

THURROCK LEARNING PARTNERSHIP

Promoting Skills and Achievement

Learning Plan Executive Summary

A) What is Thurrock Learning Partnership?

An exceptionally inclusive body of partners dedicated to meeting the learning needs of their community and the local economy, a body which has earned respect for its role and has become the recognised point of contact for lifelong learning issues.

B) Aims

1. To create a “plan of plans” which brings together the appropriate plans, or parts of plans, of partner organisations to define a holistic framework within which all partners can work in real partnership.
2. (a) To widen participation in learning among young people (16 - 19) and among Thurrock’s adult population (19+).
(b) To raise levels of achievement of all young people (16-19) who learn in Thurrock and all adults (19+).
3. To increase participation in higher education.
4. To ensure the provision of high quality advice to adults living in Thurrock.
5. Meet the Skills Challenge for the local economy.
6. To be completely inclusive ensuring equality of learning opportunity for everyone and to be proactive in areas of identified need such as Basic Skills.

C) Objectives

1. Ensure the most effective use of resources and synergy of action by:
 - (a) Continuing and extending opportunities for a joint understanding of local provision and need and identifying solutions/actions for addressing gaps/duplication; *(Contributes to Aims 1 & 5)*
 - (b) Maintaining and continuing to improve communication between local partners to ensure effective collaboration. *(Contributes to Aims 1 & 5)*
2. Increase the level of interest in and motivation for learning within the community (including employers) in recognition of the social and economic benefits. *(Contributes to Aims 2, 4 & 5)*
3. Improve physical access to learning opportunities for those communities with limited transport facilities. *(Contributes to Aim 2)*
4. Continually improve the quality of learning provision and opportunities available to the local community. *(Contributes to Aims 2, 3, 5&6)*
5. Improve progression routes between various types of learning opportunities and between learning and employment. *(Contributes to Aims 1, 4 & 5)*
6. Develop and implement IAG Strategy. *(Contributes to Aim 4)*

D) Objectives - Working with/supporting the LSC

1. Develop a concordat for our relationship with the LSC and how we will support one another.
2. Establish communication links which will provide:
 - a) a central point of contact for the LSC to communicate with local learning
 - b) opportunities for the Learning Partnership to advise and influence LSC strategy.

E) Priorities for 2001/2002

1. Interest and motivation in learning (objective 2 contributing to Aims 2, 4 & 5).
2. Improve physical access to learning (Objective 3 contributing to Aim 2).
3. Continually improving the quality of learning provision and opportunities (objective 4 contributing to Aims 2,3,5,6)).
4. High Quality Advice for Adults (objective 6 contributing to Aim 4).

Aim/Objective	Performance Measure	Targets	Baseline	Progress
Participation/Interest and Motivation in Learning - Young People.	Numbers participating/retention in further education/training.	Participation 91% by 2002. (Participation data is provided by ECBP and includes full time participation, work based learning and employment with training). Retention 85% By 2002. At present, it is not possible to follow up the employment with training category. The retention figures, therefore, are limited to full-time provision.	Participation 70% in 1998/9. Retention 80% In 1998/1999.	Participation 89% 2000-2001. Retention 82% in 1999/2000.
Achievement - Young People.	Increased numbers achieving Levels 2 and 3.	L.2 1266 by 2002. L.3. 734 by 2002 (+ internal aspirational target of add'l 1%).	L2. 1114 in 1998. L3. 501 In 1998.	L.2. 1216 in 1999 1286 in 2000/1 L.3. 648 in 1999 777 in 2000/1
Participation/Interest and Motivation in Learning - Adults.	Numbers participating/retention in learning.	Participation ?% Retention 85% by 2002.	Participation ?% in 1999 Retention 80% at ACC in 1999.	Participation 77% in 2000/1. Retention 81% at ACC in 2000.
Achievement - Adults (No prescribed target for L.2. but recognised as an important by TLP).	Greater numbers achieving levels 2, 3 and 4.	L2. 37,000 L3. 22000 L4. 8000 By 2002.	L2. *** L.3. 17000 L.4. 8000 In 1998.	L2. 37000 L.3. 23000 L.4. 11000 In 2000/1.

Aim/Objective	Performance Measure	Targets	Baseline	Progress
a) Increase Participation in Higher Education. b) Participation in local HE provision.	a) Increase in applications to HE. b) Increase in Participation.	a) Annual increase of 1.5% to 2005. b) *** in 2002.	a) *** in 1999. b) *** participants in 1999.	a) *** in 2000. b) *** (250 FE, *** OU, in 2000).
Skills Challenge (local economy / employers).	Reduction in identified skills shortages.	Employers' Survey to be undertaken. Strategy and targets to be agreed.	Individual Partners working with business - no collective strategy.	<ul style="list-style-type: none"> • Employers' Survey undertaken late 2000. • Partnership liaison with employers commenced
Knowledge of gaps/duplication and identifying action	Quality Intelligence	90% of partners and LSC recognise LP as authoritative view by 2002	Liaison between Partners. 1999.	<ul style="list-style-type: none"> • Continuing liaison and agreement on relevant provision. • Employer Survey and selected ward level Skills Audit conducted. • Partnership wide surveys on learning carried out 2001
Partner communication/ collaboration	a) Partnership survey of views of communication. b) Evidence of collaborative activities. c) understanding of other partner activities/contributions.	a) 90% say continuing improvement in 2002. b) 90% say increased collaboration in 2002. c) 80% say they know more about others in 2002.	a) to be undertaken. b) No. of collaborative activities already underway. c) Survey to be undertaken but generally considered to be good.	a) Identified as good in Reg. Eval. 2000 & 2001 b) Major (SDF and NOF) collaborative bids in 2000. c) <ul style="list-style-type: none"> • FE Sector College Principals on each other's Governing Bodies. • Sharing information a standing agenda item. • Bidding protocol.

Aim/Objective	Performance Measure	Targets	Baseline	Progress
Quality	a) Student satisfaction and achievement. b) Partners achieving/retaining liP status.	a) 2002 - 85% satisfaction. See data above for achievement. b) 50% of partners to have achieved liP status by 2002 (NB Not appropriate for all partners).	a) Satisfaction - no collective measure. Achievement: see data above. b) 1999 - Major providers and ECBP had liP status.	a) 2001 – Adults 87.2% satisfaction b) 2001 = 66.6%
Physical Access to Learning	Learner/non-Learner Survey results	To be assessed when survey results analysed.	2001-20% of those not in learning state lack of local provision is a barrier	
High Quality Advice - Adults	IAG Strategy Nos. seeking advice	Collective targets to be agreed (dependant on funding available for IAG Centres)	No collective strategy. 1998.	Consortium formed in 1999. IAG Strategy developed in 2000. Two partners obtain GAB accreditation in 2001
Equality of Opportunity	Nos. of identified target groups participating	Participation targets to be agreed.	Target groups data to be disaggregated.	
Progression Routes	a) Tracking Data b) Nos participating in specific projects to encourage progression. c) Availability of IAG for adults	a) Effective Tracking system from school through to HE. b) 118 Young People by 2002 c) IAG accreditation by key partners	a) ECBP commissioned to track data. b) No collective data c) No IAG accreditation available - 1998.	a) Partial tracking system. 1999. Partners co-operate in the release of data but system still in development. 2000 b) 38-1999; 78-2000 c) 2 key partners have GAB accreditation 2001.

F) Achievements in relation to supporting the LSC

1. Memorandum of Understanding jointly agreed and signed
2. LSC Executive Director/Director of Strategy has attended Partnership meeting and regular meetings between LSC and LP Chair and Manager take place.

Funding: Partner and Manager time.

G) Other achievements

- | | Funding |
|---|---|
| 1. Manager retained. | L. P. Fund. |
| 2. Initial Assessments undertaken and priorities identified for 2001-2002. Young People/Adult Strategic Sub-Groups and Project Groups established. | Partner Time and Resources. |
| 3. Initial LMI/Learning Needs Analysis/ Employer Survey/Skills Audit undertaken. | Partnership Fund/ EEDA SDF/Partner time and resources |
| 4. Partnership wide strategy for learner/non-learner consultation developed. | Partner time/ Partnership Fund |
| 5. A number of collaborative projects including a long term project to increase participation in higher education, a Partnership IAG strategy and pilot IAG Centre, Basic Skills in the Community, an innovative NOF ICT Learning Centres bid Involving virtually all partners. | Partner time and resources/LP Fund/ IAG/NOF |
| 6. Comprehensive Partnership wide Mapping Participation exercise including retention rates and disaggregation by age, gender, curriculum area and level, and by ward. | Partner time/LP Fund |
| 7. Regular formal and informal contact between partners. Newsletters. All partners and manager email linked. | Partner time/LP Fund |
| 8. TLP Manager represents the Eastern Region LPs on the EEDA LMI Management Group, Children into Universities Advisory Group and the DfES National Advisory Group. | |

H) What will Thurrock Learning Partnership do in 2001/2002**1. In Relation to Supporting the LSC**

- (i) Maintain clear communication links between LP and LSC (ii) Intelligence gathering to facilitate provision of a comprehensive list of priorities to support development of LSC funding strategy

2. Other

- (i) •Continue with existing collaborative projects (Young People and Adults).
•Commence major new project - NOF (ICT (see above)

Outcome/Impact/Timescale

Widen Participation/Raise achievement - variously 2002 - 2005.

Funding: Partner time and resources/ LP Fund/NOF/SRB

Roles/responsibilities identified. 27 TAPs and 2 Learning Hubs established.

(ii) Analyse, review, make recommendations in respect of consultation on learning. Where necessary, seek sources of funding to implement (issues around duplication of provision have already been addressed and are continually monitored).

Better understanding of Learner/non-learner needs. LP recognised as to Authorative Voice of Learner - 2001/2.

Funding: LP Fund/Partner Time/Resources

iii) Increase awareness of, and commitment to, bidding protocol.

All partners consult LP before bidding. April 2001 Strategic, effective, cohesive bidding(Achieved) Partner satisfaction to be measured. April 2002/5.

Funding: LP Fund/Partner time and Resources.

iv) Extend Integrated Guidance Network across Thurrock.

Accessible high quality advice for Adults. Nos skg advice measured. 2002/5 Roles/responsibilities Identified

Funding: SRB/Partner time and Resources/LP Fund.

v) Develop protocol for "internal communications".

Funding: Partner time and resources/ LP Fund.

Two way interaction within partner organisations in relation to LP). LP = Authoritative voice 2002. Responsibility: Partners/LP Manager

NB

1) Because population flows between local areas in post-16 education and training were fluid, DfEE set straight numerical targets for Partnership Learning Targets. This was deemed "preferable to expressing targets as percentages of local populations which would tend to provide very skewed and misleading results". Therefore, where applicable, straight numerical targets have been given.

2) It should be noted that Thurrock Learning Partnership is a small Partnership. Collaboration between partners had already commenced as a consequence of Thurrock obtaining unitary status and has continued and developed as a consequence of the formation of the Learning Partnership. As a small Partnership decisions/ Protocols can usual be agreed without working groups.

*** Data not available