT Teaching Resources

Four BBC *Skillswise* Training events have recently been delivered, one in each Learning Partnership area and attended in total by over 100 tutors. The BBC *Skillswise* resource has received excellent feedback and its use is growing rapidly amongst literacy and numeracy tutors.

13.6 Local Basic Skills Practitioners Website

The opportunity for practitioners to share good practice via the BBC *Skillswise* Website has already proved to be particularly popular and we plan to build on this by developing our own Basic Skills Website (to be funded via the Local Initiative Fund). Practitioners themselves will lead on the content and design of the website.

14. EQUALITY OF OPPORTUNITY AND DIVERSITY

Aim

- **To build equality and diversity into all our policies, programmes and actions**

Priorities

- **To address the elimination of inequality in learning participation and achievement in terms of disability, gender, ethnicity, age and residency.**
- **To build the capacity of the LSC Humberside to discharge its equality and diversity role with the help of partners.**

- **To develop and monitor progress towards Equal Opportunity targets and Performance Indicators via our Equal Opportunities Action Plan**
- **To develop suitable marketing strategies to ensure all promotional material is appropriate and accessible to all under represented groups.**

Responsibility Equality and Diversity Manager

14.1 LSC Humberside Equality and Diversity Strategy

The LSC Humberside has recently developed its own Equality and Diversity Strategy and Implementation Plan, which is applied to all LSC funded activity and across all sectors.

We plan to work closely with our Equality and Diversity colleagues to monitor progress towards objectives but with particular application to basic skills learning and initiatives.

14.2 Analysis of Baseline Data

We will examine baseline data to identify significant trends in basic skills learning and specifically consider the areas of participation, achievement and retention in relation to disability, gender, ethnicity, age and residency.

Areas of concern or good practice will be fed back to partners through a variety of forums and via Provider Performance Reviews. Where significant areas of under representation are identified, we will work pro-actively with the Equality and Diversity Team to develop appropriate responses.

14.3 Equality and Diversity Training

A wide range of Equality and Diversity events and workshops are planned for LSC Contracted providers over the next 12 months and we will monitor the participation of literacy, numeracy and ESOL tutors.

The Equality and Diversity Manager is a member of the LSC Internal Basic Skills Strategy Group and is to provide a regular input to the Basic Skills Humber Sub-region Strategy and Communication Group.

14.4 Learners with Learning Difficulties and/or Disabilities

In 2001, the Special Educational Needs and Disability Act gave education providers a new duty not to discriminate against disabled students, and to take reasonable steps to ensure disabled learners have equal access to the curriculum. This has clear issues for how the literacy, numeracy and language curricula are delivered and assessed. Actions to support this include:

- Promotion of the new Pre-entry literacy and numeracy framework
- Promoted the *Access for All Guidance Manual*, for teachers of learners with disabilities or specific learning difficulties such as

dyslexia via the Basic Skills Partnership Resource and Staff Development Centres.

- Other resources developed specifically for this client group by the Strategy Unit including *Living Our Lives*, *Yesterday I Never Stopped Writing* and The Staff Resource Pack for teaching basic skills to adults with learning difficulties or disabilities will be held in the Resource Centres

14.5 ESOL

People in ESOL provision are a very diverse group. Some have excellent language and numeracy skills in their first language, and are well qualified. Others have difficulty with literacy in their own language and have no qualifications whatsoever. Some may be part of settled communities; others may be refugees or migrants.

It is clearly important to help this group develop effective language and literacy skills as quickly as possible, so they can fully participate in UK society and be successful, socially and economically.

Our proposed actions with ESOL Learners have been outlined earlier. Our recent priorities have included: -

- Promotion of the New National Curriculum for ESOL
- Promotion of ESOL Tutor Training Programmes
- Developing a local support pack for those teaching refugees and asylum seekers via the Basic Skills Partnership Resource and Staff Development Centres

15. EVALUATION

Aim

- **Our aim is to undertake evaluation at a strategic level in order to assess the impact and overall performance in achieving our local aims and objectives,**

Priorities

- **To identify a range of quantitative and qualitative evaluation measures to assess our impact, ranging from national targets to customer feedback**
- **To involve learners at the heart of the evaluation process**
- **To share what we learn in order to inform and enhance future strategies**

Responsibility

Evaluation Manager

15.1 Evaluation Processes

We will involve partner organisations in this process through performance review, feedback and audits to improve quality and disseminate good practice. All partners need to engage in a continuous process of review, taking full account of individuals, customers, employers, external stakeholders and the identified needs of the local community.

Evaluation should take place throughout all activities and it is important that as part of the on-going planning process we identify across all partnerships exactly what difference we are collectively aiming to make.

15.2 Review of Basic Skills Delivery and Implementation Plans

The Basic Skills Team will undertake a formal review of the Delivery and Implementation Plan on a quarterly basis. In each of the 16 areas outlined in this plan, we will assess the effectiveness of planned activities in meeting the stated objectives and priorities. Progress towards objectives and milestones will be reported on formally and presented to the LSC Executive Board and Basic Skills Strategy and Communication Group, again on a quarterly basis.

16. RISK ANALYSIS

Aim

- **Our aim is to identify risks, threats and barriers at an early stage in order to mobilise appropriate responses.**

Priorities

- **To develop contingency action against high risk factors.**

16.1 The following areas have been identified as potential risks towards achieving our objectives and targets: -

- Capacity of the local infrastructure to support increased demand i.e. shortage of qualified tutors. With growing numbers of asylum seekers this problem is particularly acute in terms of ESOL delivery.

Contingency Action – Liaison with Yorkshire Forward re skill shortage areas has resulted in a bid of up to £2.6 million over three years to support the development of trainee tutors. This has reached final approval stage and it is likely that a total of 12-14 trainee tutors in literacy, numeracy and language will be recruited and trained in the sub-region.

- Support from employers, there are only a limited number of workplace basic skills programmes currently and this has to be a major area for expansion.

Contingency Action – Following a successful pilot of the Brokerage Scheme, the Basic Skills Agency have made available additional funding to expand the number of Accredited Brokers and the number of Approved Providers. We are also exploring the avenue of European Co-financing to bring on board Work Based Providers, as the current funding methodology does not allow this.

- Effectiveness of National Media Campaigns – Despite reports of over 1000 calls per day to the National help-line at learndirect this is only resulting in a trickle of leads to local providers. It is imperative that we develop the links further between learndirect and providers and the local Information, Advice and Guidance networks.

Contingency Action – We plan to launch our own local promotional campaigns via our Communication and Marketing Team and through the Basic Skills Partnership Resource Centres.

- Funding mechanism in Work Based Learning – There is currently no achievement funding linked to basic skills support this provides little incentive for providers to work towards nationally recognised qualifications.
- Funding methodology to support embedded provision. This is viewed as having major potential for growth in supporting the basic skills needs of students on vocational programmes. Clarity is required on how this provision can be funded.
- Engagement – not being able to generate enough activity in terms of ‘hard to reach’ clients. Such activity requires a long lead in time before results can be harvested.
- Capacity of National Office to support Local LSCs – on going training for Local LSC staff has to be a major priority in relation to Skills for Life Strategy and meeting targets.

FURTHER INFORMATION

Further information on any aspects of this Delivery Plan can be obtained from the Basic Skills Team, LSC Humberside: -

Gary Hughes – Basic Skills Manager: Telephone 01482 383450

Ros Perry – Basic Skills Adviser: Telephone 01482 383472

Kentra Gardham – Basic Skills Adviser. Telephone 01482 383427

ANNEXE 1 BASIC SKILLS - PROFILING OF ACHIEVEMENT TARGETS: 2001 – 2004

BASELINE YEAR 1999/2000 (12 months in total)	YEAR 1: April 2001- July 2002 (16 months in total)	YEAR 2: August 2002 – July 2003 (12 months in total)	YEAR 3: August 2002 – July 2004 (12 months in total)	TARGET April 2001 – July 2004
ENROLMENTS (LSC FE funded provision) Basic Skills = 5569 Key Skills = 1,637 GCSE's = 2,638 Total = 9844	Actual Enrolments to date: 24,388 Basic Skills = 6368 Key Skills = 15,672 GCSE's = 2,348 *Further data due Target = 10,000 in B. Skills + GCSE's	Participation Target 12,000 enrolments in Basic Skills + GCSE courses	Participation Target 13,000 enrolments in Basic Skills + GCSE courses	Participation Target 35,000 enrolments in Basic Skills + GCSE courses
ACHIEVEMENTS (LSC FE funded provision) Basic Skills = 937 Key Skills = 324 GCSE's = 1290 Total = 2551	Actual achievement April – 31 July 2001 Basic Skills = 600 Key Skills = 543 GCSE's = 918 Actual Total = 2601* Target = 4000	Achievement Target 3500 achievements Cumulative Target by July 2003 = 7500	Achievement Target 6500 achievements Cumulative Target by July 2004 = 14,000	Achievement Target 14000 achievements
RETENTION (LSC funded provision) 71%	Retention Target 72%	Retention Target 73%	Retention Target 75%	Retention Target 75%

KEY FACTORS RE GROWTH IN ACHIEVEMENT TARGETS: -

- Improvements in quality
- Embedding of national standards and national tests
- Improved achievement and retention rates
- Expansion in demand and provision
- Increased balance of accredited against non-accredited provision

See notes attached for definitions of curriculum areas and qualifications outlined above in Achievement Profile April 2001 – July 2004

BASIC SKILLS – Profiling of Participation (Enrolments)/Achievement Targets 2001-2004

All targets based on the Adult Basic Skills Strategy Unit guidance re accepted qualifications.

Basic Skills Enrolments/Achievements = Leading to nationally accredited literacy, numeracy and ESOL qualifications at Entry Level 3, Level 1 and 2.

Key Skills Enrolments/Achievements = Leading to the key skills qualifications in communication and application of number up to level 2 for post 16 learners.

GCSE Enrolments/Achievements = GCSE Maths and GCSE English

Achievement based on one individual achieving one qualification. Each adult will only be counted once

Year 1 = 16 month period, Enrolment and Achievement data is currently incomplete. *Achievement data from August 2001 – July 2002 is still to be processed at LSC National Office.

ANNEXE 2 All Council-funded students (including External Institutions) plus students in colleges funded from sources other than the Council.

Programme Area	Actual Student Numbers		Projected Student Numbers				Actual % change		Projected % change		
	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	1998-99	1999-2000	2000-01	2001-02	2002-03
							to	to	to	to	to
							1999-2000	2000-01	2001-02	2002-03	2003-04
Full time											
Sciences	2039	2,236	2,061	2,275	2,337	2,370	10%	-8%	10%	3%	1%
Agriculture	791	857	683	724	755	772	8%	-20%	6%	4%	2%
Construction	884	900	811	838	871	888	2%	-10%	3%	4%	2%
Engineering	1305	1,181	991	968	996	1,026	-10%	-16%	-2%	3%	3%
Business	1279	1,331	1,145	1,194	1,219	1,213	4%	-14%	4%	2%	0%
Hotel & Catering	996	1,106	1,067	1,146	1,200	1,205	11%	-4%	7%	5%	0%
Health & Community Care	1990	2,003	2,221	2,306	2,356	2,389	1%	11%	4%	2%	1%
Art & Design	1640	1,843	1,691	1,851	1,900	1,961	12%	-8%	9%	3%	3%
Humanities	2999	3,411	3,313	3,466	3,556	3,616	14%	-3%	5%	3%	2%
Basic Education	1122	1,086	876	923	970	1,051	-3%	-19%	5%	5%	8%
Subtotal (full time)	15,045	15,954	14,859	15,691	16,160	16,491	6%	-7%	6%	3%	2%
Part time											
Sciences	10,624	13,462	16,795	19,640	20,852	21,863	27%	25%	17%	6%	5%
Agriculture	1,365	2,134	2,201	2,254	2,371	2,413	56%	3%	2%	5%	2%
Construction	1,729	1,735	2,072	2,191	2,226	2,228	0%	19%	6%	2%	0%
Engineering	6,880	6,681	6,546	6,676	6,839	6,960	-3%	-2%	2%	2%	2%
Business	10,033	10,517	10,033	10,256	10,591	10,713	5%	-5%	2%	3%	1%
Hotel & Catering	10,707	5,585	7,427	7,640	8,014	8,162	-48%	33%	3%	5%	2%
Health & Community Care	14,863	13,449	12,637	13,122	13,387	13,664	-10%	-6%	4%	2%	2%
Art & Design	2,791	2,695	3,207	3,705	4,086	4,448	-3%	19%	16%	10%	9%
Humanities	8,259	9,653	9,767	10,034	10,409	10,878	17%	1%	3%	4%	5%
Basic Education	4,242	4,734	6,739	8,448	9,850	10,969	12%	42%	25%	17%	11%
Subtotal (full time)	71,493	70,645	77,424	83,966	88,625	92,298	-1%	10%	8%	6%	4%
Total	86,538	86,599	92,283	99,657	104,785	108,789	0%	7%	8%	5%	4%

Data source: Actual Student Numbers taken from ISR 16 (1998-9) and ISR 19 (1999-2000). Projected Student Numbers taken from Institutions' Student Number Returns, October 2001.

Learning + Skills Council Humberside Basic Skills Strategy – *the context and linkages*

