

# Learning and Skills Council

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## Strategic Plan 2002 - 05

North Yorkshire



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by Linda Pollard, Chair of LSC

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## > Preface by Linda Pollard, Chair of the Learning and Skills Council North Yorkshire

The Learning and Skills Council North Yorkshire has a clear view of the challenges that face us over the next three years. As early as February 2001 - even before the LSC officially took up its responsibilities - members of the Council met to discuss priorities. The 12 months that have elapsed since then have been a period of transition; of action; and of consultation.

We are now ready to set out our aims and objectives for the next three years. That is the purpose of this Strategic Plan.

We have chosen to present the plan in two parts. Part 1 gives a vivid overview of our local area and the priorities as we and our partners see them. It is deliberately brief and focused so that readers can capture the very essence of who we are and what we aim to do in just a few pages. Part 2 goes into greater detail on key areas of our activity.

We relish the opportunities and challenges that lie ahead. We believe that working with our partners, we can make a genuine difference to the lives of people living, working and learning in North Yorkshire. We know it won't always be easy. We know we will face tough decisions. But we are ready.



Linda Pollard

Chair, Learning and Skills Council North Yorkshire

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# Part 1 - where we are now and where we want to go

## The policy context: national, regional and local

The Learning and Skills Council North Yorkshire operates in a complex environment, and needs to take account of national, regional and local priorities.

## The national dimension

The Learning and Skills Council has already set out a clear statement of its national vision and mission, and has adopted some stretching targets.

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

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

Our **national objectives** and **targets** for 2004 are:

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

**Target:** 80% of 16 -18 year olds will be engaged in structured learning (2000:75%)

Next year's plan will include a target for adult participation in learning.

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

Next year's plan will include a target for employer engagement.

### Objective 3: Raise achievement of young people

**Target:** 85% of 19-year-olds will have achieved at least a Level 2 qualification (2000:75%)

**Target:** 55% of 19-year-olds will have achieved at least a Level 3 qualification (2000:51%)

### Objective 4: Raise achievement of adults

**Target:** we will raise the literacy and numeracy skills of 750,000 adults

**Target:** 52% of adults will have achieved at least a Level 3 qualification (2000:47%)

Next year's plan will include a target for the number of adults to have achieved at least a Level 2 qualification.

### Objective 5: Raise the quality of education and training and user satisfaction

Baselines and targets will be set out in next year's Plan.

The Secretary of State for Education and Skills has set some further, specific **priorities for 2002-03**. We must

- > make significant progress in raising standards across post-16 learning provision
- > work with partners to develop a new approach to the 14-19 phase of education and learning
- > take responsibility for tackling poor basic skills
- > develop and implement an innovative and responsive workforce development strategy and
- > develop appropriate progression routes into higher education, contributing to the Government's delivery target of 50% of young people aged 18-30 entering HE by 2010.

**In addition, the LSC has been asked to:**

- > increase the proportion of 19 year olds achieving a Level 2 qualification by the end of 2002 by 5 percentage points compared with 2000
- > tackle the basic skills needs of 16-18 year olds
- > increase the proportion of 19 year olds with a Level 3 qualification by the end of 2002 by at least 1.5 percentage points compared with 2000
- > work with Connexions services nationwide, ensure that the proportion of 16-18 year olds participating in structured learning increases by at least 2 percentage points compared to 2000
- > ensure that at least 240,000 adults have improved basic skills by the end of 2002
- > raise the proportion of adults with a Level 3 qualification by the end of 2002 by at least 2 percentage points compared with 2000
- > build equality of opportunity into all aspects of the LSC's activities and programmes.

The lifetime of this Strategic Plan will see us take forward our part in the **reform of the 14-19 curriculum**, as set out in the Green Paper, "Extending Opportunities, Raising Standards". This sets out the following key objectives:

- > to raise the levels of achievement of all young people in both general and vocational qualifications and increase participation in post-16 education and training, including higher education
- > to meet the needs and aspirations of all young people, so that they are motivated to make a commitment to lifelong learning and to become socially responsible citizens and workers
- > to broaden the skills acquired by all young people to improve their employability, bridge the skills gap identified by employers and overcome social exclusion
- > to deliver learning through flexible, integrated and innovative networks of collaborative providers committed to achieving ambitious new goals for all young people in the 14-19 phase of their lives and their education.

We will also implement a range of new programmes such as reformed Modern Apprenticeships and Entry to Employment (E2E).

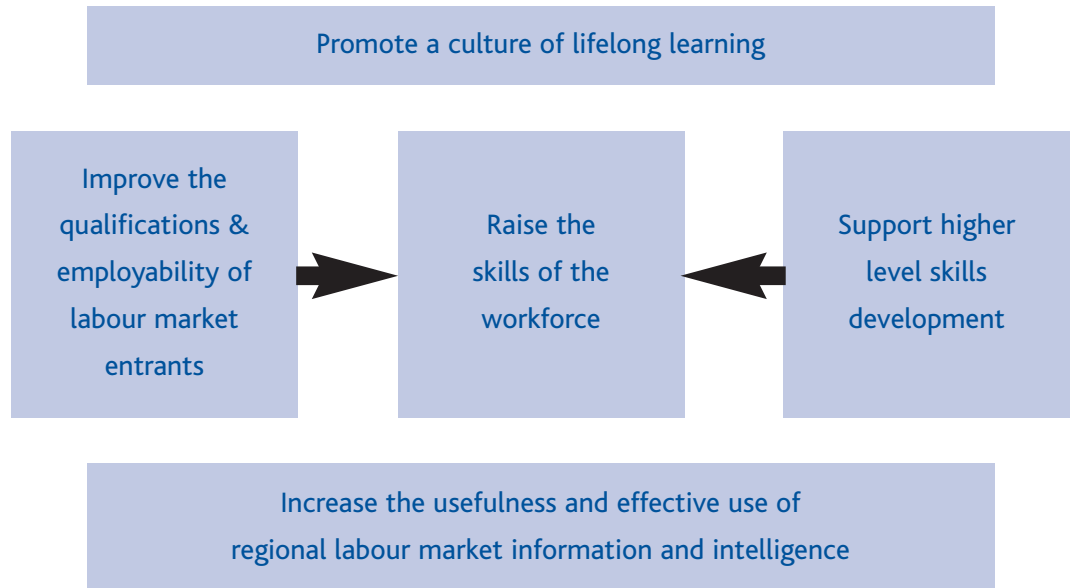
## The regional dimension

Skills and learning form a key part of the Regional Economic Strategy (RES) developed by Yorkshire Forward and adopted by a range of partners across the Yorkshire and Humberside region.

Extensive consultation carried out during the spring of 1999 identified six key challenges relating to learning and skills:

- > to promote the value of education and training amongst individuals and businesses
- > to increase educational attainment and improve employability
- > to develop flexible and responsive education and training provision
- > to develop skills that enhance adaptability and opportunity
- > to meet the increasing demand for higher level skills
- > to improve the use and usefulness of labour market information and intelligence.

These challenges formed the basis for the region's Skills Action Plan, which has the following five linked objectives:



Given the economic development functions of Regional Development Agencies, it is natural that raising the skills of the workforce should lie at the centre of the Skills Action Plan. However, actions in support of the plan have additional social and community benefits, particularly in promoting social inclusion.

We will work with Yorkshire Forward the Regional Development Agency and other partners to implement the Regional Economic Strategy and to develop a new Framework for Regional Employment and Skills Action. We aim to play a key role in co-ordinating the skills elements of the Sub-regional Action Plan - including managing funds allocated by Yorkshire Forward for this. In addition, we will act as a co-financing organization to make effective use of European Social Funds. This will add substantially to the total resources available to support our objectives.



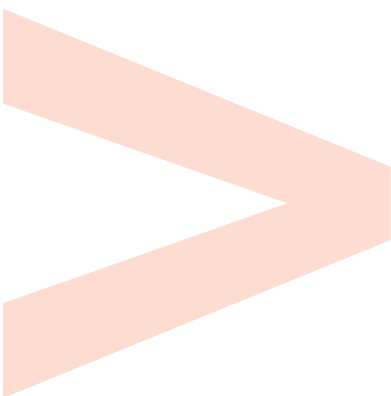
## The local dimension

There are two Learning Partnerships in the LSC area, covering the local authority boundaries of North Yorkshire County Council and City of York Council respectively. However, given the size and diversity of the County, there are also Area Learning Partnerships (ALPs) in each of the seven local authority districts, which means that the North Yorkshire Learning Partnership has a federal structure.

Our Local Learning Partnerships aim to promote collaboration between providers and to identify very localised needs, including:

- > increasing provision of family learning to address basic skills
- > developing mechanisms for consulting non-learners
- > improving guidance for young people
- > providing access to appropriate learning opportunities
- > promoting access to appropriate learning opportunities, notably in respect of ICT, but also tackling transport-related issues
- > mapping provision and removing duplication of provision through increased collaboration.

The LSC is working with the partnerships to develop a clear and comprehensive map of local provision and integrated marketing plans. Together, we will use this intelligence to improve the planning of future provision.



## A pen portrait of North Yorkshire

We have prepared a detailed analysis of patterns of employment and participation in learning. Copies were circulated widely in 2001, and are still available on request from the LSC North Yorkshire. Here, we present a deliberately short summary, first of the main characteristics of the sub-region and second, of participation in learning.

The North Yorkshire sub-region is very large. The distance from east to west is greater than the distance from London to Bristol. The sub-region represents more than 50% of the total surface area of the Yorkshire and the Humber region - but with a resident population of 747,600, it contains only 14.5% of the region's population. The result is a population density of less than 1 person per hectare, compared with almost 6 per hectare elsewhere in the region.

Some 76% of the sub-region's population live in the county of North Yorkshire, with 24% resident in York. The total population aged 16-64 year old is 486,000 (64% of the sub-regional population). There are 28,100 16-19 year olds and this number is expected to increase to 29,000 by 2004.

Employment levels are high. Unemployment averages just over 2%. However, there are pockets of much higher levels of unemployment and in some wards there is third-generation unemployment. In addition, research commissioned in 2000 showed that about 5% of respondents aged 16-64 were not working and not actively seeking work, but would take a job if a suitable position arose.

**York** is an exciting cocktail of history, heritage and modern enterprise. The city known to tourists is Roman, Viking and medieval, yet much of the modern city is built on the foundations of Victorian and 20th century industry. In this sense, it is more like the urban centres of West and South Yorkshire than the essentially rural economy of the County of North Yorkshire. And like those urban centres, York has had to look for new opportunities as old industries such as railways have declined.

Today, York has a diverse economy which embraces both the very old - stone masonry is still a living skill in this city of ancient buildings and monuments - and the very new. Tourism is a major employment sector, and this will continue in the years to come. More surprising to outsiders is that science is a key driver of the new economy, extending from cutting-edge bioscience businesses spun out from the University of York, through software houses and other ICT specialists, to the many scientific applications used to research and conserve our heritage.

After York, the sub-region's next largest centres of population are **Harrogate** and **Scarborough**. Many graduates live in Harrogate, but many of them work elsewhere - mainly, West Yorkshire. The local economy is therefore more heavily biased towards lower-skilled occupations than might be expected at first sight, though it remains vibrant and varied. By comparison, Scarborough has a greater share of economic challenges. These arise partly from its location on the east coast (it is 40 miles to York and another 25 to Leeds), partly from the decline of traditional bucket-and-spade tourism and partly from reductions in employment in manufacturing.

Across the rest of **North Yorkshire**, there are numerous market towns - many of which play a pivotal role in the local economy - and many thousands of hectares of countryside, ranging from the wide open spaces of the Vale of York to the rugged uplands of the North York Moors and the Yorkshire Dales. Even here, North Yorkshire has the power to surprise. Many outsiders do not appreciate the importance of coal mining to the Selby District, or realise that the County has some world-class engineering businesses. They might not guess that there are around 27,000 VAT-registered businesses in the area, most of them employing very few people.

Four industry sectors account for 55% of businesses - construction, wholesale and retail, hotels and restaurants, and real estate, renting and business activity. Manufacturing, health and social work and transport, storage and communication are also important sectors, with manufacturing making up over 30% of the businesses employing 100 or more.

The sub-region also boasts a dynamic and vibrant voluntary and community sector consisting of at least 3,000 organisations that provide a vast range of services and opportunities. The sector is a major provider of health and social care, leisure and recreation, play and youth work, education and life long learning, advice and information, environment, arts, housing, economic and community development, community safety and criminal justice, heritage and animal welfare. Nearly 12,000 people are employed in the sector, a third of them on a full-time basis. In addition, at least 55,000 people work within the sector as volunteers, devoting a total of over 1.2 million hours each year.

We can no longer count on the land-based industries to be the bed-rock of future economic development in the aftermath of the Foot and Mouth Disease epidemic of 2001. Similarly, fishing used to be a major part of the coastal economy, but no longer.

For many people, the biggest surprise is that North Yorkshire is not uniformly prosperous. Headline figures show that on average, North Yorkshire is wealthier than other parts of Yorkshire and Humberside. On the other hand, GDP per head is barely 80% of the national average in the rural uplands, and over half of the 194 wards in the county figure in the 30% most deprived wards in England by virtue of their poor access to the kind of services that are generally taken for granted in cities. The issue of transport comes up again and again as a barrier, because so many people need to travel significant distances to access services.

In short, North Yorkshire presents a series of contrasts:

- |              |               |                    |
|--------------|---------------|--------------------|
| > city       | > country     | > coast            |
| > prosperity | > deprivation | > opportunity      |
| > growth     | > stagnation  | > social exclusion |

All of these words and phrases apply to North Yorkshire, and all must be taken into account in our Strategic Plan.

## Partnership

One final factor needs to be highlighted in this brief pen picture of North Yorkshire - a [genuine commitment to working in partnership](#).

The Learning and Skills Council was able to take its place in a series of inter-locking partnerships right from the word go. We have particularly benefited from an active and constructive relationship with the Local Learning Partnerships for York and North Yorkshire, with the Regional Development Agency, Yorkshire Forward, and with local staff of the Employment Service. In our first year, our early priorities were guided by the priorities identified by the Learning Partnerships and by the Regional Economic Strategy. We have also developed excellent links with the two Local Education Authorities, City of York Council and North Yorkshire County Council.

We are also members of a broad-based sub-regional partnership group called the York and North Yorkshire Executive Board. This comprises senior representatives of local authorities, Business Link York and North Yorkshire, the Yorkshire Tourist Board, Yorkshire Forward, further education, the voluntary sector, the police, the national park authorities and the LSC. The partnership has already had a major impact in guiding plans for the effective use of European structural funds in the sub-region, and more recently has been closely involved in developing the 2002-03 sub-regional action plan in support of the Regional Economic Strategy.

Looking to the future, further key partnerships will be the local Connexions Service - due to be launched in September 2002 - and Local Strategic Partnerships, which will be established in each of the local authority districts and in the City of York.

## A pen portrait of learning and skills in North Yorkshire

### Some simple facts

There are 24 school sixth forms in the County of North Yorkshire (including one which is shared between schools) and 4 in the City of York. Between them, they support over 6,200 learners across years 12 and 13.

#### Our local colleges are:

- > [Askham Bryan College](#) (a specialist land-based college)
- > [Craven College](#)
- > [Harrogate College](#) (part of Leeds Metropolitan University)
- > [Scarborough Sixth Form College](#)
- > [Selby College](#)
- > [York College](#)
- > [Yorkshire Coast College](#)

North Yorkshire County Council and one other provider also deliver further education (FE): they were previously counted by the Further Education Funding Council (FEFC) as external institutions. In addition, Darlington College (which receives funding allocations via LSC Tees Valley) has a site at Catterick. Henshaw's College (Harrogate) is a specialist FE college for learners with learning disabilities; it receives its allocations via the LSC's national office in Coventry. The Workers Educational Association receives funding for further education from the LSC in Coventry and delivers provision in many parts of York and North Yorkshire.

Further Education has grown rapidly in recent years, from 39,336 full and part-time learners in 1996-97 to 52,903 in 2000-01. About 14% of the learners are full-time students (7,651).

The LSC North Yorkshire currently has 42 contracts for work-based learning for young people. Providers range from the colleges of general further education mentioned above to small, specialist providers working within a specific occupational field, via a mixture of national and regional providers spanning the private, public and voluntary sectors. On average, they support over 5,000 learners at any time.

The LSC provides funds for Adult and Community Learning to the two Local Education Authorities, North Yorkshire County Council and City of York Council, who between them account for 21,000 enrolments per year.

There is also a very wide spread of other provision in the sub-region, including higher education (some of which is delivered by FE colleges); IT-based learning (including [learndirect](#)); many forms of workforce development, frequently funded by employers; and a very large amount of small-scale local provision offered by voluntary and community groups. This makes for a complex and ever-changing pattern of provision.

Working with our partners, we are preparing a detailed map of provision to support future planning and funding arrangements this will be ready early 2002.

## Local strengths

Standards and levels of achievement are excellent, especially amongst schools in the area. Most schools get good reports from OfSTED, and local colleges were judged by FEFC inspectors to be generally satisfactory or good; in some cases, they achieved at least one grade 1. A sample of information about recent inspections of colleges and work-based learning providers is included at Annex 1 to this Strategic Plan. It is apparent that college provision is generally satisfactory, but that there are significant concerns about some aspects of work-based learning.

At the end of Key Stage 4 - that is, after eleven years at school - 56% of young people in the area achieve Level 2 (5 GCSEs at grades A-C, or equivalent) compared with the national average of 47% (year 2000). This does, however, disguise some variations between localities and between boys and girls, with girls generally achieving better results than boys.

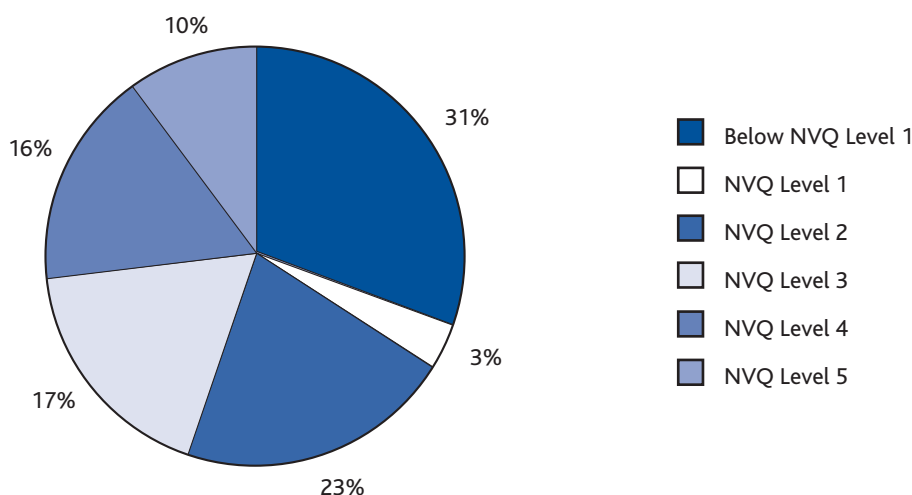
Participation in learning after Key Stage 4 is well above the national average, with only two LSC areas - Cumbria and Hertfordshire - currently recording higher rates of participation at age 16-18. Around 90% of local 16 year olds continue in structured learning, compared with 83% nationally. That said, the picture is not uniform across the whole sub-region, and there is a drop in participation to about 80% by age 17.

Nevertheless achievement at A'Level and equivalent is very strong. In fact, North Yorkshire has a higher rate of achievement at Level 2 and Level 3 at age 19 than any other LSC area. Very many young people - as much as half the total cohort - progress into higher education at age 18-19, mostly outside North Yorkshire.

A lot of adults living in the area participate in learning, ranging from short courses on a specific work-related topic through adult and community learning programmes to full or part-time participation in further and higher education. Many people, including a lot of retired people, see learning as an important part of their lives and keep at it, year after year.

It is worth noting that over 26% of economically active adults living in the area hold a qualification at or equivalent to NVQ Level 4 (degree standard). However, a significant number of these people work outside North Yorkshire. This outflow of commuters is not matched by an equivalent inflow.

Highest qualification levels of economically active adults in North Yorkshire



## Challenges

Participation and achievement in learning is not uniform. As noted already, participation rates drop quite sharply after the age of 17. And achievement rates among young people vary from one part of the sub-region to another, with parts of York and Scarborough under-performing compared with the rest of North Yorkshire.

Equally, the quality of provision is not uniformly high. Providers of work-based learning were awarded a wide range of grades by the Training Standards Council, and some aspects of provision were singled out for criticism in several reports - chiefly equal opportunities, learner support, management of training and quality assurance.

Turning to the adult population, a significant number of people of working age have either no qualifications at all, or qualifications at quite low Levels:

- > over 30% of local people of working age do not hold an academic or vocational qualification of any kind
- > only 44% of economically active adults hold a qualification at or equivalent to NVQ Level 3 nearly two thirds of the area's managers are not qualified to Level 4/degree level.

In addition, a lot of local people have lost the learning habit. In a recent survey, 43% of respondents said they had undertaken no structured learning in the previous three years. They gave a variety of reasons such as:

- > lack of time (38% of people in work; 16% of people not in work)
- > don't need qualifications for my job (29% of working respondents)
- > not interested (19%)

Other barriers are childcare, family commitments, and the time and day when learning is offered. A further significant factor is getting to the place where learning takes place: access to transport is a recurring theme in reports about the problems faced by people living in rural areas.

Some groups are over-represented among non-learners. They include self-employed people (56%), people with a disability (54%), people with no qualifications (61%) and people with a qualification at NVQ Level 1 or equivalent (55%). These last two figures are in line with national surveys which show that people with higher-Level qualifications are much more likely to remain committed to learning than people with few or no qualifications.

We estimate that 13.5% of the local population has low literacy skills (57,000 people) and 19.1% low numeracy skills (80,000 people). This is lower than the national Levels of 15% and 21%, but nonetheless presents a major challenge.

Many people do not recognise their difficulties with numbers and communication or are not prepared to be open about them. Many adopt successful strategies to avoid revealing their lack of confidence or ability. Establishing the true position on basic skills needs is therefore fraught with difficulty, as people seldom respond to surveys and questions with an accurate assessment of their abilities. Nor do many employers recognise the basic skills needs of their employees.

## Employment and self-employment - some key opportunities ...

### Priorities for North Yorkshire include:

- > ICT, both as an employment sector in its own right and to support the future development of other sectors
- > skills for self-employment
- > supervisory and management skills, especially within small and medium-sized businesses

### Sectoral priorities include:

- > tourism and hospitality
- > the land-based industries (especially to support new forms of land use, cropping etc)
- > the rail industry (because of York's position in the regional and national rail infrastructure)
- > the health and social care sectors
- > science-based businesses
- > the voluntary sector, because so many people have paid and unpaid employment in the sector
- > engineering manufacturing
- > construction
- > performing and creative arts, and
- > the retail trade.

Turning to specific skills issues, over 2,000 employers in North Yorkshire were contacted by phone early in 2001 and asked about their current and future skill needs. They said that staff will need to develop skills and knowledge in a number of areas, including:

- > information and communications technology (38% of employers who said their staff needed extra skills mentioned this)
- > customer services skills (21%)
- > personal skills such as motivation (13%)
- > general communication skills (12%)
- > engineering and technical skills (12%)

Employers across Yorkshire and Humberside were surveyed by Yorkshire Forward and the CBI in late 2001. In this survey, employers said their staff would need enhanced skills and knowledge in:

- > marketing (38%)
- > management (30%)
- > selling (28%)
- > customer care (25%)
- > communications (22%)

If we capitalise on this apparent demand for a skilled and flexible workforce, we will establish a clear link between our role in funding and promoting learning on the one hand, and the future prosperity and success of the North Yorkshire economy on the other.



## ... and some threats

The bad news is that a substantial number of employers say their staff need no further training or skills of any kind. The most common reason given is that staff already have all the skills they need. Other barriers such as lack of funds or lack of time are mentioned by relatively few employers.

In addition, relatively few owner-managers of small businesses are committed to their own personal development, for example in terms of their management and leadership skills. Our evidence is that 56% of self-employed people in our area have undertaken no learning of any kind in the last three years.

Small employers are much less likely to see scope to develop staff management and supervisory skills than large employers - and as the local economy is dominated by small businesses, the result is a low levels of investment in management development.

All of these factors amount to a significant threat. All the evidence suggests that to remain competitive, employers need to invest more in staff training and development. Persuading them to do so will be a major challenge.

Finally, there is a flip side to success at age 19. Many young people leave North Yorkshire to enter higher education, and many of these do not return in a hurry - if ever. Although opinion is divided about the impact this has on the local economy of today, there is a risk that a continued net outflow of talented young people will leave the local economy exposed in the future.

## Based on this analysis, what are we going to do?

We have adopted the following priorities, which combine to support the LSC's objectives of boosting participation and achievement in learning by young people and adults alike, and promoting workforce development. The tables on pages 21-29 list some of the ways in which we will tackle these priorities, and in part 2 of the Strategic Plan we go into further detail on certain aspects of our plans.

### For young people, our priorities are:

#### Priority 1

To maintain our record of high participation and achievement up to age 19 by making sure that provision meets the highest quality standards

#### Priority 2

To boost participation and achievement still further by targeting specific groups and locations

#### Priority 3

To make future provision more flexible, more responsive and more accessible to all, through innovation, sharing good practice and promoting collaboration between providers

#### Priority 4

To improve the employability of young people, starting pre-16 (through education-business link activity) and continuing through all forms of provision to age 19

### **Priority 5**

To promote opportunities for all, regardless of the barriers they may face

### **For adults, our priorities are:**

#### **Priority 6**

To boost participation in learning by showing people how they can benefit from learning, whether for career reasons, for personal fulfilment, or for fun

#### **Priority 7**

To make it easier for people to get information, advice and guidance so that they can make sound decisions about learning

#### **Priority 8**

To make it easier for people to learn by making sure they have access to a wide range of high-quality opportunities at times and in places which fit in with their lifestyles and interests

#### **Priority 9**

To help thousands of people improve their basic skills by breaking down the physical and psychological barriers that get in the way

#### **Priority 10**

To promote equality of opportunity and celebrate diversity

#### **Priority 11**

To promote progression into higher levels of skill and knowledge, including access to higher education

#### **Priority 12**

To support new approaches to learning, including IT-based learning

#### **Priority 13**

To extend and invigorate provision, including working with new providers where appropriate (not least, in the voluntary sector)

### **For employers, our priorities are:**

#### **Priority 14**

To work with employers to identify ways in which they and their organisations can benefit from workforce development, both long and short term

#### **Priority 15**

To make it easier for employers to get information and advice so that they can identify and plan investment in skills and secure the right provision for their needs

#### **Priority 16**

To support the development of skills in short supply, whether in a particular sector or vocational area, or across all employment sectors (management development, for example)

### **Priority 17**

To promote the skills and knowledge people need to make a success of setting up their own businesses

### **Priority 18**

To promote the uptake of qualifications - particularly at Level 3 - which provide a framework for identifying training needs and recognising achievement

#### **To support these priorities, we will:**

- > Work with partners to understand the changing needs and aspirations of local people and employers through a co-ordinated approach to research and feedback from learners, non-learners and employers
- > Make sure providers understand and protect the health, safety and well-being of learners
- > Adopt a rigorous approach to checking that public funds are used wisely and well
- > Always look for opportunities to work with partners to meet shared goals
- > Constantly look for things that work well, so that we can recognise excellence and promote good practice
- > Support a culture which encourages people to stay in learning throughout their lives
- > Target additional and/or flexible resources to support groups and locations where they will make a real difference, linking together our broad aims for lifelong learning with the parallel aims of economic development and regeneration.

Furthermore, we will concentrate constantly on the quality of provision. The biggest single area of any local LSC's activity is to work with providers to promote a culture of continuous improvement, based on meeting the needs and expectations of learners.

#### **We will tirelessly seek provision which:**

- > meets the needs of learners, employers and the community
- > delivers high retention and achievement rates
- > is provided by competent and qualified staff
- > offers equality of opportunity and access for all
- > takes place in a safe and supportive environment
- > is well managed and well led
- > delivers value for money.

We return to this in part 2 of the Strategic Plan, because it is of critical importance to our success.

## How will we know we are succeeding?

For this first plan, we have adopted a limited range of numerical targets, reflecting the national drive to boost participation and achievement in learning. These are set out below:

### Local Targets for 2004 for Learning and Skills Council North Yorkshire

Target	Baseline number achieving target	Numerical target for 2004	Numerical increase required	Percentage increase required
80% of 16-18 yr olds in structured learning	24148	26301	2153	+8.9%
85% at Level 2 NVQ by age 19	7587	8086	499	+6.6%
55% at Level 3 NVQ by age 19	4895	5301	406	+8.3%
52% of adults at Level 3 NVQ	156200	177709	21509	+13.8%
	Baseline total needing support	Total needing support in 2004	Numerical reduction required	Percentage reduction required
Raise literacy and numeracy of 750,000	74263	65733	8530	-11.5%

We recognise that these are stretching targets. Furthermore, they don't tell the whole story. For example, to help over 8,500 people succeed in basic skills tests, we estimate that we - or rather, providers in our area - need to engage over 20,000 people in learning. Research shows that the biggest hurdle is engaging people in learning in the first place, so we do not underestimate the challenges that lie ahead. But we are convinced that the targets are right and that success will bring massive dividends.

Looking ahead, we are keen to develop additional targets matched to our priorities. Key measures of success will include measurements of:

- > adult participation in learning
- > quality of provision
- > participation in learning among specific groups with current rates of participation below the local average, such as people with disabilities
- > trends in participation and achievement by gender, for example so that we can see if young men are catching up with the levels of achievement recorded by young women
- > numbers of individuals and employers accessing information, advice and guidance about learning
- > numbers of employers investing in workforce development.

## Targets aside, how will we know if we've made a difference?

### We will have made a difference if:

- > quality of provision is improved across the board, but with particularly strong evidence of improvement in work-based learning and (to a lesser extent) further education
- > more young people of all ability have the opportunity to experience some vocational learning before they leave school
- > more people in their 20s progress into higher education
- > more people of all ages see learning as a natural part of their lives
- > people talk to each other about learning in ordinary conversation
- > providers of all kinds see each other more as partners than as competitors
- > Local Learning Partnerships help plan patterns of local delivery
- > employers put more time, money and energy into staff training and development and share experiences with one another
- > people compliment us for using plain English rather than jargon and abbreviations and say they have a better understanding of what's on offer for them
- > more people are in paid employment or are working as volunteers and there is a corresponding drop in the number of people who say they would take work if the right opportunity came along
- > there is greater learning among groups currently under-represented, such as people with disabilities.

## How will this strategy support the economic development and regeneration of York and North Yorkshire?

By promoting participation and achievement amongst individuals and by engaging more employers in workforce development, we aim to bring about an overall increase in the availability and uptake of learning in many forms. New routes into learning will match the interests and/or perceived needs of individuals and businesses. One way of working with employers, for example, will be to meet the expressed demand for improved skills and knowledge in the areas of information and communications technology, customer services skills, personal skills such as motivation, general communication skills, engineering and technical skills, marketing, management, and sales. This will directly support the stated development aims of local employers.

However, we will also encourage and support employers who want to undertake a training needs analysis to identify other areas in which workforce development could improve individual and organisational performance.

One of our priorities is to promote the uptake of Level 3 qualifications in the adult population, and another is to encourage progression into higher education, for example via Foundation Degrees.

We will work particularly closely with partners and providers in localities facing particular difficulties, such as rural isolation or below average levels of participation and achievement in learning. Our management of ESF funds (see pages 45-46) will enable us to target rural uplands and the coastal area, which have been affected by the decline of industries such as agriculture, traditional tourism and fishing. This will support plans for the regeneration of these areas and will link to the work of a number of other agencies including Yorkshire Forward, Business Link York and North Yorkshire and North Yorkshire County Council. Likewise, we will support the economic development priorities of the City of York with a special focus on science-based employment growth, which is expected to be a key driver of future economic growth and prosperity.

Similarly, we will support partners in their work with other specific sectors or clusters including those identified as priorities in the Regional Economic Strategy (eg food and drink and advanced manufacturing). This targeted approach is expected to result in long-term growth in target sectors, reflected in higher sub-regional GDP and more jobs in these sectors.

### **The outcome of our plans will be:**

- > that people and businesses are better placed to meet changing customer expectations;
- > the creation of new and more diverse businesses (including businesses with high growth potential, some of which will be in high value-added and/or knowledge-based sectors); and
- > new opportunities for personal and career development for people in areas across the sub-region.

## Our priorities

### examples of what we will do and how we will do it

Priority	Examples of how we will support the priority	Additional comments
<p><b>Maintain our record of high participation and achievement up to age 19 by making sure that provision meets the highest quality standards</b></p>	<p>Implement provider review processes that enable us to monitor provider quality and to work with providers on their development plans.</p> <hr/> <p>Identify and share examples of good practice.</p> <hr/> <p>Support capacity building across the whole provider network.</p> <hr/> <p>Work with LEAs - for example, to prepare area reviews in anticipation of Area Inspection.</p>	<p>Our approach to quality is explained in more detail on pages 30-35. We will be preparing a full quality improvement strategy during 2002, which will describe the key performance indicators and benchmarks we intend to use to monitor and report progress.</p>
<p><b>Boost participation and achievement still further by targeting specific groups and locations</b></p>	<p>Work with partners (the LEAs, schools and the education-business link partnership in particular) to support work with young people pre-16 so that they are less likely to drop out of learning post-16.</p> <hr/> <p>Focus extra support on localities (eg the Acomb and Tang Hall districts of York, Eastfield in Scarborough and Skipton East), so that we can tailor services to local needs.</p> <hr/> <p>Focus extra support on groups (eg care leavers, travellers, young offenders and young people in jobs without training) so that we can tailor services to their needs.</p> <hr/> <p>Work with providers and partners (eg local authorities) to improve access to learning through improved transport links.</p> <hr/> <p>Work with all providers to boost retention and achievement rates.</p>	<p>We will work with providers to make sure their own strategic and operational plans support this targeted approach, using mainstream funding wherever possible. However, we will also apply other funds, including ESF, the Local Initiatives Fund and funds managed on behalf of Yorkshire Forward to support targeted action.</p> <hr/> <p>Many partners have a part to play. We will work especially closely with the Connexions Service to make sure young people at risk of dropping out have the support and guidance they need.</p> <hr/> <p>Improving retention and achievement rates will be a fundamental part of our approach to provider quality.</p>

Priority	Examples of how we will support the priority	Additional comments
<p><b>Make future provision more flexible, more responsive and more accessible to all, through innovation, sharing good practice and promoting collaboration between providers</b></p>	<p>Support pilots to extend vocational learning to more 14-16 year olds.</p> <hr/> <p>Work with LEAs, Learning Partnerships and individual providers to implement the new, coherent phase of learning for 14-19 year olds.</p> <hr/> <p>Introduce new arrangements for Modern Apprenticeships and Entry to Employment.</p> <hr/> <p>Actively encourage collaboration between providers.</p>	<p>Sharing good practice will be a key part of our role in supporting provider quality.</p>
<p><b>Improve the employability of young people, starting pre-16 (through education-business link activity) and continuing through all forms of provision to age 19</b></p>	<p>Support work experience (including extended work experience) for young people in Key Stage 4, through the education-business link partnership.</p> <hr/> <p>Support other education-business link activity that supports the employability of young people, such as employer mentoring.</p> <hr/> <p>Make sure key skills are embedded into all mainstream learning programmes funded by the LSC.</p>	<p>Extending vocational learning opportunities to more 14-16 year olds will also help support this priority.</p> <hr/> <p>Key skills have posed problems for some providers. We will work with them to overcome obstacles and to build on good practice locally and nationally.</p>



Priority	Examples of how we will support the priority	Additional comments
<p><b>Promote opportunities for all, regardless of the barriers they may face</b></p>	<p>Make effective use of learner support funds to help overcome obstacles faced by individual learners.</p> <hr/> <p>Make specific provision for learners with learning difficulties or disabilities, ensuring that we bring about a seamless transition from compulsory education to post-16 learning.</p> <hr/> <p>Promote awareness of equal opportunities and diversity issues among providers of all kinds and help them implement effective policies of their own.</p> <hr/> <p>Work with partners to take targeted actions to challenge stereotypes (eg assumptions that some occupations are only suitable for men and others only for women).</p>	<p>Although we have highlighted this as a specific priority, we fully intend to thread equal opportunities and diversity through everything we do both internally and externally. There is further information about our approach on pages 36-39.</p> <hr/> <p>Information about learners with learning difficulties or disabilities can be found on pages 47-48.</p>
<p><b>Boost adult participation in learning by showing people how they can benefit from learning, whether for career reasons, for personal fulfilment, or for fun</b></p>	<p>Work with local, regional and national partners to develop a sustained approach to sharing messages about learning by many means, including:</p> <ul style="list-style-type: none"> <li>&gt; Adult Learners Week</li> <li>&gt; York Learning Festival</li> <li>&gt; Identifying and supporting people who can be champions within their communities and/or at work</li> <li>&gt; Supporting learning communities</li> </ul>	<p>Promoting a culture of lifelong learning is the over-arching goal of the regional Skills Action Plan.</p> <hr/> <p>Members of the Learning Partnerships have an important part to play in presenting consistent and coherent messages about learning to people in their areas.</p>

Priority	Examples of how we will support the priority	Additional comments
<p><b>Make it easier for people to get information, advice and guidance so that they can make sound decisions about learning</b></p>	<p>Support the Information, Advice and Guidance Partnership, which has access to funds from more than one source and which aims to extend access to IAG services (eg to include "bite-size" guidance, to offer outreach services etc), building on existing services across the sub-region.</p> <hr/> <p>Support trade union activity (eg workforce learning representatives).</p> <hr/> <p>Promote access to ICT-based information (eg learndirect).</p>	
<p><b>Make it easier for people to learn by making sure they have access to a wide range of high-quality opportunities at times and in places which fit in with their lifestyles and interests</b></p>	<p>Support mainstream adult and community learning which already reaches out to local communities and meets many people's needs.</p> <hr/> <p>Work with partners (including the LEAs and voluntary organisations) to promote informal learning and family learning.</p> <hr/> <p>Promote access to IT-based learning, whether in a fixed location or offered via mobile facilities.</p> <hr/> <p>Co-ordinate campaigns of bite-sized courses.</p> <hr/> <p>Work with mainstream providers to encourage flexible delivery (eg at times and in places which fit in with modern lifestyles).</p>	<p>There is further information about adult and community learning on page 48.</p> <hr/> <p>The voluntary sector has a particularly important role in reaching out to new learners and/or people who have difficulty accessing existing opportunities (eg because of poor access to transport). We will support capacity building in this sector.</p>

Priority	Examples of how we will support the priority	Additional comments
<p><b>Help thousands of people improve their basic skills by breaking down the physical and psychological barriers which get in the way</b></p>	<p>Establish patterns of outreach and community/workplace provision that make it easier for people to come into basic skills learning.</p> <hr/> <p>Identify and support community champions - that is, people who can talk to others about their own circumstances and positive experiences of basic skills learning.</p> <hr/> <p>Look at ways of overcoming barriers such as childcare.</p> <hr/> <p>Share good practice across the network of providers, including good quality learning and assessment materials.</p>	<p>The LSC North Yorkshire has already prepared a Basic Skills Action Plan. For further information, see pages 50-52.</p> <hr/> <p>We will direct both mainstream and additional funds to support our basic skills objectives.</p> <hr/>
<p><b>Promote equality of opportunity and celebrate diversity</b></p>	<p>Take targeted action to support individuals and groups who are under-represented in learning, including:</p> <ul style="list-style-type: none"> <li>&gt; People in remote communities</li> <li>&gt; People with disabilities</li> <li>&gt; People from ethnic minorities</li> <li>&gt; Older people (especially men) who are out of work and have almost given up hope of getting back to work, whose chances would be enhanced through Learning and Skills Council</li> </ul> <hr/> <p>Celebrate success through publicity and events (eg award presentations).</p> <hr/> <p>Make sure intermediaries - both learning providers and organisations which work with employers, such as Business Link - have an up-to-date appreciation of equal opportunities issues and what they can do to tackle them.</p>	<p>Further information about equal opportunities is on pages 36-39. As noted already, we fully intend to thread equal opportunities and diversity through everything we do both internally and externally.</p> <hr/> <p>The LSC North Yorkshire has been able to help partners, providers and employers enhance their awareness of equal opportunities and diversity issues using a toolkit developed locally in 2000. We will continue to make good use of this and to develop other ways to help others enhance their approach to equal opportunities.</p>

Priority	Examples of how we will support the priority	Additional comments
<p><b>Promote progression into higher levels of skill and knowledge, including access to higher education</b></p>	<p>Work with partners to implement the new, coherent phase of 14-19 learning that includes providing new opportunities for high achievers.</p> <hr/> <p>Encourage partnerships between LSC-funded providers and higher education institutions to promote progression (eg into Foundation Degrees).</p> <hr/> <p>Actively promote the development of Centres of Vocational Excellence that enhance progression into higher level skills.</p> <hr/> <p>Promote ways of providing fresh information, advice and guidance to learners as they complete a programme of study, so that they always have the opportunity to progress to more learning.</p>	<p>Several local FE colleges are already delivering higher education in partnership with HE institutions.</p> <hr/> <p>HE institutions operating within the sub-region include the University of York, the College of York St John (a college of the University of Leeds), Leeds Metropolitan University, Hull University and the Open University.</p>
<p><b>Support new approaches to learning, including IT-based learning</b></p>	<p>Work with the University for Industry and the local hub to promote the further development of learndirect services in the sub-region.</p> <hr/> <p>Work with partners to develop a co-ordinated approach to the future development of IT-based learning, focusing on both infrastructure and high-quality content.</p> <hr/> <p>Promote innovative approaches to learning, whether IT-based or not.</p> <hr/> <p>Help large numbers of people acquire IT skills, including many who will get qualifications such as the European Computer Driving Licence.</p>	<p>IT holds great prospects for expanding access to learning in a rural area and there has been massive investment in facilities in recent years. Some benefits are, however, likely to be held back until there is easy and affordable access to broadband networks. This is an issue for urban areas such as York as well as the rural parts of North Yorkshire. We will work with partners - especially the Local Strategic Partnerships - to find ways to overcome the obstacles so that the sub-region can share fully in the benefits of new technologies. We will also support the regional objective of helping 3,000,000 people improve their IT skills.</p>

Priority	Examples of how we will support the priority	Additional comments
<p><b>Extend and invigorate provision, including working with new providers where appropriate (not least, in the voluntary sector)</b></p>	<p>Complete a detailed mapping of all current provision by March 2002 and use this as a tool for working with Learning Partnerships and individual providers to plan future patterns of provision.</p> <hr/> <p>Where gaps or new opportunities emerge, identify the provider(s) best placed to meet learner needs. This may include working with providers new to the area or unused to LSC funding: in such cases we will work especially closely with them as they establish new provision in the sub-region, so that quality is a key factor from day one.</p>	<p>As part of our quality improvement strategy, we will always challenge LSC-funded providers to evaluate the effectiveness of what they do and to explore ways to bring in fresh ideas and approaches.</p>
<p><b>Work with employers to identify ways in that they and their organisations can benefit from workforce development, both long and short term</b></p>	<p>Identify and support employer champions - that is, people who can talk to other employers about the benefits they have experienced through workforce development.</p> <hr/> <p>Share information based on local, regional and national research that spells out the benefits of workforce development.</p> <hr/> <p>Work directly with large private sector employers and with public and voluntary sector bodies of all sizes to offer a range of relevant services such as training needs analyses, key worker training and Investors in People support.</p> <hr/> <p>Ensure that separate arrangements are in place via Business Link York and North Yorkshire to deliver effective workforce development services to small and medium-sized businesses.</p>	<p>Key to our work in this area will be the effective use of our workforce development budget, supplemented by other funds including ESF, LIF and funds managed on behalf of Yorkshire Forward.</p> <hr/> <p>We will work with providers to make sure their services to employers take account of local and sectoral needs, linking this wherever appropriate to the targeted approaches of Yorkshire Forward, Business Link and other bodies involved in business development.</p> <hr/> <p>We will support ways of sharing information about what works, both among providers and between employers.</p> <hr/> <p>Points made earlier about making sure provision is flexible and is offered at times and in places convenient to learners are just as relevant to employers as to individuals.</p>

Priority	Examples of how we will support the priority	Additional comments
<p><b>Make it easier for employers to get information and advice so that they can identify and plan investment in skills and secure the right provision for their needs</b></p>	<p>Develop a clearer understanding of how employers like to access information, on the basis that there is no one right way to provide information to all.</p> <hr/> <p>Develop the skills of front-line staff (both LSC and others, such as Business Link) so that they can provide the right information and point employers towards additional sources of information and provision.</p> <hr/> <p>Support training needs analyses at the level of individual employers, plus research into local and sectoral needs.</p> <hr/> <p>Use IT to support employer investment in skills (eg Laurel Online, which helps organisations work towards the Investors in People standard).</p>	<p>As with other priorities linked to workforce development, we expect to develop a comprehensive approach later in 2002 to take account of the strategy being developed by the LSC nationally.</p>
<p><b>Support the development of skills in short supply, whether in a particular sector or vocational area, or across all employment sectors (management development, for example)</b></p>	<p>Support the development of Centres of Vocational Excellence that support local and sectoral needs.</p> <hr/> <p>Develop, support and implement sectoral initiatives which support regional and local skill needs (eg the cluster approach adopted in the Regional Economic Strategy and supply chain initiatives).</p> <hr/> <p>Develop capacity to deliver management development services that meet the specific needs of local employers, for example by working with a network of local providers to improve the match between supply and demand.</p> <hr/> <p>Work with partners, including higher education, to promote awareness of opportunities to develop management and supervisory skills at all levels, including for owner-managers of small businesses.</p>	<p>Funding will be drawn from a number of sources, including ESF, LIF and the funds managed on behalf of Yorkshire Forward.</p> <hr/> <p>We will work with partners across the region on a coherent approach to getting up-to-date information about skills needs and shortages.</p>

Priority	Examples of how we will support the priority	Additional comments
<p><b>Promote the skills and knowledge people need to make success of setting up their own businesses</b></p>	<p>Promote understanding of enterprise through all appropriate learning routes, including pre-16 (via education-business link partnership activity) and post-16 learning.</p> <hr/> <p>Identify and support champions who can encourage people to consider setting up business and to develop appropriate business management skills.</p> <hr/> <p>Support business and economic development partnership which promote new business opportunities (eg spin-outs from higher education)</p>	<p>This priority will have echoes in our equal opportunities and diversity strategy, as we will aim to overcome barriers to setting up businesses amongst people currently under-represented in this sector, such as people with disabilities.</p> <hr/> <p>This priority links directly with regional business birth rate strategy.</p>
<p><b>Promote the uptake of qualifications - particularly at Level 3 - which provide a framework for identifying training needs and recognising achievement</b></p>	<p>Explain qualifications, and the benefits of qualifications, to individuals and employers alike.</p> <hr/> <p>Celebrate success and encourage those who have benefited already to tell their stories to others.</p>	<p>We expect to take this approach further once the Government has received and responded to the second report of the Policy and Innovation Unit on workforce development, later in 2002.</p>
<p><b>Always look for opportunities to work with partners to meet shared goals</b></p>	<p>We will work with a wide range of partners and partnerships, including:</p> <ul style="list-style-type: none"> <li>&gt; LEAs</li> <li>&gt; Yorkshire Forward</li> <li>&gt; The Employment Service</li> <li>&gt; Connexions</li> <li>&gt; Local strategic partnerships</li> <li>&gt; Learning partnerships</li> <li>&gt; Learning and Skills Development Agency 'LSDA'</li> </ul>	<p>We intend to work with partners to identify possible shared impact measures - that is, targets which none of us could achieve alone, but which we can hope to achieve together.</p> <hr/> <p>We are actively committed to working with Yorkshire Forward and others on a new Framework for Regional Employment and Skills Action during 2002.</p>

## Part 2 - information about key aspects of our work

### Raising the quality and effectiveness of education and training

Raising quality and standards is central to the LSC's agenda nationally, and to our role locally. We are committed to putting the learner at the heart of the new system for post-16 provision.

**The LSC has established a set of guiding principles to inform its Quality Improvement Strategy. We intend to secure excellence in standards of learning which:**

- > meets learners', employers' and community needs
- > encourages high retention and achievement rates
- > is delivered by competent and qualified staff
- > offers equality of opportunity and success for all
- > takes place in a safe and supportive environment
- > is well-managed and well-led
- > provides value for money.

**Furthermore, we believe that:**

- > all learners are entitled to high quality learning wherever and however they learn
- > the prime responsibility for the quality of provision rests with the provider
- > all providers should plan for continuous improvement
- > priority should be given to improving the quality of weak and mediocre provision
- > interventions should be timely, effective and in inverse proportion to success
- > sharing good practice can help providers to raise their aspirations and learn from the best
- > bureaucracy should be kept to a minimum
- > working in partnership with other agencies, will maximise improvements in quality.

There is no single activity that will enable us to deliver improved quality and consistency of provision. It will require action in a number of different ways and at many levels on a continuing basis. In fact, more staff hours are devoted to quality-related activity than to any other single aspect of the work of a local LSC.



**During 2002, we will develop, disseminate and implement a local quality improvement strategy, which will build on these principles and at the same time reflect the needs of our own local area. We expect to develop a number of targets in respect of the following measures of quality improvement:**

- > learner retention and achievement rates
- > the inspection and re-inspection grades awarded to providers by OfSTED and ALI
- > the proportion of providers that are placed in the category "serious concerns" during performance review
- > the proportion of providers that are placed in the category "excellent" during performance review
- > the development and maintenance of a high level of learner satisfaction.

The following section describes some of the main issues and priorities to be addressed in our quality improvement strategy.

#### **Improving retention and achievement**

Key to the Council's challenging targets for raising participation and attainment by 2004, as set out in the LSC's Corporate Plan, is to improve retention and achievement rates across all post-16 learning. We will particularly work to improve retention and achievement at ages 17-19.

As a starting point, we will ensure that we have robust baseline data for all North Yorkshire providers so that we can target activities where appropriate and measure the progress and impact of any activity we undertake. We need a better understanding of the reasons why participation drops sharply after age 16. In some cases, the reasons are valid: the individual has reached a stage where he/she wishes to focus on other things, such as success in a job. In many cases, empirical evidence suggests that - locally, at least - individuals return to learning later. We should support them in this, for example by making sure they have ready access to a Connexions Personal Advisor or another source of information and advice later on.

On the other hand, there are young people who drift out of learning without giving enough thought to the options open to them. Indeed, some may not know about the options. It is important to provide them with appropriate information, advice and guidance at the right time, and the Connexions Service will be an important step forward here. However, providers must be aware of the vital role that they can play, and this implies a good understanding of how to support young people facing difficult choices.

The LSC, its predecessor bodies and partners such as local authorities, the inspectorates and the LSDA have a history of involvement in a range of activity to identify and address retention and achievement issues both at individual provider level and at provider network level. Work has focused on areas of weakness such as particular sectors (eg retail and hospitality, where patterns of retention and achievement are lower than average, both locally and nationally) as well as on aspects of programme delivery such as initial assessment, quality assurance, management of provision, and links with employers.

To put it simply, there are certain points in the learning process where risks can be significant:

- > Is the learner properly assessed before starting a learning programme? If not, there is a risk that he/she will start a programme that is not right for them, making it likely that they will drop out at some point - perhaps sooner rather than later.
- > Is there a clear understanding between the provider and the learner about what the programme covers, how long it will take and how progress will be monitored and assessed? If not, the learner may become disaffected because of unrealistic assumptions about how quickly he/she will progress. Equally, if the provider does not offer enough feedback on progress, the learner might become demoralised.
- > Is the learning programme providing benefits for the individual and (where appropriate) the employer? Are employers playing their part in supporting the learning programme and keeping the learner motivated? If not, there is a greater risk of the learner dropping out.
- > If for any reason the learner is thinking of dropping out, how well does the provider support him/her? With the right support and advice, the learner may decide to stay in learning.

A lot of this is practical commonsense, but experience has shown that it cannot be said once and then forgotten. We will continue to work with providers to home in on the points where mistakes can be made or where learners are at greatest risk of dropping out, so as to increase retention and achievement across the sub-region, but particularly in those areas where retention rates are currently the lowest.

### Capacity building for providers

Ultimate responsibility for quality improvement rests with providers. Capacity building will need to be focused on the specific needs of the various providers in the network. Funding will be available through the Standards Fund to support some of this activity, and we will encourage LSC-funded providers to show evidence of investment of their own resources in this crucial area.

Areas we will particularly promote include:

- > developing professional competence on the part of practitioners
- > developing management competencies at all levels
- > supporting providers to develop and use robust management information, quality and financial control systems
- > supporting providers to develop and implement continuous improvement plans (including identification of weaknesses and application of good practice).

There are also significant capacity building issues for LSC staff in relation to our quality agenda. This will be included as part of our Quality Improvement Strategy.

## Implementing quality - processes and procedures

Key to the implementation of the Quality Improvement Strategy will be a range of processes and procedures, specifically including:

- > the preparation by providers of rigorous self assessment and development plans
- > inspection of providers by OfSTED and ALI and subsequent development plans to take account of inspection findings as appropriate and/or action plans to address issues raised by the inspection
- > provider performance review, by which the LSC will regularly review provider performance, identify strengths and weaknesses and plan how best to work with providers to support continuous improvement and tackle weaknesses; the guiding principle will be that intervention should be in inverse proportion to the quality of the provision, such that we will work most closely with providers giving us cause for concern and at arm's length with providers with a track record of excellence
- > provider financial assurance - a process applied rigorously by local office staff on the basis of nationally-agreed guidelines and procedures.

## Supporting quality through the Standards Fund

From 2002, local LSCs will have discretion to allocate Standards Fund to support identified local needs. This arrangement will take the place of the previous formula under which FE providers (and in 2001, providers of work-based learning) received an allocation more or less automatically according to certain prescribed conditions.

In common with other local LSCs, we will be preparing a policy that will describe how local priorities are to be identified for this purpose and how decisions will be taken on the allocation of funding. These arrangements must meet two tests above all others: they must be transparent and objective.

We anticipate that the largest part of the Standards Fund will be allocated to help providers address weaknesses. These may have been identified through external inspection (eg by ALI or OfSTED), by the provider's own self-assessment process, or as a result of the LSC's work on provider review. We would generally expect the provider to contribute to the costs of implementing development plans.

In addition, we are likely to allocate a part of the Standards Fund to enable providers to build on provision which is already satisfactory but which has the potential to become good or excellent; and we may help providers maintain and/or disseminate information about provision that is of an exceptional quality.

## Measuring quality

Inspection reports provide the best basis for assessing the quality of education and training provided. The LSC is currently working to develop a coherent set of performance indicators across all provision, which will build on those used previously.

As well as having a framework to assess the quality of what is delivered, we also want to measure the degree of satisfaction of learners, employers and other interested parties. Nationally there are plans for a regular and systematic learner survey to gather learner feedback. At the local level, we will work with Learning Partnerships, Connexions and individual providers to develop and implement a variety of means of collecting feedback from learners and non-learners in all age groups, including post-course questionnaires and interviews, focus groups and innovative approaches such as the use of dramatised presentations to bring issues to life and provoke discussion.

**We will focus very strongly on certain key aspects of provider performance and attitudes, including:**

- > strength of the leadership shown by the provider's senior managers
- > commitment to quality
- > commitment to staff development, including updating vocational and subject-specific knowledge and skills, and the skills specific to the delivery of learning.

We will explore ways of supporting management and organisational development through established channels (eg the work of the Learning and Skills Development Agency) and by new and emerging opportunities such as the Leadership College. We will help small, local providers to access management and organisational development support through local networks and providers.

### **Best Practice**

Sharing good practice is a vital element of developing a culture of continuous improvement. A number of local providers already demonstrate good and excellent practice in particular aspects of provision, and we can call upon many national examples that we and local providers can learn from. We will work with others, including LSDA and the inspectorates, to undertake a range of activity to support the dissemination and application of best practice locally. Similarly, we will work with the LEAs and with local schools to ensure that the development of provision in school sixth forms can be informed by examples of good practice in other sectors, such as FE. We will take a particular interest in promoting good practice in risk management.

### **Area reviews**

The LSC will work with partners - most importantly, the Local Education Authorities for the City of York and the County of North Yorkshire and the respective Learning Partnerships - to conduct area reviews. These will be based on the principles underpinning area inspections carried out by OfSTED and the Adult Learning Inspectorate. They will help the partners to identify overall strengths and weaknesses in local provision and to develop joint plans for remedial action and the future development of provision.

### **Centres of Vocational Excellence**

A specific aspect of our approach to promoting high standards and recognising quality will be our support for Centres of Vocational Excellence (CoVE) programme announced in November 2000.

CoVEs are intended to develop new, and enhance existing, excellent vocational provision that will be focused on meeting the skills needs of employers, locally, regionally, nationally and sectorally. They will focus on developing the skills and careers of those already in work, enhancing the employability skills of new entrants to the labour market, and the employment prospects of those seeking work (including self employment). Amongst a range of other requirements, they should support non-traditional entrants to the vocational areas of work and have high progression rates for students into Level 3 and Level 4, into further and/or higher education, employment, or promotion within employment. Initially, only FE institutions are eligible for support under the CoVE initiative, but this will be extended to providers of work-based learning later in 2002.

Nationally it is anticipated that half of all general further education colleges in England will have at least one CoVE by 2003/04 creating a network of strategically distributed high quality centres, taking account of local, regional, sectoral and national needs. Centres are eligible to receive up to £300,000 in year 1, and as a rule providers will be encouraged to budget for a 60% capital 40% revenue split. The CoVE initiative is a three year process and there will be more than one round of CoVE applications. It seems likely that this would mean no more than four or five CoVEs in North Yorkshire by 2004.

**When deciding which proposals should progress at each stage, we will consider a range of factors including:**

- > the strategy - whether it meets a skills priority locally and regionally
- > the capacity - whether the college has the capacity to take it forward
- > the quality - whether the existing quality of work in this area is already sufficient, or can be raised sufficiently in a relatively short timescale
- > the provision - whether it centres on Level 3 skills and progression to higher levels
- > finance - whether the money will be spent appropriately.

**In terms of local priority skills needs, based on consultations and other work in support of local Strategic Planning and other aspects of sub-regional planning, we believe the main priority areas for North Yorkshire are:**

- > ICT
- > rail (because of York's position in the regional and national rail infrastructure)
- > supervisory and management skills, especially for small and medium-sized businesses
- > tourism and hospitality
- > the land-based industries (especially to support new forms of land use, cropping etc)
- > the care sector.

Other areas for consideration are engineering manufacturing, performing and creative arts and retail.

## Equal opportunities and diversity

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

The Remit Letter states that the Council is expected to build equality of opportunity into all of its policies, programmes and actions. This will mean integrating equality of opportunity into all aspects of our work both as an employer and as a funder/deliverer of services. But our overall aim can only be achieved if employers and providers of education and training do more than merely comply with legislation on race, gender and disability. This requires an explicit commitment to offer learner centred training, to discourage discrimination and to include all social groups within all aspects of their work.

### **The LSC's national equal opportunities strategy has the following overarching objectives:**

- > to develop the LSC as an equal opportunities employer and organisation
- > to develop the LSC as a champion of equality
- > to embed equal opportunities into all policies, programmes and actions
- > to report on progress towards equality.

In North Yorkshire a local equal opportunities and diversity strategy will be finalised in 2002. An annual action plan will also be drawn up showing in more detail how the strategy will be implemented and monitored. This will include the identification of gaps in access, participation, retention and achievement and the use of equality-related targets and performance indicators to measure progress.

The strategic overview will be based on comparisons of local population data against patterns of participation in post-16 further education and work-based learning to identify any groups that may be under-represented in particular areas of education or training. Similarly, data on learning outcomes is being analysed to identify gaps in provision and reveal any equality gaps in the attainment of qualifications or jobs that leave particular groups at a disadvantage in the labour market.

Initially we need to establish baselines for current performance, identify issues that may be limiting equal opportunities and social inclusion, and develop action plans to ensure that these issues can be addressed. In considering current performance of LSC funded programmes, differing amounts of data at different levels of detail, covering different time spans are available for analysis.

For work-based learning programmes a considerable amount of detailed information for 2000/2001 is available for the sub region and at provider and programme level. Initial analysis of performance suggests there are issues in the achievement of Modern Apprenticeships in terms of replicating traditional stereotyped options. This stereotyped participation continues to reinforce both skill and gender pay gaps. Work-based learning providers will be set performance targets covering gender, disability and ethnicity. Starts and leavers with a qualification will be monitored.

Within further education, information tables have recently become available for 1999/2000 at institutional level, and for Adult and Community Learning (ACL) some figures are available in Learning Plans. There is a need to work with individual providers of learning in FE and ACL to enable us to build the overall picture and comprehensive baseline data. This also applies to other related LSC funded activity in areas such as Information, Advice and Guidance and Education Business Links.

Softer feedback about issues and action that may be needed comes from a range of sources, including widening participation projects, the Basis Skills networks and the Learning Partnerships. At national level the FEFC report "Widening Participation and Raising Standards" (2000) concludes that there is no "typical" widening participation learner thus highlighting the need for flexibility in addressing the individual needs of all learners. Two specific difficulties identified in North Yorkshire are transport and access due to the rural nature of the area.

The TEC Household Survey provided information about qualifications and barriers to participation in learning. These included:

- > family responsibilities - this particularly affected females with 20% mentioning childcare and 14% family commitments, compared to a much smaller number of males (1% and 3% respectively)
- > 19% of learners with a disability cited this as the reason for not undertaking learning
- > 42% of females have achieved a Level 3 qualification compared to 47% of males
- > part-time workers are less likely than full-time workers to have qualifications and the larger percentage of part-time workers are female
- > wage levels increase with qualification levels
- > childcare responsibilities were cited as a barrier to finding work (26%).

The survey identified that the age group 25-34 were potentially a valuable source of higher qualified labour to local industry, if they could participate. Encouraging employers to consider work-life balance strategies within the workplace would help to address this issue. It was also identified that the longer carers were out of the labour market the greater the need for re-training.

The survey also investigated the impact of disability and ill health on an individual's capacity to work. Many of those aged 45-54 cited this as a barrier to finding work, however younger people did not consider this as much of a barrier.

The impact of age on those wanting to participate in the labour market highlighted that those aged 55-64 considered themselves too old to find further employment. There is an expectation that the younger qualified workforce will take up the vacancies left by the experienced older worker, however there is a risk of losing expertise before the younger workforce are ready to take up these challenges. The impact of this transition will take several years to manifest itself.

The Equal Opportunities Strategy for North Yorkshire will take into account the analysis of information from both "hard" and "soft" data sources. Within an action plan that is owned and endorsed by local stakeholders we intend to set targets and performance indicators to tackle under representation, underachievement, and stereotyping in terms of gender, ethnicity, age, disability and other people facing disadvantages in particular occupational and learning sectors.

Consultation and partnerships with providers and other key agencies are essential if the LSC is to achieve its goals. We will consult widely on our strategy, working particularly through the Learning Partnerships and through the Equal Opportunities Advisory Group which is supporting the LSC on the development, implementation and monitoring of its strategy. This Group is chaired by the LSC Executive Director and its membership includes representatives of other key partners and community groups together with local Council Members and other senior staff of the LSC.

#### **Priorities for action are likely to include:**

- > gender stereotyping
- > young people with low or no qualifications, including poor basic skills and/or multiple disadvantages (eg homelessness, criminal records etc)
- > adult basic skills (covered in more detail elsewhere in this strategy)
- > older people who are, or consider themselves to be, excluded from learning and work
- > people disadvantaged by location, especially people in remote communities
- > access to learning and employment for people with disabilities
- > people from an ethnic minority background.

Although there are relatively few people from ethnic minority backgrounds in York and North Yorkshire - as illustrated in the following table - their needs should not be overlooked. In particular, we will work with partners such as Craven District Council to understand and address the needs of the ethnic Pakistani community of Skipton East, and with Scarborough Borough Council to identify ways of supporting people from ethnic minorities who are, or may feel, excluded from learning.



## Ethnic minority population by Local Authority District

District	Overall Population (16-64)	Ethnic minority %
Craven	32,055	0.8%
Hambleton	56,455	0.5%
Harrogate	98,777	0.1%
Richmondshire	33,523	0.5%
Ryedale	29,944	0.0%
Scarborough	66,603	1.4%
Selby	46,730	0.1%
York	116,558	2.2%
North Yorkshire (incl York)	480,645	1.2%

Source: York and North Yorkshire Household survey 2000

### Learner health and safety

The external health and safety strategy of the Learning and Skills Council North Yorkshire is based on the national strategy issued in April 2001. It is designed to ensure that learning providers who have the primary duty of care to the learners consistently meets satisfactory or better standards of health and safety in the interests of their learners, whether on provider premises or elsewhere whilst engaged in learning.

In order to achieve this, all providers have been issued (and new providers will be issued) with the pre-contract Health and Safety Gateway Questionnaire that is then used as the basis for the initial monitoring process. The questionnaire is used for work-based learning and any other provision where learners are involved.

From the initial monitoring of providers, an action plan based on raising standards in health and safety of the learner will be drawn up and agreed with the provider. The provider will be actively encouraged to promote the concept of the safe learner in all areas of employment.

Providers will be required to produce a Self Assessment of their own organisations, which will include a section on health and safety. From the assessment, the local office Health and Safety Auditor will assess the effectiveness of the document to promote continuous improvements in health and safety.

**The performance of providers will be reviewed every six months and in particular, concentrate on the following health and safety areas:**

- > Staff competence (Health and Safety Management Plan and staff qualifications)
- > Induction and supervision of learners (Learner understanding of and commitment to the safe learner/worker concept, induction programmes and level and quality of supervision)
- > Accident reporting and investigation (accident reporting systems, investigation plans, timely reporting in accordance with LSC guidelines)

Learners will be visited at providers and sub-contractors locations. The visits to the learners will be based upon risk of occupation and providers performance. Providers with a low performance rating will be subject to more learner visits.

**As a guide, the number of visits to be undertaken to providers/employer each contract year will be:**

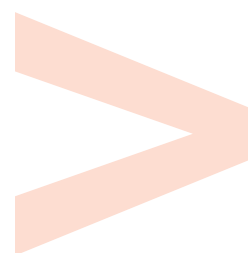
- > High-risk occupation area - a sample selection of up to 12%\* of placements per contract year subject to a minimum of 3.
- > Medium risk occupation area - a sample selection of up to 8%\* of placements per contract year subject to a minimum of 3.
- > Low risk occupation area - at the discretion of the local Health and Safety Adviser

\*This figure will be dependent on the performance grading of the provider at each half yearly review.

Accident investigation is the prime responsibility of the provider. However, accidents categorised as major may result in the local LSC's Health and Safety Adviser visiting the accident site in conjunction with the provider. Other accidents may be visited with the provider based on the judgement of the local Health and Safety Adviser.

Accident statistics will be maintained at the local LSC Office as well as national office to identify trends in accidents and introduction of systems to avoid recurrence.

We will consider applying Local Initiative Funds and the Standards Fund to support training and other development activity which improves the competence of provider staff to manage health and safety for the benefit of learners and colleagues.



## Allocating mainstream funding for further education, school sixth forms, work-based learning and LEA-sponsored adult and community learning

Between them, further education, school sixth forms, work-based learning for young people and Adult and Community Learning (ACL) represent the bulk of the budget of the LSC North Yorkshire. Over the next two to three years, funding methodologies will be brought together so that there is greater consistency and transparency across the different sectors.

The way these funds are allocated quite rightly limits our ability to direct funds at the micro level. The LSC applies the policy that funding should as far as possible follow the learner. Providers have the task of researching and providing for learner needs, and must on occasion have the scope to respond rapidly and flexibly to changes in demand.

For example, FE colleges and LEA providers of adult and community learning may plan to deliver a particular mix of provision in any given year, but enrolments may vary between types of programme (eg academic and vocational) and between curriculum areas (eg engineering and art and design). LSC funding methods allow colleges and ACL providers to take account of such fluctuations in demand by reducing or increasing learner numbers in any given area.

The corollary of this is that in the very short term the LSC does not have a generalised power to instruct colleges or ACL providers to make a particular type of provision, nor to veto provision, other than in the context of concerns about provision that falls below acceptable standards of quality. We will therefore work with providers to make sure there is a good balance between the needs of learners and the supply of learning over a longer period, taking care not to cause unintended damage to providers or any aspect of good and excellent provision.

The LSC's role in relation to school sixth forms is less direct. Our relationship is largely via the two LEAs. However, the Green Paper published in February 2002 calls for a more coherent 14-19 phase of learning and this has clear implications for schools with sixth forms, for example in terms of making more vocational opportunities available to young people and giving opportunities for gifted young people to progress rapidly. This is likely to mean finding ways to promote further collaboration between sixth forms and between sixth forms and other LSC-funded providers.

In relation to work-based learning (WBL) providers, the LSC inherited a pattern of provision in North Yorkshire that appears largely to meet local needs. However, the situation is not static and in any case, the Government has accepted the recommendations of the Cassels Committee for reform of Modern Apprenticeships and the introduction of a new Entry to Employment programme.

The respective roles of employers and providers will change significantly, and we anticipate that we will need to re-consider the overall pattern of support for WBL in the sub-region. During 2002, we will set out detailed plans for achieving this.

### **Our aims will include:**

- > working with providers with an established track record of providing good quality support to learners and their employers

- > promoting collaboration between providers in order to extend choice and opportunities in all parts of the sub-region
- > developing effective plans for the delivery of learning linked to the proposed apprenticeship technical certificates (which may include working with providers not currently associated with WBL delivery, including schools)
- > promoting WBL as a direct alternative to other learning routes, with equivalent status and similar opportunities for progression into other learning, including higher education.

### Allocating the Local Initiatives Fund (LIF)

New projects and initiatives funded via the LIF in 2001-02 were identified by the following process:

- > consulting Local Learning Partnerships on priorities
- > taking account of national and regional priorities
- > preparing a prospectus
- > inviting expressions of interest
- > inviting short-listed bidders to develop detailed delivery plans
- > contracting with successful partners.

In addition, LIF was used to support a number of projects and services previously dependent on support from North Yorkshire TEC.

In future, the LSC will take a more targeted approach to the use of LIF to support the priorities identified in this Strategic Plan. Although a prospectus will be prepared, it will include details of projects (eg research and/or development projects) and initiatives that we wish to be delivered in the area, and will invite tenders rather than speculative bids. That said, a proportion of the LIF will be set aside to support wholly new ideas brought forward in the course of the year or to respond to issues which arise unexpectedly - for example, a disaster on the scale of the Foot and Mouth Disease epidemic.

#### Priorities are likely to include:

- > the provision of informal learning opportunities which provide a first step back into learning for adults with little or no recent experience of learning
- > the provision of courses which meet the stated needs of local employers (eg for ICT and key skills), and which provide opportunities (a) to support employers (including start-up businesses and voluntary sector organisations) in target sectors, clusters and/or localities and (b) to offer employers support to carry out training needs analyses which result in greater employer engagement in workforce development
- > actions to support the priorities of the local and area Learning Partnerships and the Sub-regional Action Plan
- > activities that bring new partners into work to support community and family learning, such as health and care professionals

- > projects and initiatives that support adult basic skills and key skills such as teamwork and problem-solving, including (for example, but not exclusively) family learning and ICT-based provision
- > promoting learning in all its forms, in line with the regional Skills Action Plan focus on promoting a culture of lifelong learning
- > innovative approaches to the development and delivery of learning
- > activities that help disseminate objective information and advice about learning and career choices
- > projects to increase the number of people holding Level 3 or higher qualifications
- > capacity building in the voluntary and community sector
- > opening access to learning and extended choice in deprived localities
- > enhancing education-business links and related activity.

It must be stressed that this is not an exhaustive list and that full details will be set out in an annual prospectus to be issued early 2002.

### Allocating the workforce development fund

The fund will be deployed in line with the priorities for engaging employers identified earlier in this plan, including:

- > contracting with Business Link York and North Yorkshire for the delivery of workforce development services to businesses employing fewer than 250 people
- > working with sectors and/or clusters of employers (directly and via relevant organisations such as NTOs/SSCs) to engage more employers in workforce development
- > promoting the use of the Investors in People standard as a tool for organisational and workforce development
- > offering learning opportunities which meet the stated needs of local employers, ensuring that wherever possible employers in target groups have the opportunity to follow this up by working with the LSC or others to undertake a training needs analysis
- > supporting the training of key workers who can act as workforce learning champions
- > working with trade unions to support the work of workplace learning representatives.

**Our starting point will be to find out about employers' own priorities. We will do this by talking to individual employers located in North Yorkshire and to groups that represent them, such as selected NTOs/SSCs, regional cluster groups and York and North Yorkshire Chamber of Commerce.**

Our approach to workforce development will include working with sectors or clusters of employers. As noted already, some are especially important to North Yorkshire, including construction, cultural heritage, engineering (manufacturing), science-based employers, hospitality, the land-based industries, the voluntary sector, travel, sports and recreation, the care sector, the rail industry, retail, logistics, food and drink, local government and education.

However, we will not try to be all things to all employers. We will instead consider what can be learnt from the targeted approaches adopted by other bodies involved in business support and economic development such as Business Link York and North Yorkshire and Yorkshire Forward.

**Business Link York and North Yorkshire** has adopted a tiered approach to business support that takes this situation into account. The policy is to provide at least a minimum level of advice and support to any business that requests it. However, more in-depth support is available only to businesses that show certain characteristics, such as operating in high value-added sectors of the economy and having the ambition to grow the business. This is called “market segmentation”.

The market segmentation model means that resources can be targeted to those businesses most likely to benefit. Intervention by Business Link is expected to result in the businesses concerned expanding more rapidly, with greater confidence and success, thereby achieving greater profitability and securing good-quality employment opportunities for more people.

**Yorkshire Forward** has also adopted a targeted approach to business development, in this case based on the concept of clusters - that is, supporting the development of businesses in specific industry sectors. Of particular relevance to North Yorkshire is support for the food industry and for science-based businesses.

In addition, Yorkshire Forward has developed a business birth rate strategy to promote the creation and survival of more businesses in the region. This is based on evidence that regions of the world with the highest business birth rates typically experience above-average growth in GDP and jobs. There are links, too, with regional action for rural regeneration, including a focus on market towns as poles of local economic development.

In developing our own approach, we will aim to take full account of the workforce development needs identified by employers themselves. For example, many employers are keen for their staff to learn more about IT. We will encourage providers to offer this in ways that fit in with employers’ needs.

In many cases, this sort of learning might provide a useful starting point for developing a continuing relationship with an employer. If they believe this initial experience has been of real value to their organisation, they are likely to be open to ideas about further training and development. Central to developing a lasting relationship will be a better understanding of the full range of skills issues affecting the employer, for example by helping with a training needs analysis.

We will also encourage employers to share experiences and to learn from each other. Our role will be to facilitate this, directly or via providers or other intermediaries.

We will try to avoid the use of jargon - including acronyms - that confuse employers. Linked with this, we will work with partners to provide straightforward explanations of policies on learning, current qualifications and so on, and to establish consistent and appropriate standards for service delivery to employers (notably, by supporting the quality standards developed by Business Link companies in the region). The Framework for Regional Skills and Employment Action will provide an opportunity to explain to employers how different organisations such as the LSC, Business Link and Yorkshire Forward work together to support employers.

All aspects of our approach to workforce development will be drawn together in a further strategy document to be prepared in 2002, taking account of the national Workforce Development Strategy of the LSC and the report of the Cabinet Office Performance and Innovation Unit to be published in the summer.

## Allocating European Social Funds

### (a) Objective 3

The LSC North Yorkshire was approved as a co-financing organisation (CFO) for ESF Objective 3 in autumn 2001 with the aim of co-financing a limited number of measures initially and extending the arrangement in April 2002. In setting early priorities, we consulted local Learning Partnerships and reviewed research that they and others had carried out. We also took account of issues identified in the reports of the National Skills Task Force and the feedback gained from local partners and providers at consultation events. We also reviewed the priorities set out in the region's skills action plan.

Based on this analysis, the following key aims were agreed for the first round of co-financing:

- > to support progression through learning
- > to develop flexible opportunities for young people in the 16-19 age range
- > to address basic skills issues
- > to develop ICT (Information and Communication Technology) skills for all
- > to encourage and engage those least interested in and/or not currently involved in learning
- > to develop higher level skills
- > to address equal opportunities issues
- > to promote lifelong learning.

To support these aims, we decided to co-finance measures under three Objective 3 priorities from autumn 2001:

#### **Priority 2 - Equal Opportunities for all and Promoting Social Inclusion**

Strategic Objective: To reduce the impact of disadvantage faced by excluded groups and support their integration into the labour market through target group or area based approaches.

### Priority 3 - Lifelong Learning

Strategic Objective: To widen participation in lifelong learning so that more people continue throughout their lives to develop their knowledge, skills and understanding and improve their employability in a changing labour market.

### Priority 4 - Adaptability and Entrepreneurship

Strategic Objective: To improve the skills base and adaptability of the employed labour market.

During 2002 we will extend our ESF status to include a larger number of priorities and measures. In taking this forward we will work with other CFOs (likely to include Jobcentre Plus and Yorkshire Forward, as well as neighbouring local LSCs) to agree joint plans and wherever possible common processes, so as to keep bureaucratic requirements to the minimum.

## (b) Objective 2

Parts of the county of North Yorkshire are eligible for support under ESF Objective 2. This is part of the overall structural fund which supports regions suffering from the decline of particular industries and services, including those rural areas most dependent on agriculture, most sparsely populated and most threatened by disappearing services. Parts of the area affected by a decline in the fishing and tourism industries are also eligible for support.

As with Objective 3, there are five priorities in the 2000-06 programme:

Priority 1 - a new entrepreneurship agenda

Priority 2 - bringing down barriers to competitiveness

Priority 3 - supporting community-led economic and social renewal

Priority 4 - capturing the employment benefits of diversity

Priority 5 - objective 2 investment partnership.

Priorities 1 and 2 include measures to support skills, for example employee development programmes for small businesses up to 36 months old which have also benefited from support under other relevant measures, graduate work placements and higher level business management skills.

Although the Learning and Skills Council will not operate as a co-financing organisation for Objective 2, we have already agreed to manage the funds for skills development in the Objective 2 areas of North Yorkshire. Skills and learning which support the development of small businesses in the most deprived parts of the area link directly with the priorities identified regionally and locally by Yorkshire Forward, local Learning Partnerships and others.



## Supporting learners with additional needs

### Learners with learning difficulties or disabilities (LLDD)

One of the duties of the LSC is to ensure that it can secure residential placements for those learners over 16 with severe learning difficulties and or disabilities. This is a statutory duty under the Learning and Skills Act 2000.

The process to identify a residential placement usually begins at least a year before the start of the placement. North Yorkshire Careers Guidance Services have the responsibility for the preparatory work with the family and the learner and subsequently the submission of the residence request for funding to the LSC.

Panel meetings are convened between February and August specifically for the purpose of considering residence requests. The panel include professionals from the LSC, guidance services, Local Education Authorities and social services within York and North Yorkshire. Each individual request is assessed against nationally agreed criteria.

Some learners currently at a specialist college outside the sector on a course, which falls within the LSC's duties, may wish to extend their placement beyond the duration originally agreed. The LSC would only expect to receive a request to extend the originally agreed placement: for learners currently funded by the LSC for a period shorter than originally requested; or where the learner has completed their original course of study and wishes to undertake further study; or in very exceptional circumstances when a learner may require a further period to complete a course of study. Again each individual request is assessed against nationally agreed criteria.

LSC North Yorkshire agreed 18 new placements and 34 extensions to original placements for young people from the North Yorkshire area in residential colleges commencing September 2001.

The only specialist LLDD residential college within York and North Yorkshire is Henshaw's College in Harrogate, which specialises in provision for visually impaired students. It has approximately 50 learners funded by the LSC nationally.

### Lifeskills

The Lifeskills programme is open to all young people aged 16-18 who have barriers preventing them from accessing training and employment opportunities. The programme is run by a consortium across the whole county. Each young person is allocated to a mentor who works with him/her to tackle problems that can range from substance abuse and homelessness through to motivation and lack of confidence. Mentors will also offer literacy and numeracy help plus job taster sessions. All Lifeskills participants have the opportunity to attend short residential courses either involving outward bound activities or art/design activities.

These residentials encourage communication and team building skills. Young people are encouraged to progress into employment with training and further support is available to them both at the transition point through the mentor and through support offered by their new training provider.

## Additional Learning Needs/Additional Social Needs (ALN/ASN)

Work-based learning providers are able to draw down extra funding to support young people who need extra help to enable them to continue to access learning. Support for ALN covers literacy and numeracy help including dyslexia support where required. Support for ASN covers whatever is required to help a young person overcome barriers like erratic attendance, offending behaviour, drug/alcohol problems, health problems, poor communication skill, low self esteem etc.

## Allowances and Expenses

Where an employer is initially unable to pay a wage to a young person, the learning work-based learning provider can draw down allowances to support the learner. Help with paying for childcare and also with purchasing essential equipment is also available.

Providers can also draw down money to fund one-off type items. In the past these have covered items such as dyslexia assessment, a special desk which allows wheelchair access, modified keyboards, cameras for young people with literacy problems etc.

## Adult and Community Learning

Adult and Community Learning in the LSC North Yorkshire area is delivered in the main by the Sub-region's two LEAs, North Yorkshire County Council (NYCC) and City of York Council (CYC). Both LEAs deliver ACL directly, not contracting out any provision. NYCC also receives LSC funding for accredited FE provision as a former External Institution and CYC delivers franchised provision on behalf of York College. The table below gives some indicative figures for the LEAs' plans for ACL in 2002/03:

LEA	North Yorkshire CC	City of York Council
Planned learners 2002/03	15500	5340
Increase on current year	3%	3.5%
Learners per 1000 of adult population	35	38
LSC spend per learner	£115	£107

The LEAs have displayed excellent progress in establishing their arrangements for maintaining, improving and reviewing their quality of provision, preparing self-assessment reports and development plans and preparation for the LSC performance review process and eventual inspection by the ALL. As is common throughout ACL, the LEAs are faced with the challenge of bringing measurement to what has been a largely unquantified field and will welcome all clear and relevant guidance in this area.

The majority of provision is in the form of traditional Adult Education, for example evening classes in arts and crafts, keep fit, and conversational foreign language courses. Such provision enriches the lives of learners, many of whom are retired, and promotes social cohesion in the many small rural communities spread around the sub-region. Both LEAs also offer a large and increasing array of ICT courses, from basic introductions to computers through web design classes to courses leading to accredited qualifications like CLAIT and European Computer Driving Licence ECDL. Over 14% of the adult learners in the area are enrolled on ICT courses.

## Ufl/learndirect

University for Industry Ltd (Ufl) was established in April 1999 "to boost individuals' employability and organisations' competitiveness and effectiveness by:

- > inspiring existing learners to develop their skills further
- > winning over new and excluded learners
- > transforming the accessibility of learning in everyday life and work."

The company now has two main operational functions:

- > **learndirect** - the national learning advice service referred to in the previous section which provides information and advice at national level on over 550,000 courses via dedicated telephone and website facilities
- > **learndirect** - the national e-learning service which offers, through partners, internet access to over 400 on line courses available at home, in the workplace, or in one of the **learndirect** network's 1,300 Learning Centres.

The strategic objectives for Ufl include:

- > **learndirect** will be the vocational e-learning choice for the workforce and for individual citizens
- > **learndirect** will take a lead in vocational e-learning through the use of innovative and appropriate ICT solutions for all learners

The e-learning service operates through a network of Hubs and Learning Centres. The Hub for North Yorkshire was one of the earliest to be established. The Hub currently contracts with Ufl through a managing agent and with the LSC through a recipient college. However, a Hub company limited by guarantee was established in 2001 and the company has expressed interest in a direct contract with the LSC from 2002 onwards.

The current strategy of **learndirect** includes emphases on basic skills, reaching disadvantaged communities and excluded learners, as well as working with SMEs. Working with **learndirect** and other partners the LSC will aim to achieve a coordinated strategy for delivery of on-line learning, ensuring that it is widely accessible to individuals and businesses.

## Information, Advice and Guidance

A key strategic aim of the LSC is to provide higher standards in information, advice and guidance (IAG) on learning and work related skills - this is key to the success of the LSC lifelong learning policy. As a part of encouraging individuals to take up learning opportunities it is imperative that they take up learning that is appropriate to their needs and is delivered in a way that suits their learning style. All learners and potential learners need access to high quality, comprehensive and impartial information and advice about local learning and work opportunities, and their relevance to the labour market.

The LSC aims to ensure that appropriate information and advice services are accessible to all members of the community free of charge, with particular attention given to the needs of disadvantaged clients. We will contribute to this directly through our contract with the local Information Advice and Guidance Partnership which funds delivery of Information Advice and Guidance (IAG) through a co-ordinated network of information, advice and guidance providers and indirectly through our wider partnership activity. This will build on the substantial development of quality IAG services that has taken place in North Yorkshire over a number of years, involving a wide range of partners.

#### **We will work with partners to ensure:**

- > the continued development of the IAG network and further involvement of other partners particularly the voluntary and community sector, trade union learner representatives and basic skills specialists
- > the on-going implementation of appropriate quality standards and related accreditation
- > complementarity of all IAG provision throughout the sub-region whether funded directly by the LSC or not
- > appropriate links with Employment Service (Jobcentre Plus), Connexions, Higher Education Careers Services and other providers
- > an effective interface between the IAG Partnership and [learnirect](#) with access to comprehensive up to date local learning information
- > via the network, further enhancement of our understanding of the needs of adults through the collection of information on barriers to participation in learning (often these include funding, time, transport difficulties, lack of childcare opportunities)
- > close working arrangements with the DfES funded guidance pilots
- > that providers of learning have appropriate IAG at the heart of their plans and the way they work with learners.

#### **Basic skills**

Nationally it is estimated that 7 million adults fall below the basic skills threshold - that is, they are below the standard expected of an eleven year old. In North Yorkshire, as referenced earlier, there is an estimated 13.5% of the population with low literacy skills (57,000 people) and 19.1% with low numeracy skills (80,000) people. The national target is to reduce the number of adults with poor basic skills by 750,000 by 2004; for North Yorkshire this translates into the expectation that we will help over 8,500 people improve their literacy and/or numeracy skills by 2004.

Basic skills teaching for adults is delivered in North Yorkshire mainly by the colleges in the further education sector and the two Local Education Authority Adult and Community Education services. In addition, learning is delivered by Employment Service providers, prisons and probation services, work-based learning providers, trades unions and providers within the voluntary and community sectors.

In 1999/2000 there were 1,626 learners in the FE sector leading to 2,309 enrolments, a 44% increase from 1997/98. Of these enrolments 1,232 (56%) led to the achievement of a qualification. Our target is 8,903 new learners to achieve a qualification by July 2004. To reach this we need to see a significant annual increase both in learner numbers and in qualifications achieved. We need firstly to be clear where our strengths lie, and ensure that we learn from them and build on them. Secondly we need to identify where we need to increase, enhance or change provision, and set up action plans to deliver improvements

Clearly the long term aim is the virtual elimination of poor basic skills in adults. Along the way it would be good to see a culture change, where adults can talk about difficulties with reading and writing in the same way we may now talk about being confused by decimalisation, or not knowing how to use our video recorders. Our challenge is to reach out to those people who have difficulties with literacy and numeracy, identifying their needs and encouraging them to engage in learning and skill development by providing a range of learning opportunities that will overcome the barriers that have prevented them from learning in the past. This can only be achieved if the organisations working with individuals in a range of different ways work together in partnership. Already in North Yorkshire there are two well-established networks of basic skills providers, one in York and one in North Yorkshire, now operating as sub-groups of the two Learning Partnerships. Through the work of our Basic Skills Manager the LSC is already closely involved with these networks and two very successful joint events were held in the autumn of 2001 - a drop in Resources Day in November and a Basic Skills conference in December.

#### **Other current work includes:**

- > developing progression links for family learning, involving a library service and a local [learndirect](#) centre
- > developing new family learning materials mapped to the new standards
- > bringing together youth workers, artists and basic skills tutors to develop a programme for young remand prisoners and to improve progression links
- > developing links between local voluntary sector organisations, local information advice and guidance providers, and local basic skills tutors, to raise awareness of the benefits to disadvantaged clients of improved basic skills, and how to support them in accessing training
- > a joint project involving a number of FE colleges and an LEA to investigate ways of improving the integration of basic skills into their vocational courses.

The LSC is also undertaking research to provide more data to help to establish current participation and needs. Capacity building is also being supported through the Basic Skills Quality Initiative (BSQI) and other national initiatives led by the Basic Skills Agency and the Adult Basic Skills Strategy Unit, including the Brokerage Scheme that is targeted at work with employers.

Linked to Skills for Life, the LSC is currently preparing its Adult Literacy and Numeracy Delivery Plan. This will encompass more details about the plans we will be putting in place to help to achieve the necessary improvements in the literacy and numeracy skills of adults in North Yorkshire. It will include information about:

- > partnership working
- > data gathering on levels of need
- > data on existing provision and benchmarking
- > targets for participation, retention and achievement
- > innovative activities
- > the provider network, including the strategy for the development of new providers if required
- > promotion and marketing
- > equal opportunities and the links with basic skills
- > identification and dissemination of good practice
- > improving quality
- > monitoring and evaluation.

We have set a target to help an extra 8,530 people to improve their (accredited) basic skills by 2004, in line with the national targets adopted in the LSC's corporate plan. To achieve this, we estimate that we need to engage at least 20,000 people in basic skills learning, because fewer than half of the people who take part will want or be able to pass certificated tests.

### Education-Business Link Activities

In line with our priority to raise standards, the LSC is committed to ensuring that all LSC-funded education-business link (EBL) remains strongly focused on meeting clearly identified needs of individual students, teachers and other key members of school communities, and is relevant to businesses.

We are confident that the North Yorkshire Area Consortium (NYAC), established in 2000/01 and comprising all the key deliverers of EBL activity across the area, provides an excellent vehicle for us to meet our aims through its emphasis on a cohesive client-orientated approach. The Consortium is committed to ensuring that all its activities, regardless of the source of funding, are aligned to the aims and priorities of the LSC.

During 2002 we will continue to work closely with NYAC Consortium, both through our contractual relationship with its Lead Partner NYBEP Ltd and in a wider consultative capacity, to ensure that all EBL activity continues to support the overall key objectives of:

- > improving pupil motivation and attendance
- > supporting governance, management and leadership in schools

- > preparing young people for the world of work including employability
- > enhancing the delivery of the National Curriculum
- > delivery of key skills, including the wider skills such as creativity and enterprise.

In addition, we will be exploring with NYAC how its activities can be aligned to the Government's emerging 14 to 19 agenda, in particular the provision of high quality vocational learning opportunities linked, for example, to the delivery of vocational GCSEs.

Our ultimate aim, shared fully by the Consortium, is to see the establishment of individual agreements with schools for the delivery of a range of EBL activities, that are aligned with School Development Plans and wider LEA Education Development Plans, and support the development of both students and teachers.

To support the achievement of our overall aims and objectives we will continue to work with the Consortium in their establishment of:

- > robust mechanisms for accurate data collection and analysis with a view to securing accurate and up to date benchmarks against which to measure progress
- > an evaluation strategy and implementation tool on which to build continuous improvement and
- > a longer term work related learning strategy for all KS4 students across the area.

### Developing our internal capacity

To assist us in delivering our objectives we will ensure that we have a competent and qualified team of staff and that the organisation is well managed and well led.

We aim to attract and retain staff with good initial levels of knowledge, skill and aptitude, and who show a willingness to develop further. Recruitment policies follow best practice, and the LSC North Yorkshire is recognised as having policies that are positive about the employment of people with disabilities.

Once staff have joined us, we provide an environment which supports their continued development and ensures that they gain the full range of knowledge and skills to perform effectively. We have in place:

- > an in-depth induction programme which is tailored to each new member of staff
- > access to health and safety training for all staff
- > programmes to raise awareness of and commitment to equal opportunities and diversity
- > a rolling programme of staff awareness sessions to enable staff to improve their knowledge and understanding of the work of the LSC and of other national, regional and local partners.

We actively encourage staff to take part in networking with other LSC staff and to join relevant regional and national working groups as appropriate and as time allows. Several staff have been seconded to the national office in Coventry for varying lengths of time, and four have had experience of secondments to other organisations. We think this helps not just the individuals to gain experience, but the local LSC as a whole to gain through the cross-fertilisation of ideas.

Throughout the year all staff have regular reviews at which they have the opportunity to discuss progress against agreed objectives and to identify both development needs and forward plans and objectives. A local training plan is produced and updated regularly to take account of the needs of individuals, teams and the organisation as a whole.

Local Human Resources (HR) staff work closely with the LSC's national office staff and are responsible for implementing national HR policies at the local level. Projects under development include:

- > introduction of a new staff performance management system
- > culture and values workshops
- > a management development programme
- > training in core skills.

The LSC North Yorkshire has made a commitment to work towards the Investors in People standard.

We are also committed to making sure the LSC North Yorkshire is a safe and healthy place to work, and have supported training and development for all staff. We have a workplace health and safety champion and a number of first aiders.

### Consultation on the Strategic Plan

Consultation on the Strategic Plan has been comprehensive. In some respects, it pre-dates the formal launch of the LSC in April 2001. Formal consultation held in the period December 2001 to February 2002 included:

- > sending summary and background papers to over 500 partners and employers
- > sending papers to employer group members and others
- > discussion at an LSC/Chamber/Business Link/Regional Assembly joint consultation meeting with employers
- > LSC facilitated workshop sessions at the North Yorkshire and York Learning Partnerships conferences
- > discussion at meetings convened by other partners, including Business Link York and North Yorkshire, York and North Yorkshire Chamber of Commerce, the North Yorkshire Further Education College Principals' Forum, Shadow Connexions Board for York and North Yorkshire, North Yorkshire Executive Board, Learning Partnerships and voluntary sector forums
- > LSC-convened meetings with several local authorities, UFI, Yorkshire Forward, and head teachers of secondary schools



The LSC will develop its delivery plans alongside those of partners, including:

- > the Regional Economic Strategy, Regional Employment and Skills Action Plan and the forthcoming Framework for Regional Employment and Skills Action
- > the Connexions Service
- > the Basic Skills Action Plan for North Yorkshire
- > the Single Programme Document and Regional Development Plan (ESF Objective 2 and Objective 3)
- > Local Strategic Partnerships
- > Community Investment Prospectus and Community Investment Plans
- > Small Business Service/Business Link York and North Yorkshire
- > Learning Partnerships' Learning Plans.

### Evaluation of the Strategic Plan

The essence of our work lies in funding learning that meets the needs and aspirations of individual learners over the age of 16. Within this strategy we have set out a whole range of activities aimed at addressing this overarching goal. Rigorous evaluation activity will underpin all of our efforts to achieve the objectives as outlined within the strategy. Evaluation will help us understand better which of our actions work well, and which leave scope for further development.

In both a national and local context, the Learning and Skills Council is committed to both quantitative and qualitative evaluation. Our evaluation activity is seen as an essential part of the continuous improvement cycle. Continuous improvement is, and will remain, at the heart of all that we do and the ongoing evaluation of all of our activity will be built into our operational monitoring processes. Evaluation is also a key part of our work in promoting equal opportunities and diversity.

To support evaluation activity, the LSC North Yorkshire has dedicated staff with relevant skills and experience. They report to the Director of Quality Improvement, but have a brief to work with colleagues in all parts of the local LSC. They must be consulted on plans for the evaluation of activity whenever new projects or activities are planned, and will prepare an annual evaluation plan which will enable the Council to carry out regular reviews of the effectiveness of LSC activity.

Whilst the Learning and Skills Council will lead on the evaluation of the Strategic Plan, we will link our work with others in order to share experience and promote the dissemination of good practice. As we work towards meeting the learning needs of local people and employers, and as we begin to address the key priorities as outlined in the strategy, we will rely heavily on the feedback we receive from others.

Our stated objectives:

- > extending participation in education, learning and training
- > increasing the engagement of employers in workforce development
- > raising the achievement of both young people and adults and

- > raising the quality of education and training and user satisfaction will only be achieved through combined effort. We will need to get feedback and information from all partners, as well as from learners and non-learners. We will adopt a number of methods of collecting feedback, including:
- > through formal questionnaires and surveys
- > active involvement with local partnerships, agencies, networks and employer groups
- > public consultation exercises
- > customer satisfaction data
- > interviews and
- > focus groups and discussion forums.

More innovative approaches such as the use of dramatised presentations to bring issues to life and provoke discussion are also likely to be used, following successful pilots of this approach by other partners in the sub-region. Whatever the approach or methodology adopted we intend to make the feedback process as simple and unbureaucratic as possible.

Qualitative feedback will directly support the harder more quantitative national, regional and local labour market information and intelligence, data gained through our own management information system and our operational review processes. We will set clear benchmarks, indicators and milestones for all activities in order to provide a firm platform for measuring progress. These will take account of changes in the way the Government measures learner progress - for example, in relation to 16-18 year olds.

“We intend to change the format of the 16-18 school and college performance tables, so that the focus is on the percentage of students who complete a two-year course of study and who as a consequence attain qualifications at either Level 2 or Level 3. The details of this will be worked out as part of the annual cycle of consultation on the performance tables. It is likely that the new indicators will be reported alongside the existing point score indicators, to provide a rounded picture of institutional performance.”

Our internal human resources policies and procedures will also be rigorously evaluated. The performance of staff employed by the Learning and Skills Council is critical to our ongoing success and our ability to meet our goals.

A key element of effective evaluation is the sharing and dissemination of good practice and information. Evaluation will help us to identify examples of good practice throughout all areas of activity and share what we learn with others who may directly or indirectly benefit.

Finally, it is important to recognise that our strategy is not set in stone once and for all. We intend to keep it under review and if it seems necessary and appropriate to revise our plans in the light of experience, we will do so. Evaluation will allow us to assess on an ongoing basis if our key activities continue to address local need; continue to reflect the political, economic, social and technological environment within which we operate; continue to have a positive impact on the economic development and regeneration of the area; and continue to complement the plans and activities of others - for example the objectives set out in the Regional Economic Strategy and Skills Action Plan developed by Yorkshire Forward and the work of Local Learning Partnerships.

## > The Council

### Members:

- > [Linda Pollard](#) - Chair  
Background in private and public sectors, with current non-executive portfolio in education and health.
- > [David Harbourne](#) - Executive Director
- > [John Ashcroft](#) - nominated by Yorkshire Forward  
Yorkshire Forward Board Member and Trustee of the Earth Centre.
- > [Malcolm Bushby](#)  
Regional Officer, Amicus AEEU (Amalgamated Electrical and Electrical Union)
- > [Teresa De Saram](#)  
North Yorkshire (West) Tutor Organiser, Workers Education Association
- > [Councillor John Dennis, MBE](#)  
North Yorkshire County Councillor
- > [Michael Galloway](#)  
Principal, York College
- > [Carl Les](#)  
Hotelier and North Yorkshire County Councillor
- > [Rachel Mann](#)  
Chief Executive, Craven District Council
- > [Peter Rogerson](#)  
Chairman of the Rogerson Group of Companies and Chairman of the National Training Group for Roofing and Cladding
- > [Patrick Scott](#)  
Director of Education and Leisure, City of York Council
- > [Rachel Totton](#)  
Headteacher, Whitby College.
- > [Cynthia Welbourn](#)  
Director of Education, North Yorkshire County Council
- > [Jan Wilde](#)  
North Yorkshire Area Manager, YMCA Training.
- > [David Wormald](#)  
Managing Director, Raflatac

Council members play an active part in developing the strategy of the Council, in engaging in an effective dialogue with partners and in monitoring progress and performance. At any time, at least two Council members also serve on the Audit Committee, together with at least one person with extensive relevant experience who is neither a Council member nor a member of staff. At present, this role is fulfilled by John Whitworth, Finance Director of Uniq Foods.

One important role which the Audit Committee will play is to oversee our approach to risk management. We have identified a limited number of top level risks which need to be monitored. In each case, there is a risk that the LSC could fail to deliver its mandate if serious problems were allowed to arise or steps were not taken to overcome them. They relate to our ability to deliver the volumes of learners and achievements expected of us, the quality of provision, and the protection of public money. This top level approach is supported at team and functional level by controls which help us adhere to the highest standards of professionalism in everything we do.

# Annex 1

## Additional data to support the Strategic Plan

### York and North Yorkshire Population Projections 1996 - 2006

Age	1996		2000		2006		% change 96-00	% change 00-06
	No	%	No	%	No	%		
0 -15	140,800	19.2	142,805	18.9	138,000	17.9	1.4	-3.3
16-24	74,100	10.0	73,795	9.8	83,200	10.8	-0.4	12.7
25-44	207,000	28.2	210,300	27.8	202,100	26.2	1.6	-3.9
45-64	181,300	24.7	192,800	25.5	208,600	27.0	6.3	8.1
65-74	70,300	9.6	69,800	9.2	71,600	9.2	-0.7	2.5
75+	61,100	8.3	64,900	8.6	67,600	8.8	6.2	4.1
<b>Total</b>	<b>734,900</b>	<b>100.0</b>	<b>754,400</b>	<b>100.0</b>	<b>771,100</b>	<b>100.0</b>	<b>2.6</b>	<b>2.2</b>
Males	358,000	48.7	370,100	49.1	380,600	49.4	3.3	2.8
Females	376,900	51.3	384,300	50.9	390,500	50.6	1.9	1.6

Source: Sub National Population Projections, ONS, 1996.

### York and North Yorkshire 16-19 Population Projections 2000-2004

Age	2000	2004	% change 2000-04
	No	No	
16	9,123	9,586	5.1
17	9,250	9,677	4.6
18	9,707	9,788	0.8
19	9,215	9,155	-0.7

Source: LSC, National Office.

## Inspection Grades for years 2000/01 and 2001/02 Training Standards Council Grades

OCCUPATIONAL AREA	GRADE				
	1	2	3	4	5
Agriculture		2		1	
Construction			1		
Hair and Beauty		1	4		
Engineering		3	2		
Hospitality		1	2	1	
Leisure, sport & travel			1		
Manufacturing		1			
Retail and Customer Service			1		
Business Administration		1	2		
Equal Opportunities		1	6	3	
Trainee Support		3	5	2	
Management of Training		2	5	3	
Quality Assurance		2	4	4	

### All Grades\*

OCCUPATIONAL AREA	GRADE				
	1	2	3	4	5
Construction				1	
Engineering, technology & manufacturing			1	1	
Foundation programmes			1		
Hairdressing & beauty therapy				1	
Health, social care & public services			1	1	
Hospitality, sport, leisure & travel				1	1
Information & communications technology				2	
Retailing, customer service & transportation				2	
Business Admin, management & professional			1	3	
Equal Opportunities			1	1	
Leadership & Management			3	2	
Quality Assurance			1	2	

\*Where 1 is the highest grade and 5 the lowest.

## Reinspections

OCCUPATIONAL AREA	GRADE				
	1	2	3	4	5
Agriculture			1		
Business Administration			1		
Health care & public service			2		
Hospitality			1		
Foundation for Work		1			
Equal Opportunitites			1		
Trainee Support					1
Management of Training			2	1	
Quality Assurance		2	4		1

## FEFC Grades

CURRICULUM AREA	GRADE	CROSS-COLLEGE PROVISION	GRADE
Science	2	Support for students	2
Business Studies	2	General Resources	2
Hospitality and Catering	3	Quality Assurance	2
Hairdressing and Beauty Therapy	2	Governance	2
Art and Design	2	Management	3
English & Communications	2		
Psychology and Sociology	1		
Basic Skills	3		

Scarborough Sixth Form College was inspected in 2001 but OfSTED's report has not yet been published as at end March 2002.



'Championing the power of learning'

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