

# Learning and Skills Council

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## Local Strategic Plan 2002-05

West Yorkshire

2002-05

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## > Chairman's Foreword

This is the first strategic plan produced by the Learning and Skills Council for West Yorkshire. The aim of this document is not to lay down a prescriptive set of measures but rather to help stimulate further debate on the strategic direction of our plans over the next three years.

As Margaret Coleman, the Executive Director, says in her introduction the task we face is huge and we must be honest and state here and now that there will be competing priorities, calls from many quarters for funding. Above all, we must take cognisance of the fact that there are no quick fixes, no instant solutions. Transforming the learning culture of a country takes time!

I would wish to place on record my thanks to all those individuals and organisations who took the time to respond to our strategic plan consultation – your comments and views are invaluable and we have attempted to include those comments in this document.

I cannot stress enough the importance we attach to the input of our many partners to this plan. In particular the relationships we develop with Yorkshire Forward, the five local authorities in West Yorkshire and the five Local Learning Partnerships will be crucial in helping us all achieve agreed objectives and targets. Others will not thank us if there is perceived to be duplication of both effort and resources in tackling the skills and learning issues that face West Yorkshire. By all our common endeavours we can achieve so much more than we achieve alone.

Our priority within, this, our first transitional year has been to listen and hopefully learn from you. My Council members – drawn from the public and private sectors, community and voluntary groups have been busy establishing a range of themed advisory groups, with a remit to bring in local experts, with frontline experience of some of the issues – whether on young people, adult learning, ethnicity and diversity or social inclusion – we are aiming for the groups to be our eyes and ears on the ground, feeding into the planning process.

So this is the start of a process – one that will see us continually check and measure progress and change and plan accordingly. Your engagement in that process is both necessary and welcome.

I hope you find the strategic plan both interesting and informative.



Clive W Leach CBE  
Chair of Council

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## > Changing Lives

Our creation in April 2001 represents a radical change in the way post 16 learning provision is managed and developed in West Yorkshire and across England. For the first time the planning and funding of all school sixth forms, colleges and training outside higher education will be integrated into a single system.

The Council operates through 47 local arms, charged with delivering national priorities at a local level and ensuring that the needs of local communities, businesses and individuals are reflected and met through Council funded provision. We are the second largest, managing a UK government budget well in excess of £200 million.

Ours is a huge task – to help change people’s lives through learning, to transform the learning culture of West Yorkshire. It is a task that we cannot achieve alone. This Strategic Plan sets out our long-term direction for skills and learning in the sub-region.

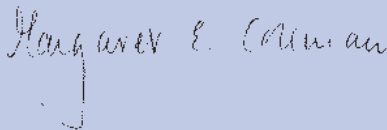
Before you read the detail of the plan, I thought it would be useful to outline what we mean by ‘changing people’s lives through learning’. More local people will know about the choice of learning available to them. More of our citizens will want to learn and be satisfied with the quality of provision. More people will gain higher skills through learning and continue learning throughout their lives.

We know we will have made a difference when:

- more people are engaged in learning because they *want* to learn
- more West Yorkshire businesses see the benefits from improved skills and qualifications in the workforce.

This means encouraging more employers to develop their workforce. We need to build productive partnerships that ensure learning is based on current and future skills needs, learning that is open to all and is of the highest quality. And in working towards these goals we will strive to be enthusiastic, professional and dynamic. We will consult. We will listen and we will be accountable for our actions. We will be honest, open and work with integrity. Nothing less will be acceptable.

Ours is a mission to improve for a purpose, to encourage more people to participate in learning so that the full potential of individuals can be realised for the region’s prosperity and the individual’s dignity and self-esteem.



**Margaret E Coleman**  
Executive Director

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## > 1. Introduction

This Strategic Plan provides the long-term direction for skills and learning in West Yorkshire. It determines, in broad terms, what is to be achieved, by when, and the policies we need to develop in order to achieve these aims. The Plan supports the national Corporate Plan and addresses directly the issues and needs that exist in West Yorkshire.

### National Framework

This Plan needs to take into account the Government's overall vision of creating greater cohesion in post 16 learning. Similarly, it must reflect recent, national policy initiatives.

The Learning and Skills Council's key tasks, set out in the Secretary of State's remit letter of 9<sup>th</sup> November 2000, are:

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

Last year the Council produced its first Corporate Plan. This defines our mission and vision and details five key objectives with targets until 2004.

**Our mission is to raise participation and attainment through high-quality education and training which puts learners first.**

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

## National Key Objectives and Interim Targets to 2004

Key Objectives	Targets for 2004	Performance in 2000*
1. Extend participation in education, learning and training	80% of 16-18 year olds in structured learning	75%
	Set baseline and target for adults in next year's Corporate Plan	N/A
2. Increase engagement of employers in workforce development	Develop measure of employer engagement in next year's Corporate Plan	N/A
3. Raise achievement of young people	85% at level 2 by age 19	75%
	55% at level 3 by age 19	51%
4. Raise achievement of adults	Raise literacy and numeracy skills of 750,000 adults	N/A
	% of adults at level 2: target to be set in next year's Corporate Plan	N/A
	52% of adults at level 3	47%
5. Raise quality of education and training and user satisfaction	Set baselines and targets in next year's Corporate Plan	N/A

\* Source: National Labour Force Survey

We must demonstrate, in West Yorkshire, how we will contribute to the achievement of these national targets. A small number of local targets for the above objectives are detailed in section 4, A Local Framework for Action.

## > 2. Regional and Local Economic Context

The Region of Yorkshire and the Humber forms the backdrop against which the economy of West Yorkshire performs. Although statistics show that it is one of the poorer performing economies in the UK, it has a number of redeeming factors. The Region has a number of world-class businesses, a strong manufacturing tradition and a sound educational infrastructure. However, there are low employment levels in high technology sectors and less than average investment in research and development. The success of the West Yorkshire economy is crucial to that of the Region.

West Yorkshire comprises the five Local Authority Districts of Bradford, Calderdale, Kirklees, Leeds and Wakefield. Despite only covering 13% of the area of its Region, Yorkshire and Humberside, West Yorkshire is the largest sub regional economy and consequently its largest economic driver with 42% of the region's population, producing 43.5% of its GDP and housing 43% of its employment in 41% of its businesses. Conversely, West Yorkshire also has 41% of the unemployed in the region, but its average earnings are 2% higher than the regional average. One area which must be of concern, however, is its lower than average performance at GCSE attainment.

Whilst this overall situation appears to be positive and growth is occurring, it is essential to understand that this conceals deprivation and multi-deprivation issues in parts of the sub-region.

Population figures for West Yorkshire are currently around 2.1m and are set to rise by around 9000 by 2004; these increases are particularly evident in the younger age groups.

There are around 75,000 businesses within the West Yorkshire area, employing 874,000 people. The vast majority of companies (82%) employ ten staff or less, and less than 1% of businesses employ more than 200.

Self-employment is at the relatively low level of 9% of those in work equating to around 91,000.

63% of secondary schools in West Yorkshire performed below the national average for GCSE attainment.

Well over a quarter of the population of working age have poor literacy and numeracy skills, compared to the national average of 24%.

Unemployment in October 2001 was 3.8%, higher than the national rate of 3.5%. In some Wards unemployment can be as high as 10% with some male rates even higher, re-emphasising the issue of pockets of disadvantage.

We know that increasing learning will not combat the significant problems described above, but increasing skills and learning is a key action that will contribute to, and promote, the improvement the economic position of the West Yorkshire area.



The table below shows how the five West Yorkshire districts fare in comparison to the 354 local authority districts in England in terms of levels of deprivation. The data is taken from one of the six Index of Deprivation district measures, extent rank, which is a preferred index of measurement for local authorities. A ranking of "1" would indicate the most deprived.

Across the five local authority districts in West Yorkshire, there are 27 wards (21.4%) that fall into the most deprived (top 10%) wards in England. The extent of the deprivation, percentage of the population within the district living in wards in this category, range from 12.7% of the population in Kirklees, to 35.6% in Bradford and District.

#### 2000 Index of Deprivation for West Yorkshire

	Extent Score	Ranking (out of 354 local authority districts)
Bradford & District	35.59%	42
Calderdale	16.82%	75
Kirklees	12.67%	92
Leeds	19.10%	71
Wakefield	23.04%	64

Source: Index of Deprivation 2000 (DTLR)

141,974 persons in the West Yorkshire area are classed as employment deprived (Index of Deprivation 2000).

573,175 persons in the West Yorkshire area are classed as income deprived (Index of Deprivation 2000).

## > 3. Assessment of Needs

This section provides the context for our focus over the next three years. It offers an assessment of needs under the three inter-related headings of skills analysis, participation and attainment rates and learning infrastructure.

Comments on skills needs and participation rates are primarily taken from our economic and labour market assessment for 2001, "West Yorkshire in Focus." The assessment of the learning infrastructure is still relatively new and will be developed further over the coming months as more information becomes available, particularly on those areas that traditionally have been the responsibility of the Local Authorities.

This assessment has enabled us to identify the challenges listed at the end of each sub-section. Included with these are issues raised in discussions with stakeholders that are relevant to a particular local authority district.

### Skills Analysis

#### Industrial Structure

- West Yorkshire (the sub-region) like many other areas in the UK has experienced considerable change in its industrial and employment structure and hence the requirement placed upon the skills and training of the workforce.
- The sub-region has seen the Service sector grow by 40%, offsetting job losses in primary production (especially Mining), Manufacturing and Construction. This figure, however, hides a wide disparity, with Calderdale showing growth of 72% and Bradford only 21%.
- In employment terms, the Manufacturing sector, although in decline, is over-represented in the area when compared to the country as a whole. This pattern is reflected throughout the sub-region, with the one exception of Leeds, where Manufacturing has become of lesser significance, as the city has grown as a financial/services centre.
- The Service sector by contrast is still under-represented in West Yorkshire overall, relative to national patterns. The notable exception again is Leeds, where all but one Service sector industry grouping is over-represented in the local employment mix.
- The Labour Force Survey shows that between August 1992 and August 2000, higher level occupations and those associated with the Service sector saw strong growth in the sub-region, while manual jobs at skilled, semi-skilled and unskilled level, traditionally taken by men, shrank in number. This clearly endorses the need to adopt the lifelong learning concept, thereby improving longer-term employment stability and employability.
- The biggest growth was in Associate Professional and Technical occupations, while Craft and Related skilled manual jobs continued to bear the main impact of manufacturing decline.

- A changing labour market is forecast (up to the year 2010), with a decline in all industries except the Service sector, resulting in movement between sectors, with many implications for skills and training.

Forecast employment in West Yorkshire 2001-2010

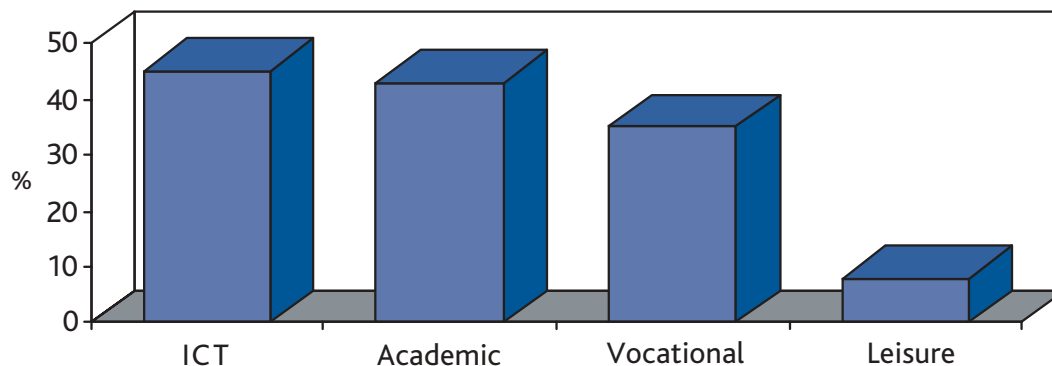
Employment in West Yorkshire	2001	2004	2007	2010	Change 2001-2010	% Change 2001-2010	Annual % Change
Agriculture	5,400	5,400	5,500	5,400	-	-	-
Mining and Quarrying	900	700	600	500	-400	-66%	-7.3%
Manufacturing	190,500	179,500	172,700	165,600	-24,900	-13%	-1.4%
Electricity, Gas and Water	7,400	5,900	4,900	4,700	-2,700	-36%	-4%
Construction	53,700	51,700	50,100	48,700	-5,000	-9%	-1%
Services	751,400	782,500	811,700	837,100	85,700	11%	2%
Total	1,009,300	1,025,700	1,045,500	1,062,000	52,700	5%	0.6%

Source: Cambridge Econometrics

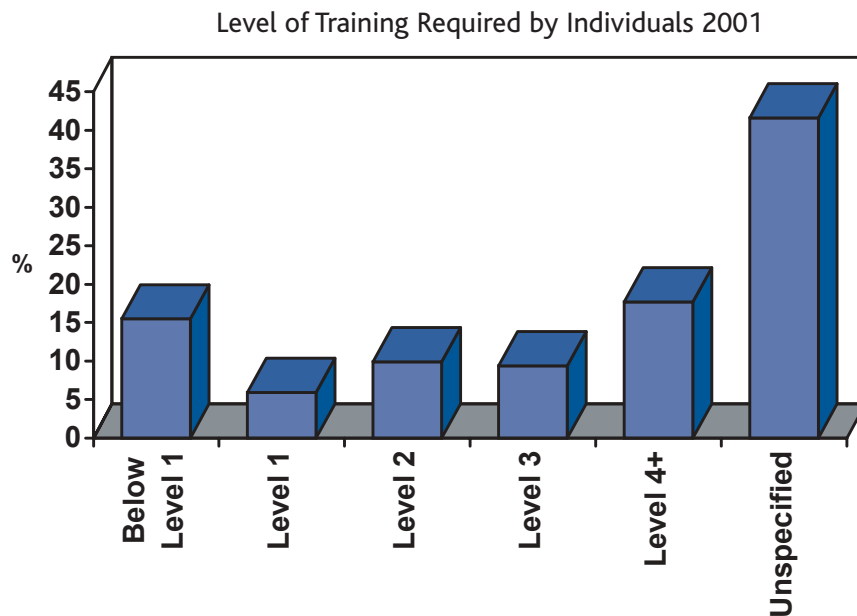
### Skill Needs Identified by Individuals

- 36.4% of the employed workforce feels that their qualifications are out of date. (West Yorkshire Household Survey [WYHS] 2001).
- There appears to be a gap between the skills and qualifications that employees have and the use of these in the workplace. 72% of employees feel that their skills and qualifications are relevant to their job but 41% of the workforce would prefer a job that uses more of their qualifications and skills (WYHS 2001).
- 15% of employees feel that they need to improve and update their qualifications for use in their current job (WYHS 2001).
- The types of training required by individuals are Information and Communication Technologies (ICT) related (45%), academic (43%), and vocational (34%). Interest in ICT is more apparent in the over 25 age groups.

Training Required by Individuals 2001



- Of those who could specify what level of training they wanted 18% want NVQ4 and above, while 15% want below NVQ level 1.



### Employer Skill Requirements

- The 2000 Employer Survey revealed that 22% of West Yorkshire businesses had experienced recruitment difficulties in the previous year. The larger the employer, the more acute these difficulties were. The main reasons for this are skills shortages, lack of interest, pay and competition from other employers.
- Occupations most commonly identified as being hard to fill, with skill shortages being cited as the most common reason were within: Plant & Machinery; Associate Professional & Technical; Craft & Related; and Clerical & Secretarial positions.
- Skills shortages were particularly apparent within Associate Professional & Technical, Professional and Managerial & Administrative occupations.
- The skills most identified by employers to improve their current workforce are computer literacy and customer care/service.
- Computer literacy is also placed highly as a requirement by employers for future recruits.
- The employability skills employers identify as requirements for future recruits reflect the shift to a service sector economy. Employers most frequently cite that they would like their future recruits to evidence personal skills, customer service, and practical and communication skills. We need to work closely with learning providers to ensure these skills are evident in their course/programme completers.
- The attributes they find most important within their employees are openness and honesty, a positive attitude, good relationships with colleagues and management and an ability to work on one's own initiative.
- The largest occupational increases anticipated were amongst Clerical & Secretarial, Plant & Machine Operative and Sales positions. These occupations generally have

low or intermediate levels of skill. This anticipated increase in demand may be due to high levels of turnover in these occupations rather than the creation of new jobs.

- In parts of the sub-region there is a shortage of higher-level occupations consequently many of the high level workers are exported to Leeds. The effect of which is that in parts of the sub-region a greater proportion of the jobs are of a low skilled nature. This is particularly true within Bradford and Wakefield.
- On top of this many inward investing companies, are attracted by the availability of a low skilled workforce, which has not allowed parts of the sub-region to develop a more balanced workforce.
- Manufacturing, once one of the mainstays of low level jobs, will continue to be less labour intensive and will therefore have fewer jobs of this type available.
- A third of employers in West Yorkshire do not undertake any form of training for their staff. Of these, 77% say they do not because their workforce has all the skills required. As technology advances and competition intensifies, employers need to begin looking towards the future at the types of skills and experience they will need their staff to have in order to remain profitable and successful.

#### Proportion of West Yorkshire Businesses Who Train Their Workforce

Sector/Size	% of businesses under taking training	% with written training plan	% with training budget
Manufacturing	59.9	26.8	28.0
Construction	63.0	22.5	17.9
Distribution, hotels & restaurants	58.6	33.9	21.5
Transport & communications	73.9	38.0	35.4
Banking, finance & insurance	67.7	35.7	48.6
Public administration, education & health	91.0	62.6	65.2
Other services	64.9	33.6	41.4
1-4 employees	55.8	25.3	26.5
5-10 employees	78.6	39.6	33.7
11-24 employees	86.4	55.2	51.5
25-49 employees	94.9	61.5	70.6
50-199 employees	97.5	71.1	73.2
200+ employees	99.3	78.0	82.4
All Businesses	65.4	36.6	36.4

Source: West Yorkshire TEC's Employer Survey 2000

- There is a general reluctance by employers to invest in older workers. This is of concern as the age profile of the population changes and the numbers of younger workers decreases.

- The vast majority of organisations in the sub-region use ICT as an essential part of managing and running their business. There are significant variations however between industry sectors. As Internet business becomes more popular, employers need to begin positioning themselves to take advantage of the potential to work in new markets, especially in the national and international arena. A competent, trained workforce is essential to ensure that this is possible.

### **West Yorkshire Challenges - Skills**

- To improve the level of employer involvement in developing the skills of the workforce, focusing particularly on small business.
- To gain greater assistance from employers to address the basic skill needs of the workforce.
- To raise the levels of Basic Skills and English for speakers of other languages.
- To align learning provision more closely to labour market needs.
- To increase employer commitment to a strategic and integrated approach to workforce development.
- To encourage employers to take responsibility for the planning and delivery of learning to meet the needs of the organisation.
- To promote the benefits to employers of developing more diversity in their workforce.
- To improve ICT skills at basic and technician levels, and to encourage progression into level provision.

#### **Additional Local Needs:**

- To address the imbalance between educational attainment and career aspirations among young people. (Bradford)

## Participation and Attainment

### Participation Rates

- Participation in further learning and training has become increasingly more important with the ever-changing nature of the job market and with fewer jobs now lasting a lifetime.
- In 2000, 84% of Year 11 school students decided to continue into some form of education and training. Whether these are the best training routes to prepare them sufficiently to meet the skill needs of employers will need to be properly assessed. However there is still a significant number of young people, 14%, across West Yorkshire, who are either unemployed, economically inactive or in employment with no further training provision.
- A higher proportion of young males to females leave education at the end of year 11. This is not offset by the same number entering work with planned training.
- When compared to the white groups, young people from ethnic minority groups are more likely to continue in education at Year 11 rather than going into employment with training. This is particularly true for the Asian group. The Black/Black Caribbean group is found to have the highest unemployment rates of all the groups, at this stage.

Destinations of Year 11 leavers in 2000 (%)

	Bradford	Calderdale	Kirklees	Leeds	Wakefield	West Yorkshire
All Education	65	70	73	68	66	70
Employment with training (gov't supported)	9	8	8	13	12	10
Training without employed status	4	7	5	3	3	4
Employment without training	4	6	6	5	5	5
Not available/economically inactive	2	1	1	2	1	2
Unemployed/not settled	7	6	5	6	9	7
Unknown	8	2	2	2	2	2
Total*	99	100	100	99	98	100

\*Figures subject to rounding

Sources:

Careers Bradford Ltd

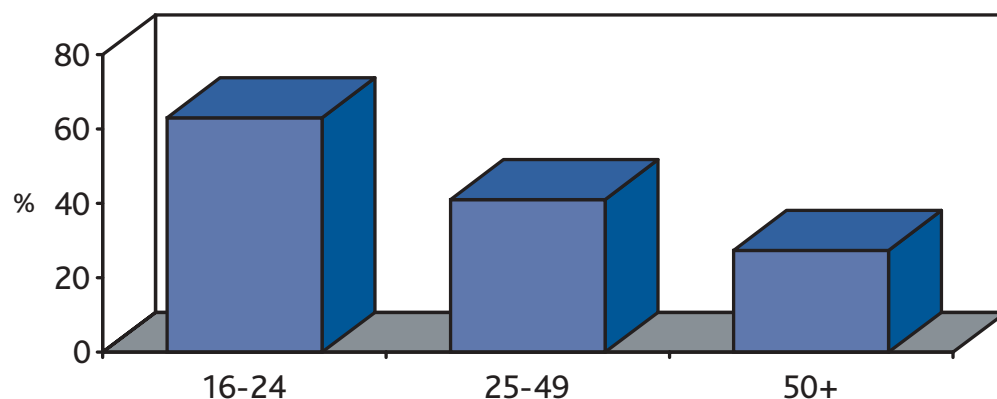
Calderdale and Kirklees Careers Service Partnership Ltd

Wakefield District Guidance Service, Guidance Enterprises Group Ltd

Leeds Careers Guidance Ltd

- Although 84% of young people do go into some form of learning, drop out rates can be high. These numbers need to be properly assessed.
- Data from Modern Apprenticeships and Further Education show marked gender and ethnicity stereotyping in subject and occupational choices.
- Young people from ethnic minority groups are seriously under-represented in Modern Apprenticeships: particularly traditional craft sectors.
- Among work based learning trainees, young people from ethnic minority groups are less likely than their white counterparts to obtain qualifications and jobs after they complete their training.
- 58.6% of the working age population of the sub region did not participate in any training or education connected with work over the past year. (WYHS 2001)
- Training participation levels are highest in the 16-24 age group (63%) and lowest in the over 50s (27%). This is the very age group, the over 50s, that is constantly under the threat of being left behind in the workplace as technology advances and demands on skills and knowledge increase. Coupled with the fact that demographics are altering and there will be population growth in the older generations, it will therefore become more important over time to encourage and alter the attitudes of this age group to take up new training and skills.

Participation in Learning (%) by Age 2001

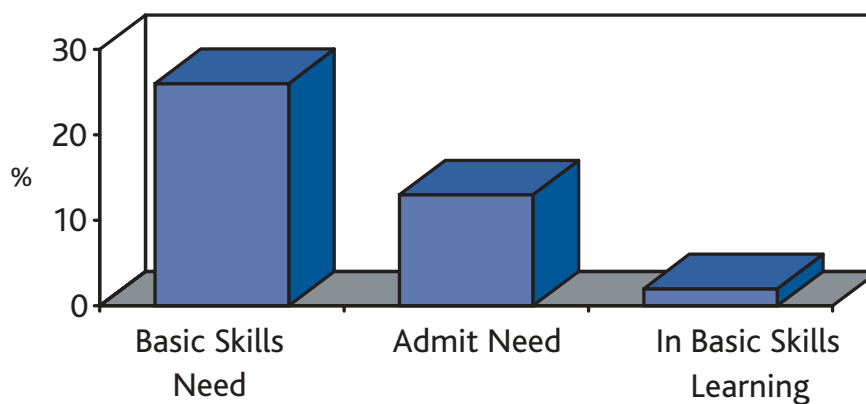


- Certain groups within the population are less likely to participate in training and education: middle income earners, employees from small businesses (1-10), employees from manufacturing, construction, transport and communications, semi and unskilled workers, carers and people with learning difficulties and/or disabilities. Conversely, employees from large organisations, high income earners, professional, associated professional and personal service occupations are all more likely to engage in training and education (WYHS 2001).
- Participation rates in training and education are found to be slightly higher in females (44%) to males (39%).



- Of those in employment who are training, two thirds of training is work related, with the employer as the most likely location for their training. FE college (26%) and at a training provider (21%) are the next two most likely locations. 23.2% had undertaken ICT training, while 21% had taken an academic course (WYHS 2001)
- People who are unemployed are most likely to undertake training at an FE college (43%). Schools are considerably more popular as a training venue where 11% undertook some form of training here compared to only 3% of those in employment. Also, when compared to those in employment a higher proportion is taking ICT skills training (36%) and academic courses (36%). (WYHS 2001)
- In the last twelve months a greater proportion of people unemployed (7%) have undertaken basic skills training compared to the employed (2%). These figures are very low when compared to the numbers who state they need to improve their basic skills.

Basic Skills Needs and Uptake 2001



### Barriers to Participation

- Potentially the largest barrier towards the take up of learning opportunities, is the unfavourable attitudinal and cultural beliefs held towards learning. In the household survey 48% state that they are not interested in training. Reasons stated for this are not a priority (37%), no need (28%), 10% also stated that they could not be bothered.
- Other barriers that prevent individuals from training quoted in the household survey are time, access, cost and lack of information.
- 45% of employers give no form of support towards their employees' training, while 38% provide training. Other commitments from employers include providing time off and contributing towards the financial cost.

## West Yorkshire Challenges - Participation

- To support other lead agencies in improving the retention of disaffected pupils pre-16.
- To support other lead agencies in ensuring appropriate information, advice and guidance for young people.
- To stimulate demand for learning from young people, particularly the disaffected and non-learners.
- To raise participation rates by responding quickly and effectively to identified strengths and weaknesses of post-16 provision.
- To ensure young people choose the most appropriate form of learning at 16.
- To raise the profile of vocational learning for young people.
- To widen adult participation in learning, particularly non-learners and those with outdated qualifications and skills.
- To improve the quality and availability of information, advice and guidance for adults.
- To eliminate barriers to learning for non-learners, with particular emphasis on those with disabilities and learning difficulties.
- To develop a culture of lifelong learning.
- To stimulate the demand from adults to improve their basic skills.

### Additional Local Needs:

- To improve accessibility of learning for all local communities and students with learning difficulties. (Calderdale)
- To identify the scale and success of community and voluntary learning by adults. (Calderdale)
- To identify the scale and success of adult progression in learning, particularly from informal to formal learning. (Kirklees)
- To further develop approaches that provide linkages and transition between pre and post -16 learning. (Leeds)
- To increase the community's desire to learn. (Wakefield)
- To change the perception of residents about the accessibility of learning provision in the district. (Wakefield)
- To increase progression for adult learners from community based provision. (Wakefield)

## Attainment of Young People (up to the age of 19)

- Overall performance of school pupils across the sub region is poorer than the national figure at both key stage 2 and GCSE level. Although attainment at GCSE (grades A to C) has improved year on year across West Yorkshire, all local authority districts (LADs) fall short of the England average of 47%. Bradford produces the lowest results while Calderdale, Kirklees and Wakefield perform better. It is likely that low attainment at Key Stage 2 is not sufficiently addressed to have a positive knock-on effect on achievement at 16.
- It is estimated that 7,000 young people, who will be 19 in the autumn of 2002, will not achieve an NVQ level 2 qualification. This equates to 29% of the total cohort for West Yorkshire.
- Bradford and Calderdale under perform at year 13 in A/AS and Advanced GNVQ level attainment. Bradford in particular scores poorly with an average point score of only 13.8 compared to the English average of 17.3.

## Attainment of the Workforce

- West Yorkshire has a higher proportion of its population (aged 16-60) with a basic skill need when compared to the national figure. In literacy the estimated figure for West Yorkshire is 26%, nationally it is 24% and for numeracy it is 27% compared to 24% respectively. Overall, figures vary slightly in the five local authority districts but it is by ward where large variations are seen. It is estimated that in some of the poorer wards over a third of the relevant population have a basic skill requirement.
- The Household Survey in 2001 found that a relatively high proportion of the workforce felt that they needed to improve their spelling (17%), writing (13%), and basic maths (15%). The fact that there is a difference between the Basic Skills Agency data and these locally collected figures could point to a perception gap between individuals' actual ability and what they admit or perceive to be the case, particularly for reading where only 8% stated that they needed to improve this. When data on people who are unemployed is split from the total, the figures increase dramatically.

Basic Skills Needs in 2001

	Need to improve reading	Need to improve spelling	Need to improve writing	Need to improve basic maths
Unemployed	24%	38%	25%	27%
Unemployed over 6 months	36%	45%	37%	32%

- There are also variations by gender. Household survey data shows that a higher percentage of males identify the need to improve their reading, while a higher percentage of females feel they need to improve their maths.

- The adult learning target level 3 (50% of the workforce qualified to NVQ level 3 or equivalent) has been attained in the sub region as a whole (52%). However, although there has been year on year improvements, two of the districts still lag behind the target, Wakefield shows the poorest results, 47% and Bradford is just off attaining the target at 49%.
- In terms of attainment at level 4, again Wakefield and Bradford lag behind the West Yorkshire figure of 30%.

#### Attainment of Learning Targets in West Yorkshire 2001

Learning Partnership	Level 3 (target 50%)	Level 4 (target 28%)
Bradford	49.4	27.9
Calderdale	53.6	30.0
Kirklees	54.0	31.5
Leeds	55.0	32.7
Wakefield	47.1	25.2
West Yorkshire	52.2	30.0

Source West Yorkshire Household Survey 2001

- 16% of employed people in the sub region have no qualifications. (WYHS 2001)
- There is a substantial proportion, (27%) of the population in West Yorkshire that has less than a level 2 qualification. There are however, variations by learning partnership district, Calderdale and Kirklees perform slightly better with 23% and 24% respectively, while 29% of the employed population of both Bradford and Wakefield have a level 1 qualification or lower. (WYHS 2001)
- Level of qualification varies by age group. A far higher percentage of the 50-65 year olds have less than a level 2 qualification (45%) compared to 15% of the 16-24 age group. (WYHS 2000)
- Certain groups within the population have lower levels of qualification particularly at NVQ level 3 and 4. Lone parents, people with the disabilities, part time workers, semi and unskilled workers and those who work in small businesses, are less likely to be qualified to this level.
- A very high proportion of those who are inactive, (43.5%), have below a level 2 qualification. This figure is particularly high in the Wakefield District at 49%.
- 40% of people who have been unemployed for more than six months have less than a level 2 qualification.
- 20% of people in employment and 22% of those who are unemployed, have never used a PC. These figures rise to 32% and 35% for those who have never used the Internet. Certain groups of the population are less likely to have used a PC; these include semi and unskilled workers, low-income earners and those who have been unemployed for more than six months.

## West Yorkshire Challenges - Attainment

- To raise achievement of young people, in particular under-performing ethnic minority groups.
- To raise achievement of young people by responding quickly and effectively to identified strengths and weaknesses of post16 attainment.
- To retain disaffected young people in some form of learning.
- To increase the commitment of young people and their employers to complete vocational training programmes.
- To improve progression to higher levels of learning.
- To improve progression from informal to more formal learning for adults, with particular emphasis on disadvantaged groups.
- To improve retention and attainment of adults in all forms of learning.

## Learning Infrastructure

### School 6<sup>th</sup> Forms

- Relationships between schools, local education authorities and other providers are developing at both an operational and strategic level.
- Currently we have limited access to information on schools apart from that contained in OFSTED reports and the annual 'league tables'.
- Most School 6<sup>th</sup> Forms have roll numbers in excess of 100; there is a small number with only double figures. There are some significant variations in the average sizes of 6<sup>th</sup> Forms between local authority districts.

Breakdown of Schools by Local Authority and Type

Area	No of Secondary Schools in each LAD (11-16/18)	No of Secondary Schools with 6 <sup>th</sup> Forms (11-18 only)	Schools with Specialist School Status	No of Special Schools
Bradford	33	25	9	7
Calderdale	17	13	1	2
Kirklees	32	9	5	8
Leeds	49	39	7	10
Wakefield	24	5	5	5
<b>West Yorkshire</b>	<b>155</b>	<b>91</b>	<b>27</b>	<b>32</b>

Note: the above figures include Private, Independent and Faith Schools.

- The average point score of 17-18 year old students entered for A/AS/VCE/A GNVQs in four out of the five local education authorities (LEAs) was below the national average in 2001 (includes School 6<sup>th</sup> Forms, 6<sup>th</sup> Form Colleges and Further Education).
- As an organisation we are developing our knowledge and understanding of how schools are managed, how the curriculum affects the quality of teaching and learning and any partnership arrangements they may have.
- The implementation of Curriculum 2000 has meant schools are offering more choice of subjects to students.
- Some secondary schools with sixth forms have designated specialist school status in a number of curriculum areas: Information Technology, Performing Arts, Technology and Modern Languages. Some also have Beacon Status in recognition of their excellence in particular aspects of the curriculum.
- OFSTED started to highlight sixth form provision in its reports from 2000/1.

## Further Education Provision

- 14 Colleges, four Sixth Form Colleges, six External Institutions and two Higher Education Institutions provide Further Education (FE) in West Yorkshire for approximately 135,000 learners.
- There is a wide variety of further education providers in West Yorkshire. The pattern of providers varies across the districts, accounted for by historical and local factors.

Breakdown of Further Education Providers by Local Authority Area and Type

	Bradford	Calderdale	Kirklees	Leeds	Wakefield	Total
External Institutions	4	0	0	1	1	6
General FE College	3	1	2	7	1	14
6 <sup>th</sup> Form College	0	0	2	1	1	4
Higher Education	0	0	1	1	0	2
<b>Total</b>	<b>7</b>	<b>1</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>26</b>

- Providers are generally very committed, enthusiastic and flexible in their approach to developing their provision. Additionally, there are positive relationships between the FE provider network and ourselves.
- Available data shows that overall performance is good, with some institutions having particularly strong levels of achievement. However, there are one or two whose achievements give cause for concern.
- FE provision generally received satisfactory to good inspection gradings from the Further Education Funding Council prior to April 2001.
- West Yorkshire has two Pathfinder Centres of Vocational Excellence (CoVEs), one at Leeds College of Technology and one at Bradford College. The CoVE initiative is central to the Government's commitment to modernising and developing the FE sector in support of the skills agenda.

## Work Based Learning

- The number of work based learning providers (WBL) operating in West Yorkshire is significant, providing extensive and diverse provision. Calderdale is the only district where there is a small number of providers physically based in the area. However, a number of providers from neighbouring districts have young people placed with employers in the area.

Number of Work Based Learning Providers in West Yorkshire

Area	Number of Work Based Learning Providers Operating in the Area
Bradford	32
Calderdale	29
Kirklees	29
Leeds	28
Wakefield	26
West Yorkshire	94

Note: The number of providers as at April 2001, excluding national training organisations.

- Providers are generally very committed, enthusiastic and flexible in their approach to developing their provision. Additionally, there are positive relationships between the WBL provider network and ourselves.
- It is difficult to ascertain whether training provision reflects precisely labour market need although, as WBL is reliant upon employers providing jobs or placements, there is a correlation between the two.
- A close examination of occupational provision suggests there are some gaps at a local authority district level e.g. electrical training in Wakefield. We need to work with our providers to further develop the network to address gaps in provision.
- Conversely, there are some occupational areas, for example, administration, customer service, information technology and retail, offered by a significant number of providers.
- The introduction of the new inspections framework since April 2001 has led to a fall in grades in the sub-region.



## Average Inspection Grades Since April 2001

Area	Average Occupational Grade	Average Leadership & Management Grade	Average Equal Opportunities Grade	Average Quality Assurance Grade
Bradford	3.64	3.17	3.17	3.17
Calderdale	3.68	3.60	3.20	3.40
Kirklees	3.68	3.60	3.20	3.40
Leeds	3.73	3.60	3.60	3.80
Wakefield	3.63	3.00	3.00	3.50

Note: The Training Standards Council undertook external inspections until April 2001 when responsibility transferred to the Adult Learning Inspectorate (ALI). The grades listed above relate to the new ALI inspection format. Assessments are produced against a grading system of one to five, where one is the top of the scale and five is the bottom of the scale. Inspection activity relates to the period April to October 2001 and covers 11 inspections.

- Provider links with employers are generally quite strong, enabling a satisfactory range of opportunities to be offered to young people. However, some partners have expressed concerns about the availability of certain types of training in parts of the sub-region.
- Both employers and providers believe this type of learning is not valued highly enough, or clearly understood, by young people and organisations that help them make informed choices at 16. Part of this problem may stem from the poor quality of some provider premises and the quality of information available about the WBL route.

## Adult and Community Learning

- Spend per head of adult population for the five local authority districts varies from £1.86 to £7.27, depending on the level of support that has historically been provided by the local authority. The West Yorkshire average is £3.71. 'Cost per planned learner' ranges from £382.17 to £60.47 across the five districts.
- Planned enrolments per 1000 of adult population in the Adult Learning Plans for 2001/2 ranged from 12 to 65 across the sub-region.
- Learning opportunities vary substantially from one local authority to another, including whether it is leisure, academic or vocationally focused.
- Learning opportunities with qualifications range from 0% (in three out of the five districts) to 16% of total provision.
- Arrangements for delivery are significantly different between the local authorities. Some have retained or developed direct delivery services; some make no direct provision themselves but secure all adult and community learning from other providers; the remainder are somewhere between these two extreme positions.

- There is only limited resource to manage the provision. This impacts on the ability to respond to the widening and increasing participation in learning agenda.
- The ability to provide reliable and comprehensive management information is limited, reflecting the general national position.
- Arrangements to manage and quality assure sub-contracted provision is patchy and inconsistent. This again matches the national position.
- There are significant variations in the quality of provision, even based solely on nationally published best value performance indicators.
- As an organisation we are developing our knowledge and understanding of adult and community learning.
- Locally and nationally the sector is acknowledged to be very fragile and in need of sensitive handling.

### Employers

- 45% of employers give no form of support towards their employees' training, while 38% provide training. Other commitments from employers include providing time off and contributing towards the financial cost.

## West Yorkshire Learning Challenges - Infrastructure

- To raise the quality of learning by responding quickly and effectively to identified strengths and weaknesses in provision.
- To raise the quality of education and training, particularly for disadvantaged groups.
- To raise the profile of quality amongst learning providers and develop a culture of continuous improvement.
- To develop the capacity and capability of providers to respond to the local agenda.
- To spread best practice between providers.
- To raise awareness of, and respond positively to, area inspections.
- To increase provider specialisation and expertise.
- To improve feedback mechanisms from learners, non-learners and employers.
- To increase the capacity of basic skills providers.
- To improve the responsiveness of learning to individual and economic needs.
- To increase collaboration between providers of post-16 learning.

### Additional Local Needs:

- To identify and address unmet needs in learning provision. (Bradford)
- To establish stronger learner consultation mechanisms in order to improve quality of provision. (Calderdale)
- To improve the availability of training available for young people in order to improve the number completing NVQ level 2 programmes. (Kirklees)
- To establish stronger learner consultation mechanisms. (Kirklees)
- To improve the infrastructure and coherence of 14-19 learning. (Leeds)
- To improve learner and employer feedback mechanisms. (Leeds)

## > 4. A Local Framework for Action

### Introduction

This section is the heart of our Strategic Plan. It draws together the national objectives and targets whilst demonstrating how we will respond to specific local issues.

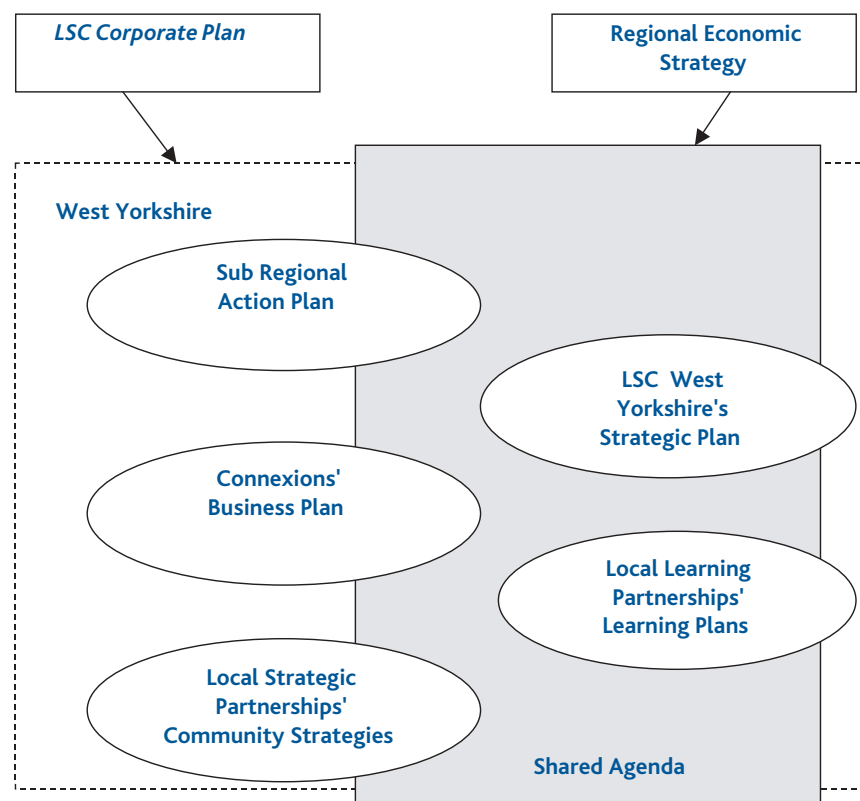
The section is structured using the five national objectives and targets, with an additional heading to reflect the importance we place on the corporate capacity of our organisation. Each sub-section highlights the West Yorkshire share of the national targets and is then followed by a table with extracts from the Assessment of Needs (Section 3) and an indication of how we plan to tackle these issues.

A small number of additional local targets have been agreed for some of the key strategic responses. These will act as success criteria for measuring the achievement of key actions in our Plan.

In addition, we are looking to work with our Local Learning Partnerships to agree a breakdown of our share of the national targets at local authority district level.

### Partnerships

Productive partnership working is crucial to our success. A number of organisations share the learning and skills agenda and it is important we agree coherent and effective approaches to tackle the issues that impact on West Yorkshire.



At a regional level a key driver will be our work with Yorkshire Forward in determining and agreeing action to address the skills needs identified in the Regional Economic Strategy. Sub-regionally our links with Connexions West Yorkshire will be vital to young people's future prospects, whilst collaboration with West Yorkshire Business Link and the Employment Service will be important in supporting the needs of both unemployed and employed adults.

At a district level we will liaise closely with the Local Strategic Partnerships, the Local Education Authorities and the Local Learning Partnerships to ensure a coherent and integrated approach to the planning of post-16 learning. This is a particularly important aspect of our business as we are keen to ensure we have the right solutions for each local authority district, as well as for the sub-region as a whole. Also, we must establish long-term relationships with large employers and, indirectly through Business Link West Yorkshire and the new Sector Skills Councils, with smaller companies.

Providers will, inevitably, have a crucial role to play in the achievement of this Plan. Some of our challenges are extremely demanding and it will only be through their efforts that we will be successful.

This brief list is by no means exhaustive, other examples can be found in the tables which follow. It is important to stress that we value every contribution made towards tackling the needs of the sub-region, no matter how small this might be.

## Resources

The prime focus of this Strategy is our core business as this is where the bulk of our resources are targeted.

Whilst our resources will target known issues we will ensure there is sufficient flexibility within our planning processes to be able to respond to particular problems if, and when, they arise.

We will use our Local Initiatives Fund to support development activities, with the primary aim of increasing our understanding of key issues, and the development of new innovative approaches to better deliver our remit. These funds will be used, alongside other external resources, to provide a bridge to mainstream funding for innovative new approaches to the delivery of learning.



Also, we will seek to make use of external funding opportunities to realise our objectives. West Yorkshire attracts a range of funds both domestic and European, and we will seek to work with the funding agents to ensure these external funds are directed at common needs.

In addition, we will actively engage in securing these funds, exploiting the opportunities offered through the new co-financing approach to distribute European monies.

We also recognise that the sub-region suffers from a match funding deficit. To address

this we will work with Government Office for Yorkshire and the Humber and other partners to fully exploit our match funding capabilities.

It is also hoped that other organisations, having played an active role in developing this Plan, will support it by focussing their resources towards the common issues. A good example is the Sub-Regional Action Plan developed by partners to contribute to the implementation of the Regional Economic Strategy.

### The Development Agenda

We will use our Local Initiatives Fund as an integral part of the local strategic planning process. We will work with Local Learning Partnerships and other organisations, to develop the post 16 learning agenda through programmes of action research and innovative project development within each local authority district, and across the sub-region.

We will collaborate with Local Learning Partnerships to set out a joint local development plan designed to span the lifetime of the current Learning Plans in each District.

We will identify themes and sectors that are strategically important to the economic development and regeneration of the sub-region and, working in partnership with strategic convenors, develop appropriate strategic interventions.

We will seek to support innovative new approaches that enable (the LSC) our remit to be delivered more effectively, more efficiently and to promote equality and social inclusion.

### Objective 1. Extend participation in education, learning and training

#### West Yorkshire Share of National Target(s)

By 2004, to increase to 81.8% (77% in 2000) the number of 16-18 year olds in structured learning. In numerical terms this is 70,179 (62,264 in 2000) out of an estimated population of 85,738 (80,980 in 2000).

A target for adults will be set during the first year of this Plan

Issues	Strategic Response	Local Targets	Key Actions
14% of young people across West Yorkshire are either unemployed, economically inactive or in employment with no further training provision ( <i>Participation, page 13</i> ).	1.1 To ensure young people have the motivation, knowledge and understanding of the choices available to continue in learning at 16.	Reduce the number of young people not in learning. Target to be developed in collaboration with Connexions West Yorkshire during the first year of this Plan.	<p>1.1.1 Support the development of the curriculum in schools including increased vocational options for 14 -16 year olds.</p> <p>1.1.2 Provide good quality work experience opportunities and encourage all young people to access them.</p> <p>1.1.3 Encourage collaborative approaches between providers to widen the options available for young people aged 14-19.</p> <p>1.1.4 Communicate the benefits of staying in learning and all the options available.</p> <p>1.1.5 Work with Connexions West Yorkshire and the Information, Advice and Guidance network to ensure sound and appropriate advice to both young people (age 14 upwards), their parents and teachers.</p> <p>1.1.6 Use flexible funding to enhance LSC funded core programmes.</p>
A higher proportion of young males to females leave education at the end of year 11 ( <i>Participation, page 13</i> ).  When compared to the white groups, young people from ethnic minority groups are more likely to continue in education at year 11 rather than going into employment with training. This is particularly true for the Asian group ( <i>Participation, page 13</i> ).	1.2 To ensure there are varied, appropriate and quality post 16 learning routes.		<p>1.2.1 Develop the range of opportunities available within School 6<sup>th</sup> Forms (particularly Curriculum 2000), Further Education, Work Based Learning and informal learning settings.</p> <p>1.2.2 Continue to develop Foundation, pre-level 1 and Lifeskills programmes.</p> <p>1.2.3 Raise the profile and importance of vocational learning.</p> <p>1.2.4 Undertake appropriate research into the choices and progress of young people.</p> <p>1.2.5 Implement the Quality Improvement Strategy.</p> <p>1.2.6 Develop further pathways between pre and post 16 learning.</p>

### Objective 1. Extend participation in education, learning and training (cont)

Issues	Strategic Response	Local Targets	Key Actions
<p>58.6% of the working age population of the sub region did not participate in any training or education connected with work over the past year (<i>Participation, page 14</i>).</p> <p>Training participation levels are highest in the 16-24 age group (63%) and lowest in the over 50s (27%) (<i>Participation, page 14</i>).</p> <p>48% state that they are not interested in training. Reasons stated for this are not a priority (37%), no need (28%), 10% also stated that they could not be bothered (<i>Participation, page 15</i>).</p> <p>Certain groups within the population are less likely to participate in training and education: middle income earners, employees from small businesses (1-10), employees from manufacturing, construction, transport and communications, semi and unskilled workers, carers and people with learning difficulties and/or disabilities (<i>Participation, page 14</i>).</p>	<p>1.3 To develop appropriate strategies to attract traditional non-learners back into learning.</p>		<p>1.3.1 To research specific non-learner groups.</p> <p>1.3.2 Target marketing at non-learner groups by demonstrating the benefits of learning.</p> <p>1.3.3 Use flexible funding to develop new and innovative approaches.</p> <p>1.3.4 Make full use of the potential that the voluntary and community sectors have for engaging with the hard to reach sections of the community.</p> <p>1.3.5 Target Adult and Community Learning at traditional non-learners.</p> <p>1.3.6 Continue to develop innovative approaches within Further Education provision.</p> <p>1.3.7 Implement the Basic Skills Strategy and Delivery Plan.</p> <p>1.3.8 Attract employed non-learners through implementation of the Workforce Development Strategy.</p> <p>1.3.9 Develop joint approaches with the Employment Service.</p> <p>1.3.10 Utilise the arts, media and sport to engage non-learners.</p> <p>1.4.1 Implement our Equality and Diversity Strategy.</p> <p>1.4.2 Establish baselines to measure performance by ethnicity, gender, disability and age.</p> <p>1.4.3 Promote benefits of equality and diversity with stakeholders.</p> <p>1.4.4 Secure appropriate provision for learners with learning difficulties and/or disabilities.</p> <p>1.4.5 Challenge discrimination in the workplace.</p> <p>1.4.6 Tackle occupational stereotyping.</p> <p>1.4.7 Share best practice.</p> <p>1.4.8 Research real and perceived barriers to learning.</p> <p>1.4.9 Build relationships and work in partnership with a wide range of organisations.</p>
<p>As above</p>	<p>1.4 To eliminate barriers to learning for both young people and adults.</p> <p>1.5 To improve the responsiveness of provision to meet the needs of individual learners.</p>		<p>1.5.1 Develop collaborative approaches with providers to encourage the use of E-learning</p> <p>1.5.2 Develop further opportunities for family learning.</p> <p>1.5.3 Make full use of the voluntary and community sectors.</p> <p>1.5.4 Develop and implement the Workforce Development Strategy.</p> <p>1.5.5 Develop further neighbourhood learning centres.</p> <p>1.5.6 Work with partners to develop quality childcare provision.</p>



### Objective 1. Extend participation in education, learning and training (cont)

Issues	Strategic Response	Local Targets	Key Actions
<p>The imbalance between educational attainment and career aspirations among young people (<i>Skills Analysis, page 12</i>).</p>	<p>1.6 To encourage, facilitate and support employer/school links.</p>		<p>1.6.1 Develop strategies to ensure the greater involvement of the business community in all education business link activity.            1.6.2 Support the new emerging local Education Business Link Organisations in responding to this agenda.            1.6.3 Develop further quality work experience for all young people pre-16.            1.6.4 Extend support for the Professional Development of Teachers from the primary sector to FE.            1.6.5 Support Curriculum 2000 and the work related curriculum in Key Stages 3 and 4 and in particular the new 14 - 19 Vocational Curriculum.</p>
<p>Certain groups within the population are less likely to participate in training and education (<i>Participation, page 14</i>).</p> <p>The Black/Black Caribbean group is found to have the highest unemployment rates of all the groups, at the end of year 11 (<i>Participation, page 13</i>).</p> <p>Both employers and providers believe work based learning is not valued highly enough, or clearly understood, by young people and organisations that help them make informed choices at 16 (<i>Infrastructure - WBL, page 23</i>).</p>	<p>1.7 To develop and implement an overarching and effective marketing strategy, which takes account of target groups.</p>		<p>1.7.1 Promote the benefits of staying in learning.            1.7.2 Encourage young people to actively consider the vocational learning route.            1.7.3 Raise the understanding amongst young people, their parents, employers and providers of all learning pathways.            1.7.4 Target communities with little or no learning culture.            1.7.5 Utilise our advisory groups on ethnic minority learning, social inclusion and equality and diversity to help identify and target these groups.</p>

## Objective 2. Increase engagement of employers in workforce development

West Yorkshire Share of National Target(s)				
A measure of employer engagement will be developed during the first year of this Plan				
Issues	Strategic Response	Local Targets	Key Actions	
<p>The 2000 Employer Survey revealed that 22% of West Yorkshire businesses had experienced recruitment difficulties in the previous year. Skills shortages were particularly apparent within Associate Professional &amp; Technical, Professional and Managerial &amp; Administrative occupations (<i>Skills Analysis, page 10</i>). 20% of people in employment and 22% of those who are unemployed have never used a PC. These figures rise to 32% and 35% for those who have never used the Internet (<i>Attainment, page 18</i>).</p> <p>There appears to be a gap between the skills and qualifications that employees have and the use of these in the workplace. 72% of employees feel that their skills and qualifications are relevant to their job but 41% of the workforce would prefer a job that uses more of their qualifications and skills (<i>Skills Analysis, page 9</i>). The skills most identified by employers to improve their current workforce are computer literacy and customer care/service (<i>Skills Analysis, page 10</i>).</p>	<p>2.1 To have a full understanding of the current and future skill needs within the sub-region.</p> <p>2.2 To ensure an integrated approach to Workforce Development.</p>		<p>2.1.1 Identify current skill needs and forecast those that will arise in five and ten years time.</p> <p>2.1.2 Work with Yorkshire Forward to identify and agree current and future skills needs.</p> <p>2.1.3 Collect local intelligence utilising feedback from Business Link West Yorkshire.</p> <p>2.1.4 Support the delivery and achievement of the Regional Economic Strategy and the emerging Framework for Regional Employment and Skills Action (FRESA) produced by Yorkshire Forward.</p> <p>2.1.5 Develop the role of our Skills and Workforce Development Advisory Group.</p> <p>2.2.1 Develop and implement the Workforce Development Strategy.</p> <p>2.2.2 Ensure we take a more integrated approach to our work with employers.</p> <p>2.2.3 Support the interface between employers and providers.</p> <p>2.2.4 Respond to the growing demand for higher-level skills from employers.</p> <p>2.2.5 Improve management and leadership skills.</p> <p>2.2.6 Recognise good equality practice within companies.</p> <p>2.2.7 Ensure we develop the use of ICT and the skills to go with it.</p>	

### Objective 2. Increase engagement of employers in workforce development (cont)

Issues	Strategic Response	Local Targets	Key Actions
<p>A third of employers in West Yorkshire do not undertake any form of training for their staff. Of these, 77% say they do not because their workforce has all the skills required (<i>Skills Analysis, page 11</i>).</p> <p>45% of employers give no form of support towards their employees' training, while 38% provide training (<i>Participation, page 15</i>).</p> <p>There is a general reluctance by employers to invest in older workers. This is of concern as the age profile of the population changes and the numbers of younger workers decreases (<i>Skills Analysis, page 11</i>).</p>	<p>2.3 To encourage employers to take responsibility for the planning and delivery of learning to meet the needs of the organisation.</p>		<p>2.3.1 Promote the 'bottom line benefits' of developing the workforce.</p> <p>2.3.2 Encourage employers to work towards achieving the Investors in People standard.</p> <p>2.3.3 Use the 'Union Learning Fund' to address workforce skill needs.</p> <p>2.3.4 Increase employer involvement in developing our programmes.</p> <p>2.3.5 Develop specific learning opportunities e.g. management development, NVQs.</p> <p>2.3.6 Target small and medium sized enterprises (SMEs) through Business Link West Yorkshire and our core programmes such as Work Based Learning.</p> <p>2.3.7 Increase the number of adults in the workforce qualified to level 2.</p>
<p>The Household Survey in 2001 found that a relatively high proportion of the workforce felt they needed to improve their spelling (17%), writing (13%), and basic maths (15%) (<i>Attainment, page 17</i>).</p>	<p>2.4 To gain commitment from employers to improve the basic skills of their workforce.</p>	<p>9,273 individuals to improve their basic skills with the assistance of their employer. This is 30% of our share of the national target. (see 4.1 for further details on basic skills).</p>	<p>2.4.1 Implement the Basic Skills Strategy and Delivery Plan.</p> <p>2.4.2 Use flexible funding to develop new and innovative approaches to tackling the basic skills needs of the workforce.</p> <p>2.4.3 Develop our Skills and Workforce Development Advisory Group.</p> <p>2.4.4 Work collaboratively with the New Deal Employer Forum.</p>
<p>A changing labour market is forecast (up to the year 2010), with a decline in all industries except the service sector, resulting in movement between sectors, with many implications for skills and training (<i>Skills Analysis, page 9</i>).</p>	<p>2.5 To develop appropriate sector based approaches to meet local needs.</p>		<p>2.5.1 Work with the Sector Skills Councils.</p> <p>2.5.2 Support for the 'clusters' identified in the Regional Economic Strategy.</p> <p>2.5.3 Identify approaches linked to local growth industries.</p> <p>2.5.4 Develop the skills of workers in the voluntary sector through the 'development challenge' model.</p> <p>2.5.5 Take pro-active measures to attract business interest and involvement.</p> <p>2.5.6 Adopt initiatives that will draw together different groups of employers to meet their needs e.g. industrial sectors, micro/small businesses or a geographical approach based on industrial estates or shopping centres.</p> <p>2.5.7 Encourage partnership working between sectors and providers.</p>

### Objective 3. Raise achievement of young people

#### West Yorkshire Share of National Target(s)

By 2004, to increase to 70.7% (69.9% in 2000) level 2 achievement by age 19. In numerical terms this is 20,318 (18,437 in 2000) out of an estimated population of 28,732 (26,507 in 2000).

By 2004, to increase to 42.9% (40.7% in 2000) level 3 achievement by age 19. In numerical terms this is 12,319 (10,788 in 2000) out of an estimated population of 28,732 (26,507 in 2000).

Issues	Strategic Response	Local Targets	Key Actions
Although 84% of young people do go into some form of learning, drop out rates can be high ( <i>Participation, page 14</i> ).	3.1 To ensure young people choose the most appropriate form of learning at 16.		<p>3.1.1 Facilitate the smooth transition from one form of learning to another.</p> <p>3.1.2 Develop strong, effective working relationships between Connexions West Yorkshire, the Information, Advice and Guidance Network and ourselves.</p> <p>3.1.3 Ensure young people have a good understanding of all the pathways available post - 16.</p> <p>3.1.4 Implement good assessment processes ensuring young people choose the most appropriate learning for them.</p> <p>3.1.5 Ensure there is an effective induction process followed by strong initial support on entry into learning.</p> <p>3.1.6 Research the choices and destinations made by young people.</p>
As above	3.2 To tackle the issues of retention and early drop out in all forms of learning.	Retention in School 6 <sup>th</sup> Forms, Further Education and Work Based Learning. Target to be developed during the first year of this Plan (see 5.3).	<p>3.2.1 Ensure ongoing and appropriate pastoral care for young people to address issues that arise during learning.</p> <p>3.2.2 Closely monitor retention rates at provider and programme level.</p> <p>3.2.3 Improve provider development to identify and respond to issues as they arise.</p> <p>3.2.4 Harness employer support to tackle retention within vocational learning.</p> <p>3.2.5 Implement the LSC's response to the Cassell's Report on Foundation and Advanced Modern Apprenticeships.</p> <p>3.2.6 Respond to the negative impact that key skills has on retention, particularly in work based learning.</p> <p>3.2.7 Ensure young people have access to quality assured learning opportunities.</p>

### Objective 3. Raise achievement of young people (cont)

Issues	Strategic Response	Local Targets	Key Actions
<p>Available data shows that overall performance of providers is good, with some having particularly strong levels of achievement. However, there are one or two whose achievements give cause for concern (<i>Infrastructure - FE, page 21</i>).</p>	<p>3.3 To work with providers to address under-achievement.</p>		<p>3.3.1 Develop with providers, realistic, but stretching, learning aims for young people.            3.3.2 Implement the Quality Improvement Strategy.            3.3.3 Increase the number of young people attaining a level 2 qualification.            3.3.4 Use flexible funding to address specific under-achievement issues.            3.3.5 Consider giving recognition to foundation/pre-level 1 learning for those unlikely to achieve beyond this level.            3.3.6 Use the good practice and lessons learnt from the value added study pilots.</p>
<p>The average point score of 17-18 year old students entered for A/AS/VCE/A GNVQs in four out of the five LEAs was below the national average in 2001 (<i>Infrastructure - Schools, page 20</i>).            It is estimated that 7,000 young people who will be 19 in the autumn of 2002 will not achieve a level 2 qualification (29% of the total West Yorkshire cohort). (<i>Attainment, page 17</i>).            Among work based learning trainees, young people from ethnic minority groups are less likely than their white counterparts to obtain qualifications and jobs after they complete their training (<i>Participation, page 14</i>).</p>	<p>3.4 To identify and target particular under performing groups.</p>	<p>Ethnic minority attainment.            Target to be developed during the first year of this Plan.</p>	<p>3.4.1 Target underachieving 14-16 year olds, young males and some, but not all, ethnic minority groups using new and innovative approaches.            3.4.2 Develop new and extend existing programmes targeting disaffection, truancy and the social inclusion agenda.            3.4.3 In collaboration with partners, identify and start to address the differences in levels of attainment within local authority districts.            3.4.4 Utilise our Advisory Groups for Young Persons Learning and Social Inclusion and Community Development to help identify and target these groups.            3.4.5 Use flexible funding to develop innovative approaches to raise attainment.            3.4.6 Improve the Identification of ESOL and basic skills needs.</p>
<p>Some secondary schools with sixth forms have designated specialist school status in a number of curriculum areas. (<i>Infrastructure - Schools, page 20</i>).            In terms of attainment at level 4, Wakefield and Bradford lag behind the West Yorkshire figure of 30%. (<i>Attainment, page 18</i>).            Many inward investing companies are attracted by the availability of a low skilled workforce, which has not allowed parts of the sub region to develop a more balanced workforce (<i>Skills Analysis, page 11</i>).</p>	<p>3.5 To improve progression to higher levels of learning.</p>		<p>3.5.1 Continue to support the development of Centres of Vocational Excellence (CoVE) and specialist schools.            3.5.2 Develop post Advanced Modern Apprenticeships routes to higher learning.            3.5.3 Foster strong links with higher education institutions to facilitate progression into this sector, particularly from the 18-30 age group.            3.5.4 Support the development of progression routes into higher education through 'Partnerships for Progression.'            3.5.5 Develop the links with workforce development activity within companies.            3.5.6 Establish effective tracking systems to monitor progression within learning.            3.5.7 Work with partners and other agencies to support gifted and talented individuals.</p>

#### Objective 4. Raise achievement of adults

##### West Yorkshire Share of National Target(s)

By 2004, to increase to 45% (38.9% in 2000) level 3 achievement by adults (age 16 to 59 (females) and 64 (males). In numerical terms this is 568,643 (492,086 in 2000) out of an estimated population of 1,265,002 (1,261,000 in 2000).

By 2004, to raise literacy and numeracy skills of 30,910 adults (age 16 to 59/64).

A target for level two achievements by adults (age 16 to 59/64) will be set during the first year of this Plan.

Issues	Strategic Response	Local Targets	Key Actions
<p>There is a difference between the Basic Skills Agency data and locally collected figures which points to a perception gap between individuals actual ability and what they admit or perceive to be the case (<i>Attainment, page 17</i>).</p> <p>West Yorkshire has a higher proportion of its population (aged 16-60) with a basic skill need when compared to the national figure. In literacy the estimated figure for West Yorkshire is 26%, nationally it is 24% and for numeracy it is 27% compared to 24% respectively. Overall, figures vary slightly on the five Local Authority Districts but it is by ward where large variations are seen. It is estimated that in some of the poorer wards over a third of the relevant population have a basic skill requirement (<i>Attainment, page 17</i>).</p> <p>In the last twelve months a greater proportion of the unemployed (7%) have undertaken basic skills training compared to the employed (2%). These figures are very low when compared to the numbers that state they need to improve their basic skills (<i>Participation, page 15</i>).</p>	<p>4.1 To address the basic skill needs of adults.</p>	<p>See 2.4 for details of the basic skills target.</p>	<p>4.1.1 Implement, monitor and review the Basic Skills Strategy and Delivery Plan.</p> <p>4.1.2 Work collaboratively with the Local Learning Partnerships and Employment Service on implementing our Basic Skills Strategy.</p> <p>4.1.3 Develop the quality and capacity of basic skills provision.</p> <p>4.1.4 Ensure good quality assessment is available throughout the learning network.</p> <p>4.1.5 Work with providers to improve retention and ensure progression.</p> <p>4.1.6 Develop information, advice and guidance to assess and refer individuals to appropriate provision, supporting progression as appropriate.</p> <p>4.1.7 Develop and implement flexible delivery mechanisms including ICT.</p> <p>4.1.8 Build partnership approaches with employers to address the basic skills needs of the workforce.</p> <p>4.1.9 Use flexible funds to enhance delivery arrangements and address needs that cannot be met through core programmes.</p> <p>4.1.10 Respond to the specific needs of minority groups in the community, particularly English for Speakers of Other Languages (ESOL).</p>

### Objective 4. Raise achievement of adults (cont)

Issues	Strategic Response	Local Targets	Key Actions
<p>Learning opportunities with qualifications in Adult and Community Learning ranges from 0% (in three out of the five districts) to 16% of total provision (ACL, page 23). 27% of the population in West Yorkshire have less than a level 2 qualification (Attainment, page 18).</p>	<p>4.2 To encourage progression from informal to formal learning.</p>		<p>4.2.1 Ensure the availability of quality information, advice and guidance including access within community learning settings. 4.2.2 Promote the benefits of learning. 4.2.3 Encourage greater collaboration between providers. 4.2.4 Enable individuals to sample learning through a series of 'Bite Size' courses. 4.2.5 Develop opportunities for family learning. 4.2.6 Promote and support citizenship initiatives. 4.2.7 Establish stronger links with neighbourhood learning centres developed and supported by other sources of funding e.g. Single Regeneration Budget, Neighbourhood Renewal.</p>
<p>40% of people who have been unemployed for more than six months have less than a level 2 qualification (Attainment of the Workforce, page 18). 36.4% of the employed workforce feels that their qualifications are out of date. (Skill Analysis, page 9). Lone parents, people with disabilities, part time workers, semi and unskilled workers and those who work in small businesses, are less likely to be qualified at NVQ level 3 and 4 (Attainment, page 18).</p>	<p>4.3 To address the issue of outdated qualifications and skills.</p>		<p>4.3.1 Target the employed workforce through the implementation of the Workforce Development Strategy. 4.3.2 Work collaboratively with the Employment Service and organisations such as regeneration partnerships. 4.3.3 Utilise Adult and Community Learning to attract those with outdated skills/qualifications into learning. 4.3.4 Maximise the use of accreditation of prior learning. 4.3.5 Encourage use of Higher Education, where appropriate.</p>
<p>West Yorkshire has two Pathfinder Centres of Vocational Excellence (CoVEs), one at Leeds College of Technology and one at Bradford College (Infrastructure - FE, page 21).</p>	<p>4.4 To encourage the development of specialised centres of delivery.</p>		<p>4.4.1 Continue to support the development of Centres of Vocational Excellence in West Yorkshire. 4.4.2 Recognise the specialisms of the provider network.</p>
<p>72% of employees feel that their skills and qualifications are relevant to their job but 41% of the workforce would prefer a job that uses more of their qualifications and skills (Skills Analysis, page 9).</p>	<p>4.5 To improve the quality and availability of information, advice and guidance.</p>		<p>4.5.1 Ensure the availability of quality information, advice and guidance including access within community learning settings.</p>

**Objective 5. Raise quality of education and training and user satisfaction**

West Yorkshire Share of National Target(s)  
 A measure will be developed during the first year of this Plan.

Issues	Strategic Response	Local Targets	Key Actions
<p>Relationships between schools, local education authorities and other providers are developing (<i>Infrastructure - Schools, page 20</i>). There are positive relationships between the FE provider network and ourselves (<i>Infrastructure - FE, page 21</i>).</p>	<p>5.1 To develop effective partnerships with all providers.</p>		<p>5.1.1 Further develop relationships with and between Secondary Schools, Further Education, Work Based Learning and the voluntary and community sectors.                      5.1.2 Establish named contacts/account manager relationships between providers and ourselves.                      5.1.3 Work jointly with providers to action plan.                      5.1.4 Share best practice across the learning infrastructure.</p>
<p>Although attainment at GCSE (grades A to C) has improved year on year across West Yorkshire, all local authority districts (LADs) fall short of the England average of 47% (<i>Infrastructure - Schools, page 17</i>). Available data shows that overall performance is good, with some institutions having particularly strong levels of achievement. However, there are one or two whose achievements give cause for concern (<i>Infrastructure - FE, page 21</i>). There are significant variations in the quality of provision, even based solely on nationally published "best value" performance indicators (<i>Infrastructure - ACL, page 24</i>).</p>	<p>5.2 To regularly review the performance of all providers.</p>		<p>5.2.1 Review all providers using the nationally agreed monitoring and review arrangements.                      5.2.2 Develop and implement a quality monitoring strategy, linked to provider review, to improve performance.                      5.2.3 Further develop provider self-assessment arrangements.                      5.2.4 Utilise ALI/OFSTED inspection and resultant action plans to review performance and develop own review arrangements.</p>



### Objective 5. Raise quality of education and training and user satisfaction (cont)

Issues	Strategic Response	Local Targets	Key Actions
<p>Further Education provision generally received satisfactory to good inspection gradings from the Further Education Funding Council prior to April 2001 (<i>Infrastructure - FE, page 21</i>). The introduction of the new inspections framework since April 2001 has led to a fall in grades for WBL provision (<i>Infrastructure - WBL, page 22</i>). There are significant variations in the quality of Adult and Community Learning provision (<i>Infrastructure - ACL, page 24</i>).</p>	<p>5.3 To work with providers to implement their quality improvement strategies.</p>	<p>Retention in School 6<sup>th</sup> Forms, Further Education and Work Based Learning. Target to be developed during the first year of this Plan (see 3.2 for further details).</p>	<p>5.3.1 Develop and implement our Quality Improvement Strategy. 5.3.2 Work with providers to develop and implement strong and effective Development Plans. 5.3.3 Ensure providers continue to develop the skills of their own staff to raise the quality of learning. 5.3.4 Support providers to develop effective self-assessment processes. 5.3.5 Utilise the Standards Fund to help providers implement their quality improvement strategies. 5.3.6 Encourage the full provider network to become more self-reliant. 5.3.7 Assist in the improvement of the capital infrastructure to support improved participation and achievement in learning.</p>
<p>There are some significant variations in the average sizes of 6<sup>th</sup> Forms between local authority districts (<i>Infrastructure - Schools, page 20</i>). There is a wide variety of Further Education providers in West Yorkshire. The pattern of providers varies across the districts, accounted for by historical and local factors (<i>Infrastructure - FE, page 21</i>). A close examination of Work Based Learning suggests there are some gaps in provision at a local authority district level. Conversely, there are some occupational areas offered by a significant number of providers (<i>Infrastructure - WBL, page 22</i>). Adult and Community Learning opportunities vary substantially from one local authority to another, including whether it is leisure, academic or vocationally focused (<i>Infrastructure - ACL, page 23</i>).</p>	<p>5.4 To ensure the adequacy and effectiveness of provision in each local authority district and within the sub region.</p>		<p>5.4.1 Conduct on an annual basis 'Area Reviews' (local authority district level) of learning provision. 5.4.2 Undertake 'Thematic Reviews' on specific aspects of provision. 5.4.3 Closely work with stakeholders to develop the 14-19 agenda. 5.4.4 Collaborate with Local Education Authorities, following area inspections, to improve options and address gaps in provision. 5.4.5 Respond positively to Area Inspection findings and apply, where appropriate, in other parts of the sub-region. 5.4.6 Produce an annual Quality Report. 5.4.7 Promote and spread good practice throughout West Yorkshire, with particular emphasis on provision for learners with learning difficulties and/or disabilities. 5.4.8 Celebrate good news stories. 5.4.9 Participate in 'value added' pilots and respond to their findings. 5.4.10 Introduce new provision/providers where necessary. 5.4.11 Rationalise provision as appropriate.</p>

### Objective 5. Raise quality of education and training and user satisfaction (cont)

Issues	Strategic Response	Local Targets	Key Actions
<p>Although 84% of young people do go into some form of learning, drop out rates can be high. (<i>Participation, page 14</i>). In the household survey 48% state that they are not interested in training. Reasons stated for this are not a priority (37%), no need (28%), 10% also stated that they could not be bothered. Other barriers that prevent individuals from training quoted in the household survey are time, access, cost and lack of information. (<i>Participation, page 15</i>).</p> <p>Health and Safety - to verify that learners are safe, that providers are meeting their duty of care and those standards are raised.</p>	<p>5.5 To develop and implement coherent and effective feedback arrangements.</p>		<p>5.5.1 Develop arrangements in collaboration with Learning Partnerships.            5.5.2 Identify and utilise existing networks, with particular attention on those that involve young people e.g. the emerging Youth Parliament.            5.5.3 Utilise information from the 100% follow-up of leavers to inform the decision-making processes.            5.5.4 Undertake an annual Stakeholder Survey to ascertain the views, perceptions and experiences of LSC West Yorkshire.            5.5.5 Develop arrangements to ensure learner and non-learner feedback is linked to provider review and contracting arrangements.            5.5.6 Produce an annual customer report.</p>
	<p>5.6 To advise and support providers, promoting the continuous improvement of local health and safety standards.</p>		<p>5.6.1 Implement arrangements to manage the provider provision in line with our local health and safety policy.            5.6.2 Prepare review reports for the Council and Executive Team.            5.6.3 Undertake systematic risk assessment which identifies areas for improvement.</p>

## Objective 6. Create an effective organisation capable of leading the development of learning in West Yorkshire

Objectives	Key Actions
6.1 To develop effective communications	<ul style="list-style-type: none"> <li>6.1.1 Develop a positive reputation for our organisation.</li> <li>6.1.2 Foster creative, productive and strong strategic partnerships at national, regional, sub-regional and local level.</li> <li>6.1.3 Develop relationships with key influencers.</li> <li>6.1.4 Establish effective internal communication systems for staff.</li> <li>6.1.5 Ensure Council members, directors and staff are fully briefed, prepared and trained in order to represent the organisation and explain its views and policies.</li> <li>6.1.6 Implement effective PR initiatives and campaigns.</li> <li>6.1.7 Obtain feedback from stakeholders through regular surveys</li> </ul>
6.2 To maintain highest standards of financial probity.	<ul style="list-style-type: none"> <li>6.2.1 Ensure council members are aware of and understand their duties in relation to holding public office.</li> <li>6.2.2 Maintain effective internal controls, with supporting documented systems.</li> <li>6.2.3 Establish and maintain effective risk assessment/financial appraisal of all contracts.</li> <li>6.2.4 Operate appropriate and legally binding contracts.</li> <li>6.2.5 Develop and maintain effective internal audit arrangements and provider financial support assurance arrangements to ensure accuracy of claims.</li> <li>6.2.6 Report financial and management information on a regular basis.</li> <li>6.2.7 Ensure effective use of Council audit committee.</li> <li>6.2.8 Produce an annual performance report.</li> </ul>
6.3 To be a model of good practice in the management of staff resources.	<ul style="list-style-type: none"> <li>6.3.1 Maintain effective systems for the recruitment and selection of staff.</li> <li>6.3.2 Implement staff performance review process.</li> <li>6.3.3 Provide induction and awareness raising programmes for staff and Council members.</li> <li>6.3.4 Ensure equality of opportunity policies which reflects the make-up of the West Yorkshire population.</li> <li>6.3.5 Provide a safe working environment for all staff.</li> </ul>
6.4 To develop effective planning processes.	<ul style="list-style-type: none"> <li>6.4.1 Undertake research to identify issues affecting the sub-region.</li> <li>6.4.2 Develop and maintain customer feedback on the strengths and weaknesses of current learning provision.</li> <li>6.4.3 Implement strong and effective consultation processes at national, regional, sub regional and local level.</li> <li>6.4.4 Produce strategic and business plans.</li> <li>6.4.5 Measure the impact at a strategic and operational level through the implementation of our evaluation strategy and associated action plan.</li> <li>6.4.6 Use flexible funding such as the Local Initiatives Fund to underpin this work.</li> </ul>
6.5 To foster a culture of continuous improvement.	<ul style="list-style-type: none"> <li>6.5.1 Ensure effective systems and processes.</li> <li>6.5.2 Develop and maintain quality policy with core procedures.</li> <li>6.5.3 Undertake self assessment against Business Excellence Model.</li> <li>6.5.4 Implement Staff Satisfaction Surveys.</li> <li>6.5.5 Maintain effective health and safety policies.</li> <li>6.5.6 Implement effective complaints procedures.</li> </ul>

## > 5. Our Responsibilities

### Health and Safety

Through our Health and Safety Policy we are, so far as is reasonably practicable, providing and maintaining a working environment that is safe, without risk to health, and has adequate welfare facilities. The following steps have been taken:-

- A local health and safety policy has been developed after staff consultation and approved by our Executive Team.
- Through staff induction and in-service training we are developing the skills of our managers and staff.
- We are using a discrete budget to develop the internal infrastructure and provide reference materials.

The LSC recognises that the primary duty of care for the health and safety of its learners rests with the provider.

We will ensure that due regard will be paid to all relevant health and safety legislation and codes of practice including the requirements of the Health and Safety at Work Act (HSWA). The following steps have been taken:-

- We use suitably qualified and experienced staff to advise and support providers, all arrangements contributing to provider performance review.
- The Council and Executive Team manage performance by means of a quarterly report covering all health and safety issues.
- A risk-based assurance plan is maintained which targets staff resource and identifies appropriate assurance methods that contribute to the raising provider standards.
- Health and safety input is mandatory as part of our local contracting and review arrangements.

### Equality and Diversity

We have a statutory duty (Learning and Skills Act 2000) to have due regard to the need to promote equality of opportunity between:

- people from different racial groups
- men and women
- people with a disability and people without.

The Learning and Skills Act 2000 requires the LSC to report annually to the Secretary of State on:

- what equality arrangements it has made during the preceding year
- how effective the equality arrangements were
- equality and diversity plans for the following year.

Steps taken by ourselves to meet the above responsibilities include:

- Consultation, with more planned on our Equality and Diversity Strategy.
- A discrete Equality Development team, consisting of people well experienced on equality and diversity matters, has been established.
- Two advisory groups, "Equality and Diversity" and "Ethnic Minority Learning", have been set up to support the local Council.
- Recruitment and selection procedures for staff vacancies have been designed to ensure that they are transparent and inclusive.
- Equality training is part of the induction training for new staff.
- Partnership arrangements have been established with Connexions, Local Learning Partnerships and other strategic partnerships to ensure that equality issues are addressed within these arrangements.
- Through Investors in People, equality awards, provider placements and events and workshops, employers have been made aware of equality issues and how to tackle discrimination and stereotyping issues.
- Learning programmes are regularly reviewed to ensure that they take into account the characteristics and needs of learners from different ethnic and social backgrounds.
- Management information systems have been established to monitor provider performance and feed into the provider review processes.

### Learners with Learning Difficulties and/or Disabilities

We have a duty to ensure that local provision meets identified needs, addresses barriers to learning and promotes progression routes for learners with learning difficulties and/or disabilities. If a learner's educational needs can only be met in a residential setting, we have a duty and powers to secure boarding accommodation.

Steps taken to meet our responsibilities include:

- Established a discrete Inclusive Learning team, with colleagues experienced in issues relating to the educational needs of learners with learning difficulties and/or disabilities.
- Secured boarding provision for learners with learning difficulties and/or disabilities whose educational needs cannot be met locally.
- Met with a wide range of partners, including providers, learners, local authorities, careers services and voluntary/community groups to map local provision and gaps, barriers to learning and learning support available.
- Dealt with issues regarding the funding of post 16 pupils with statements of special educational needs attending school.
- Contributed to the planning of local educational provision for learners with learning difficulties and/or disabilities.
- Allocated funding to address identified local priorities for action for learners with learning difficulties and/or disabilities.

- Investigated local arrangements for work experience for learners with learning difficulties and/or disabilities.

## Monitoring and Review of LSC Funded Provision

In addition to the day-to-day contact with providers we, together with the National Office, have developed formal monitoring and review procedures that will ensure effective control of activities, both inside and outside our organisation.

Monitoring and review will be undertaken at three levels:

### 1. Sub-regional

This will focus on progress towards achievement of Strategic and Business Plan objectives and targets. Monitoring and review of the Strategic Plan will be undertaken every six months whilst objectives and targets in the Business Plan will be examined quarterly.

### 2. Local Authority District

Reviews will be undertaken with both an internal and external focus.

- Internally, an annual review will be completed for each of the five local authority districts in West Yorkshire as one of the key features of the strategic and business planning process.
- The external focus will come from Area Inspections undertaken by both Adult Learning Inspectorate (ALI) and the Office for Standards in Education (OFSTED). ALI and OFSTED determine the timing and frequency of these inspections around a 4 years cycle.

### 3. Contractor

This level can be further sub-divided according to the type of provision:

- Further Education, Work Based Learning and Adult and Community Learning  
Formal reviews will be held according to National Office procedures. Individual providers will be reviewed at 6 monthly intervals, with providers that give cause for concern reviewed by a panel of managers. Where serious concerns are identified they will be referred to a second panel chaired by our Executive Director.
- Workforce Development  
Monitoring and review will be undertaken through contract reviews, at intervals that have been determined in an individual contract. These will normally be on a quarterly basis.
- Projects  
For projects funded by the Local Initiative Fund or via European Social Fund Co-financing arrangements monitoring and review will be undertaken at intervals determined in an individual contract. Contract managers will complete this work with the support of the Development and External Resources teams.

In addition to the above-mentioned activities there are other items that underpin monitoring and review activity. These are:

- Monthly review of actual expenditure against profile and budgets.
- Production of regular management information to monitor progress against targets.

- Regular reviews of the capability of our staff to meet the organisation's objectives.
- Internal audit undertaken by National Office staff.

## Evaluation

We will follow the principles and procedures as set out within our Evaluation Strategy. It will take a critical and detached look at its objectives and how they are being met. Findings will influence future activities to ensure that funds are being deployed effectively and efficiently.

Evaluation will be based on the four level approach of:

- Internal capability -  
Our capacity and capability to deliver the strategic, and business, plan underpins the whole evaluation process. We will look inside the organisation at its activities and systems and their effectiveness.
- Operational evaluation -  
This will focus on progress towards meeting the targets and outcomes identified in business plans and specific project proposals.
- Programme evaluation -  
This area converts the pure numbers into data that informs the planning process and the achievement of key objectives. Appropriateness, value for money, client satisfaction and comparative studies of outcomes against labour market needs are sub-headings within this category.
- Strategic -  
This level considers the wider impact of operations. It will provide useful contextual information and an indication of the value being added to the area.

Also, it is important all staff recognise the role and importance of evaluation within our work. We aim to provide training to raise the profile of evaluation within the organisation and provide the impetus for its effective use throughout our activities.

## > Appendix 1

### Council Members

**Clive W Leach, CBE, (Chair)** - Chairman of Yorkshire Enterprises Ltd; Yorkshire Fund Managers; Gabriel Communications Ltd and Chairman of the Skills & Workforce Development Commission

**Margaret Coleman** - (Executive Director)

**Dr Mohammed Ali, OBE** - Chief Executive of QED

**John Branton** - Business Development Director, Birse Construction Ltd

**Jeanne Coburn** - Yorkshire Forward Board Member and Principal of Huddersfield Technical College

**David Isbell** - Regional Organiser for UNIFI Banking Union and President Regional TUC for Yorkshire and Humber

**Pam Lee** - Regional Director, Yorkshire and Humber Business in the Community

**John McLeod** - Chief Education Officer, City of Wakefield Metropolitan District Council

**Professor Richard Taylor** - Dean of Faculty of Business, Law, Education and Social Sciences. University of Leeds and Professor of Continuing Education, Chair of the Regional Consortium for Widening Participation in Higher Education and of NIACE

**Dr Geetha Upadhyaya** - Artistic Director of Kala Sangam

**Ann Walker** - Director of Swarthmore Education Centre

**Councillor Brian Walker** - Leader of Leeds City Council

**Christine Woods** - Chairman of CMS Vocational Training Ltd

**Michael Ziff** - Chairman of Stylo PLC



## > Appendix 2

# Consultation

We are eager to share our ideas and plans with as many organisations and interested individuals as possible. We want to ensure this Plan addresses the key challenges identified by not only the LSC, but by others with a specific interest in the learning and skills agenda in West Yorkshire.

In short, we believe we will only be successful if there is true ownership of the contents of this Plan by a significant proportion of stakeholders in West Yorkshire.

### Stakeholders

In early October 2001, over 600 letters were despatched to organisations identified as being our key stakeholders. The letters asked at what stage, if any, they would like to be made aware of the developing Plan and how they could contribute to its completion. Many, but not all, of the organisations were identified from previous dealings with the Training and Enterprise Councils that operated in West Yorkshire and the Further Education Funding Council.

Whilst the following list is not exhaustive it does give an indication of the range of organisations contacted:

- Careers Service
- Community groups
- Connexions
- Employers
- Local Learning Partnerships
- Local Authorities
- Local Education Authorities
- Members of Parliament
- National Training Organisations
- Regional Development Agency
- Schools and college representatives
- Voluntary sector organisations
- Work based learning contractors

### Process

During the summer of 2001, all staff and Council members started to consider the issues that they felt needed addressing in our future plans. Subsequently, there was wider consultation with the five Local Learning Partnerships and the Regional Development Agency (Yorkshire Forward), to ensure that their contributions were taken into account. From this it was possible to identify 47 possible key challenges, plus some additional local issues for each of the five local authority districts in West Yorkshire. These formed the basis of our Outline Strategic Plan.

From the original letters to stakeholders, over 200 positive expressions of interest were received, and Outline Strategic Plans were duly issued to all these organisations. By the end of November nearly 100 responses had been received, giving overwhelming support for the draft key challenges. Also, there were a number of additional comments and, where appropriate, these have either been incorporated into later versions of the the Plan or will form part of the Operational Delivery Plan.

Following the receipt of comments on the Outline Strategic Plan, work began on the production of a draft Strategic Plan. This was circulated for comment to over 200 stakeholders in mid-January with 71 providing a written response one month later. In addition, meetings were arranged with the Regional Development Agency, the West Yorkshire Learning Partnership (representing Work Based Learning providers) and meetings, convened in collaboration with Local Learning Partnerships, in each of the five local authority districts. Internal scrutiny and approval of the Plan has come from our National Office in Coventry and meetings of our local Council, together with inputs from all our staff.

Further details of the respondents to the Outline and draft Strategic Plans can be found opposite.

## > Consultation Summary

Number of enquiries sent to stakeholders to establish interest: 603

Numbers expressing an interest in being involved: 219

Numbers commenting on our:	Outline Plan	Draft Strategic Plan (includes meeting attendees)
Business Link (Leeds & Bradford bases)	2	0
Careers/Connexions	3	4
Chambers of Commerce	2	0
Colleges/Universities	11	16
Employers	14	1
Learning Partnerships	4	5
Local Authority	7	11
National Training Organisations (NTOs)	7	0
SRBs/EAZs	6	1
Schools	6	1
Voluntary and Community Sectors	5	7
Work Based Learning Providers	23	11
Miscellaneous	6	12
<b>TOTAL</b>	<b>96</b>	<b>71</b>

## > Appendix 3

### Glossary of Terms

A Level	Advanced Level Qualification
ALI	Adult Learning Inspectorate
AS Level	Advanced Subsidiary Level Qualification
CoVE	Centre of Vocational Excellence
EAZ	Education Action Zone
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
FE	Further Education
GCSE	General Certificate of Secondary Education
GDP	Gross Domestic Product
GNVQ	General National Vocational Qualification
HSWA	Health and Safety at Work Act
ICT	Information Communication Technology
LAD	Local Authority District
LEA	Local Education Authority
LSC	National Learning and Skills Council
NTO	National Training Organisation
NVQ	National Vocational Qualification
OfSTED	Office for Standards in Education
RDA	Regional Development Agency (Yorkshire Forward)
SME	Small/Medium sized Enterprise
SRB	Single Regeneration Budget
SSC	Sector Skills Council
VCE	Vocational Certificate in Education
WBL	Work Based Learning
WYHS	West Yorkshire Household Survey

## > Notes

## > Notes

## > Notes

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**Learning+Skills Council**  
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