



Learning+Skills Council
Hampshire and Isle of Wight

**Learning and Skills Council
Hampshire and the Isle of Wight**

Local Strategic Plan 2002 - 2005

March 2002

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Chair's Foreword

Together, we are starting a new era in the education and training of our communities. For the first time, England has a single unitary body responsible for the planning and funding of all education and training undertaken by anyone aged over 16, except those in higher education at university. We are charged with raising participation and achievement in learning and improving the quality of courses available. This is a huge challenge that we cannot achieve alone. While we operate within a robust national framework, we rely on our diverse range of schools, colleges and other providers, our partnerships with local organisations and our links with the local community to deliver change that will make a real difference for learners.

Your Learning and Skills Council for Hampshire and the Isle of Wight is one of the largest of the local branches of the National Council created under the Learning and Skills Council Act 2000. We have over £180 million to spend each year within the framework of the national mission, objectives and targets. But we also need to develop that national framework to meet the unique environment of our own people, their employers and communities.

Hence this local Strategic Plan – produced after extensive consultation and discussion over recent months. We are immensely grateful for all the constructive feedback and detailed inputs, much of which is reflected in this final version.

The plan is based on the national framework and analysis of local learning needs. We have developed nine strategic challenges covering young people, adults, employers and quality. We have also set ourselves three key development areas that will be the priorities when allocating money from our Local Initiative Fund (LIF) and from the European Social Fund (ESF) in 2002. They are:

- Developing an easily accessible and first class information, advice and guidance service that enables all potential learners and employers to easily discover and understand the learning opportunities that are available, and then to make the choices that are right for them
- Extending the learning opportunities that are available for adults focusing on those at most disadvantage, with low basic skills or encountering difficulty in accessing learning
- Supporting our providers of education and training to extend the reach of high quality learning to those local people, employers and communities most in need

The changes and challenges ahead depend on true partnerships – sharing a common ethos, working collaboratively and targeting our activities. We look forward to working with all of our partners in delivering change that will make the difference to our learners, employers and local communities.

Penny Melville-Brown
Chair

Chapter One Introduction

Context

This plan covers the following themes, reflecting the key tasks set out by the then Secretary of State on 9 November 2000 on the remit of the Learning and Skills Council (LSC):

- Extending participation in learning by young people and increasing achievement
- Extending adult participation in learning and increasing achievement
- Increasing the engagement of employers in workforce development
- Raising the quality, effectiveness and efficiency of learning provision

Under each theme we have set out what we believe to be the key issues that we all need to address, our strategic objectives, the key actions that we need to take and the targets that we must achieve by 2004. We will keep our strategic objectives and actions under review and evaluate outcomes annually (see to Annex E).

A detailed local needs assessment in Part B of the plan provides a profile of learning, skills and qualifications in Hampshire and the Isle of Wight, together with three area profiles.

Hampshire and the Isle of Wight

The Learning and Skills Council for Hampshire and the Isle of Wight operates over a large and diverse sub-region covering Hampshire, Southampton, Portsmouth and the Isle of Wight, with a population of some 1.8 million people.

It is recognised as a key motor for the South East economy, providing about one-fifth of the regional output, 750,141 jobs (ABI, 1999), important gateway functions and the highest gross value added per capita in the South East. Over 80% of the 67,841 (ABI, 1999) businesses in Hampshire and the Isle of Wight employ less than 10 people (see to Part B of the Plan).

However, despite being part of a buoyant South East economy there are still considerable areas of localised deprivation. These are mainly to be found in the urban areas of Portsmouth and Southampton and on the Isle of Wight, but also further inland, in rural areas, and on specific housing estates and wards suffering from deprivation.

We are fortunate in having a diverse and robust provider network (see Annex C), including 22 further education colleges (11 general/tertiary colleges, one specialist land-based provider and 10 sixth form colleges), 58 work-based learning providers, 16 school sixth forms (to be funded from April 2002), 7 external institutions (4 community schools and 3 higher education institutions), a wide range of adult and community learning providers managed by the four Local Education Authorities, Education Business Partnerships, workforce

development providers, IAG Partnership (Link2Learn) and Learndirect (Hampshire and Solent Learning Hub).

Working in partnership

No single agency can deliver the improvements that we are striving for. Success will only be achieved through partnership. At both strategic and operational levels we will ensure that our activities are complementary to those of other agencies. Wherever possible, we have sought, and will continue to seek, agreement on a set of common objectives and targets for Hampshire and the Isle of Wight which we can all share and adopt in order to achieve maximum impact with our resources.

Through the South East LSC Executive Director Network, the six South East LLSCs have agreed with the South East England Development Agency (SEEDA) six regional priorities, namely: research and intelligence; marketing of learning and skills to individuals and employers; basic skills; retention and achievement of young people, adult development for the workplace; and provider capacity. All of these priorities have been embedded in this plan.

Our partnership working will include close working links with our counterparts in the South West region, notably Dorset and Wiltshire LSCs. We will also seek to ensure that our contribution to regional targets is maximised and will adopt an influential role in the implementation of SEEDA's Regional Economic Strategy and the development of the new Framework for Regional Employment and Skills Action (FRESA).

Reflecting the fact that this plan focuses on the broad learning and skills agenda, we have set out in the main body of this document, against each strategic objective, the range of proposed actions by ourselves and others that will enable these strategic objectives to be met (see to Annex B). These actions will be taken forward by us, in partnership with our providers, or in partnership with others (see to Annex A for details of key partners).

Equality of opportunity and diversity

Underpinning all that we do is a strong commitment to equality of opportunity and social inclusion. In implementing our plans, we will strive to give everyone the opportunity to realise their full potential and help to build an inclusive and fair society. We will seek parity of participation and achievement on all programmes. The key to success will be our over-riding mission to extend participation in learning and raise achievement, especially by people who traditionally do not become involved in education and training.

A summary of our equal opportunities and diversity strategy can be found at Annex D.

Chapter Two Mission, vision, objectives and targets

The national mission and vision

The Learning and Skills Council mission is **“to raise participation and attainment through high quality education and training which puts learners first”**.

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

Local strategic objectives

In order to make our contribution to the national mission and vision we have set ourselves nine strategic objectives based around the four themes described in Chapter One. They are:

Extending participation in learning by young people and increasing achievement

- **Strategic objective one**
To encourage young people to continue in learning and achieve their full potential
- **Strategic objective two**
To bring back into learning those young people who are disengaged

Extending adult participation in learning and increasing achievement

- **Strategic objective three**
To make adults more aware of the availability and benefits of learning
- **Strategic objective four**
To make learning more accessible and relevant to adult learners so they can achieve their full potential
- **Strategic objective five**
To provide a comprehensive approach to tackling basic skill needs

Increasing the engagement of employers in workforce development

- **Strategic objective six**
To agree and implement a co-ordinated workforce development strategy
- **Strategic objective seven**
To ensure learning provision meets the needs of employers and their people

Raising the quality, effectiveness and efficiency of learning provision

- **Strategic objective eight**
To raise the quality of learning
- **Strategic objective nine**
To develop the learning infrastructure

National and local targets 2002-2004

The National Council has set a number of **interim national targets**, up until 2004. As part of our local planning process, we have local targets which will contribute to the achievement of the national targets.

During 2002 we will be working with the three Local Learning Partnerships to agree local targets for their respective areas.

National and local targets 2002-2004

Key national objectives	Measure	National position	National target	Local position	Local target
Extend participation in learning by young people and adults	% of 16-18 year olds in structured learning	75%** 1,364,071	80% 1,539,789	76%* ² 50,532	81% Increase of 6,462
	Set baseline and target for adults in next year's plan				
Increase engagement of employers in workforce development	Develop measure of employer engagement in next year's plan				
Increase the achievement of young people	% at ¹ Level 2 by age 19	75%***	85%	77%* ² 16,827	84% Increase of 1,547
	% at ¹ Level 3 by age 19	51%***	55%	47%* ² 10,193	53% Increase of 1,259
Increase the achievement of adults	Raise literacy and numeracy skills of adults	24%** with poor literacy & numeracy	750,000	22%**	26,130
	% of adults at ¹ Level 2	58%***	Target to be set next year	62%***	Target to be set next year
	% of adults at ¹ Level 3	47%***	52%	48%***	56% Increase of 66,200
Raise the quality of learning provision	Set baselines and targets in next year's plan				

* Figures calculated from administrative sources (Schools' Performance Tables, colleges' Individual Student Records (ISR), government sponsored training (GST) and population estimates)

** Figures derived from the Basic Skills Agency (BSA) Survey 1996/97

*** Figures calculated from the Local Area Labour Force Survey 2001

¹ See Annex G for explanation of the national qualifications framework

² Note that administrative sources data tends to give lower results than those estimated using the Labour Force Survey

Chapter Three Extending participation in learning by young people and increasing achievement

Context

Once we have engaged young people in learning, be it through further education, school sixth form or work based learning, we must do all we can to ensure that they achieve their goals and then continue with their learning either through higher education or work. Equally we must strive to ensure that those young people that have become disengaged from learning are brought back into learning.

These aspirations were covered in the recently published White Paper "Schools Achieving Success" and in the Green Paper "14-19: extending opportunities, raising standards". Here the Department for Education and Skills is seeking views on the new 14-19 agenda, designed to raise participation, achievement and progression, and to encourage young people to view learning as a continuous process from 14 to 19 and beyond. We welcome this consultation and look forward to working with our partners in taking forward this agenda to meet the needs of local learners.

A further challenge is the recent report by the Modern Apprenticeship Advisory Committee "The Way to Work". This recommends a three year national action plan "to make on-the-job training in England match the best in the world". The national aim is that by 2004 25% of young people enter Modern Apprenticeships before they are 22 years old.

The Government has set national targets relating to achievement amongst young people. Nationally we are tasked with ensuring that 85% of young people achieve a minimum of a Level 2 qualification by the age of 19. In Hampshire and the Isle of Wight our target is 84%.

Alongside this, reflecting the fact that over 50% of young people achieve at least a Level 2 qualification by the age of 16, the LSC must also ensure that nationally 55% of young people achieve qualifications at Level 3 or above by the age of 19. In Hampshire and the Isle of Wight our target is 53%

A clear focus on Level 3 achievement will contribute towards the Government's target of 50% of young people aged 18-30 entering HE (Higher Education) by 2010.

Key issues

Participation in post-16 education and training

- Nationally the proportion of young people participating in education post-16 has increased considerably over recent years. However, compared to most other countries the participation of 18 year olds in full-time education in England is low, with a ranking of 26 out of 28 countries. Furthermore, we are well below the rates of many of our major competitor countries such as the USA, Netherlands, Ireland, Germany and Sweden (Skills in England 2001, DfES/LSC).
- In Hampshire and the Isle of Wight, participation in full-time and part-time education and training of 16 year olds is 82%. The highest participation in full-time education for 16 year olds is on the Isle of Wight at 83% (DfES 1999/2000 Statistical Bulletin).

Destination of school leavers

- Destination survey data from Southern Careers (November 2001) shows that of the Year 11 pupils that left school in 2001 in Hampshire and the Isle of Wight, 73.3% went on into further education, 12.8% were employed with training and 5.5% were unemployed and not undertaking any learning. The highest rates for unemployment were in Portsmouth 8.7%, Southampton 7%, Fareham 6.3% and Andover 5.3%.

Importance of pre-16 achievement

- Participation in post-16 learning cannot be tackled without looking at pre-16 achievement. Research has shown that the formal qualifications that pupils achieve at the end of compulsory schooling are the most powerful predictor of participation in further education and training.
- This needs to be approached along side the development of positive attitudes to involvement in learning. The role of careers education, citizenship and personal, social and health education are fundamental elements of a personal development learning curriculum to raise aspirations and self esteem for all students.

Level 2 achievement rates at the end of compulsory schooling (Year 11)

- In Hampshire and the Isle of Wight 52.3% of Year 11 pupils achieved five or more A-C GCSE grades and/or GNVQ intermediate, compared to a national average of 50% (2000/01 DfES). Significant variations exist across the four Local Education Authorities with relatively low achievement rates for Portsmouth 34.3%, Southampton 43% and the Isle of Wight 44.4%, and a much higher achievement rate for Hampshire 54.9%. Significantly, in Portsmouth and the Isle of Wight, 8.1% and 7.3% of pupils respectively, achieved no passes.

Achievement at Level 2 and 3 at 19

- Achievement rates at Level 2 and Level 3 for young people by the age of 19 in Hampshire and the Isle of Wight are currently above the national average (Labour Force Survey 2001):
 - 77% of young people are currently achieving a Level 2 qualification by the age of 19, compared to a national average of 73%.
 - 47% of young people are currently achieving a Level 3 qualification by the age of 19, compared to a national average of 43%.

Retention rates

- Some young people are failing to achieve because they do not reach the end of their course of study or training. The wide choice and large number of employment opportunities for young people is a major factor. Retention rates vary across all providers.

Progression to Higher Education

- In the UK an average of 1 in 5 (20.4%) 18 year olds enter full-time undergraduate courses via the Universities and Colleges Admission Service (UCAS). In Hampshire and the Isle of Wight there are significant variations. Portsmouth and Southampton are well below the national average (11.7% and 11.6% respectively) and apart from Hull, Hackney, Nottingham and Manchester, are the lowest in the UK. The Isle of Wight and Hampshire are slightly above the national average, 20.7% and 22.1% respectively (UCAS, Sept 2000).

Summary of key issues

- **While participation rates are high, these are not being matched by high levels of achievement, particularly at Level 2.**
- **Notwithstanding some excellent achievement levels, too many young people leave school with few, if any, qualifications and job-related skills.**
- **Low levels of progression to higher education in Portsmouth and Southampton.**
- **Need for a strategic, partnership approach, to the planning, funding and delivery of 14-19 learning to drive up participation, achievement and progression levels.**

Strategic objective one

To encourage young people to continue with learning and achieve their full potential

Working with others we will:

- Support pre-16 achievement and attendance through improving and **raising the quality of pre-16 vocational opportunities**; encouraging young people to develop transferable, practical and key skills through closer work with employers and schools, colleges and other providers, including support for the introduction of the new GCSEs in vocational subjects.
- Build on the progress that has already been made in developing more **inclusive post-16 provision**, paying particular regard to assessments of the needs of learners with learning difficulties and/or disabilities. We will favour collaborative approaches that build on local partnerships between pre and post-16 providers and the community and voluntary sector.
- Ensure that all young people have the opportunity to **experience the world of work** through contact with employers and through activities that support the curriculum and development of key skills.
- Support 14-19 schools colleges and other providers and work with colleagues involved in the full Connexions service from September 2002 to ensure **high quality information, impartial advice and guidance** is provided to young people on all post-16 learning opportunities. This will need to take into account local and national labour market needs and the preferences and aspirations of young people. It will enable an informed decision on the route most appropriate for them and to see a clear pathway from school, college and vocational training to higher education or work. This approach will also ensure that, if their chosen route does not work out, they will be able to transfer with ease to another provider.
- Improve **destination and achievement feedback** to learners so they are clear about the benefits of the various learning routes.
- Work closely with Local Education Authorities, Connexions, schools and special schools, pupil referral units, the Education Business Link Organisation, schools, colleges and other providers, the community and voluntary sector and other partners on the **new 14-19 agenda to raise participation, achievement and progression**.
- Work with schools, colleges and other providers to **develop support mechanisms to improve retention and retain young people at risk of leaving** their programme or course early.

- Develop **clear, stimulating and flexible transition pathways** for young people and contribute to the proposed national aims of 25% of young people starting a Modern Apprenticeship (before they are 22 years old) and 50% progressing to higher education.
- **Recognise and promote excellence for those achieving at Level 3 and above**, including AS and A2 Levels, Vocational A Levels and Advanced Modern Apprenticeships, supporting progression to higher education or employment with learning.
- Ensure that there is sufficient and appropriate **Entry Level and Level 1 provision** to enable those young people who have not achieved this standard by the age of 16, and for whom it is an appropriate 'first step' to enter learning.

Strategic objective two

To bring back into learning those young people who are disengaged

Working with others we will:

- Develop and implement targeted strategies, in terms of **promotion, design and delivery**, to re-engage those young people who have dropped out of learning, through integrated provision led by the needs of the individual.
- Through Connexions strengthen links with the community and voluntary sector and other agencies, such as Social Services, Youth Offending Teams and Youth Services, in order to support **young peoples' access, engagement and retention in learning across 13-19**.
- Raise the quality, variety and effectiveness of the **Life Skills programme and Learning Gateway**; seeking additional resources to develop more options-based and tailored provision, and out-of-centre practical and group activities for young people.
- Encourage and **support all post-16 schools, colleges and other providers to review and continuously improve their strategies and policies in areas of inclusive learning** such as widening participation, access, equal opportunities, additional learning support and pastoral care.
- **Promote to employers the benefits of training** so that all young people in work continue with learning, and improve employers awareness of the rights and responsibilities in relation to **paid time off for study**.

Targets for Hampshire and the Isle of Wight

By 2004:

- 81% of 16-18 year olds in structured learning
- 84% of young people to achieve a Level 2 qualification by age 19
- 53% of young people to achieve a Level 3 qualification by age 19

By 2002 to agree with partners targets and outcomes for each of the above actions including:

- Progression to higher education
- Progression from entry level training to a Modern Apprenticeship
- Starts on Modern Apprenticeship Programmes
- Achievement of qualifications below Level 2
- Creation of jobs at the end of their course of learning
- Creation and retention of jobs with learning if they choose not to enter full time learning
- Achievement and progression with learning from groups at a disadvantage (see Annex D)
- Access, whilst at school, to the world of work
- Satisfaction levels and feedback on their learning experience
- Participation in learning at 16 and 17
- Retention rates on post-16 learning provision

Chapter Four Extending adult participation in learning and increasing achievement

Context

Increasing the achievement levels of adults is not only central to increasing employability and productivity, but it is also important in helping individuals to realise their ambitions and fulfil their potential. Our aim is to foster a learning society by making learning easily accessible to all.

Extending learning opportunities for adults, particularly those at most disadvantage, improving access to learning and tackling the low levels of basic skills, will be a key priority.

It is estimated that as many as one in five of the adult population experiences some difficulty with literacy and numeracy. Tackling this problem is a key Government priority that is essential to economic regeneration and social inclusion. "Skills for Life" is the Government's strategy for improving adult and literacy skills. The Government aims to invest £1.5 billion to support the strategy over the next three years and ensure that basic skills provision² is of a sufficient capacity and quality to meet the challenge.

It is expected that nationally 52% of economically active adults will achieve qualifications at Level 3 or above by 2004, and that the literacy and numeracy skills of 750,000 adults will be increased. In Hampshire and the Isle of Wight we have been set some very challenging targets including 56% of economically active adults achieving a Level 3 qualification by 2004 and approximately 26,000 adults being trained in basic skills.

Key issues

Adult participation in learning

- Nationally, adult participation in learning has remained relatively constant over the last few years with around 40% of adults of working age being classed as current or recent (last three years) learners, and just less than 40% who have not participated in learning since they completed their full time education. Significant disparities exist with low levels of participation found amongst older workers and those in skilled, semi and unskilled manual and service occupations (Skills in England 2001, DfES/LSC).

² Provision which caters for the literacy, language (ESOL) and numeracy needs of post-16 learners including those with learning difficulties or disabilities, from pre-entry to Level 2, and covers the key skills of communication and application of numbers up to Level 2, whether delivered as stand alone provision or as part of a vocational programme or bolt-on course, and whether delivered full-time, part-time or through self-study or ICT.

- The National Adult Learning Survey 2001, found that the lowest participation rates in learning were found amongst adults with no qualifications (31%), those looking after the family (52%), people with a family income below £10,000 (53%) and those living in the most deprived areas (63%).
- Participation in learning by adults in Hampshire and the Isle of Wight appears to have slowed and there is a need to re-engage people in learning, especially untapped talent such as returners to the labour market, minority ethnic groups, third-age non-learners and people with disabilities and special needs. Furthermore, the South East Skills Audit Survey 2001 revealed that 62% of adults of working age in Hampshire and the Isle of Wight had not had any form of job-related training within the last 12 months.

Achievement rates

- Achievement rates at Level 2 and Level 3 for adults in Hampshire and the Isle of Wight (Local Area Labour Force Survey, 2001) are currently above the national average:
 - 62% of adults have achieved a Level 2 qualification, compared to a national average of 58%.
 - 48% of adults have achieved a Level 3 qualification, compared to a national average of 47%.
 - 22.8% of adults have achieved a Level 4 qualification, slightly below the national average of 23.2%.
- Over one in five (21.2%) of local economically active residents have no qualifications of any sort (South East Skills Audit Survey, 2001). Adults with low or no qualifications, especially those in Portsmouth, Southampton and on the Isle of Wight, face reduced employment opportunities.

Unemployment

- Unemployment in Hampshire and the Isle of Wight is generally low (1.5%) having reached a 'natural state' with further falls unlikely in the short-term.
- There are significant variations in the unemployment figures with the highest levels concentrated in South Hampshire (Portsmouth, Havant and Gosport) and the Isle of Wight. The Isle of Wight and Havant at 3.8% and 2.8% respectively have the highest rates (NOMIS, November 2001). These figures mask pockets of high unemployment in rural areas and in the relatively prosperous areas of Andover, Basingstoke, Farnborough, Aldershot and East Hampshire.

- Whilst the numbers of adults in receipt of unemployment benefit is low, the number of adults in receipt of working age benefits is significantly higher (almost three times higher). Increasing numbers of single parents are one such group that could benefit from learning.

Barriers to learning

- Over 50% of adults in Hampshire and the Isle of Wight report barriers to learning primarily due to lack of time, lack of interest, cost, and childcare and family responsibilities (South East Skills Audit Survey, 2001). Other factors include lack of confidence in accessing available provision, poor experiences of education and training in the past and access to transport.
- The National Adult Learning Survey 2001 revealed that nearly half of all non-learners said they would like to do some learning; 25% of them cited financial support as the main factor that would facilitate their learning.

Learning in the community

- DfES research has suggested that to engage adults from socially excluded groups we need to provide learning that meets them on their own terms and on their own territory through outreach and community venues, involving the community and voluntary sector, and targeting groups rather than individuals.

Older adults

- The trend in recent years for people to extend their working lives is set to continue as people live longer. Learning should be made accessible to older adults to enable them to continue to develop and update their skills. The South East Skills Audit Survey 2001 revealed that older adults are significantly less likely to have received training than other age groups.

Disabled

- 10% of Hampshire and the Isle of Wight's economically active workforce have a disability. Of these, 47% have a disability that affects the kind of work they could do and 38% are limited to the amount of paid work they could do. Disabled people are more likely to have no qualifications (20%) compared to non-disabled (15%). Cost is a major barrier to the disabled receiving training (South East Skills Audit Survey, 2001).

Information, advice and guidance

- National research has revealed that in the last three years only 6% of non-learners have sought any form of guidance on learning. This compares to 25% for those who have had some form of learning over the same period.

Basic skill needs

- Nationally, it is estimated that as many as one in five of the adult population experiences some difficulty with literacy and numeracy.
- In Hampshire and the Isle of Wight 235,560 adults of working age have poor literacy skills (22.6% of the adult population) and 230,011 have poor numeracy skills (22%). In Southampton, 26.7% and 25.6% of working age adults have low levels of numeracy and literacy skills respectively and on the Isle of Wight it is 26.1% and 24.8% respectively (Basic Skills Agency, 1996/97).
- It is estimated that current provision offers support to only 8% of adults with low literacy and numeracy skills. Retention on basic skills programmes is estimated to be only 55% (Southern Strategic Partnership, 2001). Research undertaken by the Learning Partnerships in Hampshire and the Isle of Wight has revealed a lack of coherence in the way in which basic skills is planned and delivered throughout the region.
- Those people without basic skills are more likely to be on lower incomes; be unemployed; be prone to ill health; have low levels of self confidence and motivation; and have children that struggle at school.

Summary of key issues

- **Adult participation in learning has slowed and low levels of participation amongst certain groups continue.**
- **1 in 5 adults have no qualifications and 1 in 5 have poor basic skills.**
- **Well over half the workforce have had no job-related training within the last year.**
- **Significant barriers to learning exist for many adults.**

Strategic objective three

To make adults more aware of the availability and benefits of learning

Working with others we will:

- Extend and improve the availability of high quality **information, advice and guidance (IAG)** to adults on learning and career opportunities and progression routes, building on Hampshire and the Isle of Wight's successful IAG Partnership Link2Learn. This will include a broader approach which encompasses employers, improved linkages with Learndirect and basic skills providers, increased number of community settings for IAG services and improved follow-up and tracking of clients.
- Develop **promotional materials** that demonstrate the benefits learning brings in terms of employment prospects, family benefits and personal satisfaction.
- **Target the promotion of learning at the hardest to reach non-learners**, exploiting national campaigns such as Adult Learners' Week and 'Bite Size' and working closely with other agencies such as Social Services, the Probation Services, health services and the community and voluntary sector.
- Develop **effective methods of tracking adult learners** and use this information to promote the impact of learning to adults.

Strategic objective four

To make learning more accessible and relevant to adult learners so they can achieve their full potential

Working with others we will:

- Develop new and improved provision of **adult, community and family learning**, maximising the effective use of Neighbourhood Learning Centres, schools, pre-schools, Learndirect and e-learning.
- Develop ways to **overcome financial barriers to learning**. This must include building on the lessons learned from Individual Learning Accounts and influencing national policy on an alternative replacement.
- Develop **Learning Champions**; mentors in the community to support people within their own neighbourhood to access appropriate support. This will include increasing the use of, and information available through, outreach workers in community settings.
- Improve the **flexibility and attractiveness of learning opportunities**, including first step opportunities (such as Bite Size courses), through innovative use of ICT, outreach and community learning.
- Develop an **e-learning strategy**, recognising the potential of ICT to transform access to learning, enabling adults to learn at work, at home, or within their communities, at a time and pace that meets their needs.
- Develop **pathways from informal/non-certificated courses into formal learning** and make it easier for people to take qualifications in smaller segments at a less intensive and self determined pace.
- Support access to **inclusive and specialist learning opportunities** for disabled people and those with learning disabilities, and **overcome obstacles to learning by those with specific care and childcare responsibilities**, by improving childcare training and its availability.
- Work to **support partnerships between schools, colleges and other providers and higher education** to increase progression.
- Work closely with key partners, such as Jobcentre Plus, to **draw into learning those who were previously inactive, or the victims of industrial and economic change**.

Strategic objective five

To provide a comprehensive approach to tackling basic skill needs

Working with others we will:

- Build capacity and help **expand and improve the quality of provision for basic skills**, with schools, colleges and other providers, the community and voluntary sector and employers.
- Develop a **Hampshire and the Isle of Wight Basic Skills Support Unit (BSSU)** to support those working towards the achievement of basic skills targets in terms of training, marketing, referral mechanisms, resources, quality, partnership working, communication, networking, sharing good practice and identifying all available funding opportunities.
- Further develop **opportunities to learn at home, in the workplace and within community settings** by increasing the awareness of, and access to, basic skills support using ICT and on-line support facilities.
- Agree with partners an **annual Local LSC Basic Skills Delivery Plan** and ensure that basic skills are embedded across a range of LSC funded provision (refer to Annex F for a summary of the strategy).
- Calculate an accurate number of those currently supported by basic skills provision and use this **baseline to measure achievement of targets** within the delivery plan.
- Work with employers to **improve basic skills in the workplace** and develop links between the Investors in People Standard and basic skills as a potential gateway to help encourage employers to tackle basic skills in the workplace.
- Ensure that basic skills provision includes **pathways to further learning**.

Targets for Hampshire and the Isle of Wight

By 2004:

- 26,130 adults with improved basic skills
- 56% of adults to achieve a Level 3 qualification
- % of adults to achieve a Level 2 qualification (national and local targets to be set in 2002)

By the end of 2002 to agree with partners targets and outcomes for each of the above actions including:

- Information, advice and guidance sessions
- Progression from information, advice and guidance to learning
- Progression from first step learning to further learning and higher education
- Adult retention on 19+ programmes and courses
- Adult participation in learning/ LSC supported provision
- Adult participation in family learning
- Achievement of childcare training and qualifications
- Retention on basic skills courses
- Achievement of qualifications below Level 2
- Achievement and progression with learning from groups at a disadvantage (see also Annex D)
- Satisfaction levels and feedback on their learning experience

Chapter Five Increasing the engagement of employers in workforce development

Context

In order to promote economic prosperity it is essential to invest in workforce development³ and raise the skill levels throughout the UK workforce.

The LSC is tasked with driving forward this agenda, ensuring that people have the skills and flexibility necessary to meet the challenges faced by employers in the global economy.

Our work will be informed by the LSC national strategy. This will be based on the recent report "In Demand: An Adult Workforce Strategy for the 21st Century", from the Performance and Innovation Unit (PIU) of the Cabinet Office, which proposes more 'demand-led provision'.

We will also take into account the recommendations for the Modern Apprenticeship Advisory Committee "The Way to Work" and the national aim that by 2004 25% of young people to enter Modern Apprenticeships before they are 22 years old.

Key issues

Importance of skills

- Businesses in the area are operating in a competitive global market where the skills, knowledge and creativity of the workforce are paramount. The importance of skills is increasing. Evidence suggests that occupations which require higher level skills are growing faster than those which require low skill levels and the skills needed in jobs, across the occupational spectrum, are also increasing (Skills for England 2001, DfES/LSC).
- As businesses become increasingly knowledge-based and responsive to change generic skills will be needed by the workforce regardless of the sector, including the need for basic skills. Without these skills employees will be unable to cope with the changes in culture and working practices that are being demanded of businesses to ensure survival.
- The workforce of the future will increasingly need to be adaptable, flexible, ICT literate and have the ability to learn.

³ The PIU report defines workforce development as "activities which increase the capacity of individuals to participate effectively in the workplace, thereby improving their productivity and employability."

Employer investment in training

- Employers have a vital role to play and are a key partner in tackling skill deficiencies in terms of providing training, in enabling employees to undertake training to upgrade skills, and in recognising the business benefits that accrue through skill acquisition within their own firms.
- Whilst there has been a substantial growth in workplace training in recent years, access to such training is unevenly distributed amongst the workforce. Plant and machine operatives and those in elementary occupations, the less well-qualified, part-time, shift workers, casual staff and older workers are amongst those least likely to receive formal job-related training (Skills for England 2001, DfES/LSC).
- Despite an expanding workforce, over 60% of all employees in Hampshire and the Isle of Wight had no structured job-related training in the last year (South East Skills Audit Survey, 2001).
- Small to medium sized enterprises (SMEs) and the self-employed invest significantly less in staff training than larger organisations due to available resources and cost. The provision of off-the-job training increases with employer size, from 33% of those with 1-4 employees to over 90% of those with 100+ (Learning and Training at Work, 2000).
- Research from the DfES identified the main reasons why employers do not invest in training as a lack of time, fear of staff being poached, financial constraints and the inadequate supply and relevance of courses and qualifications.

Basic skills

- National research has shown that a relatively high proportion of the UK population of working age lacks basic and intermediate skills. A particular problem is the large number of low-skilled adults in the workforce; 26% of the economically active population have either no qualifications or qualifications below level 2 (Labour Force Survey, December 2000-February 2001).

Skill gaps

- There is extensive evidence of the existence of skill gaps in the workforce, particularly in terms of generic employment skills. Around 1 in 14 establishments in England report the existence of skill gaps, particularly in communication skills, IT skills, customer handling skills and problem solving skills (Skills for England 2001, DfES/LSC).
- Findings from the South East Business Competitiveness Survey 2000 revealed that the most significant skill gaps in Hampshire and the Isle of Wight were in advanced computer and IT skills (38%), basic computer and IT skills (32%) and industry relevant skills (15%).

Skill shortages

- A tight labour market in Hampshire and the Isle of Wight has led to increases in hard-to-fill vacancies especially in the construction (42%), manufacturing (44%) and transport and communications (43%) sectors. 40% of businesses in Hampshire and the Isle of Wight are concerned about the shortage of suitable people for their vacancies (South East Business Competitiveness Survey, 2000).
- Shortages are increasingly in high technical, professional and managerial occupations, regardless of industry. The lack of management skills are increasingly being recognised by employers as a key impediment to growth.
- The loss of skilled 18-29 year olds from the Isle of Wight is leading to a shortage of managerial and graduate level skills for firms on the Island.
- Out-commuting of high level skills in the region is another cause for concern. A lack of affordable housing, particularly in North and Mid Hampshire, is exacerbating the situation across all sectors, particularly for key workers in the public sector.

Need for flexible and innovative learning

- Future work is likely to be characterised by greater levels of part-time employment, self-employment, working from home, and female employment, all requiring more flexible and innovative training and learning responses.
- Hampshire has an ageing workforce with employees below 35 years old forecast to decline from 42% in 1996 to 37% in 2011 (Informing Our Future, 2001). Retraining of older workers will be a key priority.

Employer awareness and understanding of provision

- Education and training provision has gone through a number of changes in recent years, particularly in vocational areas, resulting in a confusing picture for many employers and a lack of awareness about the value, quality or relevance of qualifications. This has also had an impact in perpetuating the cultural bias towards academic qualifications.
- There is a lack of co-ordinated and easily accessible information on skill needs and labour market information that can inform business support agencies, training providers, employers and individuals.

Co-ordination of agencies involved in workforce development

- There are many funders and deliverers of workforce development, including the National Training Organisations (and their successors, the newly formed Sector Skill Councils), the South East England Development Agency, Business Link Wessex, local Chambers of Commerce and Local Authorities. A key challenge will be to agree a shared workforce development strategy.

Summary of key issues

- **Lack of a co-ordinated workforce development strategy for Hampshire and the Isle of Wight.**
- **Relatively low levels of investment in training by employers.**
- **Rising skill levels and continuing skill gaps and shortages in the workforce.**
- **Lack of any shared understanding of learning provision in terms of its value, quality and relevance.**
- **Need to ensure the workforce is equipped with the necessary generic employability and key skills, regardless of sector and technical skill requirements.**

Strategic objective six

To agree and implement a co-ordinated in workforce development strategy

Working with others we will:

- Agree with partners and implement a **co-ordinated regional strategy for skills and workforce development** in Hampshire and the Isle of Wight with innovative approaches that bring together the most cost effective use of employers' investment in training and publicly funded provision. This will be based on the emerging LSC national strategy but tailored to meet local needs.
- Develop **long-term relationships with local employers** to engage them in defining their future skill needs, likely skill gaps and ways of developing their workforce to meet the demands of their business strategies. To share this information with all agencies involved in learning, social inclusion and economic development, to ensure coherence in planning

future provision and unblocking the barriers to investment in workforce development experienced by employers.

- Identify the key sectors and occupations for local workforce development and explore **sector based approaches** as a means of engaging with employers and developing tailored responses. This will include working with National Training Organisations (NTOs) and their successors, the **Sector Skill Councils (SSCs)** in April 2002.
- Continue to raise the **profile of learning in the workplace** highlighting that skills development brings bottom line benefits to employers and self fulfilment and career progression for individuals.
- With Trade Unions consolidate the development of **Learner Representatives in the workplace**, particularly in addressing basic skill needs.
- Help employers to **understand today's post-16 education and training system**, and the relevance and value of qualifications to their business.
- Encourage and support employers to **widen their recruitment net and adopt more flexible working practices** which will allow greater opportunities for groups such as lone parents, returners, older workers, people from minority ethnic groups and people with a disability or special learning needs.

Strategic objective seven

To develop learning provision that meets the needs of employers and their people

Working with others we will:

- Focus on **raising the skills of the working population** in the main areas identified by the National Skills Task Force and the recent PIU report, e.g., basic, generic and intermediate levels skills, specialist ICT skills and targeting those with low levels of basic skills, no qualifications or qualifications below Level 2.
- Develop a **shared understanding of learning provision** with all those organisations involved in business advice so that there is clarity of information and advice which will enable employers and employees to make informed decisions on what learning or training will work best to meet their business and individual needs.
- With Business Link Wessex, work with all employers to help them achieve maximum benefit from their **investment in people** and skills by using the national Investors in People Standard.

- Working with the four Local Education Authorities, schools, the Education Business Link Organisation and other pre-16 providers, encourage **employer involvement in pre-16 learning** through active involvement in the development of the vocational aspects of the curriculum and provision of work based learning for pupils and teachers.

Targets for Hampshire and the Isle of Wight

- National and local targets for employer engagement in workforce development will be set in 2002.

By 2002 to agree with partners targets and outcomes including:

- Achievement of Investor in People commitments and recognitions
- Involvement of employers in employee and management development (arising from workforce development strategy)
- Involvement of employers in recruitment and training of young people, particularly Modern Apprenticeships
- Involvement of employers in pre-16 learning
- Employer investment in structured job-related training
- Employer satisfaction levels on post-16 provision and services received

Chapter Six Raising the quality, effectiveness and efficiency of learning provision

Context

We are tasked with placing the learner at the heart of our work and quality at the top of our agenda. Quality must be the foundation upon which all provision is developed, delivered and evaluated. As part of this we must ensure that:

- All provision meets the needs of learners, employers and communities in Hampshire and the Isle of Wight
- All provision funded is delivered by suitably qualified and competent staff.
- Equality of opportunity underpins all activities (see Annex D)
- Learning takes place in a safe and supportive environment (see Annex J)
- Provision is well led and managed
- Learning which we fund provides value for money.

There are no shortcuts to improved quality. It requires sustained action at all levels and involves working in partnership with providers and other agencies to embed a culture of continuous improvement and sharing of best practice.

The majority of our provision is subject to external inspection conducted by the Office for Standards in Education (Ofsted) and/or the Adult Learning Inspectorate (ALI) against the Common Inspection Framework (CIF). One of our key tasks is to support schools, colleges and other providers through the inspection process and beyond so that quality is continuously improved.

In addition to inspections of individual providers, quality is also assessed throughout a particular geographic area through the 16-19 area-wide inspections and area reviews of learners and learning provision (the latter being arranged by the Local Council). A post-14 area review is currently being undertaken on the Isle of Wight. The outcomes from these reviews will shape the future provision of learning in each area.

The implementation of the LSC National Learning Satisfaction Survey will provide invaluable learner feedback on the quality and effectiveness of our learning provision.

Key issues

Complex network of providers

- The area has a complex network of learning providers in which the quality and breadth of education and training provision is uneven. This is leaving some learners at a disadvantage.

- The area holds a large number of small community and voluntary sector learning providers which are successful in engaging those hardest to attract into learning, but need help and support to bid for funding and resources to help them meet the requirements of the Common Inspection Framework.
- Provision for young people with learning difficulties and disabilities and provision for adults with special needs is variable.

Competition and collaboration

- Whilst it is recognised that competition can raise standards and improve the knowledge and understanding of schools, colleges and other providers, they continue to have a mixed awareness of what each other offer, and in many instances have tended to compete rather than collaborate and share good practice.

Centres of Vocational Excellence (COVE)

- The Government's plans for COVE will offer higher quality provision to learners and will capitalise on expertise. It will be important, however, to ensure that some learners are not disadvantaged because new specialist providers are too distant or difficult to access.

Baseline data

- Lack of reliable and valid baseline data needs to be addressed in order to make the best use of limited resources. Learner feedback across the area will need to be more systematically gathered and used to inform and influence the development of learning provision.

Summary of key issues

- **Quality and breadth of learning provision remains uneven.**
- **Potential to encourage greater collaboration between providers (existing and new) remains unfulfilled.**
- **Opportunity to improve the capacity of providers to deliver the remit of the LSC.**
- **Lack of reliable and valid baseline data and systematic gathering of learner feedback.**

Strategic objective eight
To raise the quality of learning

Working with others we will:

- **Work with other agencies that also contract with our providers**, particularly the Employment Service/Jobcentre Plus and SEEDA, to plan and develop an effective and coherent provider network.
- Develop and publish **the criteria on which we judge the performance and quality** of our providers.
- Provide **support and expertise to our schools, colleges and other providers** on the development of their strategic, business and quality improvement plans to meet the needs of learners.
- Work with the Inspectorates from ALI and Ofsted to establish a **baseline that reflects the results of new joint inspections** and track improvements in quality standards throughout the provider network.
- Promote and facilitate the **sharing of best practice**, particularly in the areas of innovative approaches to learning delivery, improving access to learning by individuals at most disadvantage and collaborative ventures to meet the needs of learners.
- Provide support for **quality improvement and dissemination of best practice**.
- Wherever possible **streamline the communications with and administrative requirements of our schools, colleges and other providers**, with the purpose of minimising bureaucracy, so they can focus on delivering excellent services.
- Ensure that **our schools, colleges and other providers deal with grievances raised by learners quickly, effectively and equitably**.
- Place **health and safety at the forefront of all contractual and partnership arrangements** and ensure that learners can learn in a safe working environment.

Strategic objective nine
To develop the learning infrastructure

Working with others we will:

- Develop with the four Local Education Authorities a **joint approach to the strategic planning of 14-19 learning provision** in line with the recently published White Paper "Schools Achieving Success".
- **Enhance the range of learning provision** and encourage new types of provision to meet identified needs.
- Consult on the **timetable for area reviews of all post 16 provision**, share the results and data with schools, colleges and other providers and agree a collaborative way forward on implementing the recommendations.
- Promote **collaboration between schools, colleges and other providers** and broker relationships between them to maximise public funding to meet the needs of all learners and benefit the local community.
- Work with SEEDA and other LSCs in the region to agree **a strategy for COVE** to meet the region's needs and to actively encourage and develop collaboration between COVEs and other providers, ensuring high quality provision which is accessible to learners.
- Work with current and potential providers, particularly those from the community and voluntary sector, to **develop innovative ways of reaching out to those not participating in learning**, and developing their capacity to meet the needs of those individuals at most disadvantage and at risk of exclusion.
- Influence the **establishment of one national funding and planning model** that is fair, understood by all and facilitates improvements in post-16 achievements and standards.
- Use nationally developed **systems of structured feedback** from learners, employers and providers to inform future policy and quality improvements in post-16 provision.
- Improve the **collection, analysis and use of management information and data**, to facilitate more coherent planning and delivery.

Targets for Hampshire and the Isle of Wight

- National and local targets for raising the quality of learning provision will be set in 2002.

By 2002 to agree with partners targets and outcomes including:

- Satisfaction levels and feedback from learners on their learning experience
- Satisfaction levels of employers about the LSC funded provision used
- Increase in FE, WBL, ACL and School Sixth Forms provision above a satisfactory level.
- Decrease in providers having some or serious concerns.
- Extent of collaboration between providers.
- Ensure all FE Colleges are involved in the Centres of Vocational Excellence initiative by 2005
- Number of community and voluntary organisations where delivery capacity has been developed
- Establishment of a comprehensive system of structured feedback from learners, employers and providers

National and regional partners

South East England Development Agency (SEEDA) - takes a strategic lead in promoting sustainable economic development in the South East region.

Government Office for the South East (GOSE) - provides a regional perspective in the implementation of national Government policy and specific programmes, including ESF Co-financing.

Employment Service (ES) – leads on the delivery of training to the unemployed through New Deal and other programmes. Will be replaced by **Jobcentre Plus** in April 2002 following a merger with part of the Benefits Agency that provides benefits to people of working age.

National Training Organisations (NTOs) - represent the skill needs of specific industrial sectors with a role in establishing best practice in the delivery of training to a sector. They have specific responsibility for the design of frameworks for Modern Apprenticeships. NTOs will be replaced by Sector Skills Councils (SSCs) from April 2002.

Trade Unions and Non-Governmental Organisations - work with the LSC to help us take forward activities in the areas which they represent.

Sub-regional partners

Business Link Wessex – provides business support services to private sector small to medium sized enterprises (SMEs) in Dorset, Hampshire and the Isle of Wight. Delivers advice on Investors in People to SMEs on behalf of the LSC.

Connexions – provides advice and guidance for all 13 to 19 year olds, supporting young people to make individual choices and to help increase participation in learning beyond the age of 16. In Hampshire and the Isle of Wight the service is expected to start in September 2002.

Information, Advice and Guidance Partnership (Link2Learn)- offers career planning, advice and guidance to adults in Hampshire and the Isle of Wight. Southern Careers acts as the lead partner.

University for Industry (learndirect) - offers adults a new way of flexible learning on-line which can be accessed at home or through one of 43 **learndirect** centres. In Hampshire and the Isle of Wight the service is managed by the Hampshire and Solent Learning Hub.

Education Business Link Organisation (EBLO) - supports work experience placements for young people and teachers in order to prepare young people more effectively for adult and working life. In Hampshire and the Isle of Wight the service is managed by Partnership Network Limited.

Hampshire Economic Partnership (HEP) - a business-led organisation providing a strong voice for Hampshire and its cities to regional and central Government.

Isle of Wight Partnership – an economic partnership with significant business involvement, that equally provides a strong voice for the Isle of Wight to regional and central Government and Europe.

Local partners

Schools, colleges and other learning providers - diverse network of providers delivering publicly funded learning on behalf of the LSC.

Local Authorities (including the four Local Education Authorities) - have a pivotal role to play in the planning and delivery of pre-16 learning, support, advice, adult and community learning, school sixth form provision and local regeneration activity.

Local Learning Partnerships (LLPs) - established to bring greater coherence and co-ordination to local post-16 and lifelong learning by encouraging greater provider collaboration; identifying local learner, community and employer needs; and ensuring that effective mechanisms are in place to provide feedback on the quality and accessibility of learning. In Hampshire and the Isle of Wight there are three key partnerships: Southern Strategic Partnership (Hampshire and Portsmouth), Partnership4Learning (Southampton) and Isle of Wight Learning Partnership.

Local Strategic Partnerships (LSPs) - local partnerships that bring together within a local authority area the different parts of the public, private, voluntary and community sectors so that different initiatives and services support, rather than contradict or compete with, each other.

Early Years Childcare and Development Partnerships (EYCDPs) - reach employers of small businesses in early education and childcare in both the voluntary and private sectors in large numbers.

Community and Voluntary Sector - local organisations who have a key role to play in the LSC widening participation agenda reaching out to individuals, groups and local communities that traditionally have not engaged in learning. The sector is a significant employer in its own right.

Annex B Summary of strategic objectives, actions, partners, targets and suggested outcomes

Extending participation in learning by young people and increasing achievement

Strategic objective 1

To encourage young people to continue in learning and achieve their full potential

Actions	Partners critical to achievement	Targets and proposed outcomes
<ul style="list-style-type: none"> Support pre-16 achievement and attendance through improving and raising the quality of pre-16 vocational opportunities. 	Local Education Authorities, schools, colleges and other providers, employers, EBLO	<p>Targets:</p> <p>81% of 16-18 year olds in structured learning</p> <p>84% of young people to achieve a Level 2 qualification by age 19</p> <p>53% of young people to achieve a Level 3 qualification by age 19</p> <p>Proposed outcomes:</p> <p>Progression to higher education</p> <p>Progression from entry level training to a Modern Apprenticeship</p> <p>Start of a Modern Apprenticeship</p> <p>Achievement of qualifications below Level 2</p> <p>Participation in learning at 16 and 17</p> <p>Creation of jobs at the end of their course of learning</p> <p>Creation and retention of jobs with learning if they choose not to enter full time learning Access, whilst at school, to the world of work</p>
<ul style="list-style-type: none"> Build on the progress that has already been made in developing more inclusive post-16 provision, paying particular regard to assessments of the needs of learners with learning difficulties and/or disabilities. 	Local Education Authorities, schools, colleges and other providers, community and voluntary sector, Learning Partnerships, Connexions	
<ul style="list-style-type: none"> Ensure that all young people have the opportunity to experience the world of work through contact with employers and through activities that support the curriculum and development of key skills. 	Schools, colleges and other providers, employers, EBLO	
<ul style="list-style-type: none"> Work with colleagues involved in the full Connexions service from September 2002 to ensure high quality information, impartial advice and guidance is provided to young people. 	Connexions and Southern Careers	
<ul style="list-style-type: none"> Develop support mechanisms to improve retention and retain young people at risk of leaving their programme or course early. 	Schools, colleges and other providers, Connexions and Southern Careers	
<ul style="list-style-type: none"> Work closely with the LEAs on the new 14-19 agenda to raise participation, achievement and progression. 	Local Education Authorities, Schools, colleges and other providers, Pupil Referral Units, community and voluntary sector, Learning Partnerships	
<ul style="list-style-type: none"> Develop clear, stimulating and flexible transition pathways for young people. 	Schools, colleges and other providers, Connexions and Southern Careers, employers, Sector Skill Councils, HEIs and HEFCE	
<ul style="list-style-type: none"> Recognise and promote excellence for those achieving at Level 3 and above, supporting progression to higher education or employment. 	Schools, colleges and other providers, Skill Sector Councils, employers, HEIs and HEFCE	

<ul style="list-style-type: none"> Ensure that there is sufficient and appropriate Entry Level and Level 1 provision for young people. 	Schools, colleges and other providers, employers, community and voluntary sector	<p>Satisfaction levels and feedback on their learning experience</p> <p>Retention rates on post-16 learning provision</p>
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Strategic objective 2

To bring back into learning those young people who are disengaged

Actions	Partners critical to achievement	Targets and proposed outcomes
<ul style="list-style-type: none"> Develop and implement targeted strategies, in terms of promotion, design and delivery. 	Schools, colleges and other providers, Connexions, Southern Careers, community and voluntary sector, Learning Partnerships	<p>Targets and proposed outcomes:</p> <p>As above</p>
<ul style="list-style-type: none"> Through Connexions strengthen links with key agencies in order to support young people's access, engagement and retention in learning across 13-19. 	Connexions and Southern Careers, schools, colleges and other providers, Social and Health Services, Youth Offending Teams and Youth Services, community and voluntary sector	<p>Achievement and progression with learning from groups at a disadvantage (see Annex D)</p>
<ul style="list-style-type: none"> Raise the quality, variety and effectiveness of the Life Skills programme and Learning Gateway. 	Schools, colleges and other providers, community and voluntary sector	
<ul style="list-style-type: none"> Encourage and support post-16 providers to review and continuously improve their strategies and policies in areas of inclusive learning. 	Learning Partnerships, schools, colleges and other providers, community and voluntary sector	
<ul style="list-style-type: none"> Promote to employers the benefits of training so that all young people in work continue with learning. 	Schools, colleges and other providers, Business Link Wessex, Learning Partnerships, Sector Skill Councils	
<ul style="list-style-type: none"> Help young people to overcome barriers to learning 	Schools, colleges and other provides, Connexions and Southern Careers	

Extending adult participation in learning and increasing achievement

Strategic objective 3

To make adults more aware of the availability and benefits of learning

Actions	Partners Critical to Achievement	Targets and proposed outcomes
<ul style="list-style-type: none"> Extend and improve the availability of high quality information, advice and guidance (IAG) to adults on learning and career opportunities and progression routes. 	Information, Advice and Guidance Partnership (Link2Learn), Connexions and Southern Careers, Learning Partnerships, Business Link Wessex, Hampshire and Solent Learning Hub (Ufl)	<p>Proposed outcomes:</p> <p>Information, advice and guidance sessions</p> <p>Progression from information, advice and guidance to further learning and higher education.</p>
<ul style="list-style-type: none"> Develop promotional materials that demonstrate the benefits learning brings. 	Schools, colleges and other providers, Learning Partnerships	
<ul style="list-style-type: none"> Target the promotion of learning at the hardest to reach non-learners. 	Information, Advice and Guidance Partnership (Link2Learn), Learning Partnerships, community and voluntary sector, Social, Probation and Health Services, Jobcentre Plus, Local Education Authorities	
<ul style="list-style-type: none"> Develop effective methods of tracking adult learners 	Learning Partnerships, Connexions and Southern Careers	

Strategic objective 4

To make learning more accessible and relevant to adult learners so they can achieve their full potential

Actions	Partners critical to achievement	Targets and proposed outcomes
<ul style="list-style-type: none"> Develop new and improved provision of adult, community and family learning. 	Local Education Authorities, Learning Partnerships, Hampshire and Solent Learning Hub (Ufl), EYCDPs	<p>Targets:</p> <p>56% of adults to achieve a Level 3 qualification</p> <p>% of adults to achieve a Level 2 qualification (national and local targets to be set in 2002)</p> <p>Proposed outcomes:</p> <p>Achievement of qualifications below Level 2</p>
<ul style="list-style-type: none"> Develop ways to overcome financial barriers to learning. 	Learning Partnerships	
<ul style="list-style-type: none"> Develop Learning Champions - mentors in the community to support people within their own neighbourhood to access appropriate support. 	Learning Links, Local Authorities, Learning Partnerships, Information, Advice and Guidance Partnership (Link2Learn), community and voluntary sector	
<ul style="list-style-type: none"> Improve the flexibility and attractiveness of learning opportunities. 	Schools, colleges and other providers, community and voluntary sector, Hampshire and Solent Learning Hub (Ufl)	
<ul style="list-style-type: none"> Develop an e-learning strategy to enable adults to learn at work, home and within their communities. 	As above + On-line Centres	

<ul style="list-style-type: none"> Develop pathways from informal/non-certificated courses into formal learning. 	Schools, colleges and other providers, community and voluntary sector	Achievement and progression with learning from disadvantaged groups
<ul style="list-style-type: none"> Support access to inclusive and specialist learning opportunities for disabled people and those with learning disabilities and overcome obstacles to learning by those with specific care and childcare responsibilities. 	Schools, colleges and other providers, community and voluntary sector, Local Authorities, Early Year Childcare Development Partnerships (EYCDPs), disability groups, Social Services	Adult participation in learning Participation in family learning Achievement of childcare training and qualifications
<ul style="list-style-type: none"> Work to support partnerships between post-16 providers and higher education to increase progression. 	Learning Partnerships, HE providers	Satisfaction levels and feedback on their learning experience
<ul style="list-style-type: none"> Work with the Employment Service/Jobcentre Plus to draw into learning those who were previously inactive, or the victims of industrial and economic change. 	Employment Service, employers, post-16 providers	Progression from first step learning to further learning and higher education

Strategic objective 5

To provide a comprehensive approach to tackling basic skill needs

Actions	Partners critical to achievement	Targets and proposed outcomes
<ul style="list-style-type: none"> Build capacity and help expand and improve the quality of provision for basic skills. 	Basic Skills Support Unit, schools, colleges and other providers, community and voluntary sector, Jobcentre Plus, schools, Local Education Authorities	<p>Targets:</p> <p>26,130 adults with improved basic skills</p> <p>Proposed outcomes:</p>
<ul style="list-style-type: none"> Develop a Hampshire and the Isle of Wight Basic Skills Support Unit to support those working towards the achievement of basic skills targets. 	Hampshire and Solent Learning Hub (Ufl), Learning Partnerships, schools, colleges and other providers	Retention on basic skill courses Competence and accuracy of referral agencies to signpost learners to basic skill providers
<ul style="list-style-type: none"> Further develop opportunities to learn at home in the workplace and in community settings. 	Basic Skills Support Unit, Business Link Wessex, Hampshire and Solent Learning Hub (Ufl), schools, colleges and other providers	Successful delivery of the BSSU with arrangements in place for its succession or continuation
<ul style="list-style-type: none"> Agree with partners an annual Local LSC Basic Skills Delivery Plan. 	Schools, colleges and other providers, Basic Skills Support Unit, Learning Partnerships	Commitment and recognition of providers to the BSA Quality Mark Standard
<ul style="list-style-type: none"> Calculate an accurate number of those currently supported by basic skills provision. 	Basic Skills Support Unit	
<ul style="list-style-type: none"> Work with employers to improve basic skills in the workplace 	Basic Skills Support Unit, Business Link Wessex	

<ul style="list-style-type: none"> Ensure that basic skills provision includes pathways to further learning. 	Community and voluntary sector, schools, colleges and other providers
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Increasing the engagement of employers in workforce development

Strategic objective 6

To agree and implement a co-ordinated workforce development strategy

Actions	Partners critical to achievement	Targets and proposed outcomes
<ul style="list-style-type: none"> Agree with partners and implement a co-ordinated sub-regional strategy for skills and workforce development in Hampshire and the Isle of Wight. 	Employers, SEEDA, Hampshire Economic Partnership (HEP), Isle of Wight Partnership, Local Authorities, Sector Skill Councils, Business Link Wessex, Chambers of Commerce, Enterprise Agencies, schools, colleges and other providers, Jobcentre Plus, Hampshire and Solent Learning Hub (Ufl)	<p>Targets:</p> <p>National and local targets for employer engagement in workforce development will be set in 2002</p> <p>Proposed outcomes:</p>
<ul style="list-style-type: none"> Develop long-term relationships with local employers to engage them in defining their future skill needs. 	As above	Employer investment in training per employee
<ul style="list-style-type: none"> Identify the key sectors and occupations for local workforce development and explore sector based approaches. 	As above	Involvement of employers in employee and management development
<ul style="list-style-type: none"> Continue to raise the profile of learning in the workplace highlighting the benefits that skills development brings. 	Business Link Wessex, schools, colleges and other providers	Involvement of employers in recruitment and training of young people, particularly Modern Apprenticeships
<ul style="list-style-type: none"> Help employers to understand today's post-16 education and training system. 	Business Link Wessex, Learning Partnerships	
<ul style="list-style-type: none"> Consolidate the development of Learner Representatives in the workplace. 	Trade Unions, employers	
<ul style="list-style-type: none"> Encourage and support employers to widen their recruitment net and adopt more flexible working practices. 	Post-16 providers, Employment Service, Business Link Wessex. Local Chambers	

Strategic objective 7

To ensure learning provision meets the needs of employers and their people

Actions	Partners Critical to Achievement	Targets and proposed outcomes
<ul style="list-style-type: none"> Focus on raising the skills of the working population in the main areas identified by the National Skills Task Force. 	Schools, colleges and other providers, Basic Skills Support Unit, Hampshire and Solent Learning Hub (Ufl)	<p>Proposed outcomes:</p> <p>Employer satisfaction levels on post-16 provision and services received</p> <p>Achievement of Investor in People commitments and recognitions</p> <p>Involvement of employers in pre-16 learning</p>
<ul style="list-style-type: none"> Develop a shared understanding of learning provision with all those organisations involved in business advice. 	Information, Advice and Guidance Partnership (Link2Learn), Business Link Wessex	
<ul style="list-style-type: none"> Work with all employers to help them achieve maximum benefit from their investment in people and skills by using the national Investors in People Standard. 	Business Link Wessex, schools, colleges and other providers	
<ul style="list-style-type: none"> Encourage employer involvement in pre-16 learning 	Local Education Authorities, schools, colleges, schools and other providers	

Raising the quality, effectiveness and efficiency of learning provision

Strategic objective 8 To raise the quality of learning

Actions	Partners critical to achievement	Targets and proposed outcomes
<ul style="list-style-type: none"> • Work with other agencies that also contract with our providers to plan and develop an effective and coherent provider network. 	Schools, colleges and other providers, Local Education Authorities, Adult Learning Inspectorate, Ofsted, Learning Partnerships	Targets: National and local targets for raising the quality of learning provision will be set in 2002. Proposed outcomes: Increase in FE, WBL, ACL and School Sixth Forms provision above a satisfactory level. Decrease in providers having some or serious concerns. Number of organisations where delivery capacity has been developed
<ul style="list-style-type: none"> • Develop and publish the criteria on which we judge the performance and quality of our providers. 		
<ul style="list-style-type: none"> • Provide support and expertise to our providers on the development of their strategic, business and quality improvement plans to meet the needs of learners. 		
<ul style="list-style-type: none"> • Work with the Inspectorates and establish a baseline that reflects the results of new joint inspections and tracks improvements in quality standards throughout the provider network. 		
<ul style="list-style-type: none"> • Promote and facilitate the sharing of best practice and collaborative ventures to meet the needs of learners. 		
<ul style="list-style-type: none"> • Provide support for quality improvement and dissemination of best practice. 		
<ul style="list-style-type: none"> • Wherever possible streamline the communications with and administrative requirements of our providers. 		
<ul style="list-style-type: none"> • Ensure that our providers deal with grievances raised by learners quickly, effectively and equitably. 		
<ul style="list-style-type: none"> • Place health and safety at the forefront of all contractual partnership arrangements 		

Strategic objective 9
To develop the learning infrastructure

Actions	Partners critical to achievement	Targets and proposed outcomes
<ul style="list-style-type: none"> Develop with the Local Education Authorities a joint approach to the strategic planning of 14-19 learning provision. 	Schools, colleges and other providers, Local Education Authorities, Employment Service, Connexions and community and voluntary sector	Proposed outcomes: Satisfaction levels and feedback from learners on their learning experience Satisfaction levels of employers about the LSC funded provision used Establishment of COVEs and extent of collaboration between providers Establishment of a comprehensive system of structured feedback from learners, employers and providers
<ul style="list-style-type: none"> Consult on the timetable for area reviews of all post 16 provision. 		
<ul style="list-style-type: none"> Promote collaboration between providers and broker relationships between them. 		
<ul style="list-style-type: none"> Work with SEEDA and other LSCs in the region to agree a strategy for COVE. 		
<ul style="list-style-type: none"> Support 14-19 providers so that young people and their parents/guardians have access to impartial information and advice on post 16 options. 		
<ul style="list-style-type: none"> Work with current and potential providers to develop innovative ways of reaching out to those not participating in learning. 		
<ul style="list-style-type: none"> Influence the establishment of one national funding and planning model. 		
<ul style="list-style-type: none"> Use nationally developed systems of structured feedback from learners, employers and providers. 		
<ul style="list-style-type: none"> Improve the collection, analysis and use of management information and data 		

Annex C Post-16 provision in Hampshire and the Isle of Wight funded by the Learning and Skills Council

Further Education (FE)
Contract value in 2001/02 - £146.8m

2000/01 FE Institutions	Student Numbers*			
	Full Time**		Part Time	
	16-18	19+	16-18	19+
Alton College	1,416	73	70	1,422
Barton Peveril College	1,742	12	126	377
Basingstoke College Of Technology	1,231	597	265	7,045
Bridgemary Community School	0	0	6	183
Brockenhurst College	1,923	130	76	3,538
Brune Park Community School	0	5	9	198
Cricklade College	803	458	108	3,766
Eastleigh College	884	348	214	6,226
Fareham College	1,288	1,378	453	6,547
Farnborough College Of Technology	1,126	664	288	7,159
Havant College	1,116	53	51	1,141
Henry Cort Community School	0	0	3	67
Highbury College	1,109	1,781	573	10,944
Isle Of Wight College	1,030	558	206	3,923
Itchen College	757	67	78	1,532
Peter Symonds' College	1,939	37	45	1,557
Portchester Community Education	0	1	13	149
Portsmouth College	572	461	67	1,837
Queen Mary's College	1,504	263	60	883
Sixth Form College, Farnborough	1,632	13	17	93
South Downs College	2,677	1,015	235	7,967
Southampton City College	1,051	2,207	347	8,746
Sparsholt College	684	1,053	21	1,148
St Vincent College	1,112	95	41	1,286
Taunton's College	922	37	62	1,341
Totton College	715	383	70	2,842
Western Wards Adult Ed Centre	0	0	5	505
TOTAL	27,233	11,689	3,509	82,422

Source: ISR 20 (00/01)

* These do not include students on provision which is not funded by the Learning and Skills Council.

** Includes full-time, full-year and full-time part-year students

1999/2000 HE Institutions	Student Numbers			
	Full Time		Part Time	
	16-18	19+	16-18	19+
Southampton Institute of Higher Education	30	66	197	4,633
University of Portsmouth	174	247	72	1,865
University of Southampton	113	25	0	0
TOTAL	317	338	269	6,498

Source: Higher Education Statistics, July 2000

Work-based Learning (WBL)
Contract value in 2001/02 - £16.8m

Provider	16-18 Year Olds in Training	Total in Training
Apprenticeship Training Limited	36	63
BAE Systems (Combat & Radar Systems) Limited	19	19
Basingstoke College Of Technology	136	219
Basingstoke Youth Action Trust Limited	87	127
Beta Limited	32	106
Carillion Construction Limited	74	76
Chamber Training	58	90
Construction Industry Training Board	244	356
Community Solutions	23	28
DARA Fleetlands	87	137
Defence Communications Services Agency	6	32
Defence Munitions Gosport	12	23
Eastpoint Training & Education Co Limited	45	95
Fareport Training Organisation Limited	217	315
Fawley Nursery Training Centre	15	34
Flagship Training Limited	12	41
GKN Westland Aerospace	32	37
Hair OTT Limited	10	16
Highbury Training	252	373
Hoskins Management Development Limited Incorporating Inter Hair	296	394
Hospitality Plus (UK) PLC	99	282
Hotel And Catering Training Company	44	122
Initiative Training And Enterprises Limited	146	249
IWIGTS	241	297
IOW School Of Food And Wine	16	41
JA Training Limited	120	393
Job Link/Youth Link	193	472
JT Limited	98	213
Key Training Limited	63	148
Kingsley Training	15	48
Pertemps CBS Limited	10	27
Peta Limited	222	307
Remit Limited	158	298
RPS Rainer City Training	166	211
RTS Training Services Limited	22	143
Seta	91	195

Shaw Trust Limited	34	34
Skandia Life	12	58
Southampton City College	6	9
Southampton City Training	427	672
Southampton ITeC	70	80
Southern Co-Operatives Limited	7	26
Sparsholt College Hampshire	66	105
Spectrum Training Services	41	62
Spring Skills	223	363
The Army School Of Catering	31	33
The Army School Of Employment Training	53	112
The Bournemouth And Poole College	24	29
The Care Learning Centre (IOW) Limited	38	96
The Hospitality Training Partnership (IOW) Limited	53	87
Three As Training Limited	36	118
Touchstone Group	70	229
TQ Training Management Services Limited	7	172
Training Enterprise	79	155
VT Training	244	520
Warship Support Agency (Portsmouth)	7	24
Waverley Training Services	24	24
Work Opportunities Company	35	35
Total:	4984	9070

Source: Learning and Skills Council for Hampshire and the Isle of Wight.

This is the total amount of people that were in training during the 2000-2001 contract year as at the end of August 2001.

School Sixth Forms
Post-16 provision to be contracted through the LSC from April 2002

School Sixth Form	Sept 2000 Post-16 numbers
Applemore College Sixth Form	116
Bay House Sixth Form	279
Carisbrooke High School Sixth Form	344
Cowes High School Sixth Form	272
Frogmore Community College	93
Hardley School Sixth Form	88
Horndean Community School Sixth Form	165
Medina High School Sixth Form	184
Oaklands Catholic Sixth Form College	129
Ringwood School Sixth Form	217
Ryde High School Sixth Form	288
Sandown High School Sixth Form	394
The Arnewood School Sixth Form	221
The Burgate Sixth Form Centre	134
The Petersfield College*	34
Yateley Sixth Form	302
St Anne's Convent School	tbc
Total	3,260

Source: Learning and Skills Council, December 2001

* The Petersfield College closed on 31st July 2001

Post-16 Special Education Needs (SEN)
12 month funding allocation in 2002/03 - £3.6m

Post-16 SEN funding allocations are made to the four Local Education Authorities to support 16-19 year old learners with statements of SEN in schools. This excludes the funding delegated to mainstream schools (see above list of school sixth forms). Arrangements governing special educational needs in schools are well defined and regulated in legislation and in a statutory Code of Practice.

Other provision funded in Hampshire and the Isle of Wight by the Learning and Skills Council

Adult and Community Learning (ACL)
Contract value in 2001/02 - £1.6m

ACL provision supports learning for a large number of individuals, most of whom make a substantial contribution to the costs by paying fees. Courses are part time and cover a wide range of subjects, many of which are outside mainstream education and do not lead to formal qualifications. The ACL budget is contracted to the four Local Education Authorities who subcontract delivery to a wide range of learning providers.

Workforce Development

Contract value in 2001/02 - £1.7m

Workforce Development embraces a range of services to meet the needs of employers, these include Investors in People (IiP), management development, employee development, a free library service of video and audio materials and the training of Learner Representatives. In Hampshire and the Isle of Wight IiP advice for private sector employers with up to 250 employees is subcontracted to Business Link Wessex. The Learning and Skills Council manages the delivery of IiP for all other organisations.

Education Business Links (EBL)

Contract value in 2001/02 - £0.7m

EBL activity aims to provide school pupils and teachers with high quality, structured experience of the world of work to help raise standards of achievement, increase motivation and attendance, develop key skills and prepare young people more effectively for adult and working life. In Hampshire and the Isle of Wight, provision is contracted through and co-ordinated by the Education Business Link Organisation (EBLO), **Partnership Network Limited**.

Information, Advice and Guidance (IAG)

Contract value in 2001/02 - £0.8m

IAG services are known as **Link2Learn** in Hampshire and the Isle of Wight. The services are available to everyone and include help with career planning, and advice and guidance on learning opportunities. The services are delivered through local libraries, colleges and community outlets. The Link2Learn website provides a wealth of information on careers and learning opportunities. The IAG contract in Hampshire and the Isle of Wight is delivered through the Information, Advice and Guidance Partnership with Southern Careers as the lead partner.

Learndirect

Contract value in 2001/02 - £3.3m

Learndirect offers individuals a new way of learning on-line. Its mission is to put learners first and make it possible for all adults to learn at a time, place and pace that suits their needs. Locally it operates via the **Hampshire and Solent Learning Hub** through a network of 43 learndirect centres.

Local Initiative Fund (LIF)

Contract value in 2001/02 - £2.7m

LIF is a discretionary budget designed to support the delivery of our wider objectives. LIF is supporting innovative projects, linked to ESF, to: develop an accessible and high quality information, advice and guidance service; widen participation in learning and tackle the low level of basic skills in the area; and support our providers.

European Social Fund (ESF)

Contract value from November 2001 – December 2003 - £2.7m

We are a Co-financing Organisation for ESF Objective 3. This has already resulted in us securing £2.7m under Policy Field 3 'Lifelong Learning' over the calendar years 2002 and 2003 to deliver training and learning that supports our strategic aims. A prospectus for this funding was issued to providers in June 2001 and is now supporting 17 projects within the Hampshire and the Isle of Wight area.

Specialist College Placements

Funding agreements for August 2001 – July 2002 - £2m

Specialist college placements provide post-16 residential education opportunities for learners with some of the most severe and complex learning difficulties and/or disabilities. There are over 70 LSC approved specialist colleges nationally supporting learners across the 47 local LSC areas. Three specialist colleges - Treloar College, Minstead Training Project and Aspin House (Hope Lodge School) – are located in Hampshire and the Isle of Wight.

Annex D Equal opportunities and diversity strategy - summary

Introduction

Underpinning all that we do is a strong commitment to equality of opportunity and diversity. In implementing our plans, we will strive to give everyone the opportunity to realise their full potential and help to build an inclusive and fair society and meet the Learning and Skills Council statutory requirement to create:

"A learning society - a society in which everyone can share in the benefits of learning, enabling people to discover new talents, stretching their creativity and widening their opportunities".

We will aim to ensure that all individuals and groups of people should have equal access to appropriate learning provision regardless of their age, ethnicity, gender, disability, learning difficulties, sexual orientation, marital status or religion.

This commitment is underpinned by our responsibilities which exist under the Race Relations (Amendment) Act 2001, Disability Discrimination Act and the Sex Discrimination Act 1975, and corresponding codes of practice, including the code of practice on age diversity in employment.

Our equal opportunities and diversity strategy will also address equality for those disadvantaged by issues such as rural isolation, community isolation, and by living in areas of deprivation. It will highlight our priorities for closing equality gaps in access, participation, retention and attainment.

Our strategy also recognises that if Hampshire and the Isle of Wight is to be truly competitive in economic terms, it must develop and utilise all of the talent that is available in our region and provide the means by which every individual can contribute and share in economic success.

Objectives

Reflecting the national objectives set by the LSC we have set ourselves four key objectives with a set of actions underneath each one.

Objective one

To embed equality and diversity into all policies, programmes and activities.

- Establish an **advisory group** chaired by a Director, to integrate equality into all policies and plans, and challenge and influence them.
- Prepare and regularly update **baseline information** about the local population, occupations and the workforce, supported by detailed analysis of patterns of participation and achievement in post-16 learning.

- Produce **management information** that allows effective monitoring of participation and achievement, supported by information from provider inspections and qualitative feedback from surveys and evaluation studies.
- Set **equality targets and performance indicators** within operational plans to tackle under-representation, under-achievement and stereotyping in terms of gender, race, age, disability and disadvantage in particular occupational and learning sectors.
- Undertake **research** on equality and diversity in post-16 learning in order to improve our understanding of the make-up and characteristics of excluded communities and the barriers to learning.
- Ensure **providers** adopt relevant standards, promote equality of opportunity and take systematic steps to widen participation and improve retention, to encourage people from under-represented groups to participate in and benefit from programmes and initiatives which we fund.
- Use Local Initiative Funds, ESF Co-financing and other external funds to create **innovative projects** to widen participation and address under achievement.
- Develop **learning programmes and materials which take into account the different characteristics and needs of learners** from different cultural and social backgrounds, and of learners with learning difficulties and/or disabilities.
- Encourage and support **employers to adopt best practice** in relation to recruitment, training, development of staff and flexible working practices.

Objective two

To develop and promote suitable learning provision that can reach out to under-represented groups and those with learning difficulties and/or disabilities

- Build on the progress that has already been made in developing more **inclusive post-16 learning provision**, paying particular regard to assessments of the needs of learners with learning difficulties and/or disabilities. We will favour collaborative approaches that build on local partnerships between pre and post-16 providers and the community and voluntary sector.
- Support **access to inclusive and specialist learning opportunities** for people with learning difficulties and/or disabilities, and overcome obstacles to learning by those with specific care and childcare responsibilities, by improving childcare training and its availability.

- Actively encourage **participation by under-achieving minority ethnic** groups, and aim to equalise access to training where gender, age or other factors are currently limiting performance.
- Improve the **basic skills of adults** who lack the levels of literacy and numeracy needed to operate effectively in today's economy and society.
- Develop new and improved provision of **adult, community and family learning**, maximising the effective use of Neighbourhood Learning Centres, Learndirect and e-learning.
- Improve the flexibility and attractiveness of learning opportunities, including first step opportunities, through innovative use of ICT, outreach and community learning.
- Target the **promotion of learning at the hardest to reach non-learners**, exploiting national campaigns such as Adult Learners' Week and working closely with other agencies such as Social Services, the Probation Services, health services and the community and voluntary sector.
- **Build capacity and help expand and improve the quality of learning provision** for under-represented groups, with providers, the community and voluntary sector, employers and schools.

Objective three

To be an exemplary employer and a champion of equality and diversity

- Designate a member of the **senior management team** to be responsible for co-ordinating the equality and diversity policy and embedding equality and diversity within the organisation.
- Prepare a **written equality and diversity employment policy**, which sets out a statement of our commitment to equality and diversity.
- Ensure that **induction programmes** for Council Members and staff promote equality and diversity.
- Ensure that the recruitment and selection process encourages applications which reflect the breadth and diversity of the local population.
- Undertake an **equality audit** on staff development processes in order to ensure they are transparent, do not inhibit equality or diversity and are modelled on best practice.
- Commit to achieving the **Investor in People and Positive about Disability Standards**.
- **Consult with and communicate** the equal opportunities and diversity strategy to all staff and stakeholders.

Objective four

To report to the national LSC on progress towards equality of opportunity and diversity

- **Consult actively with our partners** on our equal opportunities and diversity strategy and publish an agreed document.
- Make arrangements with the national LSC to **measure and record progress towards the achievement of strategic objectives**, supported by an action plan for in-year monitoring.
- Draft a **report for the national LSC** summarising the arrangements made and progress achieved in 2001/02 and set out the main outcomes and plans for the year 2002/03.

Annex E Outline arrangements for evaluation and local impact assessment

Introduction

The Learning and Skills Council for Hampshire and the Isle of Wight is firmly committed to rigorous evaluation that can clearly demonstrate the results, progress and impact the Council is having in post-16 learning and use the information to inform future policy and planning. Central to this is the development of **a robust and coherent evaluation framework** which will quantify anticipated results and impacts of the Local Strategic Plan and evaluate the effectiveness and efficiency of our activities.

We will also seek to **benchmark our performance** against other Local Learning and Skills Councils and other 'best in the field' organisations.

Impact assessment

In assessing impact there has to follow a **logic chain** of inputs, activities and outputs that leads to an impact, all of which can be linked to operational objectives. The table below outlines the chain.

From Council inputs to impacts/targets - a logic chain					
Strategic Themes	Strategic Objectives	Inputs	Activities	Outputs	Impacts, Headline Targets

- **Strategic themes** - reflect the way the Council seeks to achieve its overall purpose, each theme having its own objectives.
- **Strategic objectives** - key objectives that fall under each theme for which a series of actions have been identified.
- **Inputs** - are the financial and other resources (e.g. staff time)
- **Activities** (e.g. Modern Apprenticeship programmes, AS Levels, Investors in People, etc) - are the direct services/products provided.
- **Outputs** (e.g. qualifications gained, number of training places, retention rates, etc) - are the intermediate effects of actions, representing the mechanism by which inputs and activities yield impacts. The output measures are particularly important as they provide the critical link between the inputs, what is done (activities) and the impacts finally achieved.
- **Impacts** (e.g. adult achievement at Level 2 and 3, employer investment in training, quality of learning provision, quality of information, advice and guidance, etc) - represent our overarching targets and characteristics of the labour market/economy which the Council is seeking to influence. They can be used to establish and set targets, to monitor the overall progress against the baseline.

Impact evaluations will be most successful where the logic chain from inputs

to impacts is clear and where there are explicit links between the programme's outputs, the impacts it is seeking to achieve and the way in which these are expected to contribute to our targets.

In preparing the Local Strategic Plan the Council has proposed a series of measures that will show progress and impact on post-16 learning. These will be refined and developed further during 2002. Five overarching priorities have been identified:

- **A high quality information, advice and guidance service easily accessible to all**, enables all potential learners and employers to easily discover and understand the learning opportunities that are available, and then to make the right choices that are right for them (measure satisfaction levels, progression to learning rates, etc).
- **A high quality, flexible and comprehensive range of 14-19 provision, working in close collaboration with the LEAs on planning, funding and delivery** (measures young people's participation, achievement and progression in learning, retention and achievement on Modern Apprenticeship programmes, progression to HE, etc).
- **A high quality range of learning opportunities that are available for all adults**, focusing on those at most disadvantage (measures adult participation, achievement and progression rates (by priority groups), basic skills achievement and retention rates, capacity of provision, etc).
- **A business community that is firmly engaged and investing in learning** (measures employer investment in learning, employer satisfaction levels with post-16 provision, IIP recognitions and commitments, etc).
- **A secure, confident and high quality provider network** (measures gradings of providers, improved inspection rates, increased levels of learner participation, retention and achievement, feedback from learners, provider satisfaction with LLSC, levels of collaboration, etc)

Continuous evaluation

In addition to the measurement of progress towards the overarching targets/impacts, we are also committed to continuous improvement in the way our provision is designed and delivered.

During 2002 the Council will develop a comprehensive evaluation framework which will test the relevance and appropriateness of the indicators and targets/outcomes that have been proposed (**prior evaluation**); examine the degree of effectiveness achieved on the basis of the indicators collected (**formative evaluation**); and compare expected impacts of the Strategy to those actually achieved (**summative evaluation**).

Annex F Basic skills strategy - summary

1. Background

It is estimated that as many as one in five of the adult population experiences some difficulty with literacy and numeracy. Tackling this problem is a key Government priority that is essential to economic regeneration and social inclusion. "Skills for Life" is the Government's strategy for improving adult and literacy skills. The Government aims to invest £1.5 billion to support the strategy over the next three years and ensure that basic skills provision⁴ is of a sufficient capacity and quality to meet the challenge.

The strategy has set a target of improving literacy and numeracy skills of 750,000 adults by 2004. The Learning and Skills Council is a primary player in ensuring that this target is met.

The Learning and Skills Council for Hampshire and the Isle of Wight wishes to build on the considerable work already undertaken by our providers and the three Local Learning Partnerships (all of whom have undertaken a mapping exercise of basic skills needs/provision and prepared action plans). The establishment of a Basic Skills Support Unit (BSSU) in the sub-region provides an exciting opportunity to build on this work and pave the way for a real step change in basic skills provision.

At a regional level the DfES Adult Basic Skills Strategy Unit has recently appointed a South East Regional Co-ordinator. This in turn has led to the development of a South East Basic Skills Regional Co-ordination Network and a commitment to prepare a Regional Basic Skills Action Plan.

2. The challenge for Hampshire and the Isle of Wight

Research undertaken by the three Local Learning Partnerships (Southern Strategic Partnership, Partnership4Learning and the Isle of Wight Learning Partnership) in 2001 revealed the following:

- There exists a lack of coherence in the way in which basic skills is planned and delivered throughout the region. Organisations involved in delivering basic skills are duplicating the efforts of others, mistakes are being repeated and there is little opportunity for lessons to be learnt or examples of good practice to be shared.

⁴ Provision which caters for the literacy, language (ESOL) and numeracy needs of post-16 learners including those with learning difficulties or disabilities, from pre-entry to Level 2, and covers the key skills of communication and application of numbers up to Level 2, whether delivered as stand alone provision or as part of a vocational programme or bolt-on course, and whether delivered full-time, part-time or through self-study or ICT.

- There is a lack of resource available to enable organisations to effectively network with others that deliver basic skills, promote basic skills learning opportunities, train and develop staff, communicate with a range of referral agencies and bid for external funding opportunities.
- In Hampshire and the Isle of Wight 235,560 adults of working age have poor literacy skills (22.6% of the adult working population) and 230,111 have poor numeracy skills (22%), (Basic Skills Agency, 2000)
- In Southampton 26.7% and 25.6% of working age adults have low levels of numeracy and literacy skills respectively, and on the Isle of Wight it is 26.1% and 24.8% respectively (Basic Skills Agency, 2000).
- Adults without basic skills are more likely to be on lower incomes, be unemployed, be prone to ill health, have low levels of confidence and motivation and have children that struggle at school.
- It is estimated that current provision offers support to only 8% of adults with low literacy and numeracy skills.
- Retention on basic skills programmes is estimated to be only 55%.
- Approximately half of Hampshire and the Isle of Wight's basic skills providers currently hold the Basic Skills Quality Mark.

In response to these issues the three Local Learning Partnerships recently submitted a bid to us for Local Initiative Fund (LIF) and European Social Fund (ESF) monies to support the establishment of a Basic Skills Support Unit (BSSU) for Hampshire and the Isle of Wight. This bid has now been approved and the Unit will be established from January 2002. The Unit will be managed by Hampshire and Solent Learning Hub (Ufl). Many of the objectives and actions specified in this plan equate to those of the BSSU.

3. Target setting and priority groups

We have been set a minimum achievement target for the provision of literacy and numeracy. The targets are based on local adult population, migration factors and the current achievement of adults on basic skills provision.

The minimum target for Hampshire and the Isle of Wight is 26,130.

Our focus will be on the specific groups identified in Skills for Life, namely:

- Young adults in the workforce
- Those living in disadvantaged communities
- Parents
- Workers in low skilled jobs
- Unemployed people
- Benefits claimants
- Groups at high risk of social inclusion
- Prisoners and those on probation
- Public sector employees

However, we will also, working in partnership with our providers and other agencies, directly identify and target the following priority groups:

- Those living in disadvantaged communities, including homeless people
- Refugees
- Successful asylum seekers and other speakers of English as an additional language
- Parents with poor literacy and numeracy skills, including lone parents with no qualifications

4. Working with partners

"The implementation of what is needed will demand commitment and involvement from everyone, local authorities and institutions, business and industry, voluntary organisations, colleges and the media. All have a part to play in what must be a national and ongoing crusade, " *Improving literacy and numeracy, A Fresh Start, DfEE.*

Our key partners in delivery basic skills provision are:

- **Further Education (FE) colleges** - currently the largest providers of literacy and numeracy, of which there are 22 in Hampshire and the Isle of Wight. Colleges will be actively encouraged to examine and increase ways in which literacy and numeracy can be made integral to other provision and can be embedded in vocational programmes wherever possible.
- **Work-based Learning (WBL) providers** - have a critical part to play in delivering expansion. Those young people and adults engaged in work-based learning are most likely to seek to improve their literacy and numeracy skills as part of their ambitions to secure a place in the workforce.
- **Adult Community Learning (ACL) providers** - are particularly well placed to deliver literacy and numeracy within the communities they serve. Organisations that engage in active outreach and work closely with communities are shown to be able to recruit hard-to-reach adults. Local Education Authority Adult Learning Plans in 2002/03 will be expected to indicate how local LEAs will support literacy and numeracy through their work.
- **Community and Voluntary Sector** - an important and developing area for the Council will be the engagement of new players from this sector, due to their ability to engage with disadvantaged learners and those who would not contemplate taking a first step into learning through a college or adult education centre.

- **Hampshire and Solent Learning Hub (Ufl)** - the development of on-line learning and the potential for information technology (IT), whether in learners' own homes or in neighbourhood learning centres to inspire interest and link IT skills with literacy and numeracy, will make the Hub a critical ally in expanding opportunity and engagement.
- **Employment Service/Jobcentre Plus** - now assesses the literacy and numeracy skills of all jobseekers at 26 weeks unemployment. Referral to further independent assessment and literacy and numeracy provision is made, as appropriate.
- **Higher Education (HE)** - a number of HE institutions are engaged in literacy and numeracy through their community education and development activities.
- **Trade Unions** - the development of trade union Learning Representatives in the work place has had a significant impact on the take-up of literacy and numeracy provision by people at work.
- **Employers** - will be critical partners. For many working adults, the workplace is a natural location for learning - they may not have the time, inclination or opportunity to travel elsewhere to learn. In this respect, the workplace has the potential to become a primary site of literacy and numeracy delivery.

5. Strategic objectives

In order to respond to the challenge outlined above, we have set ourselves four strategic objectives, underneath which are a set of actions. These are as follows:

Objective one

To co-ordinate the effective delivery of basic skills provision in Hampshire and the Isle of Wight

Working with others we will:

- Establish a **Basic Skills Support Unit (BSSU)** to support those working towards: the achievement of basic skills targets in terms of training, marketing, referral mechanisms, resources, quality, partnership working, communication, networking, sharing good practice and identifying all available funding opportunities for basic skills provision.
- Develop a **Basic Skills Website** for Hampshire and the Isle of Wight to disseminate information, promote services and provide a way of communicating with the network of users.

- Establish a **Basic Skills Employers' Forum** to support the dissemination of good practice in workplace basic skills learning, and ensure that employers have a platform from which to raise issues and concerns and contribute to the development of basic skills provision.

Objective two

To identify learners and monitor performance

Working with others we will:

- Agree a **baseline from which basic skills targets can be successfully measured** in terms of recruitment, retention and achievement of primary learning goals as well as progression to further learning opportunities.
- Identify **skill gaps, qualifications gaps and areas of skill shortages** in basic skills delivery.
- Agree a set of **performance indicators and milestones** covering participation, retention, achievement and quality that can be tracked and measured, underpinned by robust systems for data collection and appropriate management information systems.
- Publish in our **annual report, progress** towards local targets.
- Undertake **research** to further our understanding on areas such as local basic skill needs and barriers to participation.
- Working with the Local Learning Partnerships and SEEDA, and building on the work already undertaken, continue to **map basic skills provision** in Hampshire and the Isle of Wight.

Objective three

To make learning more accessible and relevant to learners and make adults more aware of its availability

Working with others we will:

- Increase the **range and scope of learning provision** by encouraging learning to be developed in line with learner needs at a time and place that suits the individual and to more accurately take into account individual learning styles and preferences.
- Further **develop opportunities to learn at home and in the workplace** by increasing the awareness of, and access to, basic skills support using ICT and on-line support facilities.
- Work with employers to **improve and extend basic skills in the workplace** and develop links between the Investors in People Standard

and basic skills as a potential gateway to help encourage employers to tackle basic skills in the workplace.

- Ensure that basic skills provision includes **clear and structured progression routes for learners**, working closely with our IAG partnership Link2Learn.
- Expand **family literacy and numeracy programmes** by further supporting the development of such provision in the community.
- **Embed literacy and numeracy into our funded provision** in a concerted effort to move away from discrete literacy and numeracy provision.
- Support national and regional awareness raising strategies to innovatively **market opportunities to encourage adults into learning**.

Objective four

To build capacity and expand and improve the quality of basic skills provision

Working with others we will:

- Build capacity of existing institutions to deliver provision that is more attractive to learners, encourages a **greater diversity of providers and provision** and supports employers to invest and deliver in basic skills provision in the workplace.
- In collaboration with existing providers, actively **seek to extend the range of providers to include more community and voluntary organisations** in the provider network.
- Design and deliver **structured sample surveys to measure the degree of satisfaction** of learners, employers, providers and other interested parties in order to inform future policy and delivery.
- Raise the **level of competence of basic skills teachers** and trainers and encourage all providers to work towards and achieve the Basic Skills Quality Mark.
- Use the **outcomes from provider inspections and area inspections** to improve the quality of basic skills provision.

6. Outcomes

By 2004 we will aim to achieve the following:

- Achieve the minimum adult basic skills target of 26,130 adults.
- Retention on basic skills programmes to have improved from current baseline of 55% to 70%.

- Of the 26,000 adults who have completed basic skills programmes – 20% to progress onto other learning programmes.
- 80% of referral agencies to competently and accurately refer to basic skills providers.
- Successful delivery of the Basic Skills Support Unit with arrangements in place for its succession or continuation in 2004 and beyond.
- Employers' forum and basic skills web site fully established.
- All basic skills providers to have completed or be committed to work towards the BSA Quality Mark standard.

Annex G The national qualifications framework

Level	Qualification equivalents
Level 5 Second degree and senior management level of achievement	Higher degree, e.g. Post Graduate Certificate in Education Master of Arts NVQ Level 5
Level 4 First degree, technical and management level of achievement	First degree Diploma in Higher Education NVQ Level 4 BTEC Higher RSA Higher Diploma
Level 3 Advanced, advanced craft and supervisory level of achievement	2 A Levels 1 Vocational A Level (formerly known as GNVQ Advanced) NVQ Level 3 Advanced Modern Apprenticeship (AMA) BTEC National Diploma RSA Advanced Diploma City & Guilds Advanced Craft
Level 2 Intermediate and craft level of achievement	5 GCSEs A-C Grades GNVQ Intermediate NVQ Level 2 Foundation Modern Apprenticeship (FMA) RSA Diploma
Level 1 Foundation level of achievement	5 GCSEs Grades D-G GNVQ Foundation NVQ Level 1 BTEC First or General Certificate Other RSA and City & Guilds

Annex H Local Council Members

Penny Melville-Brown (Chair)	A former Royal Navy Barrister, now a disability employment consultant - works closely with the Benefits Agency and the War Pensions Committee
Hilary Chadwick (Executive Director)	Former Deputy Managing Director of Hampshire Training & Enterprise Council Limited
Michael Budd	Regional Officer, Amalgamated Engineering and Electrical Union
Dr Roger Brown	Principal, Southampton Institute of Higher Education
Jonathan Cheshire	Chief Executive, Wheatsheaf Trust
Simon Defty	Student Liaison Officer, Highbury College, Portsmouth
Danny Fisher MBE	Managing Director, Yokogawa Marex Limited, Cowes, Isle of Wight
Geoff Glover	Human Resources Manager, Ford Motor Co, Southampton
Michael Lane (Deputy Chair)	Chairman and Site Director of ExxonMobil Chemical Limited, Fawley
Andrew Lloyd	Chief Executive, Rushmoor Borough Council
Linda Ovník MBE	Chief Executive, Island Volunteers, Newport, Isle of Wight
Colin Reed	Group Human Resources Director, Vosper Thornycroft Limited, Southampton
Andrew Seber	Hampshire County Education Officer

Note: two Council Members are currently being recruited.

Annex I Consultation arrangements

Our approach

As stated earlier in Chapter One, no single agency can deliver the improvements we are striving for. Success will only be achieved through partnership and in consultation with others. It was therefore absolutely essential that we consulted with partners and all our stakeholders on our Local Strategic Plan in a meaningful and constructive way. In order to ensure an open and as wide-ranging a consultation process as possible, the Council adopted a two stage process.

Stage one - outline plan

In September 2001 the Council issued an outline plan, the structure of which was based largely around the Learning and Skills Council Corporate Plan. The plan provided a summary of local needs and priorities and a series of questions to prompt feedback from partners and stakeholders. The outline plan was mailed to over 800 organisations and posted on the Council's website, inviting feedback.

To encourage greater feedback and networking amongst our key partners, we organised **four major consultation events** during October and November in Portsmouth, Isle of Wight, Basingstoke and Eastleigh. All four events were extremely well attended, involving an average of 100 delegates at each one.

An event was also held for the **voluntary and community sector** on 29 November 2001, in recognition of the important role the sector will play in meeting our key objectives.

Over 25 meetings were also held with our **key stakeholders** in order to gather their views and support for the objectives that we were developing. These included the South East England Development Agency, the Government Office for the South East, the four Local Education Authorities, three Local Learning Partnerships, Hampshire Economic Partnership, Isle of Wight Partnership, Chambers of Commerce, South Central Connexions Service, Jobcentre Plus and Southern Careers.

We also sought **feedback from employers**, largely through existing networks such as Hampshire Economic Partnership, the Isle of Wight Partnership and Local Chambers of Commerce. A more wide-ranging process of consultation with employers and key business development agencies will begin in June 2002 when the Council produces its **Workforce Development Strategy**, following the publication of the national strategy.

Stage two - detailed Local Strategic Plan

The first stage of consultation ended on 30 November 2001. A more detailed Local Strategic Plan was then issued on 17 December 2001 inviting further feedback on the plan. Again, the Council received an enormous amount of constructive feedback, all of which has been used to shape the final version of the Plan.

Feedback and outcomes

We are enormously grateful to the many organisations and individuals who attended our consultation events and gave verbal and written feedback on our Local Strategic Plan. The feedback has had a pronounced effect on shaping the Local Strategic Plan and it has been gratifying to see the overwhelming support for our nine strategic objectives and related actions.

Annex J Health and safety policy - summary

The primary duty of care for the health and safety of the learner is the responsibility of the provider. However, the Council will work in partnership with all relevant stakeholders and providers, to promote the concept of the 'safe learner' in respect of health and safety on funded programmes.

Together the local Learning and Skills Councils in London and the South East have developed a joint policy which will facilitate the implementation of health and safety with providers including:

- The inclusion of a safety element in all Learning and Skills Council contract documents, which **places the primary duty of care with the provider**;
- The completion of a **Safety Systems Appraisal** for all providers;
- An **audit of safety related documentation**;
- A **monitoring programme for compliance audits**, based on a variety of risk factors;
- The completion of the **safety criteria** within the provider performance review process;
- The **quality assurance** of all relevant accidents to learners; and
- The **promotion of provider responsibility and continuous improvement**.

Annex K Glossary

ABI	Annual Business Inquiry
ACL	Adult Community Learning
AMA	Advanced Modern Apprenticeship
ALI	Adult Learning Inspectorate
BSA	Basic Skills Agency
BSSU	Basic Skills Support Unit
BTEC	Business Technician Education Council
CFO	Co-financing Organisation
CIF	Common Inspection Framework
COVE	Centre of Vocational Excellence
DfES	Department for Education and Skills
EBL	Education Business Links
EBLO	Education Business Link Organisation
ES	Employment Service
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
EYCDPs	Early Years Childcare Development Partnerships
FE	Further Education
FMA	Foundation Modern Apprenticeship
FRESA	Framework for Regional Employment and Skills Action
GCSE	General Certificate of Secondary Education
GDP	Gross Domestic Product
GOSE	Government Office for the South East

GNVQ	Generation National Vocational Qualification
GST	Government Sponsored Training
HE	Higher Education
HEI	Higher Education Institution
HEP	Hampshire Economic Partnership
IAG	Information, Advice and Guidance
ICT	Information and Communication Technology
liP	Investors in People
ISR	Individual Student Record
LEAs	Local Education Authorities
LIF	Local Initiative Fund
LPs	Learning Partnerships
LSC	Learning and Skills Council
MA	Modern Apprenticeships
NOMIS	National Online Manpower Information System
NTO	National Training Organisation
NVQ	National Vocational Qualification
Ofsted	Office for Standards in Education
PIU	Performance and Innovation Unit
PSHE	Personal, Social and Health Education
RDA	Regional Development Agency
RSA	Royal Society of Arts
SEEDA	South East England Regional Development Agency
SEN	Special Education Needs
SMEs	Small to Medium Sized Enterprises

SSC	Sector Skill Council
Ufi	University for Industry
UCAS	Universities and Colleges Admission Service
WBL	Work-based Learning