Learning and Skills Council

Strategic Plan 2002-05

Coventry and Warwickshire

Learning+Skills Council
Coventry and Warwickshire

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> Chair's foreword

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I am delighted to introduce the first three year Strategic Plan for the Learning and Skills Council (LSC) Coventry and Warwickshire. It has been heartening to note how many partners share the excitement of the local Council in that we have a once in a lifetime opportunity to encourage many more people of all ages into or back into learning which is accessible, relevant and of the highest quality. The challenge now is to convert the vision into reality by setting out clearly what we intend to do and how we will measure progress towards our objectives; central to achieving these objectives will be a commitment to, and a reliance on, partnership working.

While our wide constituency of partners, communities and learners may well agree that the concept of the LSC is admirable and the proposed outcome laudable, they no doubt expect to see some changes for the better and soon. We believe that there are already instances of 'making a difference' and the Strategic Plan will accelerate this process. But people's lives and livelihoods are no part of a political 'quick fix'. We are laying the foundations for longer term objectives in a structure that will be more than just another initiative; we expect it to last – at least until the job is done!

URSULA RUSSELL
Chair of LSC Coventry and Warwickshire

> 2. Vision, Mission, Objectives and Targets

a) National

The mission of the Learning and Skills Council is "to raise participation and achievement through high-quality education and training which puts learners first".

The vision of the Learning and Skills Council is that "by 2010, young people and adults in England will have knowledge and productive skills matching the best in the world".

To support this mission and vision, the following national objectives and targets have been set.

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

b) Local

In Coventry and Warwickshire we have developed the national mission to meet local priorities, therefore our mission for the Learning and Skills Council Coventry and Warwickshire is "to improve the range and quality of learning opportunities available to all in Coventry & Warwickshire".

In the same way, we have adapted the national vision to be relevant to our sub-region, as well as aspirational and challenging. Therefore locally "our vision is that, by 2010, young people and adults in Coventry and Warwickshire will have, and maintain, knowledge and productive skills matching the best in the country; that the supply of learning will more closely match the needs of individuals and employers; that inequality of opportunity and lack of motivation to learn will be rigorously identified and tackled by positive action".

To support meeting our local mission and vision and thus contributing to the success of the Learning and Skills Council as a whole, we have developed a series of aims, which are closely related to the national objectives. We have also developed a series of local targets that will act as measures of success for our local aims but will also demonstrate how we will contribute to the achievement of the national targets.

Aims	Local Targets
1. To raise the aspiration, participation and achievement of young people.	Participation in learning by 16 – 18 year olds – estimated baseline 24,217 (79.8%), target for 2004 27,636 (84.8%) [NB excluding migration factors]. Local Success Index targets: 2002 – 88.5%, 2003 – 89%, 2004 – 90%, 2005 – 91%.
	Achievement of Level 2 at age 19 – estimated baseline 7,996 (78.9%), target for 2004 8,852 (80.8%) [NB excluding migration factors] Local calculation for 1999 83% based on different population estimates.
	Achievement of Level 3 at age 19 – estimated baseline 4,750 (46.9%), target for 2004 5,447 (49.7%) [NB excluding migration factors].
2. To raise achievement and increase the demand for learning by adults.	Literacy and numeracy target – baseline 0, target for 2004 – 14,805.
	Achievement of Level 2 by adults (data source and target range to be determined by National Office during 2002/3). Baseline from Household Survey 2000 – 66.9% (economically active population).
	Achievement of Level 3 by adults – estimate baseline from Labour Force Survey 184,000 (47.2%), target for 2004 222,278 (57.0%) [NB excluding migration factors]. Local baseline from Household Survey 2000 – 43.3% (economically active population).
	Achievement of Level 4 by economically active adults – local target measured through the Household Survey – baseline 2000 – 28.7%, target for 2004 – 30%.
	National measure of Adult Participation (data source and target range to be determined by National Office during 2002) – local participation baseline from Household Survey 2000 – 59% of adult working age population (excluding students) participated in learning in past 3 years.

Aims Local	Targets
3. To raise skill levels to improve employer competitiveness and aid inward investment.	National measures of employer competitiveness to be agreed by National Office during 2002.
4. To improve the quality, effectiveness and efficiency of guidance, education and training delivery.	Measures of quality improvement to be agreed by National Office during 2002. Local target – Inspection grades for provision within Coventry & Warwickshire to be a minimum of 5% in excess of national average.
5. To ensure engagement and participation of under- represented groups and equalise opportunities through the availability and provision of guidance, education and training.	Local measures to be defined during 2002/3.

Technical Note: Where baselines and targets have been set within national guidelines, the population figures used to calculate percentage achievement are based on ONS estimates of population. The target levels have been set within parameters agreed with National Office and are calculated on the basis that Coventry and Warwickshire is a net importer of learners.

> 3. An Assessment of Skills Needs in Coventry & Warwickshire

a) Introduction

The Skills Assessment is designed to give a review of the Skills Economy of Coventry and Warwickshire to provide a solid basis for the development of the first Strategic Plan of the Learning and Skills Council (LSC), Coventry & Warwickshire. This Summary is intended to give an overview of the key points of the document, which itself distills a number of key information sources, and as such should form an integral part of the Strategic Plan. The Skills Assessment itself is a separate document available to all[*], which provides the rationale for the Strategic Plan and refers to other publications by the local LSC and partner organisations. The Skills Assessment will be reviewed on an annual basis.

b) Economic and Policy Context

The LSC Coventry and Warwickshire's planning must fit with the priorities and directions indicated by a number of key documents.

- The national policy framework is set out in the Corporate Plan for the Learning and Skills Council, but further policy background and priorities are identified within the reports of the National Skills Task Force.

[*]available on the website at www.lsc.gov.uk/cw

- The regional perspective and priorities are set out in the Regional Economic Strategy and its associated Agenda for Action and the Regional Development Plan for ESF Objective 3.

- Some parts of the sub-region face significant levels of disadvantage and deprivation, which have been recognised in their designation as a Regeneration Zone and as Objective 2 status for European funding.

- Locally the Coventry, Solihull & Warwickshire Partnership (CSWP) Regeneration Strategy Beyond 2000 gives a flavour of local priorities and partnership working. This is currently being refreshed and revised to take account of changes within the membership of the Partnership and in local circumstances.

- The current economic outlook shows that there is potential for an economic slowdown influenced by the downturn in the manufacturing sector and the United States economy, and global uncertainty following the terrorist strikes in the US.

- The structure of employment locally shows that the sub-region in a national context is over-reliant on production industries, which are a declining sector and which are vulnerable to decisions and events outside the local area.

c) Supply of Skills

This section reviews the achievements and qualifications of the resident population of the sub-region from age 7 onwards.

- Achievement and staying on rates are high in general in the sub-region with 87.9% of year 11 (the end of compulsory education) going to positive destinations. The Warwickshire population have higher achievement and qualification levels as demonstrated by the achievements at age 16 where 40.9% of young people in Coventry gain 5 A*-C grades at GCSE compared with 49.5% in Warwickshire.

- Females are outperforming males at all key stages to age 16 and now increasingly at higher qualification levels as well.

- While qualifications levels are good in general, with 28.8% of the employed resident population qualified to at least Level 4 or higher, there are sections of the population who have poor basic skills. Approximately 15% of the resident 16- 60 population have low or very low literacy skills, and 35% have low or very low numeracy skills. 31% of the resident workforce have undertaken no learning (taught or non-taught) over the past 3 years.

- There is generally low unemployment – 2.6% at May 2001, compared to 3.8% in the West Midlands and 3.3% in the UK. However in some areas of the south of the sub-region, the unemployment level is particularly low (Stratford 1.1% and Warwick 1.7%), possibly constraining growth. In contrast to this, Coventry and Nuneaton and Bedworth both have the rather higher rate of 3.6%.

d) Demand for Skills

The demand for skills and the employment context is considered next and reviews closely issues raised in the Coventry and Warwickshire Employer Survey around skills shortages and skills gaps.

- The skills employers require from their workforce have changed, and are changing over time. There is an increasing demand for skills within the economy associated with the changing occupational and industrial structures, and an increased emphasis on higher level skills.

- Forecasts show that management, sales and personal and protective service occupations are expected to grow in real terms. In Engineering, Construction and Manufacturing, employment is forecast to reduce, but these sectors will still need to attract new entrants to replace those who retire or leave the industry.

- 1 in 5 of local employers who recruited in 2000 experienced hard to fill vacancies, but in 2001 only 4% of employers were reporting skills gaps within the workforce. The sub-region has a regional lead in supporting the Construction and ICT sectors, both of which face skill shortages.

- Employers are key purchasers of training and learning with 54% of employers supporting training for their staff. However, whilst the largest employers will all provide training or learning for at least part of their workforce, only 49% of the smallest employers do, which may reinforce skill shortages in some key occupational groups.

e) Learning Provision

The provision in the sub-region is described along with the performance statistics for each sector.

- In the sub-region there are 56 secondary schools, of which 38 have sixth forms, 8 Further Education Colleges and one Sixth Form College, 30 providers of work based learning for young people, and 2 Universities.

- There are also a number of training providers who provide training within the voluntary and community sector or to the business community.

- The statistics collated thus far show that the quality of the provision is above regional averages. For Work-based Learning, a higher proportion of providers in the sub-region gained grades 1 to 3 across the 5 grading areas in external inspections, while all FE providers gained grades 1 to 3 across the generic grades for colleges in external inspections.

- Maintaining and improving upon this quality will be key to improving the supply of skills.

- An Area-wide inspection of provision for 16 – 19 year olds was undertaken in 2000 in Coventry. While there were more positive than negative findings from the inspection report, local partners are working together to address areas requiring action.

f) Key Planning Issues

The identified priorities have been grouped into five key groups; structural, workforce development, achievement and retention in learning, the learning divide, and quality.

The structural issues relate to the economic and geographic structure of the sub-region and the skills issues that relate to that:

- Reliance on manufacturing
- Changes in the structure of employment

- Upskilling those in skilled trades
- Recruitment into declining industries
- Problems in agriculture and its effects on rural communities
- Moving prosperity north within the sub-region

The workforce development issues relate particularly to the supply of and demand for skills:
- Supply of skills for priority sectors and clusters
- Construction sector
- ICT sector
- Specialist business and professional services sector
- Adaptable and flexible workforce
- Employers as purchasers of training
- Employers who do not train
- Managerial and entrepreneurial skills, especially for SMEs
- Low unemployment levels in southern Warwickshire
- Early retirement

Under achievement and retention in learning, various issues are considered around qualifications:
- Gender differences in achievement
- Improvement in results at key stages
- Geographical imbalance in achievement
- Proportion of people with no NVQ equivalent qualifications

Under the learning divide, there are issues around access to learning:
- Basic skills
- Learning for the employed
- Barriers to learning
- How people like to learn and use of ICT

Under quality, three main concepts are raised:
- Comparisons between learning routes
- Continuous improvement
- Addressing the findings of the Area-wide Inspection report.

These issues are described in more detail in the full Skills Assessment and are developed throughout the strategic plan.

g) Gaps in intelligence

A number of gaps in information or analysis are identified which will form a major part of the research strategy for the local LSC over the life of the strategic plan. Several of these are to do with understanding the scale and specific issues facing defined groups among the population who face particular disadvantage. A further gap is to define and measure the role of learning in improving quality of life for all, and not just those in the actual or potential workforce.

> 4. Aims & Objectives

a) Planning Principles

In setting out our aims, and the objectives and mechanisms that will help us meet those aims, a number of key principles and ways of working are fundamental.

In everything we do, our commitment to and reliance on partnership working is central. We are fortunate in the breadth and strength of existing local partnership arrangements, but must never be complacent about how those arrangements are working, while at the same time developing new networks and relationships. In particular we will continue to work closely alongside the City and County Councils in ensuring synergy between their Strategic Plans and ours.

Equality of opportunity and ensuring proper Health and Safety arrangements are crucial to all aspects of our work and are an integral part of the way we operate.

Some of the objectives, mechanisms and targets that we set out in this plan are focused on specific sections of the population, and funding will of necessity be targeted on groups and areas with defined needs. This does not reduce our commitment to ensuring the best learning opportunities for the whole of the sub-regional population, irrespective of age, gender, ethnicity or other characteristic.

There are specific areas that have designated status for extra support – the Coventry/Nuneaton Regeneration Zone, the New Deal for Communities Zone and Neighbourhood Renewal areas in Coventry, the Objective 2 area. In particular, the Regeneration Zone contains wards within Nuneaton and Bedworth Borough that face some of the highest levels of deprivation in the country. We are committed to playing our part in tackling the issues in all these communities, and further detailed work will be developed in our Business Planning process and in our partnership working.

As part of a national organisation, at the local level we have to work in a structured way that has been developed and agreed at a national level. We will seek to ensure that the national framework reinforces the work we need to do locally in order to meet sub-regional needs and priorities. Where we do find tensions between local and national priorities, we will work closely with colleagues at National Office to see how these can best be reconciled.

The following sections, set out in a tabular format, show how we intend to approach each Aim. At the back of the document there is also a schematic showing all the Aims and Objectives.

AIM 1
To raise the aspiration, participation and achievement of young people

1. TO RAISE THE ASPIRATION, PARTICIPATION AND ACHIEVEMENT OF YOUNG PEOPLE

Objectives	How these will be achieved	Indicators of success
PRE 16 1.1 To inspire young people to make informed choices regarding their future careers by working in partnership to provide good quality impartial careers education and guidance.	1.1.1 Working with the Connexions Partnership we will jointly produce literature, which seeks to give the full range of careers options and possible progression routes available, and is based on robust labour market information. 1.1.2 We will develop and implement a sub regional database accessible to young people and their parents detailing education and training opportunities outlining previous retention, achievement rates and value added. 1.1.3 Working with employers and the wider education and training network we will continue to deliver activities and events aimed at ensuring young people, parents, teachers etc are fully aware of all career routes and options e.g. the sub regional young people's and parents Careers Conference and the Post –16 options theatre company tour. 1.1.4 In order to help inform young people's career choices we will ensure the continued availability of high quality work experience placements for all pupils. 1.1.5 We will encourage the training and development of Connexions Personal Advisor teams and Schools Careers teachers in key sectors and in association with local employers. 1.1.6 We will investigate the scale of and develop plans to address the emerging gap whereby boys are more likely to enter negative destinations than girls.	All providers sign up to a protocol allowing young people to gain access to a complete range of advice on Careers Options. Number of young people entering positive destinations (full time education, work based learning, a job with training) at aged 16. = 88.5% = 89% = 90% = 91% In conjunction with Connexions and the LEAs we will determine a number of targets and measures focused on young people at risk e.g. care leavers, travellers, young people with learning difficulties. Reduce the gap between males and females entering positive destinations at age 16 to less than 1% by 2005.

1. TO RAISE THE ASPIRATION, PARTICIPATION AND ACHIEVEMENT OF YOUNG PEOPLE

Objectives	How these will be achieved	Indicators of success
1.1 (CONT.) To inspire young people to make informed choices regarding their future careers by working in partnership to provide good quality impartial careers education and guidance.	1.1.7 We will work via the Education Business Link (EBL) Consortium with schools to extend the opportunities for young people to develop entrepreneurial skills and where appropriate to consider self employment as a positive career choice.	Increase the numbers of young people participating in entrepreneurial and enterprise activities (baseline to be established).
1.2 To reduce the numbers of young people in Coventry and Warwickshire schools currently excluded or at risk of exclusion from mainstream education.	1.2.1 We will work with the LEAs and a range of education and training providers to offer an alternative curriculum at Key Stage 4 (age 14-16) e.g. each FE college to deliver a full or part time programme of enhanced vocational training including where possible a residential experience. 1.2.2 We will encourage, through the Education Business Link (EBL) Consortium, a continued focus on preventative work with disengaged young people in schools, such as peer and buddy mentoring and enhanced work experience. 1.2.3 We will explore with the EBL Consortium the possibility of expanding the scope and usage of the Partnership Centres both in and out of school terms.	Reduce the number of young people in Coventry and Warwickshire schools currently excluded or at risk of exclusion.
1.3 To increase the numbers of young people taking a vocational course at Key Stage 4 (ages 14-16), with particular emphasis on craft, e.g engineering, construction and ICT.	1.3.1 We will work with LEAs, schools and other providers to plan an appropriate range and mix of vocational provision reflecting the economic needs of the sub region and the career aspirations of young people. Where appropriate we will work to ensure collaboration between schools and other providers in order to provide sufficient flexibility at Key Stage 4 to implement the wider proposals for 14-19 education. For example there may be a greater sharing of teaching/training staff and exchange of best practice i.e. Key Skills work.	To have a comprehensive programme in place by September 2004 and ensure that every young person at Key Stage 4 has the option to access such provision.

1. TO RAISE THE ASPIRATION, PARTICIPATION AND ACHIEVEMENT OF YOUNG PEOPLE

Objectives	How these will be achieved	Indicators of success
1.3 (CONT.) To increase the numbers of young people taking a vocational course at Key Stage 4 (ages 14-16), with particular emphases on craft, eg engineering, construction and ICT.	1.3.2 In order to promote parity of esteem we will encourage schools and the LEAs to recognise vocational education & qualifications as relevant to pupils of all abilities.	
	1.3.3 Building on the Colleges as Centres of Vocational Excellence (CoVE) Initiative and the Specialist Sector School proposals, we will pro-actively encourage our FE Colleges and Schools to plan and work closely together. This should result in a complementary approach to the curriculum offering and ensure that clearly defined progression routes exist for young people e.g. Modern Apprenticeships. We will work to ensure there is sufficient volume and geographic spread to match the demand.	
16 – 19 PROVISION 1.4 To create a stronger "want to learn" culture amongst young people aged 16-19.	1.4.1 Building on the pre 16 initiatives we will celebrate success in all routes to demonstrate the "power of learning" eg: Training Excellence Awards. We will aggressively market good news stories.	Establish and communicate a systematic 'good news' strategy across the Provider Network.
	1.4.2 We will "champion the power of learning" through the media, the continuous use of case studies and promotion of the benefits of all routes.	A minimum of 3 'good news' stories are published each month.
	1.4.3 We will develop skills champions and awards to recognise the continued importance of craft skills in particular in skill shortage areas e.g. Engineering, Construction and ICT.	

1. TO RAISE THE ASPIRATION, PARTICIPATION AND ACHIEVEMENT OF YOUNG PEOPLE

Objectives	How these will be achieved	Indicators of success
1.4 (CONT.) To create a stronger "want to learn" culture amongst young people aged 16-19.	1.4.4 We will raise the profile of excellent provision through dissemination of good practice and in particular provision graded '1' by Inspectorates.	All grade 1 provision is promoted by a form of media communication and where applicable Standards Fund money is accessed to share good practice.
	1.4.5 We will increase allocations and therefore resources to providers for 16-19 year olds and offer additional support where necessary for increasing numbers in order to meet demand.	National Targets A national measure of the percentage of young people aged 16 – 19 participating in structured education and training has been developed. Locally this equates to:- 2000 (baseline) 79.8% - 24,217 2004 (target) 84.8% - 27,636
	1.4.6 We will encourage entrepreneurial skills in young people.	By 2005 to increase the numbers of young people participating in the Young Enterprise Programme by 10%.
1.5 Improve the take up of, and retention in, appropriate and sustainable learning opportunities for young people.	1.5.1 In partnership we will develop our planning role to ensure that at a local and sub regional level the education & training provision and its delivery is accessible, coherent, avoids unnecessary duplication and is easily understood by learners and employers.	
	1.5.2 Alongside Connexions we shall continue to target disaffected and disadvantaged young people. Particularly those from the following groups; transient pupils, young people in care, young people with learning difficulties and/or disabilities, homeless, ex-offenders, carers and refugees.	

1. TO RAISE THE ASPIRATION, PARTICIPATION AND ACHIEVEMENT OF YOUNG PEOPLE

Objectives	How these will be achieved	Indicators of success
1.5 (CONT.) Improve the take up of, and retention in, appropriate and sustainable learning opportunities for young people.	1.5.3 Working with the Connexions Service we will rigorously follow up on young people who take jobs without training and their employers to ensure they exercise their right to study and employers are supported in meeting their obligations.	
	1.5.4 Using evaluation studies we will consider the impact of Education Maintenance Allowances (EMAs) in Coventry on take-up, retention and achievement of learning opportunities, and identify ways in which the outcomes of the research may be used to have a positive impact upon the take-up of learning opportunities across the sub region.	
	1.5.5 Working with providers, employers and Connexions we will ensure the referral process is a successful positive experience which is more likely to lead to the right programme first time. We will promote progression from one route to another and where appropriate to access other programmes to meet emerging and development needs.	
	1.5.6 Working with Connexions, the Learning Partnership and other partners we will jointly implement an evaluation strategy which measures learners' satisfaction in relation to the quality of advice given and their experience of their ultimate choice.	Feedback by learners to register 95% satisfaction levels in 2005.
	1.5.7 Building upon the Black Country initiative we will develop a strategy to encourage a number of schools in partnership with companies in Coventry & Warwickshire, to expand student apprenticeships.	20 student apprenticeships by 2005.

1. TO RAISE THE ASPIRATION, PARTICIPATION AND ACHIEVEMENT OF YOUNG PEOPLE

Objectives	How these will be achieved	Indicators of success
1.6 To remove any barriers to collaboration between schools and between schools, FE Colleges and training providers. Ensuring that this greater flexibility includes progression e.g. into Higher Education.	1.6.1 We await further proposals following on from the recently published 'Schools – Achieving Success' White Paper. Once received we will work in partnership with the LEAs and other key stakeholders to implement actions.	We will establish local targets and measures of success once these proposals are established.

1.7 To raise achievement and improve the proportion of young people who achieve their primary learning aim on leaving Education and Training.	1.7.1 Using benchmarking techniques and value added analysis we will work with all providers and the LEAS to increase the numbers of young people achieving level 2 and 3 qualifications.	**National Targets by age 19**
		
		Level 2
		        2000 (baseline) 78.9% - 7,996
		        2004 (target) 80.8% - 8,852
		
		Level 3
		        2000 (baseline) 46.9% - 4,750
		        2004 (target) 49.7% - 5,447

	1.7.2 We will recognise and value the achievement of a level 1 qualification as a significant statement of achievement for some young people and/or as a means of further progression.	The feasibility of level 1 achievement targets to be examined.
	1.7.3 We will work with employers, providers and Connexions to improve the quality, effectiveness, user friendliness and relevance of initial and continuing assessment.	Increase the proportion of young people achieving their primary learning aim by 2005. Baseline to be established by Summer 2002.
	1.7.4 By matching mainstream budgets with ESF Co-financing we will provide enrichment to the curriculum e.g. by way of motivational activities, such as, IMPACT workshops, 'Outward Bound' type experiential learning and mentoring.	Measures for key skills achievement to be established by April 2002.
	1.7.5 Providers will be required to ensure that basic skills and special learning needs are met professionally and sensitively and that best practice is identified and implemented.	

1. TO RAISE THE ASPIRATION, PARTICIPATION AND ACHIEVEMENT OF YOUNG PEOPLE		
Objectives	**How these will be achieved**	**Indicators of success**
1.7 (CONT.) To raise achievement and improve the proportion of young people who achieve their primary learning aim on leaving Education and Training.	1.7.6 Building on all current work we will encourage each WBL provider and their employer network to implement best practice in meeting all Apprenticeship framework requirements including Key Skills and Technical Certificates. We will continue to influence the content and delivery of frameworks whenever necessary. 1.7.7 We will encourage all young people completing their post 16 education and training programmes to continue in learning and aim for higher qualifications. 1.7.8 We will work with the LEAs and Connexions, Service to support work with 'gifted and talented' young people e.g. summer activity programmes. 1.7.9 We will work with the Provider network to address key priority areas e.g. initial assessment, staff training and qualifications, retention and achievement, including the learning experience, leadership and management. 1.7.10 We will monitor the impact of actions taken by all Providers through contract management, including pre and post inspection action plan reviews. Outcomes will be reflected in the allocation of main programme funding and other support funds e.g. Standards Fund. Working with the LEAs we will seek to assist schools in implementing post 16 Ofsted Inspection recommendations.	Increase the proportion of WBL completers who achieve their full M.A. framework from 35% to 75% by 2005.

1. TO RAISE THE ASPIRATION, PARTICIPATION AND ACHIEVEMENT OF YOUNG PEOPLE		
Objectives	**How these will be achieved**	**Indicators of success**
1.8 To ensure adequate quality provision is available to address the needs of disadvantaged and/or disaffected young people.	1.8.1 Alongside Connexions we shall continue to target disadvantaged disaffected young people, particularly from the following groups; transient pupils, young people in care, young people with learning difficulties and/or disabilities, homeless, ex-offenders, carers and refugees. 1.8.2 Working in partnership with providers, by utilising networking, benchmarking and development planning, we will implement best practice for Life Skills and preparatory training to improve the preparation of young people in order to achieve a positive outcome. 1.8.3 By matching mainstream budgets with Co-financing we will provide additional support and motivational activities eg: psychological referral, dyslexia treatment, residentials, mentors etc. 1.8.4 We will increase the choice of Life Skills providers participating in Coventry and broaden the scope of the programme by utilising EBP centres, employer premises, specialist providers and other organisations eg: Duke of Edinburgh Awards. 1.8.5 We will work in partnership to improve access to mainstream learning opportunities for young people with learning difficulties/disabilities. Where needs cannot be met through local provision, we will work with Connexions, LEA's, Social Services and the Health Authority to ensure a smooth transition to appropriate residential establishments under the terms of Section 13 of the Learning and Skills Act 2000.	Increase numbers starting Life Skills from 565 to 625 per year by 2005. Increase positive outcomes (numbers of young people entering further education/training or employment on completion of their programme) from 40% to 60% by 2005. Additional demand stimulated and all identified needs met.

AIM 2
To raise achievement and increase the demand for learning by adults

2. TO RAISE ACHIEVEMENT AND INCREASE THE DEMAND FOR LEARNING BY ADULTS

Objectives	How these will be achieved	Indicators of success
2.1 To ensure that every adult has access to good quality information, advice and guidance on career options and education and training opportunities.	2.1.1 We will work with the Information, Advice and Guidance network to develop and implement their service so that any adult has access to support. 2.1.2 We will seek to raise the profile of information, advice and guidance with partners and members in the sub-region. 2.1.3 We will work to support and further develop the One Stop Earn and Learn Shop in Coventry. 2.1.4 We will seek to work with the Workers Education Authority (WEA) to establish a Learner Representatives network. 2.1.5 We will support the Careers Companies (QCS & Warwickshire Careers) by working in partnership to provide good quality, impartial careers education and guidance to adults. 2.1.6 We will work with partners and providers to ensure that information, advice and guidance services address the needs of adults who are less likely to access learning opportunities, including over 50's.	Increase the number of adults across Coventry and Warwickshire accessing quality information, advice and guidance by 10% by 2005. We will aim to increase membership of the network and ensure that all member organisations have achieved or are working towards the quality standards. We will establish a comprehensive database of all training and education providers and provision in Coventry and Warwickshire. We will ensure there is an integrated approach with the information held by learndirect. The proportion of the sub regional working age population in employment exceeds the national average by at least 3% May 2001 = Cov/Warks 77.4% Great Britain 74.1% (Taken from the Labour Force Survey)

2. TO RAISE ACHIEVEMENT AND INCREASE THE DEMAND FOR LEARNING BY ADULTS

Objectives	How these will be achieved	Indicators of success
2.2 To increase the demand for learning through supporting family learning initiatives.	2.2.1 We will seek to raise the profile of family learning with partners in the sub-region. In particular we will facilitate the sharing of good practice with and between partners on the process and types of learning style which assist the flexibility of provision. 2.2.2 We will also aim to effectively co-ordinate the marketing of Family Learning in the sub-region. We will promote a culture of lifelong learning in the family structure in order to drive up demand for learning. 2.2.3 We will work with the Local Education Authorities and other Providers to enhance family learning provision within community settings e.g. in schools and health centres throughout the sub-region. 2.2.4 We will support the Family Learning Network in organising regular events for practitioners and managers, broadening membership of the network and sharing good practice.	In conjunction with the Children and Family Learning Services we will agree targets to support the raising of participation, achievement and progression of those undertaking family learning. In particular we will focus on the achievement of males, working females, asylum seekers and refugees. Increase in the numbers attending Family Learning events from 6,000 in 2000 to 15,000 in 2005.

2. TO RAISE ACHIEVEMENT AND INCREASE THE DEMAND FOR LEARNING BY ADULTS

Objectives	How these will be achieved	Indicators of success
2.3 To ensure the number of people in Coventry and Warwickshire who experience difficulties with Basic Skills at any level falls and to ensure the number of people resident for more than 5 years in the sub-region in need of ESOL (English for Speakers of Other Languages) support reduces. (basic skills are defined as 'the ability to read, write and speak in English, and use mathematics at a level necessary to function at work and in society in general)	2.3.1 We will develop, consult on and implement a Basic Skills action plan for the sub-region which will: • Improve the quality, range, accessibility and delivery of basic skills and ESOL provision; • Improve the uptake in Basic Skills and ESOL. 2.3.2 We will work with partners who are undertaking Basic Skills screening to identify and address gaps in provision. 2.3.3 We will endeavour to improve retention and achievement of individuals undertaking basic skills provision. 2.3.4 We will work in partnership with Social Services, Employment Service, Community Education and the Voluntary Sector to seek to identify the needs of asylum seekers and refugees in the sub-region and ensure provision is available to meet their specific needs.	**National Target** To raise literacy and numeracy skills of 14,805 adults by 2004. Further detailed targets will be agreed and consulted on in the Basic Skills action plan. These will include targets on uptake and achievement by males, those who are disadvantaged and older learners. All asylum seekers and refugees to receive provision to address their specific skill needs leading to employment.

2. TO RAISE ACHIEVEMENT AND INCREASE THE DEMAND FOR LEARNING BY ADULTS

Objectives	How these will be achieved	Indicators of success
2.4 To ensure that there is quality provision to meet the demand for adult learning through increasing the range and amount of provision in community settings, focusing on under-represented groups.	2.4.1 By working closely with Community Education and FE Colleges we will ensure provision through the Adult Learning Plans and College Strategic Plans is meeting national and local priorities. 2.4.2 We will monitor the delivery of Adult Learning Plans and FE Strategic Plans against national performance indicators and we will seek to agree local performance indicators. 2.4.3 Working with the Learning Partnership we will identify and address any gaps in provision, introduce monitoring of progression routes and develop strategies to increase Basic Skills provision. 2.4.4 We will seek to increase both the number of accredited courses and non accredited courses on offer through the Community Education Services. 2.4.5 We will work with the voluntary sector and community groups to support the engagement of non learners from disadvantaged communities to making the first steps into lifelong learning. 2.4.6 We will facilitate a co-ordinated approach by developing joint working between the statutory and voluntary training sectors to address the needs of excluded groups, for example through the LEAP (Learning to Enable Access and Progression) projects.	**National Targets** 1. % of adults at level 2: target to be established by Summer 2002 47.2% (baseline) of adults at level 3 in 2001 57% (target) of adults at level 3 in 2004 In conjunction with community education we will agree and set annual local performance indicators focusing on: • Number of learners • Enrolments per 1,000 population • Number learners on basic skills provision • % learners who have disabilities and or learning difficulties • % learners who are male • % learners who are from ethnic minorities • % learners who are aged 60+ • % learners living in disadvantaged areas. In addition measures detailing widening participation, management information, quality and learner involvement will be agreed and set.

2. TO RAISE ACHIEVEMENT AND INCREASE THE DEMAND FOR LEARNING BY ADULTS

Objectives	How these will be achieved	Indicators of success
2.4 (CONT.) To ensure that there is quality provision to meet the demand for adult learning through increasing the range and amount of provision in community settings and focusing on under-represented groups.	2.4.7 We will encourage joint working across the voluntary sector in the sub-region to maximise the network capabilities and enable inclusive processes for consultation and delivery. 2.4.8 We will investigate ways of partnership working that could reduce the administrative burden on projects and maximise funding opportunities. 2.4.9 We will facilitate links between the voluntary and community sector providers and other provision to enable and encourage progression. 2.4.10 We will seek to extend the use of Partnership Centres outside of term time for identified groups. We will seek to target groups such as unemployed males with poor literacy and numeracy skills. 2.4.11 We aim to establish a Partnership Centre at Coventry City football ground aimed at improving unemployed males literacy and numeracy skills.	 All Partnership Centres to be fully utilised throughout the year. Partnership Centre to be opened at Coventry City Football ground.
2.5 In partnership to foster and support a culture of lifelong learning, supporting learning for the sake of learning. (Learning encourages people to develop as active citizens, strengthens families, builds stronger neighbourhoods, helps older people stay healthy and active and encourages independence for all by opening up new opportunities – including the chance to explore art, music and literature.)	2.5.1 We will work with partners, both statutory, voluntary and community, to increase and encourage the breath of provision. This includes provision of courses in art, music, literature and sport.	

2. TO RAISE ACHIEVEMENT AND INCREASE THE DEMAND FOR LEARNING BY ADULTS

Objectives	How these will be achieved	Indicators of success
2.6 To increase the uptake and completion of Work Based Training for Adults amongst those who are eligible for the programme.	2.6.1 We will support Employment Service/New Deal by working in partnership to provide holistic support to their clients, for example through supporting the Earn and Learn shop to increase the number of clients receiving information advice and guidance.	By 2005 45% of leavers from Work Based Training to enter employment.
2.7 To ensure appropriate progression routes for all learners exist and that progression opportunities for the learner are optimised.	2.7.1 We will work through the Learning Partnership to ensure progression routes are tracked and any gaps are identified. In particular we will focus on progression from Basic Skills provision, Family Learning, Community Education and Work Based Training.	Increase the % of residents in Coventry and Warwickshire accessing HE courses by 2005.
	2.7.2 We will work in partnership to ensure smooth progression routes from Further Education (FE) and training provision to HE, e.g. ACE days. In so doing we will also seek to widen participation in HE through non-traditional routes of entry.	By 2005, 20% of those leaving FE continuing onto HE increasing to 40% by 2010. By 2005, 5% of Advanced Modern Apprenticeships progressing onto HE.
	2.7.3 We will seek to develop and build upon the network of FE/HE links ensuring gaps in progression routes are identified and addressed.	
	2.7.4 In collaboration with HE and FE institutions we will seek to build upon the pilot Foundation Degree provision and seek to expand into further curriculum areas. We will look to promote access to encourage wider participation by non traditional groups.	
	2.7.5 We will also seek to integrate training providers into the network.	

2. TO RAISE ACHIEVEMENT AND INCREASE THE DEMAND FOR LEARNING BY ADULTS

Objectives	How these will be achieved	Indicators of success
2.7 (CONT.) To ensure appropriate progression routes for all learners exist and that progression opportunities for the learner are optimised.	2.7.6 We will work in partnership with the Open College Network for Central England (OCNCE) to increase the number of accredited courses and improve the recognition of accumulative achievement.	
2.8 To reduce the barriers to learning.	2.8.1 We will seek to promote Career Development Loans (CDL) where applicable to reduce the cost of learning. In so doing we will monitor the take up both nationally and locally. In light of the recent withdrawal of the Individual Learning Account (ILA) model we will promote and monitor any replacement that maybe introduced.	Uptake in CDLs increase by 10% to 2004. Reduction in individuals reporting a barrier to learning as reported in the Household Survey.
	2.8.2 We will investigate opportunities for engaging with credit unions who are based in disadvantaged areas to promote learning opportunities and to overcome barriers to those individuals accessing learning.	
	2.8.3 We will work with providers and partners to increase the range of accessible, quality childcare to meet the needs of learners and ensure that information about provision is readily available.	200 new childcare places established by 2005 within education and training establishments.
	2.8.4 We will investigate opportunities to support the costs and provision of transport for those people currently excluded from available support or provision e.g. asylum seekers.	
	2.8.5 We will promote business benefit of age diversity policies and encourage over 50's to access learning opportunities which can improve their employability/career prospects.	

AIM 3
To raise skill levels to improve employer competitiveness and aid inward investment

3. TO RAISE SKILL LEVELS TO IMPROVE EMPLOYER COMPETITIVENESS AND AID INWARD INVESTMENT

Objectives	How these will be achieved	Indicators of success
PRE 16 3.1 Increase the number of opportunities available to all young people in order to provide them with the skills they require for adult and working life.	3.1.1 Working with existing partners within the Education Business Link Consortium we will seek to build on the work undertaken through the Partnership Centres (designed to give young people an insight into the world of work). In order to extend the depth and breadth of Partnership Centre activity we will explore the possibility of opening and developing new centres (e.g. Coventry City Football Club and Coventry Evening Telegraph).	By 2004 Partnership Centres established in each priority sector across Coventry and Warwickshire operating effectively. All secondary schools across the sub region accessing the provision.
	3.1.2 We will seek to expand the work currently delivered via the EBL Consortium within Primary Schools, recognising that this work forms the seedbed of student interest in business, manufacturing, engineering and other priority areas of the economy in the sub-region.	
	3.1.3 Working with employers we will ensure that all young people have access to high quality, comprehensive work experience which provides a meaningful insight into the world of work.	All young people in Coventry & Warwickshire Schools to undertake high quality work experience, evaluation surveys on effectiveness to be undertaken. Baseline to be established Dec 2002 Target. Satisfaction rating 90%.
	3.1.4 In order to link more closely the world of education and business we will provide opportunities for more teachers to access industrial and commercial placements. In particular we will target teacher placements in the construction, engineering and ICT sectors.	To increase by 5% the numbers of teacher placements on offer by 2004.

3. TO RAISE SKILL LEVELS TO IMPROVE EMPLOYER COMPETITIVENESS AND AID INWARD INVESTMENT

Objectives	How these will be achieved	Indicators of success
3.2 Ensure that young people and their parents are knowledgeable about the local situation regarding labour market opportunities and that they have sufficient information to be able to make an informed choice. In making this choice that their demands can be met.	3.2.1 Working with Connexions, Employers, Learning Providers and National Training Organisations/Sector Skills Councils we will produce comprehensive information and literature to enable all young people to make informed choices about their future careers.	
	3.2.2 Responding to employer needs we will work with the LEAs and schools to investigate how the key skills (communication, numeracy, ICT skills) which employers value can be further enhanced and delivered at Key Stages 3 & 4.	Local employers to express a notable increase in the level of key skill attainment when employing young people (Ref: Employer Survey) by 2004.
	3.2.3 We will promote and support activities undertaken by the Education Business Link Consortium to introduce and prepare young people for the world of work, including self employment & business start up. We will place particular emphasis on the promotion and uptake of the Science, Technology, Engineering & Maths (STEM) programme.	Increase the numbers of young people participating in activities such as entrepreneurship, industry days, engineering challenge etc. 5% by 2003.
3.3 Increase opportunities for employers to better understand and influence the education and training system.	3.3.1 We will launch a school governor programme to encourage employer involvement from key industry sectors and help the development of 'role models'.	In conjunction with School Governors onestop shop initiative, increase participating employers as school governors. Local benchmark established by Dec 2002 and increase by 10% by 2004.
	3.3.2 We will explore the potential to develop a sponsorship programme, funded by employers to encourage young people to enter 'priority sectors' (linkages to vocational GCSEs).	Implementation plan agreed by all partners.
	3.3.3 We will develop mentoring schemes for young people in key sectors using skills of older and experienced workers.	
	3.3.4 We will seek to establish a job matching service between local FE/HE institutions and employers.	Baseline established by Dec 2002. By 2005, 10% increase in local jobs for local graduates.

3. TO RAISE SKILL LEVELS TO IMPROVE EMPLOYER COMPETITIVENESS AND AID INWARD INVESTMENT

Objectives	How these will be achieved	Indicators of success
3.3 (CONT.) Increase opportunities for employers to better understand and influence the education and training system.	3.3.5 In order to provide access to quality assured advice and guidance for employers on education and training provision we will work with National Training Organisations/Sector Skills Councils, Learning Partnership, Chamber, Business Link, Connexions, Coventry, Solihull and Warwickshire Partnerships (CSWP) and Learning Providers to identify needs and provide solutions.	By 2004 establish a coherent mechanism which satisfies employers' advice and guidance needs.
3.4 Identify by sector and occupational area, current and future skill needs.	3.4.1 Using information from both the Employers and Household surveys and the NTO/Sector Skills Council skills foresight reports we will enhance our detailed forecasting model to provide further information on recruitment & retirement trends.	
	3.4.2 We will produce skill strategies through the development of a network of local/regional skills task forces in key sectors in order to better meet employers needs.	Establishment of Skills Task Force in each 'priority' sector by 2004

	i.e. - Automotive
	    - Construction
	    - Electronics/ICT
	    - Engineering/Manufacturing
	    - Transport/Logistics
	    - Leisure & Tourism	

	LSC Coventry and Warwickshire will take a regional lead in construction, ICT and medical technology.	
	3.4.3 We will encourage employers to address skills shortages/gaps through the recruitment and development of women, people from ethnic minority groups, older workers and other disadvantaged groups.	Reduction in number of employers reporting recruitment difficulties due to skill shortages as measured through the Employer's Survey.

3. TO RAISE SKILL LEVELS TO IMPROVE EMPLOYER COMPETITIVENESS AND AID INWARD INVESTMENT

Objectives	How these will be achieved	Indicators of success
3.4 (CONT.) Identify by sector and occupational area, current and future skill needs.	3.4.4 We will work with National Training Organisations/Sector Skills Councils and other partners to address problems associated with an ageing workforce in priority sectors to prevent further loss of skilled labour.	
	3.4.5 We will investigate the feasibility of developing skills registers in order to create a mechanism for identifying ongoing demands e.g. via vacancy information & survey work.	
	3.4.6 We will work with LANTRA, The West Midlands Rural Network and the Rural forum for Coventry & Warwickshire to support the DEFRA, England Rural Development Plan (ERDP) and address emerging rural issues appropriate to the local LSC.	
3.5 Enhance employers competitiveness by providing high quality, flexible customer focused education and training provision.	3.5 1 We will produce and agree a workforce development plan with employers and learning providers to meet existing and future skill needs.	Workforce Development plan agreed June 2002
	3.5.2 We will agree a joint protocol between the LSC, Business Link (BL), Further and Higher Education institutes and other learning providers to ensure effective working practices are established and maintained thereby ensuring employer needs are satisfied.	Joint protocol agreement by 2004.
	3.5.3 We will keep under constant review the need to improve the sub-regional education and training infrastructure to better meet current and future demands. In particular we will investigate the need for a recognised management training centre and the adequacy of training facilities in priority areas.	Feasibility report by 2002. Recommendation agreed and actioned by summer 2003.

3. TO RAISE SKILL LEVELS TO IMPROVE EMPLOYER COMPETITIVENESS AND AID INWARD INVESTMENT

Objectives	How these will be achieved	Indicators of success
3.5 (CONT) Enhance employers' competitiveness by providing high quality, flexible customer focused education and training provision.	3.5.4 We will encourage and support the development of Centres of Vocational Excellence, in partnership with Colleges, Providers and employers particularly in the following sectors: - Hospitality - Bus and Coach Repairs - Construction - Transport/Logistics - Performing Arts - Electronics/ICT - Employability Skills of Disadvantaged Groups - Automotive Design - Engineering	CoVE in each of these sector areas by 2004.
	3.5.5 In order to support the self employed and micro businesses we will investigate ways of ensuring provision is both accessible and meets their needs, e.g. develop Group Training Associations (GTAs)	Establish 2 pilot GTAs by Dec 2003 in skill shortage areas.
	3.5.6 We will actively support the development of owners and directors to help improve business performance and change the attitude to the culture of learning in small and medium enterprises (SMEs).	Action Plan to be agreed by August 2002.
	3.5.7 We will continue to work with large employers and their supply chains to raise skill levels and respond to the demands of a changing global economy e.g. support sector clusters such as RITA (IT) and FORCE (Construction) to accelerate learning opportunities and influence LSC planning.	5 Sector/Supply Chain pilots established by end 2003.

3. TO RAISE SKILL LEVELS TO IMPROVE EMPLOYER COMPETITIVENESS AND AID INWARD INVESTMENT

Objectives	How these will be achieved	Indicators of success
3.5 (CONT) Enhance employers competitiveness by providing high quality, flexible customer focused education and training provision.	3.5.8 We will encourage employers to provide on site learning opportunities/facilities to reduce the barriers to learning. Learning providers will be encouraged to collaborate with employers to provide learning on site maximising the use of "state of the art technology". Thereby enhancing the range and quality of provision. We will work with employers to increase the proportion supporting training and development that leads to a formal qualification	By 2005 increase by 10% the number of employers supporting learning e.g. companies with training budgets.
	3.5.9 We will work closely with employers to upskill their existing workforce, in particular low skilled, low wage earners. We will promote the benefits of upskilling older workers and using their skills and expertise to mentor/coach the younger workforce.	Increase number of individuals being accredited at level 1 to 3. Baseline set by Dec 2002.
	3.5.10 We will investigate the need and feasibility of establishing a "Human Resources (HR) Network" of local companies employing over 200 people to ensure that LSC planning reflects their needs and best practice is shared across sectors.	Establish a HR network by Spring 2002.
	3.5.11 We will encourage all companies to embrace the Investors in People (IIP) standard and seek recognition. In particular we shall encourage uptake in the manufacturing, engineering and other sectors where penetration is low.	National Learning Targets By December 2002, 271 large and medium organisations to have achieved IIP. 165 small (employing 10-49) organisations to have achieved IIP.
	3.5.12 We will work with Trade Unions to encourage and support lifelong learning amongst employees and employers including support for implementing the IIP standard and nationally recognised qualifications.	

3. TO RAISE SKILL LEVELS TO IMPROVE EMPLOYER COMPETITIVENESS AND AID INWARD INVESTMENT

Objectives	How these will be achieved	Indicators of success
3.5 (CONT) Enhance employers competitiveness by providing high quality, flexible customer focused education and training provision.	3.5.13 We will encourage and support employers and Trade Unions to address the needs of those employees lacking basic numeracy, literacy and ICT skills. We will help develop in-company expertise to identify and meet needs.	50 internal verifiers/assessors accredited annually.
	3.5.14 We will work with professional bodies and trade associations to increase awareness and demand for 'master craftsmen' status, particularly in skill shortage areas.	
	3.5.15 Working with employers and providers we will encourage the smooth introduction of Technical Certificates and ensure best practice is implemented in meeting the requirements of Apprenticeship frameworks. In partnership with National Training Organisations/Sector Skills Councils we will seek to influence the content of frameworks e.g.: engineering, construction.	
	3.5.16 We will work with employers to achieve a more diverse workforce, particularly in sectors where traditionally numbers of minority ethnic groups or women in the workforce are low.	
	3.5.17 We will introduce measures to encourage individuals to take responsibility for their own learning and Continued Professional Development (CPD). In particular we will look to learn from and build upon the recent experience of ILAs and CDLs.	
	3.5.18 We will encourage individuals and employers to seek to achieve higher level skills and knowledge in order to enhance their performance and to further develop the skills needed to support strategic change in the local economy.	% of economically active adults with level 4 qualification. 2000 (baseline) 28.7%. 2004 (target) 30%.

3. TO RAISE SKILL LEVELS TO IMPROVE EMPLOYER COMPETITIVENESS AND AID INWARD INVESTMENT

Objectives	How these will be achieved	Indicators of success
3.6 To reduce the barriers to employment.	3.6.1 We will work to ensure and encourage adequate childcare provision to meet employers' recruitment and retention needs. A study of employer needs will be undertaken alongside a study of what makes successful childcare provision. We will also survey providers of training and education to assess the current provision in the childcare sector. Working with the Early Years Childcare Development Partnership we will jointly develop provision to meet the identified needs to fill any gaps.	Study and survey undertaken and strategy in place by December 2002.
	3.6.2 We will work to influence the training opportunities available to the unemployed in order to help meet the skill needs of the local economy. We will work with the employment service to ensure provision is meeting employer needs. We will meet regularly to share information, in particular labour market information, in order to improve the planning of provision and available provision throughout the sub-region.	Keep the unemployment rate below that of the U.K and sub region and ensure provision is responsive to the needs of employers.
	3.6.3 We will seek to understand the skill needs, in particular basic skills and ICT skills, of employers in the sub-region to ensure tailored training for the unemployed is available in the sub-region.	Reduction in the proportion of companies experiencing external skill shortages, as reported in the employer survey.
	3.6.4 We will support partners through actively engaging in the Regeneration Zone and more generally in Neighbourhood Renewal plans across the sub-region.	
	3.6.5 Working with local partners we will seek to maintain and improve the number of Inward Investors within Coventry & Warwickshire. Our purpose will be ensure the continued supply of skilled labour and training opportunities to meet investors needs.	

AIM 4
To improve the quality, effectiveness and efficiency of guidance, education and training delivery

4. TO IMPROVE THE QUALITY, EFFECTIVENESS AND EFFICIENCY OF GUIDANCE, EDUCATION AND TRAINING DELIVERY

Objectives	How these will be achieved	Indicators of success
4.1 In partnership with other agencies, develop a sustainable strategic infrastructure to ensure that learning and skills provision in Coventry & Warwickshire is coherent, avoids duplication and is easily understood by all stakeholders	4.1.1 We will utilise and support the work of the Learning Partnership in order to improve collaborative working, improve representation of learner needs, improve strategic service delivery mechanisms and support the development of CSWP and local strategic partnerships. 4.1.2 We will map existing learning & skills provision and identify target client groups in order to ensure all needs can be met. 4.1.3 We will work with stakeholders and providers to meet identified gaps and to eradicate wasteful and unnecessary duplication of provision.	We will consider the most appropriate methodologies for measuring the effectiveness of local partnerships as the local LSC becomes more embedded into the local infrastructure.
Pre 16 4.2 Organisations and agencies with whom we contract and interact for pre-16 work offer high quality and responsive provision.	4.2.1 Working through our Quality team we will seek to benchmark and assess the current provision. We will investigate the quality standards applicable to the Education Business Link Consortium and working in partnership seek to embed and measure their effectiveness. In addition we will be pro-active in preparing our contractors for provider reviews and endeavour to harmonise quality standards across the consortium members. 4.2.2 We will work with the Connexions Service to help implement the outcomes of current and future OfSTED inspections and to conduct joint research and evaluation into user needs and perceptions of the service.	Coventry and Warwickshire Education Business Link Consortium to be in the top quartile nationally. Where necessary, inspection outcomes actioned and young people report on increased level of user satisfaction with the service year on year.

4. TO IMPROVE THE QUALITY, EFFECTIVENESS AND EFFICIENCY OF GUIDANCE, EDUCATION AND TRAINING DELIVERY

Objectives	How these will be achieved	Indicators of success
4.2 (CONT.) Organisations and agencies with whom we contract and interact for pre-16 work offer high quality and responsive provision.	4.2.3 Where applicable we will work with the LEAs to help implement outcomes of OfSTED reports – e.g. vocational education, key skills, curricular enhancement, etc.	

Post 16
 	
4.3 To raise achievement and improve the proportion of young people who achieve their primary learning aim and are satisfied with their education and training experience.
	4.3.1 In partnership with providers we will regularly conduct benchmarking exercises against the best in class and between local providers. We will set challenging and realistic targets for improvements in success rates.
	
	4.3.2 We will encourage a clear customer focus in all provider programmes and promote the principle of learner first.
	
	4.3.3 We will monitor and act upon learner satisfaction gleaned through surveys, focus groups and face to face interviews to ensure we fully understand learners' experiences, issues, concerns and best practice.
	
	4.3.4 By operating a robust procedure of following up complaints and monitoring provider responses to complaints we will ensure opportunities to improve are identified and actioned.
		National Targets by age 19
		
		Level 2
		     2000 (baseline) 78.9% - 7,996
		     2004 (target) 80.8% - 8,852
		
		Level 3
		     2000 (baseline) 46.9% - 4,750
		     2004 (target) 49.7% - 5,447
		
		In discussion with the FE Colleges and LEA we will establish learner satisfaction measures.
		
		We will improve consistently the customer satisfaction rating on WBL (2000 = 93% baseline)
		
		Target
		2002 = 93%
		2003 = 93.5%
		2004 = 94%
		2005 = 94.5%

4. TO IMPROVE THE QUALITY, EFFECTIVENESS AND EFFICIENCY OF GUIDANCE, EDUCATION AND TRAINING DELIVERY		
Objectives	**How these will be achieved**	**Indicators of success**
4.3 (CONT.)To raise achievement and improve the proportion of young people who achieve their primary learning aim and are satisfied with their education and training experience.	4.3.5 Working with the LEAs we will help prepare schools for forthcoming post 16 OfSTED inspections and assist schools in implementing any resulting OfSTED recommendations. Working with FE & WBL Providers we will help prepare them for forthcoming ALI/OFSTED Inspections and provide assistance on action planning and implementing inspection findings.	
	4.3.6 In order to help assess and improve upon learners' retention and achievement we will develop the use of 'Value Added Data' across all education and training routes.	'Value Added Data' to be established and implemented across all FE Colleges, Schools and Training Providers by 2003.
	4.3.7 We will work with Coventry LEA and other partners to deliver the 'Coventry Area Wide Inspection Action Plan' outcomes. Working through the Coventry 14 – 24 forum we will establish strategic and operational area planning groups to implement the recommendations contained within the recent KPMG Post 16 review. We will discuss with Warwickshire LEA and other partners the feasibility and practicality of conducting 'local' Post 16 Area Wide Reviews within Warwickshire Local Authority Districts.	All actions contained within the Coventry Area Wide Inspection Action Plan (March 2001) delivered to timescales.

4. TO IMPROVE THE QUALITY, EFFECTIVENESS AND EFFICIENCY OF GUIDANCE, EDUCATION AND TRAINING DELIVERY		
Objectives	**How these will be achieved**	**Indicators of success**
4.4 To provide a quality service for adult learners to enable them to achieve their full potential through their chosen progression routes.	4.4.1 We will work to improve the level of partnership working at a sub-regional and local level to ensure a sustainable strategic infrastructure to support adult learning and skills.	
	4.4.2 We will work closely with the Adult Information, Advice and Guidance (IAG) network to promote the take up of the Guidance Accreditation Standards across the sub region.	IAG network members to achieve Guidance Accreditation Standards 50% by 2002 100 % by 2005.
	4.4.3 We will work with both the Adult and Community Learning Contractors to help prepare them for Adult Learning Inspectorate (ALI) inspections and to implement any recommendations arising from these inspections.	
	4.4.4 In order to aid capacity building in the Voluntary and Community Sector. We will support organisations to gain suitable /appropriate quality standards e.g. Picasso, Investors in People, ISO9000. We will also provide guidance and support on self assessment techniques and development planning.	
4.5 To meet employer needs and expectations in order to create a more effective link between the supply of education and training opportunities and the demand.	4.5.1 In consultation with employers we will work together to identify gaps in provision and to address these gaps. Linkages will be achieved with employers through such mechanisms as skills task forces and cluster groups.	Local employers indicate (via the annual Employers' Survey) satisfaction with the range and quality of the sub regional training and education provision.

4. TO IMPROVE THE QUALITY, EFFECTIVENESS AND EFFICIENCY OF GUIDANCE, EDUCATION AND TRAINING DELIVERY

Objectives	How these will be achieved	Indicators of success
4.5 (CONT.) To meet employer needs and expectations in order to create a more effective link between the supply of education and training opportunities and the demand.	4.5.2 We will develop with employers and other partners a network of Centres of Vocational Excellence (CoVEs) which reflect the needs of the sub regional economy. 4.5.3 We will create sector quality clusters amongst providers to better meet the needs of employers.	Increase the numbers of employers with training plans. (Coventry and Warwickshire Employers' Survey) 2001 = 33% baseline. Target 2002 = 35% 2003 = 38% 2004 = 42% 2005 = 45%
4.6 Through the achievement of quality standards and capacity building we will seek to ensure our providers are amongst the best in the country.	4.6.1 Building on our partnership approach with providers we will conduct bottom up and top down planning to ensure contracts/allocations are deliverable not aspirational. We will encourage an open relationship in which contract/allocations managers act as coaches and providers of best practice. 4.6.2 We will jointly develop tools for providers to use to improve performance and deliver a programme of provider workshops and seminars on key quality topics. 4.6.3 For workbased learning for young people training providers we will continue to enter into a developmental agreement and targets as part of the contract.	By 2005 be in the top quartile of the national performance tables for all LSC funded post 16 provision.

4. TO IMPROVE THE QUALITY, EFFECTIVENESS AND EFFICIENCY OF GUIDANCE, EDUCATION AND TRAINING DELIVERY

Objectives	How these will be achieved	Indicators of success
4.6 (CONT.) Through the achievement of quality standards and capacity building we will seek to ensure our providers are amongst the best in the country.	4.6.4 We will demonstrate our partnership approach with providers by continuing to meet and discuss openly the challenges of raising performance with FE Principals, the Training Provider Association and LEA representatives. Following on from this we will encourage increased collaborative work between and across all providers to ensure learners needs are met. 4.6.5 By linking named Quality Improvement Advisers to individual providers we will ensure that professional guidance and support on all Self-Assessment and Inspection related issues is provided. 4.6.6 We will provide a specialist support and monitoring service which bridges the gap between self-assessment and inspection and monitors the implementation of provider action plans. 4.6.7 We will conduct quarterly reviews of Coventry and Warwickshire Inspection grade performance and identify key issues for dissemination to the provider network. 4.6.8 We will establish and maintain effective working relationships with ALI and OfSTED and ensure prompt communication with Providers on emerging Inspection related matters. 4.6.9 In order to promote and share good practice we will strengthen existing relationships with other external agencies, e.g. LSDA, NIACE.	Inspection grades for provision within Coventry and Warwickshire to be a minimum of 5% in excess of the national average.

4. TO IMPROVE THE QUALITY, EFFECTIVENESS AND EFFICIENCY OF GUIDANCE, EDUCATION AND TRAINING DELIVERY

Objectives	How these will be achieved	Indicators of success
4.5 (CONT.) To meet employer needs and expectations in order to create a more effective link between the supply of education and training opportunities and the demand.	4.5.2 We will develop with employers and other partners a network of Centres of Vocational Excellence (CoVEs) which reflect the needs of the sub regional economy. 4.5.3 We will create sector quality clusters amongst providers to better meet the needs of employers.	Increase the numbers of employers with training plans. (Coventry and Warwickshire Employers' Survey) 2001 = 33% baseline. Target 2002 = 35% 2003 = 38% 2004 = 42% 2005 = 45%
4.6 Through the achievement of quality standards and capacity building we will seek to ensure our providers are amongst the best in the country.	4.6.1 Building on our partnership approach with providers we will conduct bottom up and top down planning to ensure contracts/allocations are deliverable not aspirational. We will encourage an open relationship in which contract/allocations managers act as coaches and providers of best practice. 4.6.2 We will jointly develop tools for providers to use to improve performance and deliver a programme of provider workshops and seminars on key quality topics. 4.6.3 For workbased learning for young people training providers we will continue to enter into a developmental agreement and targets as part of the contract.	By 2005 be in the top quartile of the national performance tables for all LSC funded post 16 provision.

4. TO IMPROVE THE QUALITY, EFFECTIVENESS AND EFFICIENCY OF GUIDANCE, EDUCATION AND TRAINING DELIVERY

Objectives	How these will be achieved	Indicators of success
4.6 (CONT.) Through the achievement of quality standards and capacity building we will seek to ensure our providers are amongst the best in the country.	4.6.4 We will demonstrate our partnership approach with providers by continuing to meet and discuss openly the challenges of raising performance with FE Principals, the Training Provider Association and LEA representatives. Following on from this we will encourage increased collaborative work between and across all providers to ensure learners needs are met. 4.6.5 By linking named Quality Improvement Advisers to individual providers we will ensure that professional guidance and support on all Self-Assessment and Inspection related issues is provided. 4.6.6 We will provide a specialist support and monitoring service which bridges the gap between self-assessment and inspection and monitors the implementation of provider action plans. 4.6.7 We will conduct quarterly reviews of Coventry and Warwickshire Inspection grade performance and identify key issues for dissemination to the provider network. 4.6.8 We will establish and maintain effective working relationships with ALI and OfSTED and ensure prompt communication with Providers on emerging Inspection related matters. 4.6.9 In order to promote and share good practice we will strengthen existing relationships with other external agencies, e.g. LSDA, NIACE.	Inspection grades for provision within Coventry and Warwickshire to be a minimum of 5% in excess of the national average.

4. TO IMPROVE THE QUALITY, EFFECTIVENESS AND EFFICIENCY OF GUIDANCE, EDUCATION AND TRAINING DELIVERY

Objectives	How these will be achieved	Indicators of success
4.6 (CONT.) Through the achievement of quality standards and capacity building we will seek to ensure our providers are amongst the best in the country.	4.6.10 We will actively encourage all partners and providers to achieve the Investors in People standard in order to improve the development of their workforce. 4.6.11 We will establish a network of associate inspectors and Quality Managers (including cross-provider representation) which can share and spread effective working practices (a Good Practice Forum). 4.6.12 Having reviewed the national strategy for gathering learner feedback, implement a local strategy that takes account of provider practices and gathers information against set criteria. 4.6.13 Identify specific sector priority areas, e.g. effective tutoring, and implement a planned programme to address these areas. 4.6.14 We will work in partnership with the Employment Service to provide support and advice to the local provider network on all quality related issues. This will include establishing a formal protocol on working arrangements.	All providers and partners with whom we contract to achieve Investors in People recognition. By March 2003, the Good Practice forum established. Protocol established by December 2002.

4. TO IMPROVE THE QUALITY, EFFECTIVENESS AND EFFICIENCY OF GUIDANCE, EDUCATION AND TRAINING DELIVERY

Objectives	How these will be achieved	Indicators of success
4.7 To ensure that all Learning & Skills provision is delivered in a safe, healthy and supportive learning environment.	4.7.1 We will assess providers health & safety capacity by systematically monitoring their procedures and practices. A 'Gateway' questionnaire will be completed annually. Each provider will be allocated a risk rating by the local Health & Safety Advisor. Action plans and follow up visits will be conducted where necessary. The findings of health & safety monitoring will be presented to the Council on a biannual basis. 4.7.2 We will ensure that local LSC staff will be sufficiently competent to provide advice & guidance in health & safety matters. 'Eyes & Ears' approach training will be given to all staff whose role includes visiting providers and update training with take place annually. 4.7.3 In order to help promote the highest standards of health & safety we will establish a provider Health & Safety Good Practice Forum.	No more than 5% of providers to be rated in the 'Some Concerns' category. No providers to be rated in the 'Serious Concerns' category. Forum to meet a minimum of three times a year.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

AIM 5
To ensure engagement and participation of under-represented groups and equalise opportunities through the availability and provision of guidance, education and training

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

5. TO ENSURE ENGAGEMENT AND PARTICIPATION OF UNDER-REPRESENTED GROUPS AND EQUALISE OPPORTUNITIES THROUGH THE AVAILABILITY AND PROVISION OF GUIDANCE, EDUCATION AND TRAINING		
Objectives	**How these will be achieved**	**Indicators of success**
5.1 To achieve parity of access to positive destinations post-16 to offer all young people the opportunity to achieve their full potential.	5.1.1 We will review all available data sources to establish baselines and identify gaps in information for further investigation and research.	Establishment of baselines, targets and equality performance indicators.
	5.1.2 We will monitor post-16 destinations to identify areas of inequality. We will review and monitor recruitment and selection processes to ensure parity of access to education and training opportunities. We will monitor and benchmark providers against the local population and ensure recruitment reflects the population.	Parity of access to positive destinations post-16 (sixth form, FE, work based learning and jobs with training).
	5.1.3 We will work closely with the Connexions service and schools to enable young people to receive realistic assessment and appropriate information and guidance in order to facilitate informed decisions about post-16 education and training opportunities.	
	5.1.4 We will work closely with providers and FE to reduce inequality through the development of robust policies and practices, sharing good practice and networking.	
	5.1.5 We will review and monitor all marketing, promotion and information materials, resources and activities to ensure that they reflect a commitment to diversity and equality. Where groups/communities are under-represented, we will explore alternative, targeted marketing and promotional activities to increase participation. This will include, for example, addressing imbalance by gender, ethnic origin and disability.	Reduce the gap between males & females entering positive destinations at age 16 to less than 1% by 2005.

Reduction in the gender imbalance across occupational sectors and provision. |

5. TO ENSURE ENGAGEMENT AND PARTICIPATION OF UNDER-REPRESENTED GROUPS AND EQUALISE OPPORTUNITIES THROUGH THE AVAILABILITY AND PROVISION OF GUIDANCE, EDUCATION AND TRAINING		
Objectives	**How these will be achieved**	**Indicators of success**
5.1 (CONT.) To achieve parity of access to positive destinations post-16 to offer all young people the opportunity to achieve their full potential.	5.1.6 Working with Connexions, LEAs and schools we will develop and implement actions to meet the needs of 'failing' groups of young people. We will continue to target the disaffected and disadvantaged, particularly those from the following groups; transient pupils, young people in care, young people with learning difficulties and/or disabilities, homeless, ex-offenders, carers and refugees. 5.1.7 We will develop actions to address the growing gender gap whereby boys are significantly underperforming in many areas of the curriculum. 5.1.8 We will also investigate further the information currently held which illustrates disparity of entry to positive post-16 destinations amongst some ethnic groups. 5.1.9 We will work with employers, FE colleges and providers to ensure that the initial assessment, recruitment and selection process is based on defined, fair and essential criteria. We will monitor at all stages of the process to identify any areas for concern. 5.1.10 We will work with the LEAs and other providers to develop a range of strategies to help increase literacy and numeracy skills in young people e.g. family learning, mentoring schemes etc.	Coventry and Warwickshire to be at or above the national average in literacy and numeracy at key stages 1 to 4.

5. TO ENSURE ENGAGEMENT AND PARTICIPATION OF UNDER-REPRESENTED GROUPS AND EQUALISE OPPORTUNITIES THROUGH THE AVAILABILITY AND PROVISION OF GUIDANCE, EDUCATION AND TRAINING		
Objectives	**How these will be achieved**	**Indicators of success**
5.2 Achieve parity of achievement for all groups of young people across all provision.	5.2.1 Monitoring will take place at all stages of the recruitment, selection and delivery process. We will review the available data relating to achievement and destination to identify inequality. We will follow up on National Audit Office findings by investigating the use and collection of destination and achievement data with providers and how this informs planning. We will regularly benchmark providers against the local population, best in class and each other and set challenging but realistic targets for improvements (where disparity exists). 5.2.2 We will actively encourage new providers who are able to motivate the desire to learn and meet the needs of under-represented groups. 5.2.3 Working with the Youth Offending Teams we will actively support young offenders in their re-entry to learning. 5.2.4 We will work with the LEAs to target under-represented groups from families who traditionally have not entered higher education. 5.2.5 We will work in partnership (e.g with HE/FE institutions) to improve access to HE for disabled young people, e.g. Widening Participation project by Hereward College.	By 2005 all leavers from LSC funded provision, regardless of background achieve comparable results. Increased percentage of young offenders entering a positive destination (baseline to be established). Increase the numbers of first generation higher education students by 5% by 2005. Increase the percentage of disabled young people entering HE.

5. TO ENSURE ENGAGEMENT AND PARTICIPATION OF UNDER-REPRESENTED GROUPS AND EQUALISE OPPORTUNITIES THROUGH THE AVAILABILITY AND PROVISION OF GUIDANCE, EDUCATION AND TRAINING		
Objectives	**How these will be achieved**	**Indicators of success**
5.3 To ensure that sufficient opportunities and support are available to enable adult learners to achieve their aspirations and full potential.	5.3.1 We will work in partnership to ensure utilisation of provision is maximised in a flexible way to engage with learners. In particular through widening participation within the voluntary and community sector.	Every learner in the sub-region is able to access learning of their choice at a time and location convenient to them.
	5.3.2 We will encourage participation by learners from disadvantaged areas (e.g., areas of rural deprivation, regeneration zones, Leamington old town, Coventry City priority areas etc). We will monitor participation, achievement and destination by geographical area to identify areas for concern.	
	5.3.3 We will work with providers and partners to increase the range of accessible, quality childcare to meet the needs of learners and ensure that information about provision is readily available.	200 new childcare places established by 2005 within education and training establishments.
	5.3.4 We will continue to work in strategic partnerships (eg Joint Investment Plans) to improve access to education, training and employment opportunities for disabled people.	
	5.3.5 We will monitor and maximise funding (mainstream and other e.g. ESF) to support the additional needs of people with learning difficulties and other disabilities to ensure they are not disadvantaged in accessing and benefiting from provision.	
	5.3.6 We will promote learning for older people (over 50) to improve employment and career prospects for those of working age, and to support active ageing policies. This will include continuing to work within strategic partnerships addressing the needs of over 50's.	

5. TO ENSURE ENGAGEMENT AND PARTICIPATION OF UNDER-REPRESENTED GROUPS AND EQUALISE OPPORTUNITIES THROUGH THE AVAILABILITY AND PROVISION OF GUIDANCE, EDUCATION AND TRAINING		
Objectives	**How these will be achieved**	**Indicators of success**
5.3 (CONT.) To ensure that sufficient opportunities and support are available to enable adult learners to achieve their aspirations and full potential.	5.3.7 We will work with all the guidance, training and education providers to ensure that appropriate progression routes exist so as not to disadvantage any learner. We will identify ways of improving access to quality guidance for those in low paid, unskilled occupations who are not able to access training and development opportunities within the workplace.	
	5.3.8 We will initiate and support actions to address under-representation and under-achievement of people from minority ethnic groups. This will include monitoring of participation and achievement, targeted support using additional funding (e.g. LIF), identifying and disseminating experiences and good practice, such as the FE Ethnic Minority Students' Achievement Grant Project.	
	5.3.9 Alongside partners we will develop local ICT strategies which apply ICT access to the issues of social exclusion and the 'digital divide'. This will include mapping all ICT provision in the sub-region to ensure that those in disadvantaged communities have access to ICT through learning centres, UFI, Cyber Cafes etc.	Increase the numbers of individuals in the sub-region with access to appropriate local ICT.
	5.3.10 We will work with the University for Industry (UFI) West Midlands Regional team and the Coventry/Warwickshire UFI hub to ensure the provision can add value to the education and training choices available in the sub-region.	

Objectives	How these will be achieved	Indicators of success
5.3 (CONT.) To ensure that sufficient opportunities and support are available to enable adult learners to achieve their aspirations and full potential.	5.3.11 To maximise resources, wherever possible we will link with other initiatives which use ICT to increase access to information/services eg rural initiatives.	Percentage of ex-offenders entering employment increases (baseline to be established).
	5.3.12 In order to help facilitate adult offenders rehabilitation into the community we will work with the Probation Service on basic skill screening and initial skill needs assessment. We will support the Employment Service in providing pre-release support in guidance, job search and training.	
5.4 To improve competitiveness and contribute towards the economic regeneration of the sub-region through enabling all groups/communities to achieve their potential.	5.4.1 We will work in partnership, including project activity and bids for funding to contribute towards the overall economic regeneration of disadvantaged areas and communities.	
	5.4.2 We will actively participate in partnerships (eg SRB partnerships, Community Strategic Plans) to develop and implement wider strategic policies.	
	5.4.3 In partnership with Business in the Community and other organisations working with employers, we will encourage employers to realise the business benefits of a diverse workforce (eg promoting work-life balance, age diversity policies, Employers Network on Disability).	Increased percentage of employers adopting diversity policies and practices.

> 5. Resourcing the Plan

a) Funding

We will ensure that the resources available to the sub region will be used to fulfil our mission and objectives as set out in this plan. Additionally we will pursue funding from other sources when possible to enhance our activities to engage more of the local population in learning activities.

While the funding streams identified below can be regarded separately, we aim to ensure that there is complementarity in their deployment. We will ensure that all funds are used strategically to assist our partners in addressing those issues and priorities as identified in this Strategic Plan.

Programme Funding

Learning and Skills Council Coventry and Warwickshire has an annual budget of approximately £90m of which the majority will be allocated to fund statutory learning activities, as follows:

Further Education College
Work Based Learning
School Sixth Forms
Adult Education
Workforce Development
Education/Business Links
Information, Advice and Guidance
Learn Direct.

Discretionary Funding

In addition to the funding outlined above we will have access to discretionary funding to address local issues that do not meet the criteria for funding through main stream provision.

These include:

Co-financing: Co-financing is a new way of distributing European Funding. We have been approved as a co-financing organisation and awarded £13.2m for three years. These funds will be targeted at the most disadvantaged areas of the sub region and assist 25,000 individuals to enter/re-enter learning opportunities. Additionally co-financing means that the normal EU rules, which in the past have proved a barrier to securing funds for some organisations no longer exist. We aim to use this opportunity to take risks and support more new and creative provision and to bring on board new providers. Most importantly as this fund will be administered locally we will be ensure added value by avoiding duplication and reducing bureaucracy.

Local Initiative Fund: We expect to receive £1m per year. This fund will support activity that is not eligible for either mainstream or co-financing funds. It will target development of providers, research and marketing activity.

b) Corporate Governance

We have created a Sub-Committee structure under the local council, supported by members of the management team in order to take forward the LSC's strategy in a local context.

Specifically the Finance & General Purposes Committee together with the Quality, Performance & Audit Committee are tasked with overseeing both the resourcing of the local organisation and the Corporate Governance Issues and financial probity.

c) Equal Opportunities Strategy

The LSC has made a public commitment to '....build equality into all of its policies, programmes and actions' and to '...promote equality of opportunity for all to learn and acquire skills and qualifications'. To progress the objectives of widening participation, making learning more inclusive, eliminating unlawful discrimination in learning and promoting equality of opportunity for all learners, four overarching equality objectives have been agreed:

1. To develop the LSC as an equal opportunities employer and organisation.
2. To develop the LSC as a champion of equality.
3. To embed equal opportunities into all policies, programmes and actions.
4. To report on progress towards equality.

Our local EO strategy seeks to promote these objectives within the context of our wider Strategic Strategy, reinforcing the principle of equality as an integral aspect of all our activities.

We will be striving to embed equality of opportunity throughout our activities as an employer and through the development and delivery of post-16 education and training. All staff will receive training in equal opportunities. An Equal Opportunities Co-ordinator is in post and will be developing the local strategy although all staff will have responsibility for equality issues within their operational remit. The local Council has set up 5 sub-groups, each chaired by a Council member. These groups will have responsibility for equality issues in relation to their remit.

Overall responsibility for championing equality will rest with the Executive Director and Chair. A senior member of staff will have designated responsibility for equality in relation to human resources and employment issues.

The LSC, under the Learning and Skills Act, has a duty to promote equality of opportunity in relation to gender, race and disability. In practice, promotion of equality will extend beyond this to all groups/communities who face disadvantage in accessing education and learning – for example, this will include lone parents, inner city residents, those experiencing rural deprivation, literacy and numeracy needs, and those in low skilled manual jobs.

Strategic Aim 5 ('to ensure engagement and participation of under-represented groups and equalise opportunities through the availability and provision of guidance, education and training') details key objectives and actions to create a framework for identifying areas where inequality persists and actions to address this.

d) Learners with Learning Difficulties and/or Disabilities

We will work with providers to improve access to local mainstream provision for learners with learning difficulties and/or disabilities, maximising budgets and other funding opportunities (e.g. co-financing) to provide additional support and to enhance provision. Where needs cannot be met through local provision, we will work with Connexions, LEAs, Social Services and the Health Authority to ensure a smooth transition to appropriate residential establishments under the terms of Section 13 of the Learning and Skills Act 2000. Improving equality of access to learning opportunities for disabled people will be an integral aspect of all our activities (e.g. Information, Advice and Guidance, Learning Partnerships, etc.).

We will continue to work within multi-agency partnerships (e.g. Joint Investment Plans on Welfare to Work for Disabled People) to promote a coherent approach to improving opportunities for individuals to achieve their full potential.

e) Health and Safety Strategy

The Learning and Skills Council regards health and safety matters to be a priority and an integral part of all its operations, including the maintenance of high quality systems and standards. The LSC Coventry and Warwickshire has embedded Health and Safety into all its policies, contracts, programmes and activities.

Strategic Aim 4 (to improve the quality, effectiveness and efficiency of guidance, education and training delivery) details the key objectives and targets to enable us to identify areas of weakness and allow for continuous improvement.

To assess the arrangements the LSC uses a pre-contract gateway questionnaire and monitors and evaluates the effectiveness of providers' safety management systems. We will proactively encourage the sharing of good practice between providers through our Provider Self-Help Group.

The Health and Safety Adviser will take lead responsibility for the development, implementation and measurement of provider evaluation and staff training.

f) Staffing and Administration

As with most organisations, resource planning is fundamental to our business success, increasingly we need to achieve more with less funding. Well-trained and motivated individuals are the tools of our trade and our overall aim is for continuous improvement in our processes and to work 'smarter'.

The success of our people management practices is crucial and our continued adherence to the principles of Investors in People will help us in this. Also, we will be following the Business Excellence Model in our everyday life, ensuring our resourcing and business practices are continually monitored in order to successfully facilitate the delivery of our objectives.

A local organisation structure has been put into place, which reflects our current needs. However, as young organisation with new and emerging areas of work arising along the way, we have a need to be flexible in our structure and working practices in order to accommodate change.

Evaluation.

The Strategic Plan will be evaluated at a number of levels and via a number of methodologies as described below.

i) Targets – the key local targets will be measured annually or biannually depending on the data source. The nationally defined targets will be measured using data provided on an annual basis by National Office, 15 months after the year end. The next West Midlands Household Survey data will be available in autumn 2002, while the Success Index is measured annually in October. In addition, we are developing a suite of Local Impact Measures, which will be reported to Council annually in April.

ii) The Business Plan 2002/3 will set out in detail the activity for the first year of the Strategic Plan, and will be monitored using the monthly and termly Management Information and the Individual Learner Record data. In addition, the Business Plan Review Group meets quarterly to review progress on activity and reports both good news and shortfalls to Council.

iii) Programmes and initiatives are evaluated on a regular basis. The exact timing and nature of these evaluations is negotiated as part of the Business Planning process. The findings from such evaluations are shared with relevant providers, members of staff, National Office and regional partners to ensure that best practice can be built upon and lessons learnt.

iv) The Strategic Plan will be rolled forward at the end of 2002 and this will provide an opportunity to assess achievements to date and the relevance of priorities. The 2003-6 planning process will commence with a review of the Skills Assessment that has informed the Strategic Plan. This process will commence with a Workshop with key local partners in May 2002, and the production of a revised Skills Assessment in September 2002.

Chair: Ursula Russell Chief Executive: Malcolm Gillespie (PA & Council Secretariat)			
Planning & Development	**Marketing & Workforce**	**Service Delivery**	**inance & Corporate Services**
Yvonne Rose	**Nigel Gaynor**	**Peter Shearing**	**Clive Stock**
Research/Planning & Economic development: Research/Needs Analysis Forecasting & Demand Local Needs Planning Management Information Customer feedback reports LR Database **Education & Lifelong Learning Development:** Basic Skills Developing New Provision Develop Non Participation Projects Promoting Lifelong Learning Education Business Links Connexions Curriculum Development Sixth Form Local Partnerships Community Education Adult information and guidance **Equal Opportunities:** Establish strategy Review local LSC performance against targets Develop action plan Promote Opportunities for excluded and under represented groups	**Workforce Development:** Employer Liaison Small Business Service (SBS) Contract Manager Promotion of Investment in Training To Employers Contracting Agreeing & Reviewing Performance of SBS Contracting Promotion of Skills Accreditation Develop Workplace Learning University for Industry (Learn - direct) Sectorial/NTO Interface **Marketing:** Promotion of Workforce Development Local Marketing Strategy Networking with other local LSCs Promoting Local Priorities Events Management Promotion of Learning & Skills Initiatives Web Development and Updates Information Provision **Special Funding:** Regeneration European bidding Co-Financing Special funding	**Quality:** Providing Infrastructure Support Area Inspection Support Area Inspection Action Plans Produce Annual Quality Improvement Report Manage Quality Budget Act on Non-compliances Identify & disseminate Good Practice Ensure Providers Meet Quality and Health & Safety Standards **Operations:** Provider Interface Negotiating & Agreeing Volumes to Providers Reviewing Performance Monitoring Review & Reporting Supplier Performances Developing Provider Capacity Assessing Client satisfaction Identifying Development Opportunities Identifying & Approving New Providers Voluntary sector	**Finance & Resource Allocation:** Local Resource Planning Allocation & Control of Discretionary Funds Management Accounting Financial Control Budgetary Control Contracting Controls Contract Validation Financial Risk Assessment Viability Checks Capital Appraisals **HR/Corporate Service:** IT Systems Support & Help Desk Personnel Staff Training & Development Premises/Office Services Health/Safety Internal **Financial Monitoring:** Financial Control Teams Claims Validation System Compliance Audit Compliance (Inc ESF/SRB etc) Value for Money Audits

COUNCIL MEMBERS

NAME		ORGANISATION
Mrs M Galliers	Principal	Henley College
Dr M Goldstein	Vice Chancellor	Coventry University
Mr R Grant	Elected Member	Warwickshire County Council
Mr D Kershaw	Former Head Teacher	Coundon Court School
Mr C Liddell	Regional Industrial Organiser	Transport & General Workers Union
Ms J Nichols	Director	Coventry Voluntary Service Council
Mr R D Parham	Former Managing Director	Peugeot Motors
Mr R Pringle	Regeneration Director	Touchstone Housing Association
Mr I Roxburgh	Former Chief Executive	Coventry City Council
Mr N Snook	Managing Director	GOAL plc
Ms B Sohal	Support Co-ordinator	Minority Group Support Services (Coventry City Council)
Mrs U Russell	Chair	Learning and Skills Council
Mr S Stewart*	Executive Director	Connexions
Mr J Lee*	District Manager	Employment Service
Ms M Alker*	Deputy Director Business & Learning Division	Government Office West Midlands

SUB COMMITTEES

Young Persons (inc. Connexions & EBLs)	Adult (inc. IAG)	Quality, Standards & Audit	Labour Market Information	Finance & Policy
Maggie Galliers (Chair)	Mike Goldstein (Chair)	Richard Parham (Chair)	Nigel Snook (Chair)	Ursula Russell (Chair)
Richard Grant	Janice Nichols	Richard Grant	Janice Nichols	Malcolm Gillespie
David Kershaw	Nigel Snook	Iain Roxburgh	Iain Roxburgh	Richard Parham
Iain Roxburgh	Balbir Sohal		John Lee	Mike Goldstein
Balbir Sohal	Bob Pringle		Chris Liddell	
Steve Stewart	Chris Liddell	John Dwyer (staff member)		Clive Stock (staff member)
Rachael Lewis-Bell (staff member)	Ken Marshall (staff member)		Jane Holland (staff member)	

*Observers

> 6. **Consultation Process**

In developing this plan, we have discussed both approach and detail with interested parties, to ensure that what we are proposing does not conflict with but complements other local activity. Thus the consultation process could be deemed to have started long before the first words were written down. However we have also implemented the following consultation process to ensure that as many views as possible have been captured and considered.

A first draft of the plan was submitted to the local LSC Council for consideration on 25th September 2001 , to ascertain whether the basic format, thrust and depth of detail of the document fitted their requirements. From that meeting, the Consultation version of the plan was developed and this has gone through the following stages:

- The plan was sent out on 12th October 2001 to several hundred organisations and individuals, including the Regional Development Agency (Advantage West Midlands) local Councils and the Learning Partnership, along with a structured response form, and responses requested by 16th November.

- The plan, the structured response form and the full Skills Assessment were lodged on the LSC Coventry and Warwickshire website, with a request for feedback by the same date.

- There was a presentation to an invited audience of predominantly local employers at the Better People Better Business Event on 18th October at the National Agricultural Centre, Stoneleigh, with opportunities for feedback. 65 people attended the presentation and a lively debate ensued, which was noted when revising the plan.

- Press releases were issued to all local papers and radio stations, alerting the public to the consultation.

- Copies were lodged with all public libraries in the sub region.

- There were presentations to providers and other partners during the consultation period.

- The plan was discussed with representatives from the Corporate Planning Team at LSC National Office.

- In total just over 500 printed copies of the draft plan were distributed.

After the close of the consultation period, all feedback was logged and considered, and a proposal put to Council on which elements should be adopted for inclusion. Several responses were received after the close of the consultation period, and as far as possible they were also included in the proposals to Council.

The plan with agreed changes was submitted to National Office on in January 2002 and approved in March 2002.

The main issues to come out of the Consultation exercise were:

Increased emphasis on working with and realising the potential of older people as well as the 16 to 24 age group

Increased emphasis on the work required in the Regeneration Zone and Neighbourhood Renewal to assist these important initiatives

Greater acknowledgement of the work of Colleges and other providers in adult and community education

The needs of the local area mean that the local LSC should also set targets and encourage progression to level 4 attainments and higher level skills, including work with employers

Increased emphasis on learning for learning's sake

In terms of Targets, the majority view was that Targets should not be overly ambitious within the possible range as the effort required to achieve incremental improvement was great as the target audience was those who were by nature harder to reach.

In addition a number of detailed points were included, which will need to be addressed when developing the detailed Business Plan that will flow from the Strategic Plan.

SUMMARY OF AIMS AND OBJECTIVES				
To raise the aspiration, participation and achievement of young people.	To raise achievement and increase the demand for learning by adults.	To raise skill levels to improve employer competitiveness and aid inward investment.	To improve the quality, effectiveness and efficiency of guidance, education and training delivery.	To ensure engagement and participation of under-represented groups and equalise opportunities through the availability and provision of guidance, education and training.
To inspire young people to make informed choices regarding their future careers by working in partnership to provide good quality, impartial careers education and guidance.	To ensure that every adult has access to good quality information, advice and guidance on career options and education and training opportunities.	Increase the number of opportunities available to all young people in order to provide them with the skills they require for adult and working life.	In partnership with other agencies, develop a sustainable strategic infrastructure to ensure that learning and skills provision in Coventry & Warwickshire is coherent, avoids duplication and is easily understood by all stakeholders.	To achieve parity of access to positive destinations post-16 to offer all young people the opportunity to achieve their full potential.

SUMMARY OF AIMS AND OBJECTIVES				
To raise the aspiration, participation and achievement of young people.	To raise achievement and increase the demand for learning by adults.	To raise skill levels to improve employer competitiveness and aid inward investment.	To improve the quality, effectiveness and efficiency of guidance, education and training delivery.	To ensure engagement and participation of under-represented groups and equalise opportunities through the availability and provision of guidance, education and training.
To reduce the numbers of young people in Coventry & Warwickshire schools currently excluded or at risk of exclusion from mainstream education.	To increase the demand for learning through supporting family learning initiatives.	Ensure that young people and their parents are knowledgeable about the local situation regarding labour market opportunities and that they have sufficient information to be able to make an informed choice. In making this choice that their demands can be met.	Organisations and agencies with whom we contract and interact for pre-16 work offer high quality and responsive provision.	Achieve parity of achievement for all groups of young people across all provision.
To increase the numbers of young people taking a vocational course at Key Stage 4 (ages 14-16), with particular emphases on craft, e.g.: engineering, construction and ICT.	To ensure the number of people in Coventry and Warwickshire who experience difficulties with Basic Skills at any level falls, and to ensure the number of people resident for more than 5 years in the sub-region in need of ESOL support reduces.	Increase opportunities for employers to better understand and influence the education and training system.	To raise achievement and improve the proportion of young people who achieve their primary learning aim and are satisfied with their education and training experience.	To ensure that sufficient opportunities and support are available to enable adult learners to achieve their aspirations and full potential.
To create a stronger "want to learn" culture amongst young people aged 16-19.	To ensure that there is quality provision to meet the demand for adult learning through increasing the range and amount of provision in community settings, focusing on under-represented groups.	Identify by sector and occupational area, current and future skill needs.	To provide a quality service for adult learners to enable them to achieve their full potential through their chosen progression routes.	To improve competitiveness and contribute towards the economic regeneration of the sub-region through enabling all groups/communities to achieve their potential.

SUMMARY OF AIMS AND OBJECTIVES				
To raise the aspiration, participation and achievement of young people.	**To raise achievement and increase the demand for learning by adults.**	**To raise skill levels to improve employer competitiveness and aid inward investment.**	**To improve the quality, effectiveness and efficiency of guidance, education and training delivery.**	**To ensure engagement and participation of under-represented groups and equalise opportunities through the availability and provision of guidance, education and training.**
Improve the take up of and retention in appropriate and sustainable learning opportunities for young people.	In partnership to foster and support a culture of lifelong learning, supporting learning for the sake of learning.	Enhance employers' competitiveness by providing high quality, flexible, customer-focused education and training provision.	To meet employer needs and expectations in order to create a more effective link between the supply of education and training opportunities and the demand.	
To remove any barriers to collaboration between schools, and between schools, FE Colleges and training providers, ensuring that this greater flexibility includes progression e.g.: into Higher Education.	To increase the uptake and completion of Work Based Training for Adults amongst those who are eligible for the programme.	To reduce the barriers to employment.	Through the achievement of quality standards and capacity building we will seek to ensure our providers are among the best in the country.	
To raise achievement and improve the proportion of young people who achieve their primary learning aim on leaving Education and Training.	To ensure appropriate progression routes for all learners exist and that progression opportunities for the learner are optimised.		To ensure that all Learning & Skills provision is delivered in a safe, healthy and supportive learning environment.	
To ensure adequate quality provision is available to address the needs of disadvantaged and/or disaffected young people.	To reduce the barriers to learning			

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Coventry and Warwickshire