



STRATEGIC PLAN

2003 to 2007

Updated March 2004

Promoting Skills and Achievement

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SECTION 1: INTRODUCTION

1.1 Thurrock Learning Partnership was formed in 1999. From the outset it has been an exceptionally inclusive Partnership and has gone from strength to strength with considerable commitment from partners. It is extremely well managed and its effectiveness in addressing its identified aims and objectives has been acknowledged in independent regional evaluation. A list of partners appears in Appendix 1. TLP is a foundation member of the Local Strategic Partnership and is increasingly recognised as the key point of contact and voice of learning and skills in Thurrock.

National evaluation has recognised that Learning Partnerships are exceptionally cost effective; their broad base enables underpinning strategies to support achievement of targets post 16.

Thurrock Learning Partnership, along with its two counterparts in the Essex Learning and Skills Council area, worked closely with the LLSC from its inception facilitating its development by supporting it a number of ways both directly and indirectly, sharing its local consultation and research and ensuring strong commitment to collaboration at a local level amongst a wide range of partners enabling “joined up” thinking and action on a scale not previously achieved. It is a founding partner of the Thurrock Local Strategic Partnership and has total commitment to its role as the “learning arm” of the LSP. It contributed to the development of the Community Strategy, ASPIRE, and is actively working towards achieving the targets it is set within that.

1.2 Vision and Values of the Learning Partnership

Thurrock Learning Partnership is committed to developing lifelong learning in Thurrock adopting a “cradle to the grave” ethos and providing a seamless progression at each stage.

It is a strategic body whose partners work collaboratively to ensure that local action is co-ordinated in a coherent and effective way to maximise high quality learning opportunities in Thurrock, supported by information, advice and guidance, in order to provide the widest choices for career opportunities and personal fulfilment.

In short, our vision is to create a real learning society in Thurrock within the framework of our five core values: people, performance, community, innovation and integrity.

1.3 Aims and Objectives

The overarching aim of the Strategic Plan is to create a “plan of plans” which serves to bring together the appropriate plans, or parts of plans, of partner organisations. The intention is to define a holistic framework within which all partners can work in real partnership. The subsequent aims and objectives of the plan, which incorporate

the key objectives of the 14-19 Policy Paper and initial Tomlinson Reports, Success for All and Higher Education Strategy and the aspirational targets with ASPIRE are:-

Aims and Objectives

- i) To widen participation in learning among young people and increase the numbers of young people in structured learning (16-19 year olds) and among Thurrock's adult population (19+).
- ii) To raise levels of achievement of all young people (16-19 year olds) who learn in Thurrock and all adults (19+) who live in Thurrock.
- iii) To increase participation in higher education.
- iv) To ensure the provision of high quality advice to adults living in Thurrock.
- v) To meet the Skills Challenge for the local economy.
- vi) To be completely inclusive ensuring equality of learning opportunity for everyone and to be pro-active in areas of identified need.
- vii) To continue to support neighbourhood renewal AND regeneration and social inclusion and community cohesion through learning and skills.
- viii) To continue to develop and improve communication between partners for effective collaboration in the spirit of genuine Partnership.
- ix) Continue to fulfil our role as the learning arm of the Thurrock Local Strategic Partnership (TLP foundation member of the Local Strategic Partnership).

1.4 Summary of key issues and actions proposed for 2003 - 2006

The key issues and actions are described in the following pages. Despite progress, social, economic and educational data particularly for adults indicate significant tasks if Thurrock is to meet, and exceed regional and national norms in many aspects of educational participation and achievement post 16.

For convenience the summary is organised according to issues and action relating to young people and adults. Collaboration and fulfilling our role as the learning arm of the Local Strategic Partnership are implicit therein.

- i) Increasing the Number of Young People in Structured Learning
 - Continue to enhance links between secondary (11-16) schools and post 16 providers in Thurrock
 - Continue to improve local knowledge of post 16 opportunities amongst both the target group and those who influence them.
 - Ensure appropriate range of learning programmes is available through effective local curriculum co-ordination (taking into account the 14 - 19 Agenda).

- Co-ordinate Learner Support (financial, transport etc.) systems to provide most effective removal of barriers to successful participation.

ii) Raise achievement for young people

- Act on research identifying causes of poor retention
- Continue to develop effective tutoring skills for post 16 providers.
- Address learning incentives by greater career relevance of learning programmes in accordance with 14 - 19 Green Paper.
- Continue to enhance the provision of basic skills in education and training provision for young people.
- Addressing the objectives within Success for All

iii) Increase participation in Higher Education

- Increase knowledge of HE opportunities among whole population, including employers.
- Increase local HE provision, full and part time, including targeting employers.
- Continue to build collaborative arrangements with local partner universities and the Open University.

iv) Provide high quality information, advice and guidance to underpin all other actions

- Co-ordinate the provision of careers and educational advice to provide an effective network based on professional skills and IT developments
- Fund and provide Guidance Advisers in outreach locations throughout Thurrock

v) Increase adult participation in basic skills education

- Continue the development of neighbourhood based family literacy schemes.
- Include basic skill opportunities in all vocational learning programmes.
- Engage employers to develop work based schemes.
- Share good practice among the borough's post 16 providers.

vi) Widen participation of adults by the use of tutor led and informal learning

- Continue the process of embedding learning in the community and creating learning communities through the Partnership's Community UK Online project.

vii) Raise levels of retention, achievement and progression by adult learners

- Develop a range of incentives to encourage initial and continuing participation.
- Continuous quality improvement, sharing good practice and training
- Develop a new post-19 Curriculum for Thurrock
- Collaborative signposting

viii) Neighbourhood Renewal/Regeneration

- The Partnership's much praised Community UK Online project was designed to support neighbourhood renewal and social inclusion as hosts, volunteers and participants gradually take "ownership". This is a critical part of the Partnership's strategy to develop the process of embedding learning in the community.
- The Partnership's Integrated Guidance Network has been designed as a peripatetic service to reach people in their own communities and support renewal by enhancing local services.
- Work in collaboration with the ACE (Active Citizenship Entitlement) Partnership developing and promoting programmes to support Area Forums and Area Governance.
- Continue to work with the Thames Gateway in the development and implementation of its strategies.
- Continue to work with London Riverside Ltd (Heart of Thames Gateway).

All the above integrate and support key Government policies/papers in particular 14 - 19, Success for All, Higher Education Strategy, Skills for Neighbourhood Renewal (December 1999) and the Essex LSC Strategic Plan.

See Appendix 2 for the interlocking nature of Thurrock Learning Partnership - a model has both added value and supported achievements to date and for the future.

1.5 Summary of Achievements during the first three years of Partnership

Targets

One of the primary purposes of Learning Partnerships was to address increasing achievement at Levels 2 and 3 for Young People and Levels 3 and 4 for Adults (19+).

The Partnership achieved and exceeded its targets set by GO-E, which were considered challenging given the situation inherited by the Unitary Authority. This included the Partnership achieving its own internally set aspirational target of an additional 1% at Level 3. The aspirational target was set once it was evidenced that strategies were beginning to impact and milestones achieved. Young People's targets were defined by DfES as being in respect of to all young people studying in Thurrock regardless of residence.

Other Achievements

Collaboration

- Collaboration has taken place at all levels to achieve the aims and objectives TLP set for itself in the first three years:
- The Partnership holds high level bi-monthly meetings to exchange information and discuss key strategic and policy issues including new initiatives and Government Green and White Papers;
- Agreement to a bidding protocol to ensure effective use of resources and public funds;
- **Over a £1,000,000 additional funding brought into Thurrock** to conduct in-depth consultation with the community and employers, establish long term projects to start the process of embedding learning in the community, address the digital divide, neighbourhood renewal and social inclusion, provide adult

guidance not funded by the Government's IAG Strategy and numerous other smaller projects to encourage greater numbers to participate in learning, schemes for supporting progression to HE, improved links between schools and colleges.

- Thematic sub-groups to extend collaboration to a range of levels within partner organisations;
- Collaboration over a 9 month period using LDA funding enabled a comprehensive Skills Matrix to be developed in which local knowledge combined with national business and economic data identified sector and occupational growth and decline in Thurrock, Thames Gateway and Greater London matched against local learning opportunities categorised by the 14 curriculum areas recognised by funding streams. This is an extremely useful tool for strategic planning, careers guidance and was used in the feasibility study for the new Academy of Logistics and Transport;
- Conducted a Partnership wide major mapping exercise on participation, retention and achievement analysed by ward, age, gender.
- Thurrock Learning Partnership website which, as well as providing information for the public and partners, provides access to all courses available in Thurrock.
- Effective information network and brokerage
- Shared commitment by relevant partners to gaining and achieving Investors in People status to support quality standards (and continuing professional development in advance of Success for All)
- *Success for All* - The Partnership is developing strategies to address this. Its thematic sub-groups have already committed to joint staff development.

14-19

- Improved links between schools and colleges.
- Strategic sub-group to address 14 - 19 agenda
- Partnership funded and planned the first ever Post 16 Learning and Careers Event in Thurrock, which was enormously successful and will be repeated.
- Consultation – with young people not in learning or continuous employment and separately with full time students in the FE sector. Both reports being acted on.
- Partners have been pro-active in supporting the needs of young, unaccompanied refugees and asylum seekers
- The Partnership supported a pilot project for delivering NVQ units in schools. There is no funding for NVQ delivery in schools and, as a result of the successful pilot, the LEA, as lead partner, was successful with an ESF bid allowing its continuance.

19+

- Extensive consultation with learners and non-learners, which it has shared with Essex LSC and other organisations and on which it is taking action;
- 19+ Strategy sub group to address Government policies/initiatives
- A working group of the 19+ Strategic sub-group is developing a new *Curriculum for Thurrock*
- A revised Skills for Life Strategy with an increased focus on workforce basic skills and family learning is to be launched on 26 March 2003;
- Shared development and implementation of IAG and IGN.

- Piloted a lifelong learning programme in a rural area (without public transport or learning resources) working with the WI, which is now continuing independently

Workforce Development

- A survey of Thurrock Employers' Survey has been carried with skills needs being matched against skills levels as highlighted in the Ward Level Skills Audits
- Comprehensive Skills Matrix developed in which local knowledge combined with national business and economic data identified sector and occupational growth and decline in Thurrock, Thames Gateway and Greater London matched against local learning opportunities, which was used for the Feasibility Study for the new Academy for Logistics and Transport
- Skills for Life revised strategy has clear focus on improving workforce basic skills
- Workplace Library Initiative to promote lifelong learning in line with the Ford EDAP philosophy.

Progression to HE

- Active support for the Four Counties Children into University Scheme including instigating improved follow-up support programme for participants
- Funded pilot for "Gifted and Able" young people (as identified by 14 - 19 Green Paper) with 10 schools, Sixth Form College and Cambridge University, which was a great success. As a consequence, the project has now been successful with LIF funding.

Regional Influence

Regional influence and contribution:

- TLP represents the Eastern Region Learning Partnership Network on the EEDA LMI Management Steering Group, the Four Counties Children into University Advisory Group, the DFES National Advisory Group.
- Research on Health Skills commissioned by the Eastern Region Learning Partnerships was a main feature of Health Inequalities and Adult Basic Skills Conference jointly run by DfES, Department of Health, Health Development Agency and Government Office-East January 2003.
- The Eastern Region Network of Learning Partnerships was encouraged to submit and has been successful with a bid to EEDA under their LMI strand for its Hallmarks project to analyse and evaluate the factors which lead to project success or failure.

Neighbourhood Renewal/Regeneration/Embedding learning in the Community

- Community UK Online project in 29 locations across Thurrock working with host organisations from a range of sectors including the private sector. At December 2002 after only 9 months of operation, the project had over 1,000 registered users, three-quarters from the targeted low participation wards and approximately half not in learning, registered disabled or refugees and asylum seekers. Participants include those who have stated nothing would induce them back into learning. Host organisations, volunteers and participants show pride in participating in the project and host organisations are beginning to take responsibility for promotion of the project.

- Supporting building capacity in the voluntary sector. All volunteers on the above project have access to free personal and professional development provided by partners including access to free Adult Initial Teacher Training to increase the pool of part-time tutors in Thurrock.
- Integrated Guidance Network: An SRB funded project working with Heart of Thames Gateway to provide Guidance Advisers in low participation wards in Thurrock
- Thames Gateway: The Partnership has been actively involved in the development of both Thames Gateway South Essex and Thames Gateway London Partnership Strategic Plans.

SECTION 2: LOCAL, REGIONAL AND NATIONAL CONTEXTS

2.1 Local contexts and needs within the Regional and National Context

i) Local

Thurrock encompasses an area of approximately 67 square miles including (3%) of public open space and 18 miles of river frontage along the Thames.

Grays is the largest town in the Borough and the main administrative centre containing the central Council Offices, the Central Library and Theatre complex. However, Thurrock is actually a 'community of communities' and is characterised by five main urban communities plus a large rural area (including a significant swathe of Green Belt land) containing nine main villages. The five urban communities are:-

- Grays (plus the adjacent Chafford Hundred - a rapidly expanding 'new town')
- West Thurrock/Purfleet
- Tilbury/Chadwell St Mary
- Stanford-le-Hope/Corringham

With a population of about 143,000 people (2001 census) living in 59,440 homes (est. March 2002), Thurrock has a wide-ranging and diverse economy. Much of the population and commercial activity is centred along the riverfront. This includes many large and important industrial sites, including two large oil refineries and manufacturing industries, Thurrock is also home to the Lakeside Shopping Centre. With over 300 shops under one roof, this is one of the largest retail attractions in Europe.

Despite so much of the borough being environmentally protected Green Belt land, Thurrock provides great opportunities for further industrial and commercial development. The borough is a major part of the Thames Gateway area, a corridor of opportunity that has been identified by central government as the area with greatest development and commercial potential in the country. The Partnership has been instrumental in producing a Skills Matrix which was used for the feasibility study for the development of the new Academy for Logistics and Transport to meet the needs of these key economic activities within Thurrock.

The new Indices of Deprivation (ID 2000) published by DETR show an improvement in the overall position for Thurrock (less deprivation): its ranking has moved from 94th in 1991 to 101st of 345 authorities. However, there is clearly still a distance to travel. Educationally, Aveley was the most deprived ward in Thurrock (measured by the lack of qualifications amongst adults and children of different ages in a local area), ranked 35th in England. It is now a key target for our community project to start the process of embedding learning in the community. Thurrock had seven of its twenty wards in this category. In terms of housing, Tilbury St Chads is the most deprived ward in Thurrock closely followed by Tilbury Riverside and West Thurrock. In terms of children living in poverty, Tilbury Riverside has the highest number (36.6%) of full time pupils eligible for free school meals, closely followed by Tilbury St. Chads.

The Partnership uses the above Indices, the Thurrock Profile (Thurrock Council), Labour Force Surveys and 2001 census data (as it becomes available) for its bases in relation to socio-economic issues which impact of its strategic planning and operational plans.

According to the 2001 Census data compared with the UK, Thurrock proportionately has less pensioners (30% v. 34%), more lone parents/disabled 49% v. 45%, no difference in numbers unemployed (21%).

Since 1991 when census data identified that 2.4% of the population was from minority ethnic groups, local data in 2001 shows the figure nearly 6%. 2001 LEA data shows that the percentage of children from ethnic minorities has trebled. Generally the attainment at school of ethnic minorities is on a par or higher than the Thurrock average.

In addition, over the past year, there has been a significant increase in the number of asylum seekers and refugees entering Thurrock representing new challenges for Thurrock and the Partnership in addressing their linguistic and educational needs.

ii) Regional/National Context

Thurrock is designated within the Eastern Region with which it feels it has very little in common. In comparison with the Eastern Region, it consistently underperforms in respect of participation and achievement in learning (adults). However, the Eastern Region, underperforms in relation to the average overall targets as specified and analysed by DfES (2002). In culture and demography, Thurrock is more naturally aligned with the Thames Gateway region and London Boroughs against whom it compares quite favourably with higher levels of achievement and lower unemployment.

During its first three years, the Partnership has been developing and implementing strategies to improve participation and progress has been made (See Targets data above and Summary of Achievements). Since becoming unitary, there has been a significant and sustained improved in the standards achieved by young people (DfES 2003) with the percentage of young people achieving 5 A - C grades/equivalent having increased from 34.5% to 49.4% over this time. Regionally, progress in this category now places Thurrock firmly in the middle cluster for achievement. The number of young people achieving 5 A - G grades/equivalent in 2002 was above the national average.

The Partnership plays an active role regionally and, through its representation on the EEDA LMI Management Steering Group, actively contributed to the FRESA document and the document forms part of its overview in contributing to addressing regional needs. It also represents the Eastern Region on the Aim Higher Young People into Higher Education Advisory Group.

2.2 Learning and skills needs in Thurrock

Adults: The DfES targets above shows a sustained improvement in the number of adults attaining qualifications at Levels 2, 3 and 4. However, the percentages of the adult population with these qualifications at 58%, 33% and 15% respectively (2001) are the lowest in the Eastern Region and notably lower than the national averages of 68.5%, 47.2% and 27.7 at Levels 2, 3 and 4 respectively.

The Basic Skills Agency's research suggests that there are some 12,500 adults in the Thurrock area with low or very low literacy skills and just over 18,000 adults with poor numeracy skills. The Basic Skills Agency's benchmark survey, 'Adult Basic Skills'

identifies three areas in Thurrock with a greater concentration of these low and very low levels. The highest concentration of need with over 20% of adults with low or very low literacy levels was found in Tilbury, Belhus and Chadwell St Mary wards.

The Partnership's consultation with adults, based on a representative sample of the population (Thurrock Council's Citizen's Panel) and a statistically sound response from just under 1000 people in total, identified 20% of adults not in learning who stated nothing would induce them to return to learning. This clearly highlights the scale of the challenge for Thurrock.

Young People: The DfES targets data above shows the considerable progress which has been made over the past three years. As well as continuing the process of raising achievement, the greatest challenge for the Partnership is to increase the numbers of young people continuing in structured learning post-16. According to the Careers Essex destination data for 2001 the percentage continuing in structured learning was 87.18%, 72.65% remaining in education, 2.55% in Work Based Training and 12.77% Entering employment with training.

There has been a substantial reduction in exclusions for years 10 and 11, 13 in 2001/2 against 4 for 2002/3 in Year 10. A range of factors is clearly involved. The Partnership's contribution to supporting retention in learning is detailed above under Achievements.

This evidences that partners individually and collectively are moving the learning and skills agenda firmly in the right direction. However, the Partnership is very aware of the distance still to be travelled to achieve a skilled and highly qualified community and workforce.

2.3 Employment and Workforce Skills needs

Based on the following documents: Regional Competitiveness and State of the Regions (National Statistics January 2003), PIU Report (December 2001), EEDA Corporate Plan, Framework for Regional Skills and Employment 2002; The Partnership's Skills Matrix 2002, Labour Force Survey data as analysed by the DfES 2002.

- employment in the UK has reached record high levels with a forecast for the shift from manufacturing and production towards services to continue (which directly favours female employment and highlights a specific issue for Thurrock in relation to the low skilled, particularly young, white male or "the excluded male" as identified by Niace research.
- Larger employment sectors in the borough include retailing (Lakeside Regional Shopping Centre) which includes a substantial number of female, part time employees in its workforce (6-8,500 dependent on season). These employees traditionally have few formal qualifications and restricted access to vocationally relevant education and training.
- Logistics and Transport are key growth areas for Thurrock
- Within Thurrock specific skills shortages exist in Health Care, Education and senior management.
- Skill problems often manifest themselves as hard to fill.

- Small firms tend to be more affected by skill problems (it is estimated that small firms represent equal some 90% in the Eastern Region).
 - New communication technologies are also changing the organisation and location of work.
 - Skill needs are rising (the Eastern Region has a lower skills level than the national average)
 - Average hourly earnings of full-time employees in the Eastern Region are on a par with the UK as a whole.
 - In Thurrock many of the higher paid, more highly skilled jobs are taken by people commuting into the area. Thurrock's position in the Indices of Deprivation indicate that many local people are within low paid jobs
 - The low skill base has deterred large employers from coming into Thurrock in the past, eg, British Telecom
 - The quality of skills remains a concern and the UK has a significant problem with poor basic skills (a significant issue in Thurrock as detailed within this Plan).
 - Employers have identified "employability" skills to be of paramount importance
 - Flexible forms of working will continue to increase.
 - Successive Competitiveness White Papers have stressed the link between skills and business success. The Government also considers that skills are necessary not only for economic success, but also to achieve a more just society. It believes that labour market policies must help people most at risk of "exclusion" to share the benefits of economic success and minimise the individual and social costs of failure.
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SECTION 3: Young People 14 - 19

1. Increasing the numbers of 16-19 Year Olds in Structured Learning

a) How the priority has been identified

Essex LSC target group,
Local data
Connexions data
Education Development Plan

b) How the priorities will contribute to achieving the Plan's goals and targets - specifically Aim (i)

Widening participation
Increasing attainment: (see priority 2)
Improving standards
Meeting the skills challenge (Involvement of employers, training providers)
Fulfilling our role as the "learning arm" of Local Strategic Partnership

c) Relationships with other plans

Connexions Business and Development Plan
Individual Secondary Schools' Development Plans
Youth Service Plan
Thurrock & Basildon College Development Plan
Palmer's College Development Plan
Adult Education Plan
Link-Ed
ASPIRE - Community Strategy

d) Strategic Actions

- An agreed Thurrock wide 14 - 19 strategy with specified outcomes
- To ensure availability of appropriate work related learning to meet the statutory entitlement to Work Related Learning (at Key Stage 4) to include continuing and extending working closely with KS3/KS4 especially with those where the first choice may not be continuing in learning and extending the range of options open to them in line with 14 - 19 Policies
- Investigate models which utilise Thurrock's broadband capacity for a practical virtual classroom/video streaming to support implementation of requirements of 14 - 19 White Paper
- To identify knowledge levels of educational and training provision in the wider community amongst those who influence this age group and identify actions to raise their levels of awareness, especially teachers and parents

- To boost knowledge of post 16 opportunities and joint provision of suitable physical facilities at various locations across Thurrock linking with Thurrock's Sport, PE and Physical Activity Strategy
 - Support and add value to the work of Connexions by collaborative working
 - Ensure best use made of financial support available for students
 - Widening participation via Entry to Employment
 - Increase links with specific occupations/industries via Link-Ed and Thurrock Employers
 - Raise awareness of Modern Apprenticeships, identifying additional Work Based Trainers if required
 - Develop and implement Post Area Review Action Plan
- e) Target 2003-7: 85% in structured learning
Target 2004-: 80 % in structured learning

The original targets were based on the Careers Essex 2001 Destinations data as defined in Section 2, Learning and Skills Needs in Thurrock, which state that in 2001 the percentage continuing in structured learning was 87.18%, 72.65% remaining in education, 2.55% in Work Based Training and 12.77% entering employment with training. However, we anticipate a review of the collection of data (now the responsibility of Connexions), which will require us to reconsider target figures.

2. Raising Achievement

a) How the priority has been identified

National priority
Local priority
Essex LSC priority

b) How the priority will contribute to achieving the plan's goals and targets

Widening participation:
Improve access to an appropriate range of learning opportunities (14 - 19 White Paper)
Increasing attainment:
Improve on-course retention so increasing successful completions
Improving standards:
Improve pass rates at level 2 and 3
Meeting the skills challenge:
Vocational courses relevant to employment opportunity
Fulfilling our role as the "learning arm" of the LSP

c) Relationships with other plans

Thurrock & Basildon College Strategic Plan
Palmer's College Strategic Plan
Education Development Plan
Essex LSC Strategic Plan
Aspire - Community Strategy

d) Strategic Actions

- Develop the matching of student choice to the learning opportunity
- Continue implementation of research findings on retention
- Increase access to mentoring/one-to-one tutorial support
- Increase parental knowledge and support
- Focus on basic skills to overcome barriers
- Enhance induction planning between stages e.g. Key Stage 4 to FE/work-based training and other learning opportunities
- Improve retention rates in work-based training
- Increase number of young employees in formal training
- Support funding bids for additional Personal Advisers
- Continuous quality improvement in line with Success for All
- Add value to the work of Connexions/Careers Service supporting their clients groups with informal learning

3. Increase Participation in Higher Education

a) How the priority has been identified

Aspire - Community Strategy
National priority
Essex LSC priority
Partnerships for Progression
Four Counties (APU) Widening Participation Project data
2001 Census data

b) How the priority will contribute to achieving the plan's goals and targets - specifically Aim (iii)

Widening participation:
More people following HE/ Increased proportion of learners post Level 3

Improving standards
Meeting the skills challenge:
HE likely to be mainly vocational
Building on local provision
Supports our role as “learning arm” of Local Strategic Partnership

c) Relationships with other plans

Thurrock & Basildon College Strategic Plan
Palmer's Strategic Plan
APU
Education Development Plan
Individual Schools' Development Plans
Partnership for Progression Aim Higher Business Plan
Essex LSC Strategic Plan
Aspire - Community Strategy

d) Strategic Actions

- Update existing HE data (HEFCE POLA)
 - Analysis of HE progression from secondary schools
 - Awareness raising to include local role models
 - New local opportunities for part-time HE (local consultation shows desire to continue progression in same institution)
 - Range of school/college/university participation schemes, eg, Young People into Higher Education; specific link programme for Gifted and Able strand;
 - Awareness raising and support for parents
 - Expand Compact arrangement
- e) Target 2003-7: 1.5% to 2% increase in UCAS applications
Target: 2003-4: 0.5% to 1% increase in UCAS applications

Targets based on Four Counties Higher Education Consortium data showing UCAS applications at 2.32% (319 numerical count) in 2000/1 and take into account the long term cultural changes needed and FCHEC projections. An increase of 1% in 2003-4 would equate to 138 additional participants, which would be quite significant for Thurrock. With the new HEFCE POLA responsibility for participation data, we anticipate revision of the baseline data.

SECTION 4: ADULTS (19+)

1. Ensuring the Provision of High Quality Information, Advice and Guidance

(a) How the priority has been identified

As a way of alerting potential learners to learning opportunities
As a way of publicising the availability of learning opportunities
As a way of concentrating advice in local areas

b) How the priorities will contribute to achieving the plan's goals and targets - specifically aim iv and contributing to (i), (vi), (vii) and (ix)

Widening participation: Providing resources and high quality information, advice and guidance could target needs and increase attainment through suitability of course.
Increasing attainment
Meeting the skills challenge
Part of the infrastructure for embedding learning in the community
Fulfilling our role as the "learning arm" of the Local Strategic Partnership

c) Relationships with other plans

Aspire - Community Strategy
IAG Business Plan
Thurrock Adult Community College
Thurrock & Basildon College
Thurrock Libraries Development Plan
National LSC Strategic Plan

d) Strategic Actions

- Mapping all resources for learning in one web based "guide to learning" accessible to all partners and the public
- Extend provision of Learndirect
- Link all related data bases (long term objective)
- Establish a Learning Partnership Resource centre/learning shop
- Provide community outreach delivery points.
- Timing to suit recipients/learners.

2. Skills for Life - Increasing Participation in Basic Skills

a) How the priority has been identified

National Priority - DfES Skills for Life Strategy
Essex LSC Priority
Basic Skills Agency data
Student Feedback
Moser report

b) How the priority will contribute to achieving the plan's goals and targets particularly (ii), (v), (vii) and (ix)

Widening participation:

Involves employees in joint enterprise with learning providers

Involves whole families

Increasing attainment

Helps remove intergenerational cycle of failure

Improving standards

Meeting the skills challenge

Neighbourhood Renewal/regeneration

Fulfilling our role as the "learning arm" of the Local Strategic Partnership

c) Relationships with other plans:

Thurrock Adult Community College Strategic Plan

Thurrock & Basildon College Strategic Plan

Thurrock Council's Self-Assessment Report, Basic Skills Strategy and Adult Education Plan

Libraries Development Plan

Thames Gateway Skills Strategy

Framework for Regional Skills and Employment (FRESA)

Essex LSC Strategic Plan

Aspire - Community Strategy

d) Strategic Actions

- To raise awareness of basic skills needs and provision available in the TLP area through targeted marketing
- To raise awareness that the responsibility for reducing the level of basic skills lies with learning providers, community & voluntary groups, local employers and the local authority, Thurrock Council
- To provide training for key staff in local authority and statutory services to enable them to identify and refer adults with a basic skills needs and to raise demand for basic skills awareness training
- To increase participation rate amongst learners by developing a targeted marketing campaign
- To set challenging, realistic learner participation targets in response of Essex Learning and Skills Council's targets

- To encourage learners to gain National literacy and numeracy qualifications
 - To work in partnership across Thurrock in order to respond to increased demand and deliver new provision in a variety of contexts and venues, such as Workforce Based Learning and Family Learning
 - To increase the number of tutors and volunteers working in basic skills, providing them with opportunities to develop and maintain skills and qualifications and so ensure that the main providers have the capacity to meet the demands and targets
 - To continue to raise the quality of basic skills provision
 - To develop a monitoring process to record the progress of strategy by collecting data on a regular basis on learner participation and achievement, number and qualifications of tutors and volunteers, participants in basic skills awareness training
- e) Provider partners have been set very challenging targets by the LSC. The Partnership will support them and add value to their individual efforts by facilitating collaboration and marketing.

3. Widening Participation Among Adults

a) How the priority has been identified

National priority
 Thurrock priority
 Essex LSC priority
 Local Mapping of Participation

b) How the priority will contribute to achieving the plan's goals and targets particularly aims (i), (ii), (vi), (vii) and (ix)

Widening participation
 Increasing attainment
 Improving standards
 Meeting the skills challenge
 Inclusion and equality of learning opportunity
 Embedding learning in the community
 Underpins learning and skills dimension of Local Strategic Partnership
 Neighbourhood renewal/regeneration
 Fulfilling our role as the "learning arm" of the LSP

c) Relationship with Other Plans

Aspire - Community Strategy
 Thurrock Adult Community College Strategic Plan
 Thurrock & Basildon College Strategic Plan
 Palmer's College Strategic Plan
 Thurrock Libraries Development Plan

Thurrock Council's Adult Learning Plan
Essex LSC Strategic Plan

d) Strategic Actions

(i) General

- Implement incentives programmes, e.g. locally decided free access to learning, free access to achieve Level 2 qualifications in line with the Government's Skills Strategy when the two pilots (to commence September 2004) have been completed
- "Local" marketing in response to consultation with learners and non-learners
- Collaborative signposting
- Add value to the work of Jobcentre Plus and the Voluntary Sector with signposting and developing skills in their client groups
- Collaboration with Early Years Partnership
- Continue to work with the ACE (Active Citizenship Entitlement) Partnership, serve on its Board and support develop and promote the development and delivery of its programmes

(ii) Specific

Through Tutor Led and Informal Learning

- Continue the process of embedding learning in the community through the Partnership's UK Online project currently located in 27 locations throughout the borough primarily in low participation ward/those areas poorly served by transport
- Support and work in collaboration with the Thurrock Primary Care Trust with its community projects, for example, The Community Mothers Programme
- Support and endorse the work of the Community and Voluntary Sector and provide additional training for volunteers where appropriate
- Extend Learndirect delivery points particularly through Thurrock Libraries

Through a more comprehensive curriculum

- Identify gaps in curriculum provision
- A new Curriculum for Thurrock
- Develop new progression routes capitalising on the resources of the Colleges and Private Trainers within Thurrock

- e) Target: 2003-7: 2,000 additional participants in informal schemes
Target: 2004-5: 500 additional participants in informal schemes

3. Raising Levels of Retention, Achievement and Progression

a) How the priority has been identified

National Priority
Essex LSC Priority
Local Economy Skills Needs/Skills Matrix

b) How the priority will contribute to achieving the plan's goals and targets particularly aim (ii)

Widening participation - raising levels and retention will increase participation
Increasing attainment/Improving standards
Supports neighbourhood renewal/regeneration
Meeting the skills challenge
Fulfilling our role as the " Learning Arm" of Local Strategic Partnership

c) Relationship with other Plans

Thurrock Adult Community College Strategic Plan
Thurrock & Basildon College Strategic Plan
Palmer's College Strategic Plan
Jobcentre Plus
Essex LSC Strategic Plan
Aspire - Community Strategy

d) Strategic Actions

- Continuously develop the post 19 Curriculum for Thurrock utilising the specialist resources of each College to develop progression routes
- Identification of prior learning and potential "next steps" providers/WBL
- Continual development and implementation of strategies to meet the requirements of Success for All
- Continuous quality improvement with mutual support from all partners:
 - liP for all appropriate organisations/providers
 - Professional development portfolios for staff
 - Collaborative staff development
 - Support quality staff and share good practice
- Encourage seamless progression supported by Guidance Advisers
- Collaborative signposting marketing

4. Increasing Participation in Higher Education

(a) How the priority has been identified

National/Regional Priority
Partnerships for Progression Business Plan
DfES/LFS data

- (b) How the priority will contribute to achieving the plan's goals and targets particularly aim (iii)

Widening participation:
Increasing attainment/Improving standard
Meeting the skills challenge
Fulfilling our role as the " Learning Arm" of Local Strategic Partnership

- c) Relationship with Other Plans

Partnership for Progression
APU Development Plan
Thurrock & Basildon College Strategic Plan
Palmer's College Strategic Plan
Thurrock Adult Community College Development Plan
Adult Education Plan
Essex LSC Strategic Plan
Framework for Regional Skills and Employment (FRESA)
Aspire - Community Strategy

- d) Strategic Actions

- Active participation in development and implementation of Partnerships for Progression Strategy
- Establish the extent of HE participation
- Extend local HE provision including joint HE programmes (Thurrock & Basildon College, Palmer's College, APU, UEL and other universities)
- Propose action plan for increasing/supporting OU learners in Thurrock
- Ensure sufficient "stepping stones" are in place for progression to HE
- Establish employer based HE "consortium"
- Extend Access provision
- Culture change/Promotional/celebration events - raise HE profile

SECTION 5: Addressing the Skills Needs of the Local Economy

a) How the priority has been identified

Aspire - Community Strategy
Workforce Development - National and Essex LSC priority
PIU Report December 2001
National Skills Strategy 2003
Framework for Regional Skills and Employment
Thurrock Learning Partnership's Employers' Survey
Framework for Regional Skills and Employment (FRESA)

b) How the priority will contribute to achieving the plan's goals and targets particularly aim (v)

Widen participation
Raise Standards
Match learning needs to skills needs
Addresses learning and skills needs of the Local Strategic Partnership
Fulfilling our role as the " Learning Arm" of Local Strategic Partnership

c) Relationship with Other Plans

ASPIRE - Community Strategy
Thurrock & Basildon College Strategic Plan
Thurrock Adult Community College
Partnerships for Progression Business Plan
Early Years Development Plan
Framework for Regional Employment and Skills
Essex LSC Strategic Plan

d) Strategic Actions

- Continuing active liaison with employers through the Thurrock Business Forum and leading on the Business Forum Workforce Development Group
- Curriculum Planning to support developing industry needs
- Development of new qualifications in line with employment needs, eg, Foundation Degrees
- Continual updating of Skills Matrix in light of UDC status and Thames Gateway developments to support strategic planning
- Skills for Life Strategy - focus on workforce basic skills

- Raise awareness/interest in Apprenticeships and actively work towards increasing the numbers of young people participating in work based learning routes
 - Events to enable employers to speak directly to 14 - 19 year olds
 - Support Adult Guidance Advisers and Connexions Personal Advisers with up to date information on local skills needs and learning opportunities
 - Add value to the work of Jobcentre Plus with collaborative signposting literature and supporting the development of skills within their client groups.
-

SECTION 6: Regional/Sub-regional

a) How the priority has been identified

Regional collaboration a national and regional priority
Regional LP Network as a key network of strength enabling local
“on the ground” knowledge and needs to be brought to regional platforms

b) How the priority will contribute to achieving the plan’s goals and targets

Regional/sub-regional collaboration
Regional/sub-regional Influence
Catalyst for knowledge and funding
Regeneration

c) Relationship with Other Plans

Framework for Regional Skills and Employment
EEDA Corporate Plan
Thames Gateway Strategy/Skills Strategy
Thurrock Council

d) Strategic Actions

- Regional Hallmarks project to provide a quality analysis of the critical success/failure factors of projects to inform future planning/delivery of funded projects
- Collaborate on supporting steering group and wider reference group on Regional Census Analysis
- Collaborate to share knowledge and best practice
- TLP Manager to represent the Eastern Region Network Young People into Higher Education Advisory Group and EEDA LMI Management Steering Group and others as required. Other LP Managers to represent the Eastern Region on other national and regional groupings
- Disseminate research findings and raise awareness of the Network’s activities sub-regionally and collectively to other regional networks and organisations
- Continue to support and add value to the Thames Gateway Strategy/Skills Strategy
- Contribute to updating the Framework for Regional Skills and Employment (FRESA) and incorporate its priorities in this strategic document.

SECTION 7: Monitoring

Monitoring arrangements

There will be four main areas for monitoring and evaluation.

1. Effectiveness of the Partnership as assessed by partners
2. Thurrock's local priority targets contributing to ASPIRE and LSC targets.
3. Activity as expressed in the Plan.
4. Financial.

The activities designed to achieve strategic goals to be regularly monitored against the timescales shown in annual Priority Action Plan.

All monitoring activity will have the following characteristics:

- Regular review including:
 - composition of sub-groups
 - scope of work
 - duration
 - mode of operation
 - sharing of good practice
 - status (eg. Advisory - sub groups make recommendations to Main Board)
 - reporting processes
- Dissemination of the outcomes of review so as to:
 - inform partners
 - ensure corrective action

Financial monitoring to identify income and expenditure against agreed heads for both public funding and any private or match funding that may be relevant.



Partners:

Anglia Polytechnic University

Connexions

Government Office-East

Jobcentreplus

Link-Ed Consortium

Thurrock Libraries and Cultural Services

Palmer's College

Private Sector Training Providers

Thurrock Association of Schools and Colleges

Thurrock Adult Community College

Thurrock & Basildon College

Thurrock Business Forum

Thurrock Council

Thurrock Council for Voluntary Service

Thurrock District Association of Industries

Thurrock Primary Care Trust

Thurrock Youth and Play Service

The Interlocking Nature of Partnership



GCSE PERFORMANCE TABLES 1998* - 2003

East of England LEAs

LEA Average	5 or more grades A* - C					
	1998	1999	2000	2001	2002	2003
Bedfordshire	46.6%	47.2%	49.4%	49.2%	51.2%	50.7%
Cambridgeshire	51.6%	52.7%	51.7%	53.6%	54.3%	54.7%
Essex	48.6%	49.3%	50.8%	52.0%	53.5%	55.0%
Hertfordshire	54.0%	54.9%	55.4%	56.3%	56.0%	58.1%
Luton	35.0%	35.8%	39.7%	38.1%	39.5%	41.5%
Norfolk	46.0%	47.7%	48.2%	49.7%	50.4%	50.3%
Peterborough	41.3%	41.1%	41.8%	43.7%	42.9%	46.6%
Southend-on-Sea	48.4%	54.1%	53.3%	55.8%	56.0%	56.6%
Suffolk	49.4%	53.8%	53.3%	54.3%	56.5%	57.0%
Thurrock	34.5%	35.9%	39.7%	41.8%	46.7%	49.4%
Region	45.5%	47.3%	48.3%	49.5%	53.0%	54.0%
England	46.3%	47.9%	49.2%	50.0%	51.5%	51.1%

*The table shows performance from the time Thurrock became a unitary authority. In that time, it has become the fastest authority in the region.

THURROCK LEARNING PARTNERSHIP

PRIORITY ACTION PLAN 2004/2005

AIM/OBJECTIVE	OUTCOME/PERFORMANCE MEASURE	IMPACT	TIMESCALE	RELATIONSHIP TO STRATEGIC PLAN
1. (i) Maintenance of the Learning Partnership and wider networks to improve channels of communication and commitment to collaboration and support for shared objectives. (ii) Strategic and thematic sub-groups facilitate shared strategies/ good practice for specific purposes and through different levels in partner organisations (iii) Manage the Partnership's finances. (iv) Continue as learning arm of LSP	<ul style="list-style-type: none"> • Senior Personnel continue to attend Partnership Board meetings • Partners share information • Continue to comply with the bidding protocol • Contribution collective strategies and actions to achieve them • Commitment to joint strategies for the benefit of Thurrock • Sharing good practice and CPD in line with Success for All • All financial records in order and successfully audited • Progress towards agreed targets in LSP Strategy 	<ul style="list-style-type: none"> • Collaboration and increased co-ordination across Thurrock • Cost and time effective actions, eg, shared marketing, signposting, staff development • All partners are better informed/have better understanding of the collective issues • Good practice shared • Integrated with related strategies such as the Social Inclusion Strategy 	<ul style="list-style-type: none"> • Ongoing - 6 Board meetings to be held during 2004-5 • Ongoing - meetings as appropriate to nature of the sub-group 	Contributes to all aims

2. Intelligence gathering to support Partnership and LSC strategic planning	<ul style="list-style-type: none"> Updated Skills Matrix re-assessing sectors important to Thurrock and key employment growth areas in Thurrock, Thames Gateway and Greater London and local learning opportunities (additional funding required) 	<ul style="list-style-type: none"> Improved strategic planning in relation to local economy Improved careers advice in relation to employment Supports Regeneration (TG) Continuing commitment to collaboration by partners 	December 2004	Contributes to all aims and objectives (page 3)
3. Widening Participation: continue the process of embedding learning in the community	<ul style="list-style-type: none"> Community collaborative CMF/NOF/ESF Project continued - target of 500 new users with the aim the majority will be from key target groups, eg, those not in learning, unemployed, black and minority ethnic groups, those with disabilities. Successful continuance and further development of ACE Partnership Increase number of Learndirect Access Points via Thurrock Libraries 	<ul style="list-style-type: none"> Widen participation Social inclusion Neighbourhood renewal/regeneration Active Citizenship Address digital divide Increase skills for work Continuing commitment to collaboration by partners Raises aspiration in accordance with Community Strategy - Aspire 	March 2005 (impact ongoing)	Contributes to aims and objectives (i), (v), (vi) and (vii) (viii) and (ix) (page.3)
4. High quality guidance via Integrated Guidance Network	<ul style="list-style-type: none"> Guidance Advisers available in various locations in Thurrock Marketing to raise awareness of the service Target of 300 adults accessing service targeting unemployed, women returners, black and minority ethnic groups 	<ul style="list-style-type: none"> Facilitate high quality guidance for Adults across the borough Facilitate gentle ramp back into learning Supports neighbourhood renewal/regeneration Raises aspiration in line with the Community Strategy - Aspire 	2004/5 (impact ongoing)	Contributes to aims and objectives (i), (iv), (vi) and (vii) and (viii) and (ix) (page 3)
5. Increased participation in Skills	<ul style="list-style-type: none"> All partners working to same over-arching plan 	<ul style="list-style-type: none"> Improved basic skills in line with the Government's 	2004/5 (impact ongoing)	Contributes to aims and objectives (ii)

for Life (adults)	<ul style="list-style-type: none"> • Develop emergent reader service with Thurrock Libraries as lead partner • Investigate development/potential for e-books to support emergent readers again with Thurrock Libraries as lead partner 	<p>agenda and Essex LSC targets</p> <ul style="list-style-type: none"> • Increased collaboration amongst partners including CVS, jobcentreplus, NHS PCT and Thurrock Libraries • Provides underpinning skills for neighbourhood renewal and regeneration. 		and (v), d (vii), (viii) and (ix) (page.3)
6. Increase participation in higher education	<ul style="list-style-type: none"> • Continuing participation in <i>Young People into Higher Education</i> Scheme • Complementary scheme "Gifted and Able" young people (ref. 14 - 19 Green paper) • Pathways for Progression for Adults • Promotional Activity • Continue to extend local HE Opportunities 	<ul style="list-style-type: none"> • Retention on Scheme of existing participants • 40 new participants • 40 participants in complementary scheme led by Palmer's College • Raise awareness of HE Summer schools amongst secondary schools • Raised awareness/aspiration by targeted marketing • Raises aspiration in line with Community Strategy, Aspire. 	2004/5	Contributes to aims and objectives (i), (iii), (vi) and (vii) (page 3)
7. Increased Retention/achievement (young people)	<ul style="list-style-type: none"> • Extension of Information Learning Technology and VLE links between schools and colleges • Continue/extend work related learning at Key Stage 4 - Pilot constructive programme • Audit numbers engaged in work related activity including via Link-Ed Consortium • Develop Thurrock wide 14-19 Strategy to include expected outcomes • ICT Strategy Group to support 14- 	<ul style="list-style-type: none"> • Increased flexibility/alternative vocational delivery for those most at risk of dropping out • Increased links between schools/FE • Increased retention • Shared support for implementation of strategies to achieve objectives of 14 - 19 Policy and Success for All • Raises aspiration in line with Community Strategy - Aspire. 	2004/5	Contributes to aims and objectives (i) and (ii) and (v) , (vi) and (viii) (page.3)

	19 agenda by developing 14-19 E-learning Action Plan			
8. Increase the opportunities for and uptake of Apprenticeships	<ul style="list-style-type: none"> Locally focussed marketing Embed collaboration between Thurrock Council and learning providers to support more MA opportunities Thurrock Business Forum Workforce Development Group to continue to be the consultative group for the MA Task Group 	<ul style="list-style-type: none"> Raised awareness/aspiration Thurrock Council support for WBL/Apprenticeships via its procurement strategy Continuing involvement of Business Forum to ensure skills needs are addressed 		Contributes to aims and objectives (i), (ii), (iii), (v) and (ix) (page.3)
9. Equality and Diversity	<ul style="list-style-type: none"> Collaboration with Port of Tilbury celebrating local role models via Gender Equality Wraparound Collective support for all partners in respect of their own focussed activities 	<ul style="list-style-type: none"> Raised awareness and aspiration Support via IAG/IGN 	Autumn 2004 (impact ongoing)	Contributes to aims and objectives (vi), (v) and (ix) (page.3)
10. Regional Collaboration and research	<ol style="list-style-type: none"> Complete EEDA funded stage of Hallmarks project Disseminate findings by Regional Conference Website with searchable database accessible to all Seek to sustain the project to enable all funded projects to be "Hallmarked" 	<ul style="list-style-type: none"> Increased collaboration When completed (2 year project) regional/sub-regional and local benefit - increased knowledge of critical success/failure factors of funded projects; searchable database 	<ul style="list-style-type: none"> October 2004 Autumn 2004 to January 2005 	Contributes to core knowledge underpinning progress in all aims