

Learning and Skills Council

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Local Strategic Plan 2002-05

Humberside



Learning and Skills Council Strategic Framework to 2004

Our Key Tasks

The Secretary of State has asked the Learning and Skills Council:

- To raise participation and achievement by Young People
- To increase demand for learning by adults and equalise opportunities through better access to learning
- To raise skill levels for national competitiveness
- To improve the quality of education and training delivery
- To improve effectiveness and efficiency

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> Chairman's Foreword

I am pleased to introduce to you our first Strategic Plan for the Learning and Skills Council Humberside.

The local LSC has been set an exciting and challenging task. The Government's vision is to create a learning society in which everyone has the opportunity to go as far as their talents and efforts will take them. Our role is to help realise that vision by fostering a culture of learning, for young people and adults, throughout their lives.

The value of that learning must be clear. It must give us the world-class skills we need to create and maintain jobs and wealth within our local economy, support strong and vibrant communities, and open up greater choice and opportunity for all. All learning on offer must be of the highest quality and tailored to the needs of individuals and businesses in our area.

To achieve a goal this worthwhile will demand energy, enthusiasm and an unshakeable determination to make the future what we want it to be. It can only be done through true collaboration and joint action, against a shared and coherent plan, which includes everyone with a role to play or contribution to make.

Over the past months we have been talking with a wide range of people about the key priorities we must tackle. This will build a strong foundation from which to deliver the step change needed in post-16 learning to meet the future needs of our area. We want day-to-day sharing of views and ideas with you to be the cornerstone of the way we work. We have tried to capture those views in our plan, but would welcome any further thoughts from you to make sure we have got it right.

The next step will be to turn strategy into action. While we have a critically important role to play in driving and supporting coherent planning in learning provision across Humberside, we will, and must, be judged on our ability to make a difference. Underneath all that we do is a passionate belief that learning changes lives. Our greatest challenge is to convince others of this too – that learning enriches lives, builds strong communities and successful businesses.



Robert Smith
Chairman

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> Our Mission and Vision

The mission of the Learning and Skills Council (LSC) as a whole is “to raise participation and achievement through high-quality education and training which puts learners first.”

Our vision is that “by 2010 young people and adults in England will have knowledge and productive skills matching the best in the world.”

To support the mission and the vision the following objectives and targets have been set at national level.

Our Key Objectives and National Targets for 2004

| | |
|---|---|
| 1. Extend participation in education, learning and training | 80% of 16 – 18 year olds in structured learning (2000: 75%) |
| | Set baseline and target for adults in next year’s plan |
| 2. Increase engagement of employers in workforce development | Develop measure of employer engagement in next year’s plan |
| 3. Raise achievement of young people | 85% at level 2 by age 19 (2000: 75%) |
| | 55% at level 3 by age 19 (2000: 51%) |
| 4. Raise achievement of adults | Raise literacy and numeracy skills of 750,000 adults |
| | % of adults at level 2: target to be set in next year’s plan |
| | 52% of adults at level 3 (2000: 47%) |
| 5. Raise quality of education and training and user satisfaction | Set baselines and targets in next year’s plan |

(Source: LSC Corporate Plan)

As a national organisation we share a common agenda, but this strategy must also address the particular needs of the area we serve. The key objectives and measures for Humberside are as follows:

> Key Objectives and Measures for Humberside

| Objectives and Measures | Baseline | 2003 | 2004 | 2005 |
|--|-------------------------|----------------------|--------|--------|
| To raise participation in learning for young people and adults to levels that compare with the best in England | | | | |
| • 16-18 year olds in structured learning | 78% | 79% | 81% | 85% |
| • Adults participating in learning | Baseline to be set | To be agreed in 2002 | | |
| • Number of new adult learners | Baseline to be set | To be agreed in 2002 | | |
| To ensure learners receive high quality, effective learning provision, which meets the social and economic needs of individuals and the community | | | | |
| • Learner satisfaction | Baseline to be set | To be agreed in 2002 | | |
| • Inspection grades | 82.7% Grade 3 or better | 90% | 100% | 100% |
| | 41.5% Grade 2 or better | 45% | 50% | 55% |
| • Retention rate | Baseline to be set | To be agreed in 2002 | | |
| To ensure learners are able to achieve their full potential and raise achievement levels of those participating in learning | | | | |
| • Level 2 by age 19 | 76% | 76% | 77% | 78% |
| • Level 3 by age 19 | 39% | 40% | 41% | 42% |
| • Level 2 for Adults | 63% | To be agreed in 2002 | | |
| • Level 3 for adults | 39% | 40% | 47% | 49% |
| • Raise literacy and numeracy skills | Not applicable | 7,500 | 14,000 | 20,000 |
| To increase the commitment of employers to raising the knowledge and productive skills within their workforce | | | | |
| • Employer engagement in workforce development | Baseline to be set | To be agreed in 2002 | | |

> Context and Remit

The local LSC has a goal to create a learning society in which everyone – adults as well as young people - can share in the benefits of learning and widen their opportunities. In working towards this goal we operate as one of a range of Government Departments, agencies and other bodies delivering the Government's strategy for economic and social improvement.

This means our efforts will include work with the Department for Education and Skills (DfES) in the development and implementation of strategies reforming 14 to 19 year-old learning. We will seek to drive up participation and achievement by working effectively with the new Connexions Service and with Local Education Authorities (LEAs). It is important that all young people can easily choose education and training that will meet their needs, and which will allow them to achieve a qualification to at least level 2 (5 GCSEs grade A*-C, NVQ level 2, intermediate GNVQ or BTEC First Diploma).

The local LSC will also work with partners to create clear and stimulating pathways for young people up to and beyond the age of 19. In order to achieve high levels of participation and prevent young people leaving too early the local LSC must develop links between secondary education and post-16 provision, and between schools, post-16 providers and employers. We will also work closely with higher education institutions to support the national priority to provide an opportunity for 50 per cent of 18-30 year olds to benefit from higher education by 2010.

The local LSC will also seek to increase the demand for learning by adults and provide high-quality provision to meet their needs. It must ensure that there is high quality information, advice and guidance available if people are to be encouraged to learn and be able to make the right choices for themselves.

At a regional level Yorkshire Forward, the Regional Development Agency for Yorkshire and the Humber, has a broad ranging remit for promoting and encouraging economic development. The link between skills and economic health is well known so our plan will work in-conjunction with the Regional Economic Strategy for Yorkshire and Humberside produced by Yorkshire Forward and the Humber Action Plan co-ordinated by Humber Forum. It is envisaged that our local strategy will be the main means of delivering the skills objectives for our area.

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; and there are ongoing Single Regeneration Budget programmes covering urban deprivation and rural isolation and exclusion throughout the sub-region. Many of these are linked to match funding arrangements from the Structural Funds and/or from other public, private and voluntary sector partners. In addition, there are Education Action Zones in Hull, Grimsby and the Withernsea and Southern Holderness area of the East Riding of Yorkshire. We are working with the local partnerships in all these areas to develop more positive lifelong learning cultures within the whole community. We will seek to work strategically to support initiatives that pilot new approaches, fill gaps in provision, and build local community capacity. Lessons learned from these initiatives will be particularly important in helping us to ensure optimal use of our mainstream resources.

The European Social Fund (ESF) is an important source of funding for activities to develop employability and human resources. We are committed to the principles of Co-Financing believing that it will offer a more strategic approach to the use of ESF, simplifying the management and administration of ESF over the longer term. We are also committed to working with partners, potential providers and other Co-Financing organisations to ensure that all processes are open and transparent.

The achievement of Co-Financing status for the local LSC will:

- secure better value for money
- ensure that the ESF adds value to the delivery of Government programmes
- promote greater coherence, co-ordination and targeting of provision
- reduce bureaucracy and administration for providers.

Local Characteristics

Physical

In Humberside we have a population of 881,000 living in an area of 3,511 square kilometres. We have four unitary authorities, East Riding of Yorkshire, Kingston upon Hull, North East Lincolnshire and North Lincolnshire.

81% of Humberside is agricultural yet there is also a large city in Kingston upon Hull and areas of heavy industry such as Immingham and Scunthorpe.

Economic activity is centred around Hull, Scunthorpe, and Grimsby and on the banks of the Humber Estuary. Farming, manufacturing and the service industries are all important, with 60% of enterprises being in agriculture and fishing, construction, manufacturing and wholesale and retail. Within Humberside food and drink, metals and chemicals are prevalent in the manufacturing sector, which also includes both aerospace equipment and caravan manufacture.

Our area boasts extensive port facilities in Hull, Grimsby, Immingham and Goole, which account for almost a sixth of imports coming into the country.

Cultural

The cultural characteristics of an area are much more difficult to define than the physical ones but they have a significant influence which needs to be taken into account. Humberside has a history of relatively low population turnover that has limited the external influences on cultural change. Poor north-south communications caused by the estuary resulted in diverse cultures in the area, often referred to as the north bank/south bank split, and a degree of parochialism which is gradually being eroded as the benefits of improved communications lead to closer working relationships. The area is perceived as being at the margins of the economy despite the huge amount of trade passing through the port complexes and the large number of worldwide companies with major investments in the area. This, often negative view, seems to spill over into the area of learning, where low aspiration is often cited as an issue, especially in the urban areas. While it is difficult to ascertain to what degree this

influences individuals there appears to be a strong connection between this and attainment levels, especially in secondary education and within the adult population.

Learning

Each of the urban areas has specific issues relating to learning. For example, in terms of deprivation, fourteen of Humberside's wards are amongst the 10% of most deprived wards in England. Unemployment in the sub-region is consistently above the national average.

Post-16 learning provision is well developed throughout Humberside. We have four sixth-form colleges, five further education establishments, three of which have been recognised nationally for excellence in provision and awarded accredited or beacon status, and two universities. We also contract with more than fifty 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 provision that is delivered by the voluntary and community sector.

Local Issues

The following highlights the current local issues affecting our area. These have been taken into account when preparing our strategic plan.

Ageing population

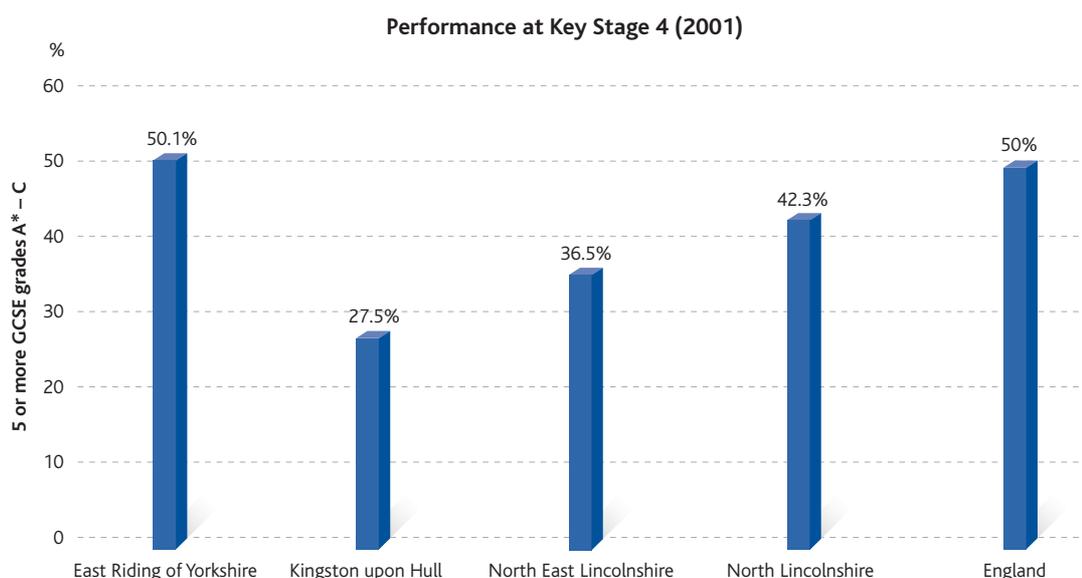
- The projected age structure in Humberside for 2010 shows significant reductions in the 25 – 44 age group, the main source of the economically active.
- The younger age group, under 14, is also declining, signalling smaller school age cohorts in ten years' time, fewer labour market entrants and potentially less Higher Education entrants in 20 years' time.
- It will become increasingly important for older workers to be valued for their skills and knowledge and retained within the labour market.

Unemployment

- The unemployment rate in our sub-region has been steadily declining in-line with regional and national trends, but still remains above both rates.
- The claimant rate in Humberside, as at February 2002, was 5.5%, the highest sub-regional rate in the region, in comparison to 4.0% for Yorkshire and the Humber and 3.4% for Great Britain.

Educational attainment

- Key Stage 2 test results for English, Mathematics and Science reveal that 11 year olds in Humberside have either reached the national average or are making good progress towards it.
- This is not reflected at Key Stage 4 with many of our sub-region's 16 year olds reaching the end of their compulsory education with attainment levels far below the national average and far short of the National Learning Target for 16 year olds. There are, however, local disparities. For example, in the East Riding, achievement of five higher grade GCSEs is above the national average but in Hull, it is only slightly over half the national average. This means that many 16 year olds are leaving school with few or no GCSE passes in our area, heightening the challenge facing our post-16 education and training infrastructure in achieving local participation and attainment targets.



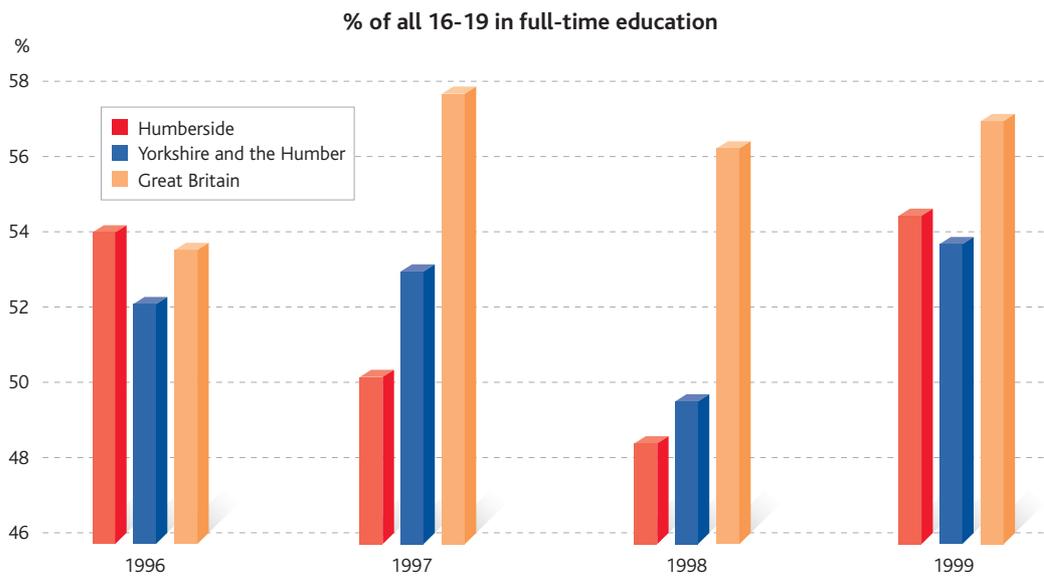
(Source: DfES – released 22 November 2001)

- A recent national initiative to introduce literacy and numeracy hours into schools in order to improve basic skills for children, has led to significant improvements in National Curriculum tests for 11 year olds across the country.

Destinations and participation of young people

Over several years there has been a steady rise in the numbers of young people moving into Higher Education (HE) and Further Education (FE) as well as into Work Based Learning (WBL) and jobs. There are some concerns over the patterns emerging in certain geographical areas and within a gender split.

- The majority of young people in Humberside completing Year 11 in 2001 (89%) are known to have progressed into employment, FE or WBL (including Foundation and Advanced Modern Apprenticeships). However, destinations and participation of young people differ between authority areas in Humberside. For example, in the East Riding 92% of young people entered education, employment or training, compared with 82% in Hull. Hull also has the lowest proportion of young people opting to study at college or sixth-form (58%), compared to the East Riding with 75%.
- Female achievement is lower than male achievement on Work Based Learning programmes.
- Gender stereotyping often leads to women undertaking training in low paid sectors.
- There is an issue with the cohort of 16 year olds who leave school and do not participate in any form of education or training. This is most acute in Hull and North East Lincolnshire and more apparent amongst males. For instance, as at February 2002, there were around 2,600 young people, aged under 19, unemployed and claiming benefit in Humberside. Of these, nearly two thirds were male and in geographical terms, Hull accounted for about 45% of this total. Research tells us that many of these youngsters are at risk of social exclusion and tend to have one or more of the following problems: no qualifications, poor basic skills, a history of truancy at school, poor interpersonal skills, housing problems, physical or mental health problems, alcohol or drug abuse, no support networks and a history of offending behaviour.



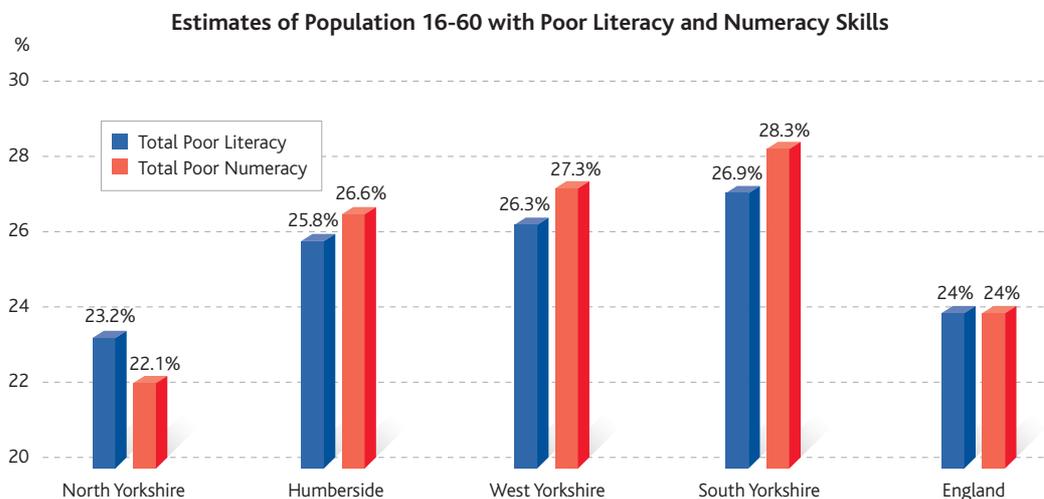
(Source: Labour Force Survey)

Progression into HE is very variable across the sub-region and this variability has strong links with the socio-economic status of the areas within the sub-region and levels of attainment at 16. This is no surprise and endorses the findings of recent research that led to the HE proposals contained within the 14 -19 green paper.

The overall rate of progression into HE for year 13 students who complete their schooling is around 55% but this hides a range of between 38% in Hull and 62% in the East Riding. These percentages hide the compound effect that deprivation brings as the most deprived areas also have the fewest pupils staying on beyond year 11.

Skills supply

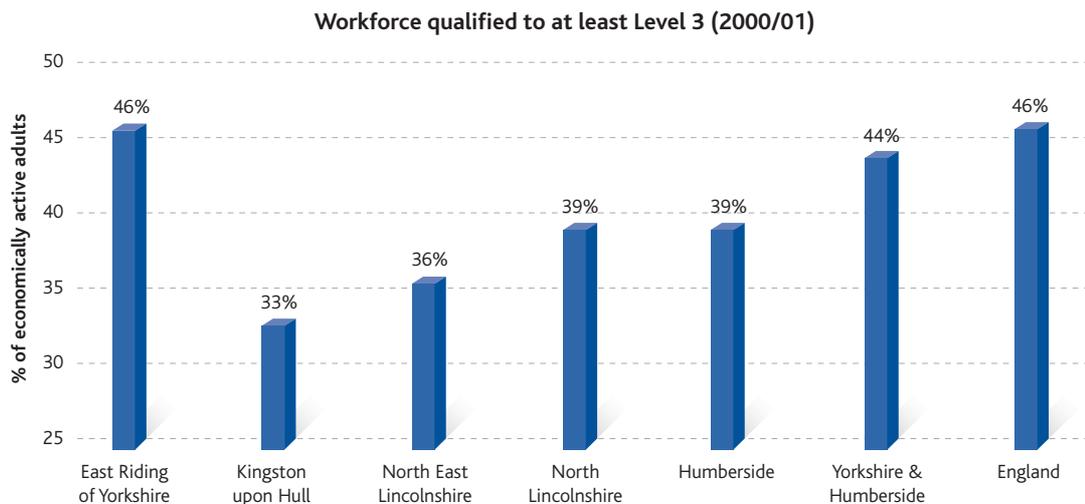
- Apart from the East Riding, all other unitary authority areas in Humberside have a higher proportion of adults with low literacy and numeracy levels than the national average. In Hull, there are estimated to be three wards that have more than twice the proportion of adults, compared with the national average, with very low literacy and numeracy skills. This equates to at least 1,850 residents, in these wards, with severe literacy and numeracy problems that would need intensive assistance to reach national standards.



(Source: Basic Skills Agency – revised 2001)

- Local research also suggests that a large proportion of the workforce in Humberside holds no NVQ equivalent qualification. Further, using qualifications as a proxy, latest findings from the Labour Force Survey (2000/01) show the Humberside workforce trailing at regional and national level in terms of advanced level qualifications and skills; an estimated 39% of economically active adults in Humberside are qualified to at least level 3 (2 GCE A-levels, an NVQ level 3, advanced GNVQ, Advanced Certificate of Vocational Education or BTEC National Diploma), the lowest rate in the region and far behind the national average of 46%.

Similarly, in terms of higher-level qualifications (NVQ 4+), we have the lowest proportion of our workforce qualified to this level (20%), compared to 24% regionally and 27% nationally.



(Source: Labour Force Survey 2000/01 – released 29 November 2001)

- There is less evidence of skills shortages in the sub-region compared with nationally, although employers do report skills gaps within their existing workforce. The Employers Skill Survey 2001 shows that nationally, the number of establishments reporting skill-shortage vacancies has fallen since 1999, representing about one-fifth of all vacancies and less than one half of all hard-to-fill vacancies. Skill shortage can be defined as a hard-to-fill vacancy explicitly attributed to a lack of job applicants with the required skills, qualifications or work experience. This is different from a skills gap, which is defined as occurring where a significant proportion of existing staff in a particular occupation are not fully proficient at their current jobs.
- In terms of skills gaps, employers in Humberside highlight demand for generic skills and personal competencies, particularly computer literacy, management, supervisory and communication skills. In terms of skill shortage vacancies, whilst some sectors in the local economy do report this type of hard-to-fill vacancy, it is worth pointing out that the underlying reason, in many cases, can be attributed to factors such as low wage levels, irregular hours of work, unattractive conditions of work, company location and competition from other sectors.

Skills demand

- Encouragingly 55% of Humberside employers recognise the need to develop the skills of their workforce. There is a concern with the 45% who do not feel that their employees' skills need improving. This almost certainly means that we have work to do in raising the aspirations of our employers and in helping them to understand the benefits to them, in terms of competitive advantage, of maintaining a suitably skilled workforce.

- Underpinning the need to raise skill levels are forecasts for the Yorkshire & Humber region showing that over the period 1999 to 2010, the largest increase in employment will be for NVQ Level 4 occupations, with an expected increase of around 115,000 jobs.
- In contrast, a 25% decline is projected for jobs requiring no qualifications, translating into a loss of around 80,000 jobs. By 2010, jobs requiring no qualifications are projected to account for fewer than 10% of total employment in the region, compared with 28% in 1991.
- Recent national research shows that employers anticipate a demand for new skills arising from the development of new products and services, the introduction of new working practices, and the introduction of new technology. In particular, the types of skills expected to be most in need over the next two to three years were advanced IT/software skills, followed by basic computing and other technical/practical skills. Locally, Yorkshire Forward and Economic Development Services have identified the growth sectors in our economy and are working to attract businesses, particularly in knowledge-based industries, to Humberside. Therefore, we will be focusing our attention on the supply and demand of skills for these sectors. Reflecting national expectations, it is anticipated that these businesses will require engineers, technicians, software and associated Information and Communications Technology (ICT) specialists and qualified employees in the legal and finance professions.

Workforce development

- Humberside reflects the national picture in that learning is not central to the business culture of many of our companies. The most recent national employer survey (Employers Skill Survey 2001) reveals that only 17% of establishments in England have a training budget.
- Access to training and development by employees is not evenly spread and those with the lowest level of qualification are less likely to be trained than those with higher qualifications.
- Smaller employers are less likely to train their staff than larger employers. In Humberside, smaller employers, that is those with less than 25 employees, account for around 92% of all workplaces.
- Training provided by employers tends to be specific to a particular job rather than encourage general skills.
- Investors in People is central to our approach for Workforce Development. We position the Standard as a business improvement tool which provides a framework of good practice for all organisations.

Quality of life and inclusion

Some geographical areas suffer more social and economic problems than others and the factors behind these differences are complex and often subject to debate. To gain an objective comparison, an index of deprivation, recently reviewed and updated by the University of Oxford, was compiled using a combination of factors to measure levels of deprivation at ward level. This index is used to target help and resources of various kinds to areas of most need. There is a high degree of correlation between positions

within this index and learning participation and attainment. For example, the education, skills and training domain within the index measures education deprivation by mainly examining the levels of qualifications amongst adults and young people. Using this measure, thirteen of Hull's wards are in the worst 20% of wards nationally (out of over 8,000 wards) and none feature in the best 50% of wards. When examining the overall index, Hull has ten wards and North East Lincolnshire has three, which rank amongst the 10% most deprived wards in England.

- Of the region's share of most deprived wards in England (those that feature in the most deprived 10% - some 79 wards) 14 wards or 18% are in our sub-region. Of these, ten are in Hull, three in Grimsby and one in Scunthorpe.
- The economic activity rate, for those of working age, is around 76% in Humberside, as at November 2001. Economic activity is below the national rate of 79% but in Hull it is far lower, at 68%, reflecting high degrees of economic exclusion in the city.

Summary of Key Conclusions and Planning Issues

Key Conclusions:

Low aspiration is seen as a major barrier to participation and achievement in learning and will hold back the economic development of the area.

Participation in learning for 16-19 year olds is improving, but there are concerns about the gender split and a core of 'hard to reach' young people who need to be attracted into learning.

Good performance in education at Key Stage 2 must be carried through to Key Stage 4 to increase the number of 16 year olds achieving 5 GCSEs at A-C or equivalent qualifications.

The area has a significant problem in terms of the number of adults with poor literacy and numeracy skills.

Too few people in the workforce hold advanced or higher level qualifications and there are skills gaps in computer literacy, management, supervisory and communication skills.

45% of employers do not feel their employees skills need to be improved and may need to be convinced of the business benefit of investing in workforce development.

Progression into HE is hampered by low aspirations and poor attainment levels at 16.

As judged by inspection grades, most provision is satisfactory or better, but quality standards are not consistent with particular concerns about some Work Based Learning.

Planning Issues:

Raising aspiration and participation in learning of young people and adults.

Increasing the skill levels and qualifications of young people and adults to meet future economic need.

Reducing the number of young people and adults with inadequate basic skills in literacy and numeracy.

Increasing the number of people with advanced or higher level qualifications.

Increasing employer commitment to and investment in the training and development of their workforce.

Increasing the number of 18 – 30 year olds with an experience of higher education.

Raising quality standards to eliminate all unsatisfactory provision and increase the amount of provision rated good or outstanding on inspection.

Further Research

We can and do draw on a wide range of national and local research and statistical data relating to participation and achievement in learning. This plan is founded on this research and it was used to help us determine the local issues that we will seek to address.

We recognise the important role research will play in helping to focus our efforts in order to achieve our goals. We are aware that there is still much work to be done in gathering information and intelligence and we shall work with local partners and our National Office to develop and expand our knowledge and understanding of the issues surrounding learning, especially as they affect Humberside.

At present our plans include:

- a comprehensive mapping exercise of all provision whether funded or not
- an employer focussed skills survey in conjunction with Humber Forum (a local associate organisation of Yorkshire Forward)
- a young people survey in conjunction with Learning Partnerships to determine baselines on National Learning Targets and benchmark attitudes towards learning
- a comprehensive household survey possibly in conjunction with local LEAs, Jobcentre Plus, Yorkshire Forward and voluntary sector.

In addition we shall be undertaking specific research to determine the causes of problems in pocketed areas of Humberside, which will inform and focus our effort and resources. This will be determined by the work currently being done as a result of detailed strategy development.

> Our Local Aim and Objectives

It is one thing setting out the issues; it is something else knowing where to start to address them. In preparing this plan we have sought to prioritise our actions by highlighting those areas where we are significantly out of step with the rest of the country. This naturally focuses our efforts on those aspects of performance where we are seen to be less effective. This focus should not be interpreted as ignoring aspects where we are in line with or even ahead of the average. We desire the best for our community and will strive to achieve this, but we also acknowledge this can never be a short haul and so may be only realised beyond the timescale of this plan.

Nevertheless it remains our **Aim** to:

“Create a culture where lifelong learning, achieved by whatever route, is valued by and valuable to individuals, employers and the broader community.”

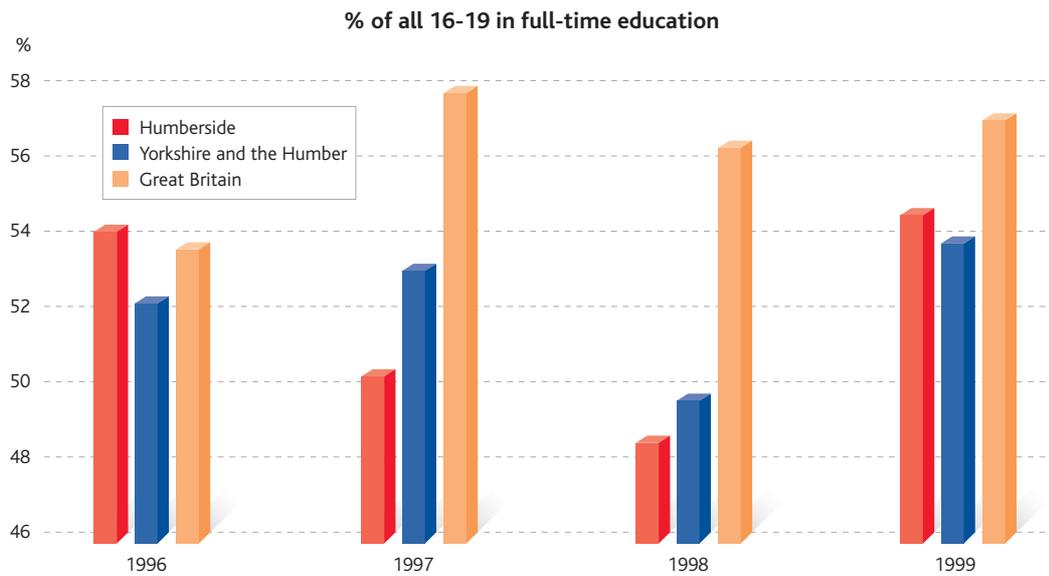
To enable us to achieve our aim, our **objectives** are:

Objective 1:

“We will raise participation in learning for young people and adults to levels that compare with the best in England.”

Commentary:

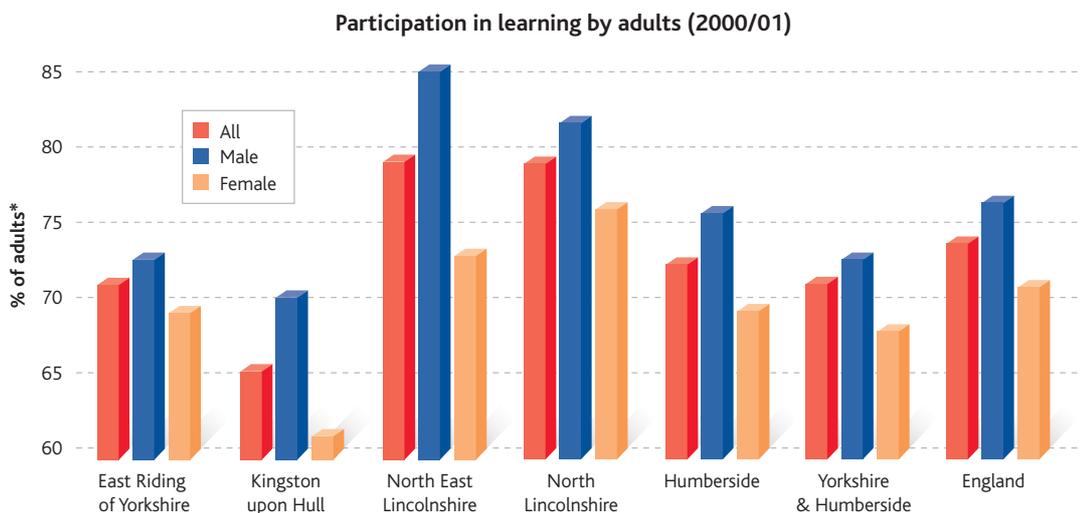
Research shows that the area as a whole has lower than average participation rates across the age range. However, this general picture disguises some significant differences within groups and within different geographical areas. In terms of our young people, for instance, one in five of Year 11 school leavers do not enter any form of structured education or training. Of major concern are those living in Hull and North East Lincolnshire who are less likely than youngsters in their neighbouring areas to enter education, employment or training following Year 11.



(Source: Labour Force Survey)

Consequently our focus in Humberside must be to address these low levels of participation and focus with partners on developing strategies which address the particular needs of those living in areas with particularly low participation rates.

Adult participation in learning within Humberside is less than that nationally but above the regional level, as illustrated in the graph below. Once again, there are local disparities, with adult participation more prolific on the south bank than the north. Research findings also point to a gender imbalance, with adult male participation in learning much higher, proportionately, than female. Evidence also suggests that socio-economic factors affect participation significantly.



* 'Adults' cover everybody aged between 16 and 69, except those in full-time continuous education.

(Source: Labour Force Survey 2000/01)

Consequently it will be necessary to focus our activities with partners, not just on the low levels of adult participation, but on identifying and addressing the particular barriers, skills related and those associated with attitude, which are impeding or preventing engagement in learning. Of particular concern and therefore requiring attention is the limited involvement of young men which will impact not only on their

own capacity to contribute to economic development but which has the potential to impact significantly on the attitude of children, particularly boys and young men, therefore perpetuating the cycle.

Priorities:

- Secure a cohesive and coordinated approach to tackling low levels of participation and demonstrate the benefits of learning, working with and through local Learning Partnerships and other key partners.
- Develop with partners a coordinated strategy to promote the benefits of learning and increase demand for learning across all sections of the community, particularly amongst the under-represented groups.
- Ensure high quality, impartial information advice and guidance is available for everyone.
- Take positive action to reduce the numbers of disengaged learners across the region.
- Identify, examine and challenge the barriers preventing and/or impeding individuals from engaging in learning.
- Build capacity in the basic skills infrastructure to deal more effectively with the range and number of literacy and numeracy issues.
- Build the capacity of the voluntary and community sector to engage more effectively with communities.

Measures:

To raise participation in learning to levels that compare with the best in England

| Measure | Baseline | 2003 | 2004 | 2005 |
|--|--------------------|----------------------|------|------|
| • 16-18 year olds in structured learning | 78% | 79% | 81% | 85% |
| • adults participating in learning | Baseline to be set | To be agreed in 2002 | | |
| • number of new adult learners | Baseline to be set | To be agreed in 2002 | | |

Key Actions:

The following table describes the key actions, drawn from our local supporting strategies and delivery plans, which will deliver this objective.

Objective 1:

“We will raise participation in learning for young people and adults to levels that compare with the best in England”

| Priority Issues: | Key actions: |
|--|---|
| Secure a cohesive and coordinated approach to tackling low levels of participation, and demonstrate the benefits of learning, working with and through local Learning Partnerships and other key partners. | <ul style="list-style-type: none">• Produce a Participation Strategy for the Humber, establishing synergy between LSC, LEA, Connexions and Learning Partnership strategies.• Work with and through local partnerships to respond to the learning needs of different groups of learners and potential learners, particularly the disadvantaged and non-engaged across the community:<ul style="list-style-type: none">– Joint Planning Welfare to Work– Learning Disabilities Partnership– Early Years Development and Childcare Partnership– Working in Partnership (Employers and Trade Unions)– Education Action Zones– Excellence in Cities (Excellence Challenge).• Develop Memoranda of Understanding with key partners: 4 x Learning Partnerships, Young Offenders Teams, Early Years Development Childcare Partnership, Connexions, Local Education Authorities and Health agencies.• Agree with local Learning Partnerships the priorities for research into learner needs, learner feedback concerning non-participation and the current levels, scope and nature of supply.• Establish with HE partners an HE Widening Participation Strategy for the Humber sub region which addresses the requirement for 50% of 18-30 year olds engaging with HE by 2010.• Establish effective progression routes into higher education, building on the Excellence Challenge programme but extending key messages and programmes across the whole area within the context of the HE strategy. |
| Develop with partners a coordinated strategy to promote the benefits of learning and increase demand for learning across all sections of the community, particularly amongst the under-represented groups. | <ul style="list-style-type: none">• Develop with partners an integrated campaign to market and champion 'Learning', focussing on the Lifelong Learning agenda and the benefits of engagement with Learning.• Develop and implement with partners targeted promotional campaigns to address the needs of particular groups.• Promote Learning Champions across the Humber in partnership with the Trade Unions and the Voluntary and Community sector.• Develop promotional and communication materials which demonstrate the benefits of learning:<ul style="list-style-type: none">– “The Bridge” – the LSC Humberside quarterly newsletter– The “Basic Skills” newsletter for the Humber– Continued support for the voluntary and community sector “Training News”– National Training Awards– Adult Learner’s Week– Bitesize.• Develop case studies, and community based role models and local community based Champions.• Work with the LEA and others to further develop Family Learning throughout the Humber.• Work with the BBC Mobile Zone to promote learning.• Develop and support the voluntary sector capacity to engage with new learners by promoting the benefits of learning. |

Priority Issues:**Key actions:**

Ensure high quality, impartial information advice and guidance is available for everyone.

- Develop further the local On Course Humberside database and extend its availability and access across Humberside.
- Work with Connexions to provide appropriate labour market information to assist in decision making and relate this to retention, achievement and progression.
- Ensure that information is provided for parents, both in respect of their own learning opportunities and that of their children.
- In partnership with Connexions, introduce the Action Pack to all 14-16 year olds across the Humber to assist in appropriate career decision-making.
- Link Education Business Link Organisation (EBLO) activity to the development of an understanding of the local labour market and encourage entrepreneurial skills.
- Establish a transition plan to develop a single Information Advice and Guidance (IAG) Partnership for the Humber from the 4 current partnerships from 2003:
 - develop a 'unified' IAG business plan for 2002-03
 - develop the processes for a 'single' plan from 2003
 - establish a single IAG Partnership for 2003
 - establish from 2002 a shadow management group for the proposed single IAG Partnership to develop the 2003/4 processes.
- Work with the local University for Industry (Ufi) hub and Learndirect to ensure synergy in the provision of information concerning learning opportunities across the Humber region.
- Continue to promote and further develop the outreach worker programme and the provision of information via On Course Humberside signposting programme through a range of outlets, including The Learning Shop in Hull and Even Better Prospects in Grimsby.

Take positive action to reduce the numbers of disengaged learners across the Humber.

- Develop a coordinated approach to quality assuring and expanding the scope and range of mentoring, working through the EBLO.
- Reduce the number of 14-16 exclusions by developing alternative provision, working with Connexions Humber and the Local Education Authorities.
- Identify the disengaged and provide appropriate first rung experiences in local communities to develop self-esteem and self-image, working with Community Groups and other agencies e.g. Princes Trust and Activate.
- Develop programmes with the voluntary and community sector to meet the identified needs of the disengaged.
- Use Bitesize opportunities to engage new learners and follow through with effective IAG processes.
- Develop a series of mini bitesize community based opportunities in identified and targeted communities across the Humber region.
- Work to ensure that appropriate information and facilities exist for the supportive progression of young people from first rung learning into mainstream provision (working closely with Connexions Humber).
- Improve the range, scope and nature of learning opportunities across the area.

| Priority Issues: | Key actions: |
|---|--|
| Identify, examine and challenge the barriers preventing and/or impeding individuals from engaging in learning. | <ul style="list-style-type: none"> • Work with Early Years Development Childcare Partnerships to ensure adequacy of quality childcare provision to support access to learning for those with childcare needs wishing to engage. • Support further education colleges in developing proposals for extended childcare provision. • Challenge stereotyping and develop appropriate access to and support achievement in learning for underrepresented and disaffected groups in line with our Equality and Diversity Strategy. • Pilot innovative approaches to the transport issues facing remote communities in accessing learning, working with a variety of rural partnerships. • Further develop the Learners with Learning Difficulties and Disabilities (LLDDs) processes and support all learners into appropriate learning opportunities. |
| Build capacity in the basic skills infrastructure to deal more effectively with the range and number of literacy and numeracy issues. | <ul style="list-style-type: none"> • Provide capacity building programmes throughout the Humber for staff in partner organisations to identify basic skill needs, conduct initial screening and provide a coordinated referral mechanism e.g. Connexions Humber, Learning Gateway EZE (Entry to Employment), Probation Service, Jobcentre Plus. • Develop a concerted and coordinated approach with partners to address the severe undersupply of Basic Skills tutors. • Work with LEAs to develop the transition arrangements to ensure a continuity of support to those with basic skill improvement needs. |
| Build the capacity of the voluntary and community sector to engage effectively with communities. | <ul style="list-style-type: none"> • Support and develop the Humberside Learning Consortium (a coordinating framework for the voluntary and community sector) to build capacity, develop quality assurance and to engage effectively with the disengaged and disadvantaged. • Develop staff and volunteer capacity to identify and screen for Basic Skills and to recognise learning opportunities and skill development issues in their regular activities with individuals. |

Objective 2:

“We will ensure learners receive high quality, effective learning provision, which meets the social and economic needs of individuals and the community.”

Commentary:

Raising quality and standards is critical to the Council’s agenda. We are committed to putting the learner at the heart of the new system for post 16 provision. The LSC is introducing robust arrangements to tackle deep-seated problems of inconsistency of standards by challenging poor and coasting providers and by ensuring excellence in teaching and training which meets the needs of learners and which promotes equality of opportunity.

The National Learning and Skills Council’s Quality Improvement Strategy identifies a number of guiding principles in order to secure high quality learning. They will form the basis of our learning strategy. The principles state that learning:

- meets learner, employer and community needs
- delivers high retention and achievement rates
- is delivered by competent and qualified staff
- takes place in a safe and supportive environment
- is well managed and well led
- delivers value for money.

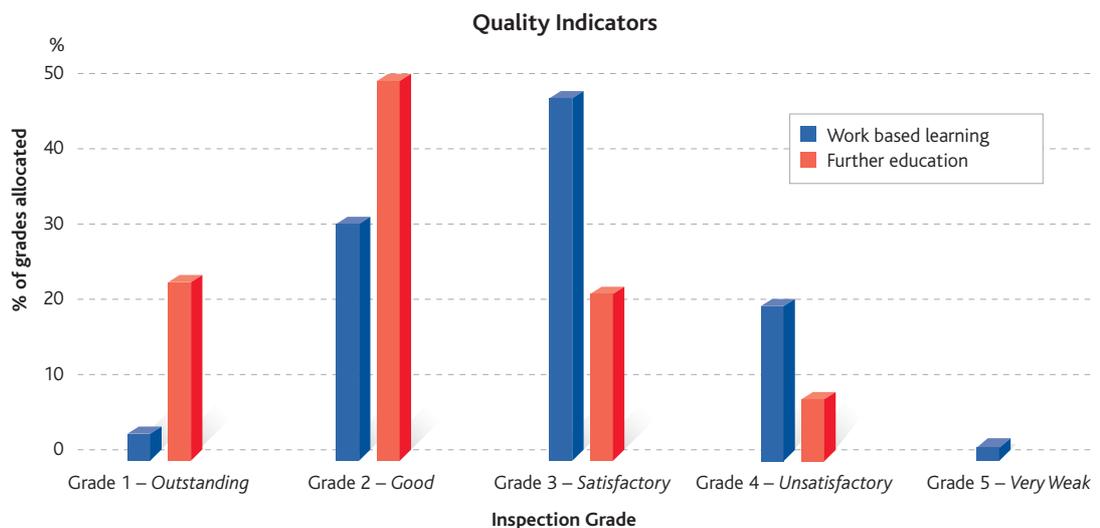
This objective is part of our national agenda but has also been endorsed by the findings of recent inspections, area inspection and monitoring, which have been undertaken by predecessor and current organisations. The picture is one of variability across the provider base, with poorer provision failing to achieve minimum standards, not being able to maintain rates of improvement necessary to stay at a satisfactory level, or unable to move to the required higher standards expected by Government. This is balanced by a sizable level of good provision within further education, and a number of colleges have excellent processes embedded with the self assessment process.

The primary responsibility for the quality of provision rests with the provider, however the LSC will invest in providers to make improvements in quality and work in partnership with other agencies, including the inspectorates. Priority will be given to improving the quality of weak and mediocre provision and share good practice from the best to help providers raise their aspirations and standards.

To develop local provision we will undertake a strategic review of all learning provision which will enable us to build a high quality supply infrastructure that meets the skills

needs of the sub region and will allow us to target our use of the Standards Fund and any future further education capital investments. This will involve both the development of existing provision and the introduction of new provision. The recent area inspection in Hull allows an early opportunity for us to develop the process.

The table below illustrates the distribution of individual grades for both further education and Work Based Learning providers from local ALI/TSC/OFSTED inspections. The number of grades applicable to each learning provider varies with the range and type of provision and therefore cannot be used to establish average levels of quality for each provider. What it does indicate is that there are too many areas where provision is less than satisfactory and we shall be aiming to eradicate these weak areas by 2004.



note: The baselines are based on a total of 255 grades for 41 WBL Providers and 63 grades for 6 FE establishments

In the past there has been some work done to use 'learner satisfaction' as an indicator of quality and we intend using the National LSC Learner Satisfaction Survey and information gathered through the Learning Partnerships. Once a baseline has been established then we shall set targets for increased Learner Satisfaction.

Priorities:

- Support learning providers to drive up standards, share good practice and improve inspection grades.
- Ensure provision is matched to the needs of the area and individuals.
- Use locally managed funds more effectively to support quality and infrastructure development.

Measures:

To ensure learners receive high quality, effective learning provision, which meets the social and economic needs of individuals and the community

| Measure | Baseline | 2003 | 2004 | 2005 |
|------------------------|-------------------------|----------------------|------|------|
| • Learner satisfaction | Baseline to be set | To be agreed in 2002 | | |
| • Inspection grades | 82.7% Grade 3 or better | 90% | 100% | 100% |
| | 41.5% Grade 2 or better | 245% | 50% | 55% |
| • Retention rate | Baseline to be set | To be agreed in 2002 | | |

Key actions:

The following table describes the key actions, drawn from our local supporting strategies and delivery plans, which will deliver this objective (page 24).

Objective 2:

“We will ensure learners receive high quality, effective learning provision, which meets the social and economic needs of individuals and the community”.

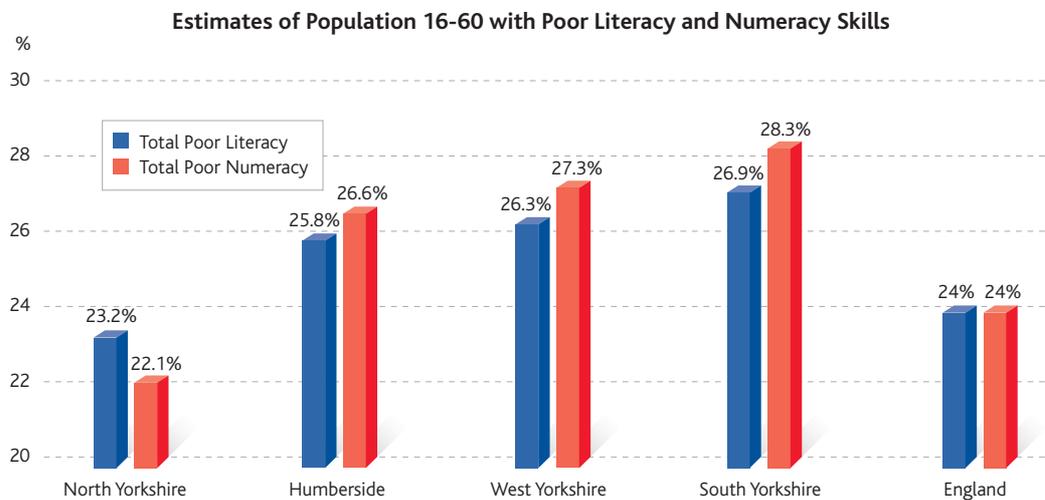
| Priority Issues: | Key actions: |
|---|--|
| Support providers to drive up standards, share good practice and improve inspection grades. | <ul style="list-style-type: none">• Collaborate with partners to gather, analyse and disseminate retention and achievement data in each area and set improvement targets for each sector.• Set up a quality forum in each area to share good practice, especially learner support programmes, retention and achievement strategies.• Produce and implement a local quality improvement strategy.• Undertake independent review of post-16 teaching and learning to identify areas for improvement.• Work with OFSTED and ALI to support the institutional and area wide inspection process to ensure plans improve provision.• Target Standards Funds to deliver Continuing Professional Development opportunities. |
| Ensure provision is matched to the needs of the area and individuals. | <ul style="list-style-type: none">• Use area wide reviews to marry supply and demand across the region.• Develop a cohesive 14–19 strategy for each LEA area and Humberside as a whole.• Support providers to develop Centres of Vocational Excellence.• Establish an Information Technology strategy to widen access and provide more flexible learning opportunities.• Develop Basic Skills Partnership Centres as beacons of information and expertise.• Encourage the use of innovative and creative teaching and training methods.• Develop and support providers who offer bespoke and distinctive programmes of learning. |
| To use locally managed funds more effectively to support the development of a quality infrastructure. | <ul style="list-style-type: none">• Work with Area Property Advisers to target capital grants to raise the quality of the learning environment.• Develop plans for use of locally managed standards fund that supports our learning and quality improvement strategies.• Continue to identify key stakeholder requirements for additional investment particularly in the area of learning resources.• Use Local Initiative Fund (LIF) funding to support the infrastructure development and overcome previous under-investment. |

Objective 3:

“We will ensure learners are able to achieve their full potential and raise the achievement levels of those participating in learning.”

Commentary:

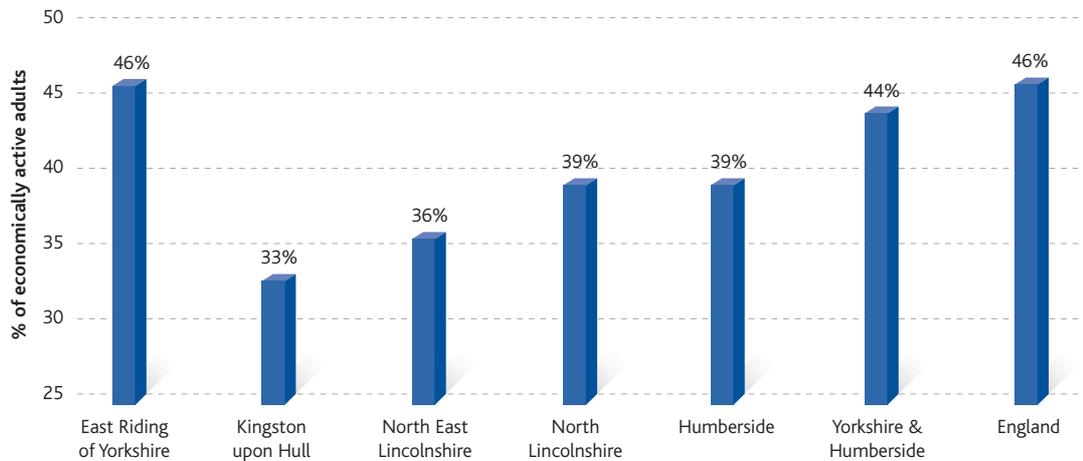
As with participation, the overall picture of achievement shows the area to be below the national average. This appears to represent the need for improvements in two dimensions, increasing the proportion of people achieving any qualifications and of those that do, raising the level of achievement to at least the levels consistent with those achieved on average nationally.



(Source: Basic skills Agency – revised 2001)

The drivers of this current underperformance are complex and we have to be realistic about what we can achieve. However, we will work with partners to improve the situation in the Humber and close the gap that currently exists. In doing so we shall be providing the necessary measures to assist partner agencies in meeting their goal of improved economic performance. We know this is the case because research tells us that a shortfall in basic, intermediate and high-level skills puts us at a competitive disadvantage and holds back economic performance. If successful, therefore, we will help address the low demand for labour, which itself drives down the learning incentive.

Workforce qualified to at least Level 3 (2000/01)



(Source: Labour Force Survey 2000/01 – released 29 November 2001)

Consequently it will require that we focus attention particularly on those aspects of achievement which address the needs of Humberside whilst also maintaining improved achievement for all.

Priorities:

- Raise post-16 basic skills levels, particularly for 16-18 year olds and in areas where there are severe pockets of literacy and numeracy deprivation and English for Speakers of Other Languages (ESOL) requirements, in line with the Basic Skills Strategy.
- Increase the number of people achieving intermediate and advanced level qualifications (level 2 and 3).
- Increase the number of people accessing and achieving higher level qualifications and skills, especially in areas of management and emergent technologies.
- Increase the number of people with the transferable and employability skills necessary to improve access to employment particularly amongst labour market entrants, such as young people and women returners.
- Raise the number of individuals with improved Information and Communication Technology (ICT) skills, in line with the ICT Strategy.
- Develop with the local LEAs and other partners a more coherent and well-balanced 14-19 phase of learning, supporting pilots of the 'Increased Flexibility for 14-16 Year Olds' programme and Excellence Challenge.
- Implement the Equality and Diversity Strategy with particular emphasis on raising levels of attainment.

Measures:

To ensure learners are able to achieve their full potential and raise achievement levels of those participating in learning

| Measure | Baseline | 2003 | 2004 | 2005 |
|--------------------------------------|----------------|-------|--------|--------|
| • Level 2 by age 19 | 76% | 76% | 77% | 78% |
| • Level 3 by age 19 | 39% | 40% | 41% | 42% |
| • Level 3 for adults | 39% | 40% | 47% | 49% |
| • Raise literacy and numeracy skills | Not applicable | 7,500 | 14,000 | 20,000 |

Key actions:

The following table describes the key actions, drawn from our local supporting strategies and delivery plans, which will deliver this objective (page 28).

Objective 3:

“We will ensure learners are able to achieve their full potential and thereby raise the achievement levels of those participating in learning.”

Priority Issues:

Raise post-16 basic skills levels, particularly for 16-18 year olds and in areas where there are severe pockets of literacy and numeracy deprivation and ESOL requirements, in line with the Basic Skills strategy.

Key actions:

- Implement the Basic Skills Strategy in order to embed Basic Skills across all provision.
 - Use the various LSC funding mechanisms and allocation processes to ensure there is sufficient capacity to respond to the local Basic Skill needs.
 - Ensure that quality improvement and IAG services support the improvement of achievement and progression.
 - Improve the capacity of the infrastructure by:
 - establishing a range of tutor recruitment events
 - enhancing the tutor training programme
 - increasing the Barefoot workers programme
 - ensuring all providers are involved in the British Standard Quality Initiative (BSQI) and the Quality Mark programme
 - identifying, screening and assessing the basic skill needs of all full time post16 learners.
 - Further develop and introduce new support programmes for employees and volunteers working in the voluntary and community sectors.
 - Establish four resource centres to provide in-service support and coordinate the training provision at a local level.
 - Continue to support and extend the Brokerage scheme.
 - Work with the Trade Unions to further develop the Learning Mentor programmes.
-

Priority Issues:**Key actions:**

Increase the number of people achieving intermediate and advanced level qualifications (level 2 and 3).

- Ensure that all young people have the support necessary to complete their learning programmes including mentoring, and other personal and developmental support mechanisms.
- Target support for particular groups of learners:
 - robust LLDD processes to ensure that learners have appropriate provision
 - application of the Aids and Adaptation programme to support the learning of those with identified special needs
 - review the use of the additional funding available to support those with special educational needs across the learning programmes to ensure that it reflects the needs of individual learners and assists in reaching the planned level of achievement
 - review and further develop the Learning Gateway and particularly the Life Skills component to better reflect the learning needs of individuals.
- Support the emerging Humberside Learning Consortium (voluntary and community sector) to develop improved quality assurance mechanisms and thereby improve the achievement rates of learners.
- Implement the Workforce Development Strategy to ensure that all employees work towards skill improvement and achieve level 2 and 3 qualifications.
- Support providers through their Equal Opportunities Action Plans to move towards a 1:1 correlation in terms of performance across all programmes for all learners.
- Work with learning providers to improve level 2 and 3 achievement through the use of benchmarking.
- Work with providers to maximise the impact of the Standards Fund in improving achievement.
- Develop projects to increase level 2 achievements.
- Work with Connexions Humber to embed Personal Adviser processes across all post-16 provision.

Increase the number of people accessing and achieving higher level qualifications and skills, especially in areas of management and emergent technologies

- Establish clear pathways from all learning routes into higher education.
- Introduce progression support programmes across all LSC funded activity, working with Connexions Humber and IAG Partnerships.
- Follow up leavers from mainstream programmes to encourage progression.
- Support the extension of Excellence Challenge.
- Develop the HE strategy with positive local actions to engage local learners in higher level skill acquisition.

Increase the number of people with the transferable and employability skills necessary to improve access to employment particularly amongst labour market entrants, such as young people and women returners.

- Further develop the EBLO to become a robust and high quality provider of Education Business activity including 'Work Experience' and 'Professional Development Placements' (EBLO Business Plan).
- Develop a Key Skills strategy to support all LSC funded learning activity.
- Work with the local agencies to develop appropriate programmes to support women returning to the labour market.

Priority Issues:**Key actions:**

Raise the numbers of individuals with improved ICT skills in line with the ICT strategy.

- Work with Ufl to extend provision across Humberside.
- Embed ICT skill development in all LSC funded programmes.
- Provide training for teachers, trainers, lecturers in the use of ICT to enhance learning, using the Standards Fund.
- Promote e-learning through good practice seminars, conferences and promotional events.
- Work with and through ICT sub groups of Learning Partnerships to develop local strategies.
- Map provision.
- Support the BBC mobile zone.
- Encourage the use of ICT to enable learners in rural areas to access learning.
- Work with the Withernsea and South Holderness Rural Action Zone (RAZ) to explore the impact of e-learning.

Develop with the LEAs and other local partners a more coherent and well-balanced 14-19 phase of learning, supporting pilots of the 'Increased Flexibility for 14-16 Year Olds' programme and Excellence Challenge.

- Establish a 14-19 Strategy for Hull and implement that strategy alongside the Area Inspection Action Plan.
- Conduct 14-19 reviews across the other three LEA areas in the Humber, working with 14-19 subgroups of the Learning Partnerships and other partners.
- Identify good practice in 14-19 provision and disseminate this across the Humber.
- Develop, within the work experience programme, the processes to secure and support the further development of work related placements to support the whole curriculum with particular reference to the vocational aspects.
- Develop with partners new programmes designed to meet the needs of those for whom traditional methods and materials are inappropriate.
- Increase the number of 14-16 year olds engaged in vocationally related learning through:
 - supporting and managing the four Increased Flexibility programmes across the Humber
 - increasing the number of the vocationally related placements
 - focussing workshops and good practice seminars on supporting the development of Key Skills.
- Build programmes to encourage the use of Centres of Vocational Excellence (CoVEs) in support of the developing 14-19 curriculum.

Implement the Equality and Diversity Strategy with particular emphasis on raising levels of attainment.

- Embed the Equality and Diversity strategy across all provision.
- Establish an external advisory group to reflect the various interests across the area.
- Promote and disseminate the Equality and Diversity Strategy.
- Work with providers to support the learning of those facing barriers to learning in order to maximise potential.
- Provide support for learners with disabilities through the LLDD and Aids and Adaptations programme.
- Ensure that the Health and Safety Strategy is fully embedded across all provision.

Objective 4:

“We will increase the commitment of employers to raising the knowledge and productive skill levels within their workforce.”

Commentary:

Knowledge and skills are recognised as the new drivers of competitiveness, replacing traditional factors such as machinery, raw materials and cheap labour. This has become increasingly important as a knowledge driven economy becomes more prevalent.

People are the main source of advanced competitiveness. The most successful businesses will be those with the most skilled, flexible and committed people who can adapt to new ways of working.

It is a concern therefore that while around one-third of Humberside’s workforce is not qualified to level 2, nearly half of our employers do not feel that there are any skills their workforce needs to improve. At the same time, we know that regionally (and there’s no reason to suggest that Humberside is any different) the proportion of jobs requiring low level or no qualifications is expected to decline significantly over the next few years.

A key message for the sub-region is that we need to invest in managers, entrepreneurs and leaders – in their skills, learning and creativity. These have a determining effect on the other factors of competitiveness.

There is also a message in here for employers around the critical role they play in supporting key skills, and particularly basic skills, among their workforce.

One of our key challenges for workforce development is therefore to identify flexible, client-focused approaches to delivering basic skills that will engage employers in playing this key role.

ICT skills are recognised as being among the new drivers of competitiveness. Only 60% of full time employees in Humberside use a computer at work and of these, only 10% use their computer for learning. The development of e-skills in the workforce and of e-learning in the workplace will become increasingly important.

So how we tackle workforce development has to address the changing world. We must embrace the new ways whilst learning from our experiences in the past. Skills are not just technical and occupation-specific; a person needs a portfolio of skills, many of which are generic and transferable, which add value to technical skills and which make the individual and his or her organisation more adaptable and competitive. Part of the widening participation battle is to get people to recognise and understand what skills they already have, as well as what they need.

Workforce development is a complex issue and as such requires a rich mix of relationships to support it. We will need to behave flexibly, taking different approaches according to need, sometimes informing and decision-making, other times facilitating and collaborating, but always listening. We will also work hard to understand where the roles and remits within the partnership touch, and can enhance one another.

We have taken extensive account of the existing policy and strategy documents jointly created and endorsed within the partnership infrastructure, such as the Yorkshire Forward Regional Economic Strategy and the Humber Forum's Strategic Framework for Economic Development in the Humber Sub-region.

We will work closely with Yorkshire Forward and other strategic partners to share information and economic assessments and achieve consistency between our respective strategies and plans, particularly in the context of skills.

We will need to encourage employers to participate in the provision of post-16 education and training.

Priorities:

- Increase the number of employers supporting learning and development within the workplace.
- Increase the number of employed people undertaking training and participating in further and higher education.
- Develop management and leadership skills of managers, especially within Small to Medium Enterprises (SMEs), to ensure development issues are an integral part of business strategies and planning.
- Ensure we have coherent employer services.

Measure:

To increase the commitment of employers to raising the knowledge and productive skills within their workforce

| Measure | Baseline | 2003 | 2004 | 2005 |
|--|--------------------|----------------------|------|------|
| • Employer engagement in workforce development | Baseline to be set | To be agreed in 2002 | | |

Key actions:

The following table describes the key actions, drawn from our local supporting strategies and delivery plans, which will deliver this objective (page 33).

Objective 4:

“We will increase the commitment of employers to raising the knowledge and productive skill levels within their workforce.”

Priority Issues:

Key actions:

Increase the number of employers supporting learning and development within the workforce.

- Raise awareness of the full range of workforce development support including Foundation Modern Apprenticeship (FMAs), Advanced Modern Apprenticeships (AMAs), Basic Skills, ICT, etc through promotional activities.
- Improve information, advice and guidance relating to learning opportunities to employed individuals and employers.
- Develop strategies which focus on key sectors and clusters identified within Yorkshire Forwards' Regional Economic Strategy (RES) for Humberside.
- Support development and implementation of the 'Framework for Regional Employment and Skills Action' (FRESA) and Humber Forum's employment strategy.
- Promote, support and increase the number of employer commitments and recognitions towards Investors in People.
- Build capacity with workforce development providers by delivering a programme of support which increases the range and effectiveness of the service they provide to employers.
- Encourage networking and the sharing of best practice between employers, particularly Small to Medium Sized Enterprises (SMEs).

Increase the number of employed people undertaking training and participating in Further and Higher Education.

- Raise awareness of the full range of workforce development support available through FE and HE by the use of promotional activities.
- Undertake research to identify barriers to employer/ employee participation and develop strategies to reduce or remove them.
- Improve access to and quality of information advice and guidance available to employees and employers.
- Encourage new and innovative methods of learning in the workplace including flexible learning, on-line learning.
- Encourage the take up of employee development schemes.
- Develop the concept of learning champions, particularly for SME's, working with Business Link, TUC and the Learning Partnerships.
- Encourage and support the development of an enterprise culture by provision of a range of business start-up training and development activities.
- Introduce progression support programmes for employees working with FE colleges, HE institutions, Work Based Learning providers and business support agencies.

Develop management and leadership skills of managers, especially within SMEs to ensure development issues are an integral part of business strategies and planning.

- Develop a management development strategy for Humberside working with key partners/stakeholders.
- Encourage the use of management standards.
- Encourage the use of Investors in People as a business development tool.
- Ensure Business Link and other business support agencies adopt an integrated approach to support for SMEs.
- Encourage new, innovative and flexible learning vehicles for supervisory and management development.

Priority Issues:

Ensure we have coherent employer services.

Key actions:

- Promote and support the Education and Business Consortium to strengthen the links between education and business.
- Work closely with Yorkshire Forward and other key stakeholders to ensure coherent and complementary plans are in place to support workforce development.
- Forge effective strategic links with appropriate Sector Skills Councils and other employer organisations.
- Work with Job Centre Plus, its suppliers and inward investment agencies to support the design of pre-employment and job readiness programmes.
- Develop a flexible local provider infrastructure which is responsive to employer needs.

> The Way We Want To Work

Our whole philosophy is one of working in partnership with all other bodies within Humberside that are relevant to our objectives. We believe that this will ensure best use of all partner resources and provide maximum benefit to the community.

Our objectives are met in a number of ways:

- Through a network of schools, colleges, private training providers, employers and voluntary organisations.
- Through a wider network of partner organisations with whom we do not have a direct funding relationship but where our influence on their operations can have an impact on our objectives e.g. Local Authorities, Humber Forum, Yorkshire Forward, neighbouring LSCs, cluster and sector organisations.
- By working with those organisations with responsibility for pre-16 and Higher Education within our area to ensure that we are all addressing the core problems in Humberside and that information is available to our learners as required, to inform their decision-making processes e.g. Local Education Authorities, Connexions Humber and universities.

The success of the local LSC will depend upon strong partnerships and effective linkages with a wide range of organisations. Because we recognise and value the opinion of our key partners we have given them the opportunity to consult with us throughout the development of this plan, to help shape the future of learning in our area. As part of this process we will also rely on the commitment of these organisations to work alongside us to deliver the agreed plan.

Equality of Opportunity

The vision of the LSC is to create a learning society in which everyone has the opportunity to go as far as his or her talents and efforts will take them. There is an expectation from the outset that equality of opportunity will be part of the LSC's culture and operations, with all services being underpinned by exemplary equality principles and practice. The LSC will strive to make learning inclusive, to widen participation, to eliminate discrimination and to promote diversity.

Our overall aim can only be achieved if employers and providers of education and training do more than merely comply with legislation on race, gender and disability. This requires an explicit commitment to offer learner centred training, to discourage discrimination and to include all social groups within all aspects of their work.

We are committed to ensure that local provision meets identified needs, addresses barriers to learning and promotes progression routes for learners with learning difficulties and disabilities.

The LSC's commitment is to all individuals and groups of people. Everyone should have equal access to appropriate learning provision, regardless of their gender, ethnicity, age, disability or learning difficulty, supporting the concept of an inclusive society where

everyone has an equal chance to develop their knowledge and be active in the workforce.

We will therefore promote and implement our Equality and Diversity Strategy as an underpinning and integral aspect of all our activities.

The key issues that need to be addressed:

- The gap between male and female achievement on our learning programmes.
- The gap between male and female into employment following the completion of their learning programmes.
- Gender stereotyping which exists within some frameworks and sectors within the learning programmes.
- The gap between people with a disability and people without a disability entering employment after leaving the learning programme.
- Improving the achievement rate of people with a disability leaving learning programmes.
- Increasing the number of people from under represented groups into learning.
- Re-engaging the over 45-age group in learning or employment.

Learners with Learning Difficulties and Disabilities (LLDD)

A separate key aspect of the Equality of Opportunity arrangements that we have in place reflects the support provided for learners with learning difficulties and disabilities. A range of specialist and learning opportunities exist within all our post 16 provision and across our range of learning providers to meet individual special needs. Individualised support is also provided, where necessary, through our Aids and Adaptations programme, organised in conjunction with and through the suppliers of learning.

In addition the LSC also provides financial support for individuals within our region who need to attend specific learning programmes within identified Residential Colleges for the Disabled, located throughout the country.

This process introduces arrangements to maximise participation, particularly from those groups that are under-represented in education and training. Procedures have been established to review the applications submitted via a Case Conference arrangement, where organisations involved with a specific individual are invited to contribute to the discussions that take place, to assist the decision making process.

A Placement Officer has been appointed by the LSC to chair panels, which are arranged in each of the four local authority areas within Humberside. All decisions are taken in conjunction with professionals from other organisations such as Social Services, Health agencies and Connexions, who represent the four local educational authorities within the Humber sub-region.

Health and Safety

We recognise that the primary responsibility for health and safety for our staff and working environment rests with ourselves, and that within our contracted organisations the responsibility rests with learning providers. The following arrangements have been established to ensure systems are effective within all locations.

A Health and Safety Policy has been produced specifying arrangements, procedures and responsibilities for the safety of our staff. This policy will be reviewed and updated on an annual basis.

We have also produced a Health and Safety Strategy, together with an Action Plan that will ensure that we, our contracted learning providers and subcontractors comply with all relevant statutory duties and contractual requirements in respect of health, safety and welfare.

We will continue to ensure that contracted learning providers meet both LSC and legal requirements via the Gateway Questionnaire, through Provider Performance Reviews and other quality initiatives, which will include reviewing arrangements on a risk banded basis, where necessary. Where that is required, qualified and competent members of the Special Learning and Safety Team will be involved in the procedures.

In addition, learning providers will be required to complete a Health and Safety Self Assessment Audit and to complete an Action Plan to ensure continuous improvements are maintained. Details of progress will be discussed at Provider Performance Review meetings twice a year.

Health and Safety is seen as an integral part of all contracting procedures, quality assurance arrangements and systems that operate throughout the LSC. The Directors and Council members in Humberside have given their full support and commitment to ensure the above arrangements are maintained and remain effective.

Evaluation

Evaluation will be undertaken at two levels. At a strategic level it will assess the impact and overall performance of the local LSC in achieving its local aim and objectives. At programme and activity level evaluation will enable us to assess the effectiveness and efficiency of specific operations. Evaluation needs to be approached by using a range of quantitative and qualitative measures ranging from national targets to customer feedback. Most importantly we need to share what we learn in order to inform and enhance future strategies.

A local evaluation strategy will help us achieve this through:

- developing measures and criteria to demonstrate the progress against activity
- identifying achievement against these measures and criteria
- indicating those factors which have greatest influence on success and failure
- setting new targets and activities in the light of this analysis.

We will involve partner organisations in this process through performance reviews, 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.

About Us – Resources

In order to fulfil our plan, the resources available to us are critical. These resources come to us in different ways.

Our primary resource is our people. We must ensure that everyone who works in the local LSC is clear about their role, is fully effective in carrying out their tasks and is able to meet their objectives. Our People Development Plan will be drawn up to take into account individual needs for the job in hand and also to help people achieve their aspirations.

Supporting our local office is a Council, made up of members of the major partner organisations involved in the planning and delivery of post-16 learning and skills in Humberside. The Council will play a strong leadership role to steer the organisation and to ensure that the needs of individuals and employers are met.

Clearly our Council is also a key resource and we must use our members to best effect, to help with our strategic planning, our decision making processes and being a channel of communications with our partners and customers.

The local LSC will have funds available to help it achieve its objectives. Such funds as the Local Initiative Fund, reserves from Humberside Training and Enterprise Council and European Co-Financing will be used over the next 2 to 3 years to support our plans, act as a pump priming measure or enhance the learning infrastructure as appropriate. We aim to be flexible in our approach to requests for funding but to obtain best value at all times.

Being part of a national organisation we can also draw on the experience and expertise of people in other parts of the country and from our National Office. We aim to share our experiences with others and to seek out good practice wherever it might be found.

We will look to our local partners to work with us to achieve common goals and to join with us in building a better learning environment in Humberside.

The Local Learning and Skills Council

Council Members

Mr Robert Smith
Chairman LSC Humberside

Site Manager & Tencel
Manufacturing Director
Acordis UK Limited

Ms Adeeba Malik
Deputy Chief Executive
QED

Yorkshire Forward Board
Member

Mr Paul Downey

General Manager
Hull Daily Mail
Publications Ltd

Ms Lisa Hilder

Manager of the Woman's
Centre for Preston Road
New Deal for Communities

Mr Ian Bolton
Deputy Chief Executive
North East Lincolnshire
Council

Councillor Nic Dakin

Leader of the Council
North Lincolnshire Council

Mr John Ginnever

Head of Education, Leisure
and Libraries – East Riding
of Yorkshire Council

Mrs Jackie Richardson
Hospital Manager
Nuffield Hospital

Mr Mike Jex

Managing Director
LES Engineering Ltd

Mr Richard Morley

Technical Director
Caparo Merchant Bar PLC

Mr Roger Norrington
Factory General Manager
Birds Eye Wall's Ltd

Mr Howard Petch OBE

Executive Director
Napaeo

Mr Derek Crothall

Vice Chancellor
University of Lincolnshire
and Humberside

Ms Lesley Agar

Retired FE Principal

Observers:

John Papworth
Connexions Humber

Mike Egar
Chief Executive
Business Link Humber

Jacqui Lewis
Government Officer for
Yorkshire and the Humber

Vince Robinson
Regional Director
Jobcentre Plus

> Engagement and Consultation Process

Throughout this Strategic Plan we have talked about meeting our objectives through partnership, working together and recognising our dependence on others for the delivery of education and training. We also must take into account the needs of the local community, employers and individuals. Therefore, to draw our plan together we have considered the views of partners and the wider community. We have distributed our draft plan widely and have listened to and acted upon the comments that have come back to us.

As our remit and thus our consultation has had to be as wide as possible we have developed an approach that differentiates between partner and associate organisations, employers and the community.

Early consultation, which locally we have called 'engagement', was with partner organisations and arose as a result of ongoing discussion and dialogue. A diagram representing these organisations and their respective relationships is shown at Annex 1.

Wider consultation has involved a series of meetings and, in addition, a distribution of our plan to many organisations that have links with our work. Our aim was to gain the best possible view from a representative sample of business, employers and organisations from the voluntary and community sector. This second stage consultation involved over 300 organisations – see Annex 2.

We are still keen to hear views about our Plan. Please send these to:

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Further Information

Whilst this plan provides an overview of the issues we are facing, and the priority we have attached to addressing them, it can only give an indication of the task ahead. All of our objectives carry with them a large amount of activity that needs to be undertaken. This detailed activity will form the basis of our business plans for the coming years. The focus of this and all future activity will be maintained by the use of the main strategies listed below which are being developed at present. We are focussing on our Skills and Participation Strategies initially as they will determine significant elements of the Learning Strategy. These are being discussed with partner organisations as part of our engagement process and will be available to a wider audience when in final draft form.

Main Strategy Papers:

- Skills Strategy
- Participation Strategy
- Learning Strategy

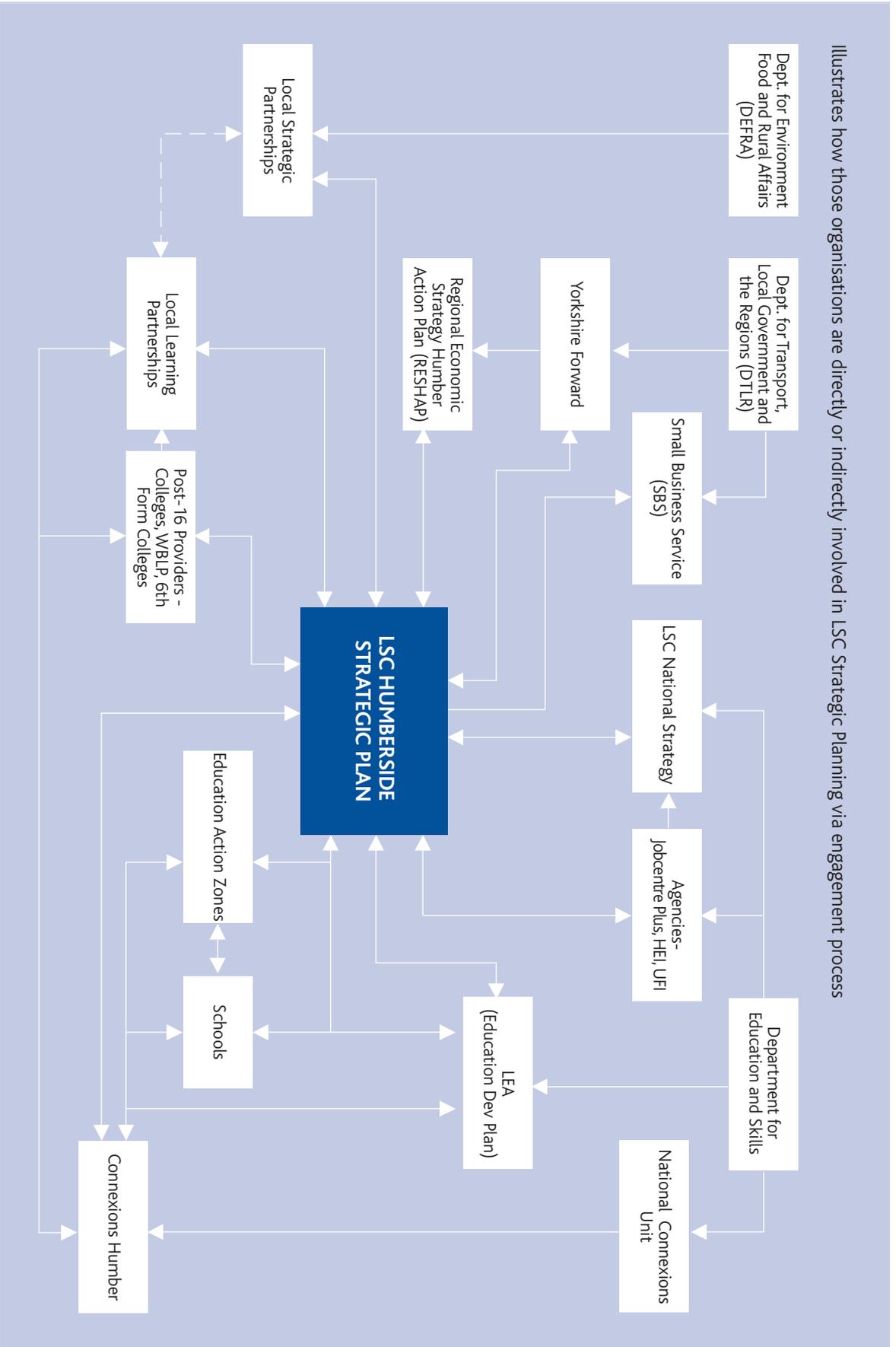
Underpinning Strategies:

These support the main strategies but are significant enough to warrant individual approaches.

- Equality and Diversity Strategy
- Basic Skills Strategy
- ICT Strategy
- Health and Safety Strategy

Performance and the targeting of limited resources will always remain a high priority; therefore we are developing a Research and Evaluation Strategy, which will illustrate the scope and nature of research work and our evaluation approach. With many partner organisations all wishing to mitigate costs this is an important area for collaborative working leading to joint or cooperative planning at strategic levels.

➤ Annex 1 – Strategic Relationships



> Annex 2 – Organisations Consulted

Acordis UK Ltd
Action For Employment Ltd
Adult Community Education Services
Adult Education Service
Alcrest (Northern) Ltd
Andrew Marvell School
Archbishop Thurstan School
BBC Radio Humberside
Baysgarth Comprehensive School
Beverley Career Development Centre
Beverley Grammar School
Beverley High School for Girls
Birds Eye Wall's Ltd
Bishop Burton College
Bridgeview School
Bridlington School
Brigg Sixth Form College
BAE Systems
British Plumbing Employers Council Ltd
Brumby Comprehensive School
Business Education Partnership
Business Insight
Business Link Humber
Cambridge Park School
Caparo Merchant Bar Plc
Carillion Craft Training Plc
Chamber Training
Chamber Training (Humber) Ltd
City Centre Training
Connexions Partnership
Construction Industry Training Board
Corus
Cottingham High School
Courtyard
David Burnby & Associates
David Lister School
Defence School of Transport
Department for Environment, Food & Rural Affairs
Department for Education & Skills
Driffield School
Early Years Development & Childcare Partnership
East Riding College
East Riding (Central) Council for Voluntary Services
East Riding of Yorkshire Council
East Riding Training Services
East Yorkshire College
East Yorkshire Council for Voluntary Service
Education Action Zone
Education Action Zone – East Riding
Education Business Partnership
Endeavour High (North)

Euro-Mark Training Ltd
Excellence in Cities
Financial Training Company Ltd
Foxhills School Technology College
Franklin College
Frederick Gough Comprehensive School
Frederick Holmes School
Ganton Special School
Goole College
Government Office for Yorkshire & The Humber
Graphical, Paper and Media Union (GPMU)
Grimsby Career Development Centre
Grimsby College
Grimsby Evening Telegraph
H Y A Training Ltd
Harris Property Services
Havelock School
Headlands School
Healing Comprehensive School
Hereford Technology School
Hessle High School
High Ridge Comprehensive School
Holy Family High School
Humber Forum Council Membership –
Approx 100 members
Humberside Partnership
Hornsea School
Hospitality Plus UK Plc
Hotel & Catering Training Company
Howden School
Hull & East Riding Community Health NHS Trust
Hull & Humber Chamber of Commerce Industry
& Shipping
Hull Business Training Centre
Hull Career Development Centre
Hull Chamber Training
Hull City Services
Hull College
Hull Compact Ltd
Hull Council for Voluntary Service
Hull Council for Voluntary Youth Service
Hull Daily Mail Publications Ltd
Hull Fishing Industry Training Association
Hull Grammar School
Hull High School for Girls
Hull Local Labour Initiative
Hull Nuffield Hospital
Hull Trinity House School
Humber Chemical Focus
Humber Pre-school Learning Alliance
Humber Sub Region EBLO
Humber Sub Regions Connexions

Humberside Engineering Training Association
 Humberside Fire Brigade
 Humberston School
 Huntcliffe Comprehensive School
 Hymers College
 Immingham School
 Impress Humber Client
 Integrated Management Services (UK) Ltd
 Isaac Newton School
 J H P Training
 J T Ltd
 Jobcentre Plus
 Jobcentre Plus for Yorkshire & The Humber
 John Leggott College
 K C L Training Ltd
 Keiran Mullen Training
 Kelvin Hall School
 Kings Mill School
 Kingston upon Hull City Council
 Kingswood High School
 LES Engineering Ltd
 Lifestyle Hair & Beauty
 Lincs F M
 Lindsey School and Community Arts College
 Longcroft School & Performing Arts College
 Lynne Hope Communications
 Malet Lambert School
 Market Weighton School
 Marr Foods Ltd
 Matthew Humberstone CE School
 McArthur Dean Training Ltd
 NLT Training Services Ltd
 Napeao – the Association for Land Based Colleges
 National Federation of Builders
 Newland School for Girls
 North Axholme Comprehensive School
 North East Lincolnshire Council
 North Humberside Motor Trades GTA
 North Lincolnshire Council
 North Lincolnshire Education Development Centre
 North Lindsey College
 Northcott School
 Northern Business Group
 Northern Cargo Services Ltd
 Novartis Grimsby Ltd
 Oaklands School
 Pickering High School
 Pocklington Montessori School
 Pocklington School
 Positive Approach Academy for Hair
 Premier Fresh Foods Ltd
 Preston Road Regeneration Centre
 Princes Trust
 Prospect Training Organisations Ltd
 Protocol Skills Ltd
 QED
 Riverside Special School
 St Annes School
 St Bedes R C Comprehensive School
 St Hugh's Special School
 St James School
 St Lukes School
 St Mary's College
 St Marys RC High School
 Scunthorpe Career Development Centre
 Scunthorpe Evening Telegraph
 Sir Henry Cooper School
 Sir John Nelthorpe School
 Snaith Secondary School
 South Axholme School
 South Bank Training Ltd
 South Holderness School Technology College
 South Hunsley School
 South Leys Comprehensive School
 South Wolds School
 Sydney Smith School
 Teskey King School
 Thomas Sumpter Comprehensive School
 Toll Bar School
 Touchstone Group
 Trident
 Tweedykes School
 Union of Construction, Allied Trades
 & Technicians (UCATT)
 UFI Ltd
 Universal Training Centre
 University of Hull
 University of Lincolnshire and Humberside
 Vale of Ancholme School
 Vermuyden School
 Viking Radio Ltd
 Western Comprehensive School
 Whitgift School
 Wilberforce College
 Winifred Holtby School Technology College
 Winterton Comprehensive School
 Wintringham School
 Withernsea High School
 Woldgate School and Sixth Form Centre
 Wolfreton School
 Workforce Development Programme
 Wyke College
 Y H Training Services Ltd
 Yorkshire Forward
 Yorkshire Post
 Yorkshire Television Ltd
 Young Enterprise
 Youngs Bluecrest Seafood Ltd

> Glossary

| | |
|-------------------|--|
| ALI | - Adult Learning Inspectorate |
| AMA | - Advanced Modern Apprenticeship |
| BSQI | - British Standard Quality Initiative |
| CoVE | - Centres of Vocational Excellence |
| DEFRA | - Department for Environment, Food and Rural Affairs |
| DfES | - Department for Education and Skills |
| DTLR | - Department for Transport, Local Government and the Regions |
| EAZ | - Education Action Zone |
| EBLO | - Education Business Links Organisation |
| ESF | - European Social Fund |
| ESOL | - English for Speakers of Other Languages |
| EYDCP | - Early Years Development and Childcare Partnership |
| FE | - Further Education |
| FMA | - Foundation Modern Apprenticeship |
| FRESA | - Framework for Regional and Skills Action |
| GCSE | - General Certificate of Secondary Education |
| GNVQ | - General National Vocational Qualification |
| GOYH | - Government Office for Yorkshire and the Humber |
| HE | - Higher Education |
| HEI | - Higher Education Institutions |
| Humber | - The sub-region of the wider Yorkshire and the Humber region. The same area as Humberside |
| Humberside | - The title of the geographic area covered by LSC Humberside, being the four local authority areas of Kingston upon Hull, East Riding of Yorkshire, North Lincolnshire and North East Lincolnshire |
| IAG | - Information Advice and Guidance |
| ICT | - Information Communications Technology |
| LEA | - Local Education Authority |
| LIF | - Local Initiatives Fund |
| LLDD | - Learners with Learning Difficulties and Disabilities |
| LSC | - Learning and Skills Council |
| NVQ | - National Vocational Qualification |
| OFSTED | - Office for Standards in Education |
| RAZ | - Rural Action Zone |
| RES | - Regional Economic Strategy |
| RESHAP | - Regional Economic Strategy Humber Action Plan |
| SBS | - Small Business Service |
| SME | - Small and Medium Sized Enterprises |
| Ufi | - University for Industry |
| WBL | - Work Based Learning |
| WBLP | - Work Based Learning Provider |
| YOT | - Young Offenders Team |

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