

Learning and Skills Council Greater Manchester

Basic Skills Strategy & Action Plan

CONTENTS

1.	Introduction.....	3
2.	Literacy and Numeracy Needs Across Greater Manchester	4
3.	Literacy and numeracy provision in Greater Manchester	10
4.	Enrolments and Achievements in Greater Manchester	12
5.	Local Innovative Work in Basic Skills	15
6.	Audit of provision.....	18
7.	Partnership Working	19
8.	Quality and Capacity Building	20
9.	Targets	23
10.	Communication and Promotion of Literacy, Numeracy and ESOL	26
11.	Equal opportunities	28
12.	Monitoring and evaluation.....	32
13.	LSC Greater Manchester Basic Skills Action Plan	33
14.	Progress towards the Basic Skills Target in Greater Manchester	33

1. Introduction

1.1. Published in March 2001, “Skills for Life” sets out the national strategy for improving the literacy and numeracy skills of an estimated 7 millions adults. The aim of the strategy is to reduce the number of adults with basic skills needs to the level of our main international competitors. It is evident that in order to bring about this level of improvement will require long term strategies rather than short term initiatives.

1.2. The key priorities within “Skills for Life” are:

- to raise standards of basic skills provision,
- find innovative ways to engage learners, and
- to improve the planning and co-ordination of delivery.

Within the Department for Education and Skills, the Adult Basic Skills Unit has been established to drive forward the national strategy.

1.3. Adult basic skills is defined as provision which caters for the literacy, language (English for speakers of other languages–ESOL) and numeracy needs of post 16 learners including those with learning difficulties or disabilities, from pre-Entry level to level 2, and covers the key skills of communication and application of number up to level 2, whether delivered as stand alone provision or as part of a vocational programme or bolt on course, and whether delivered full time, part time or through self study or ICT.

1.4. This paper has two functions; firstly - to meet the national office requirement to have a local Basic Skills Delivery Plan which describes the actions we will take on the promotion and development of literacy, numeracy and ESOL in our area, and secondly - to set down our local strategy for meeting basic skills targets.

1.5. The strategic aim of our Basic Skills Strategy is:

Strategic Aim: To support the achievement of LSC Basic Skills targets

2. Literacy and Numeracy Needs Across Greater Manchester

- 2.1. We have relied upon the data produced by the Basic Skills Agency to inform our analysis of local need, together with local knowledge and discussions with partner organisations. A detailed Handover Report produced by the local LSC development team prior to the establishment of the LSC contained a useful analysis of the issues, and our local Research team have also produced an analysis of basic skills needs as part of the overall Economic Assessment of the area.
- 2.2. We have also carried out two local surveys – an Employer Survey (2,516 local employers participated) and a Learner Survey (3,136 residents participated) . The aim of the Employer Survey was to gain a detailed, up to date and consistent understanding of the skills issues faced by employers across Greater Manchester. The aim of the Learner Survey was to establish detailed up to date and consistent information on adult learning undertaken by residents in Greater Manchester and to provide a benchmark for the monitoring of adult learning in the future.
- 2.3. Our Employer Survey yielded some interesting information on skills shortages related to hard-to-fill vacancies, with a focus on literacy and numeracy skills. A sample of: 2,516 business establishments was interviewed representing 85,783 business establishments across Greater Manchester. The results showed:
 - Of the 85,783 establishment population:
 - 10,376 (12%) establishments reported vacancies.
 - 5,267 (6%) establishments reported hard-to-fill vacancies (those which were due to recruitment difficulties and skill shortages).
 - 2,113 (2%) establishments reported skill shortage vacancies (those hard-to-fill vacancies specifically due to skill shortages).
 - There were 4,851 examples of skill shortage vacancies specified by the 2,113 establishments reporting skill shortage vacancies.
 - Of all the skill-shortage vacancies reported:
 - the majority (32%), were due to specific technical or practical skills relating to the specific occupations in question.
 - Almost a quarter (24%), were due to oral/verbal communication shortages,
 - Under a quarter (23%), were due to customer handling skill shortages,
 - A fifth (20%), were due to written communication skill shortages.
 - The total percentage of literacy skill shortage vacancies was 19%
 - The total percentage of numeracy skill shortage vacancies was 15%

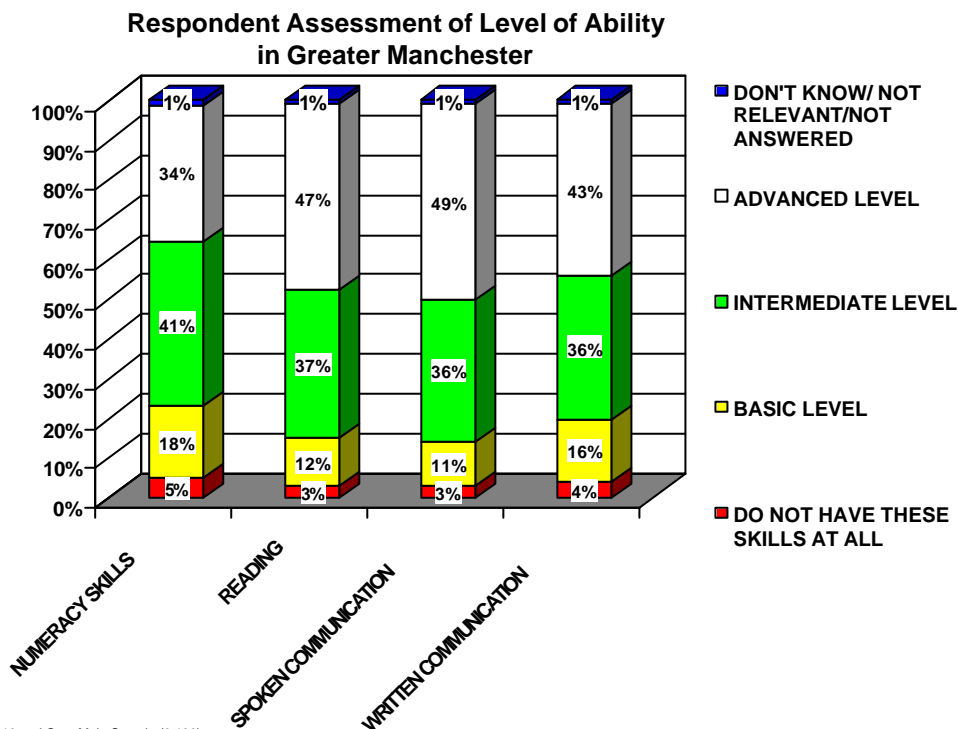
Where skill-shortage vacancies were linked to a lack of numeracy and or literacy, the respondent was probed further to specify (estimate) the level of skill which were required for occupations where there are problems with applicants' communication, numeracy or literacy skills. The results were:

○ High level	39%
○ Average level	21%
○ Basic level	6%
○ Don't Know/Not Applicable	34%

This is, of course, only employers' point of view, and cannot be taken to mean that employers are not currently employing - or are not prepared to employ - staff who have poor basic skills levels.

- 2.4. Results from the local Learner Survey. This report provides an overview of the levels of ability in the skill areas of Numeracy, Reading, Spoken and Written Communication identified in the Post-16 Learning Survey. It details the level of ability as reported by respondents in each of the four skill areas at a Greater Manchester and local authority district level. The report also identifies themes for further analysis.
- 2.5. In our recent Post-16 Learning survey we asked respondents about particular skills and their level of ability required in work situations. For each of these skills respondents were asked to rate their level of ability using a scale. The scale ranged from advanced level, intermediate level, basic level or where respondents did not have these skills at all. In particular, we asked respondents about their abilities in Numeracy, Reading, Spoken Communication and Written Communication. These were defined as:
- > NUMERACY SKILLS - The ability to use arithmetic or other mathematical skills
 - > READING - The ability to read and understand written English
 - > SPOKEN COMMUNICATION - The ability to express yourself in spoken English
 - > WRITTEN COMMUNICATION - The ability to express yourself in written English
- 2.6. Figure 1 below shows the responses for all four skills by respondents in Greater Manchester. At first glance, levels of ability appear to be high, with at least three quarters (75 per cent) of respondents considering themselves to have advanced or intermediate numeracy skills and 79 per cent considering themselves to have intermediate or advanced levels of ability in Written Communication. Higher still, were those respondents considering themselves to have intermediate or advanced ability in Reading and Spoken Communication, with 84 per cent and 85 per cent rating themselves at this level, respectively.

Figure .1:

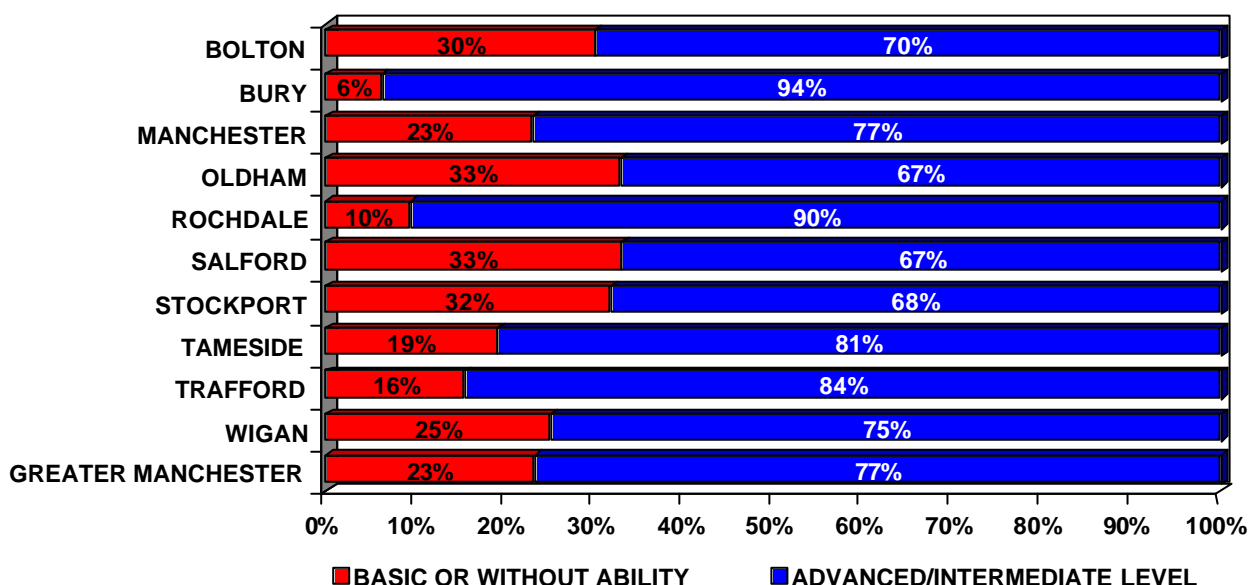


- 2.7. By comparison few respondents – no more than one in twenty (5 per cent) - considered themselves not to have at least a basic level of ability in the four skills. However, when we consider this figure in context of the population of Greater Manchester aged 16 and over, which was a little over 2 million in 2000 (2,039,000 at Mid Year Estimate, ONS), then arguably there are over 100,000 residents across Greater Manchester who do not consider themselves to have sufficient numeracy skills or the ability to read, write or the ability to express them in spoken English in a work situation. When we include those who consider themselves to only have a basic level of skill then the numbers with a low level of ability becomes much greater.

- 2.8. When we include those who do not consider themselves to have the four skills and those with a basic level then the figures reach levels similar to those identified in research identified from Adult Literacy in Britain in 1997 by ONS (cited in A Fresh Start Improving Literacy and Numeracy) with 23 per cent of adults having low literacy or numeracy. For instance, respondents rating their levels of ability in reading and in spoken English up to a basic level was 15 per cent and 14 per cent respectively. For numeracy and written communication skills the proportion of respondents rating their ability up to a basic level was even greater at 23 per cent and 20 per cent respectively, reflecting figures identified nationally.
- 2.9. Further analysis of responses by local authority district (LAD) reveals a great level of variation across Greater Manchester. Figure 2 below shows respondents rating of their ability in Numeracy where responses for intermediate and advanced level have been aggregated as have those with a basic level or those who do not have the ability. Respondents who did not know or did not answer have not been included in the figures.
- 2.10. LADs with the highest level of respondents with no or a basic ability in Numeracy when compared to Greater Manchester (23 per cent) where Bolton (30 per cent), Oldham (33 per cent), Salford (33 per cent) and Stockport (32 per cent). LADs with the lowest level of respondents with no or a basic ability in Numeracy where Bury (6 per cent), Rochdale (10 per cent), Trafford (16 per cent) and Tameside (19 per cent).

Figure 2:

**Respondent Assessment of Level of Ability
in Numeracy Skills (The ability to use arithmetic or other
mathematical skills) by Local Authority District**

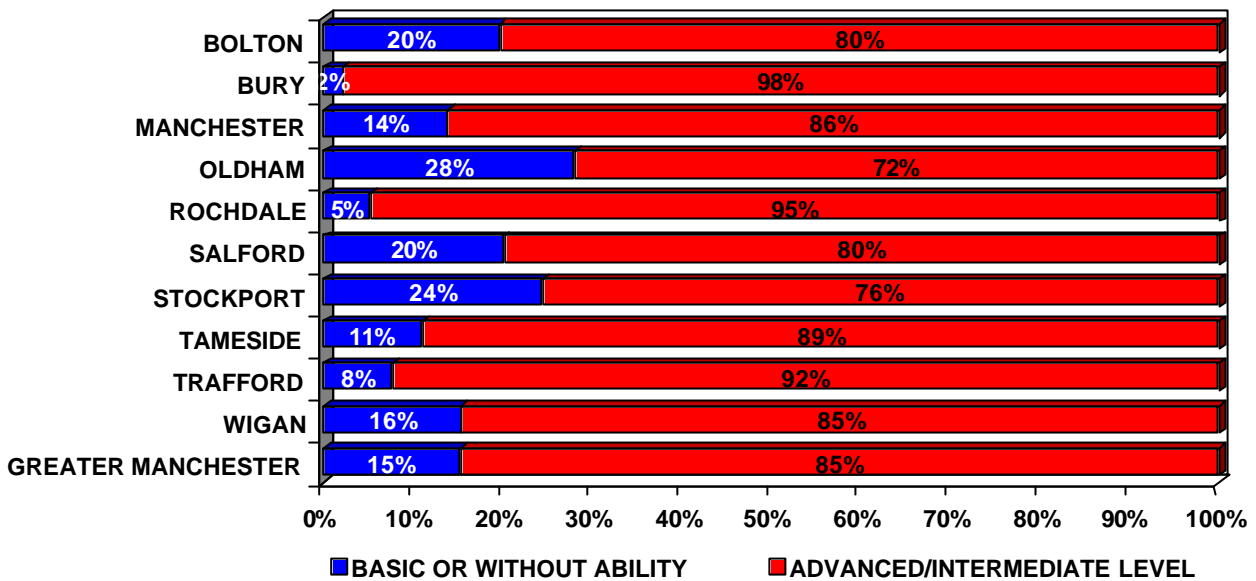


Base: All Respondents Aged 16 and Over Main Sample (3,136) excluding Don't Know and Refused

- 2.11. Figure 3 below shows respondents rating of their Reading ability where responses for intermediate and advanced level have been aggregated as have those with a basic level or those who do not have the ability. Respondents who did not know or did not answer have not been included in the figures. LADs with the highest level of respondents with no or a basic Reading ability when compared to Greater Manchester (15 per cent) where Bolton (20 per cent), Salford (20 per cent), Stockport (24 per cent) and Oldham (28 per cent). LADs with the lowest level of respondents with no or a basic Reading ability where Bury (2 per cent), Rochdale (5 per cent), Trafford (8 per cent) and Tameside (11 per cent).

Figure 3:

**Respondent Assessment of Level of Ability
in Reading (The ability to read and understand written English) by
Local Authority District**

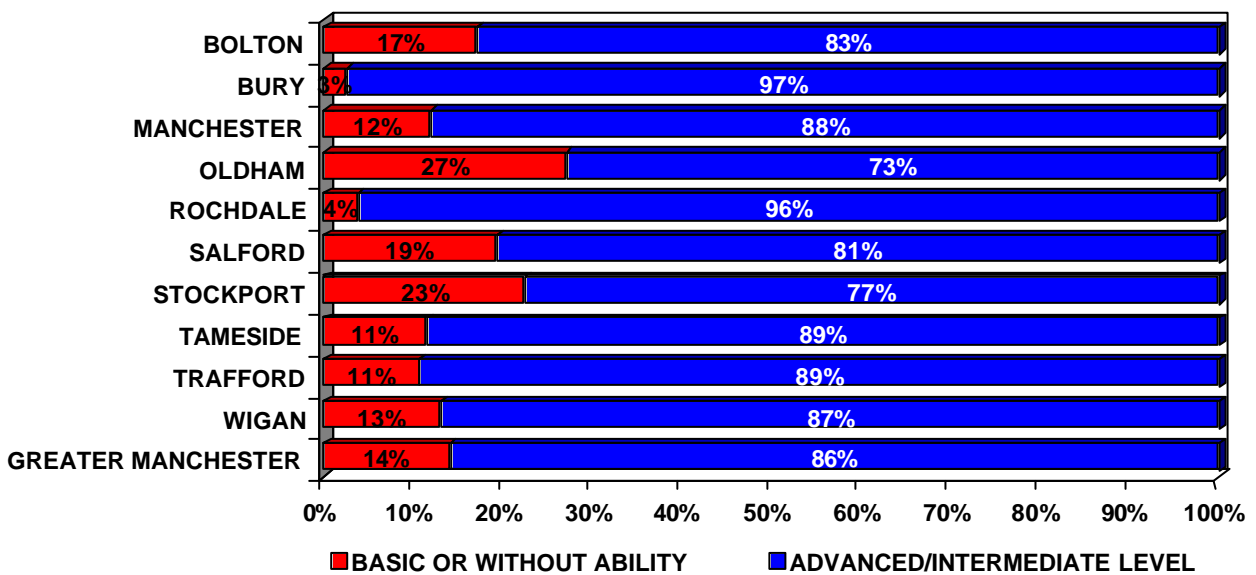


Base: All Respondents Aged 16 and Over Main Sample (3,136) excluding Don't Know and Refused

2.12. Figure .4 below shows respondents rating of their ability in Spoken Communication where responses for intermediate and advanced level have been aggregated as have those with a basic level or those who do not have the ability. Respondents who did not know or did not answer have not been included in the figures. LADs with the highest level of respondents with no or a basic ability in Spoken Communication when compared to Greater Manchester (17 per cent) where Bolton (17 per cent), Salford (19 per cent), Stockport (24 per cent) and Oldham (27 per cent). LADs with the lowest level of respondents with no or a basic ability in Spoken Communication where Bury (3 per cent) and Rochdale (4 per cent).

Figure 4:

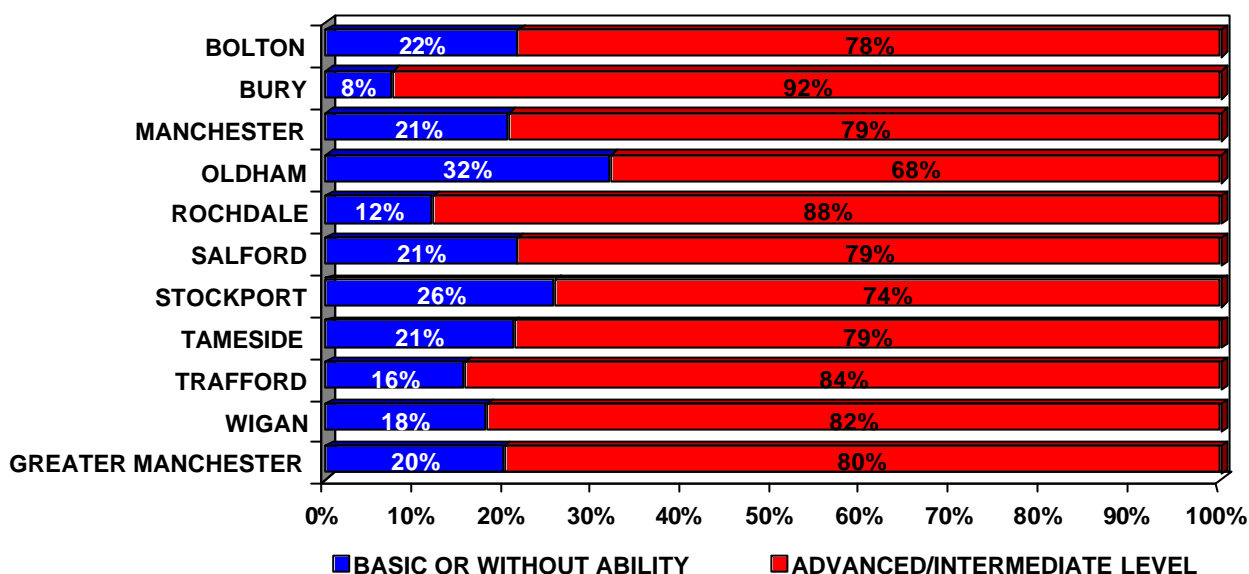
**Respondent Assessment of Level of Ability
in Spoken Communication (The ability to express yourself in
spoken English) by Local Authority District**



Base: All Respondents Aged 16 and Over Main Sample (3,136) excluding Don't Know and Refused

2.13. Figure .5 below shows respondents rating of their ability in Written Communication where responses for intermediate and advanced level have been aggregated as have those with a basic level or those who do not have the ability. Respondents who did not know or did not answer have not been included in the figures. LADs with the highest level of respondents with no or a basic ability in Written Communication when compared to Greater Manchester (20 per cent) where Stockport (26 per cent) and Oldham (32 per cent). LADs with the lowest level of respondents with no or a basic ability in Written Communication where Bury (8 per cent) and Rochdale (12 per cent).

Figure 5:
Respondent Assessment of Level of Ability
in Written Communication (The ability to express yourself in
written English) by Local Authority District



Base: All Respondents Aged 16 and Over Main Sample (3,136) excluding Don't Know and Refused

Further Research

2.14. Interestingly, when we analysed the responses by level of qualification held by respondent and those with no qualifications compared to their level of ability in the four skill areas there was no statistically significant difference identified. Similarly, when we analysed the responses for those living in the twenty most deprived wards and the rest of Greater Manchester, likewise there was no significant difference in level of ability in the four skill areas.

2.15. In terms of levels of qualification and the rating of ability in each of the four skill areas, presumably as this is a self reported rating for work situation people with high levels of qualification may only rate their ability in relation to their work. Suggesting those with even the highest levels of qualifications may not always rate their level of ability at the highest level. Explanations why there was no significant difference in their level of ability in the four skill areas for those people in the most deprived areas and those in the rest of Greater Manchester may lie within a mediating factor that we have yet to consider. Further analysis will look at economic status and demographic variables to explore further differences.

2.16. The baselining research carried out by the Basic Skills Agency demonstrates that literacy and numeracy levels in the Greater Manchester area are lower than both the regional and the national averages. Poor numeracy is estimated to be 27.3%, higher than the North West average of 26.5% and the national average of 24%. Similarly, poor literacy levels in Greater Manchester are estimated to be 26.2% compared to the regional and national average of 25.6% and 24% respectively.

2.17. Within Greater Manchester, seven out of the ten local authority districts have poor numeracy and literacy levels which are higher than both the national and regional averages. These are Bolton, Manchester, Oldham, Rochdale, Salford, Tameside and Wigan. The three remaining local authorities of Bury, Trafford and Stockport are either at or better than the national average. These three areas are also the best performers locally in terms of educational attainment.

Local Authority Area	% Poor Numeracy	% Poor Literacy
Manchester	31.8	28.2
Salford	29.5	28.1
Rochdale	29.4	28
Tameside	29	27.7
Oldham	28.9	27.6
Bolton	27.4	26.3
Wigan	26.6	25.8
Bury	24.6	24.1
Trafford	22.3	22.2
Stockport	21.4	21.7
GM Average	27.3	26.2
NW Average	26.5	25.6
National Average	24	24

- 2.18. Further analysis at ward level shows that of the 214 wards within Greater Manchester nearly 70% are experiencing poor numeracy and literacy levels which are higher than the national average of 24%. Benchill in Manchester fares the worst with 50.2% of the population estimated to have poor numeracy levels and 43% with poor literacy levels.
- 2.19. Statistical analysis has been undertaken to correlate the relationship between deprivation (Source: Index of Deprivation 2000) and the following factors:
- Levels of poor literacy and numeracy (Source: Basic Skills Agency)
 - Levels of unemployment (Source: NOMIS)
 - Proportions of ethnic minorities (Source: 1991 Census of Population).
- 2.20. The result of this work shows that there is a positive relationship between the deprivation within a particular ward and at least one of the above factors. For example, the ward of Benchill in Manchester is not only ranked the highest in terms of deprivation, but it is also ranked the highest in terms of poor literacy and numeracy in Greater Manchester.
- 2.21. All of these reports have contributed to our understanding of local basic skills needs, and it is clear that these are both substantial and pressing, given that the lack of basic skills is a major cause of social exclusion and prevents thousands of people from achieving their full potential.

3. Literacy and numeracy provision in Greater Manchester

- 3.1. The Learning & Skills Council funds a range of programmes which deliver basic skills provision – Adult and Community Learning, Family Learning, Family Literacy and Numeracy, Further Education and Work Based Learning. It is recognised that other funding streams are also contributing to providing basic skills programmes for a large number of individuals e.g. Employment Service, Single Regeneration Budget, European Structural Fund Basic Skills Agency and Ufi.
- 3.2. An audit of basic skills provision has been carried out which, although still not quite complete (some providers¹ have not yet responded, and some information on venues is missing), nevertheless provides a reasonable basis on which to map provision against need. The results of this audit are appended as an annex to this paper. They provide a useful breakdown of the curriculum mix in basic skills. What the audit cannot tell us is which groups, especially priority groups, are using the provision. Unfortunately this will not be obtainable for some time, due to the methodology used to collect data on participation and retention on LSC funded learning.
- 3.3. The largest providers of basic skills provision are local further education colleges. In 1999-2000 basic education provision was available at all of the Council funded institutions, except for two sixth forms, although enrolments in a further two sixth forms were in single figures. Basic skills is delivered through a range of mechanisms including that which is embedded into other learning, bolt-on courses and discrete provision. This approach recognises the barriers to participation that discrete basic skills courses often present to people who may have a poor experience of education, or who are apprehensive about declaring their basic skills needs. There is a good range of provision on offer across the area, although there are issues in relation to particular geographies and the local mix of provision which are described later.
- 3.4. Adult and Community Learning providers across Greater Manchester are also delivering basic skills provision to adults, often in local, community settings to those who are hard-to-reach. Much of this work is aimed at encouraging adults into first step learning. Seven of the ten local education authorities who receive funding for adult and community learning also receive FE funding. These providers (known as former External Institutions) have been delivering basic skills qualifications through their FE funding stream and little through the ACL stream.
- 3.5. From 2002 LEAs will receive funding for Family Learning, Family Literacy, Family Numeracy and Keeping up with the Children programmes through the ACL budget. Much of the work carried out by the LEAs will be first steps provision, but we will work with providers to encourage them to make information, advice and guidance available to participants to encourage progression onto qualification based courses. LEAs will also be able to access additional funding managed by the Basic Skills Agency for additional Family Literacy, Family Numeracy and Keeping up with the Children provision. We will work with the Basic Skills Agency to monitor the take up and use of this allocation.
- 3.6. Work based learning providers offer literacy and numeracy support to young people aged 16 – 25, where it is a barrier to achievement of the appropriate NVQ at level 1 / 2 or to the achievement of key skills within a Modern Apprenticeship framework. Over 60 work based learning providers currently have the capacity to deliver literacy and numeracy support within a vocational context. However, whilst work based learning providers receive funding to support basic skills needs they are not funded to deliver basic skills qualifications to young people. Considering that 5.7% of all Greater Manchester young people leave school with no GCSE passes, many of whom will progress into work based learning, it is essential that this group have access to basic skills support and qualifications.
- 3.7. In terms of employed individuals, whilst it is recognised that 50% of adults with basic skill needs are in employment, private training providers who have already developed good working links with these employers are unable to be funded through mainstream LSC budgets to deliver basic skills training to those adults over 25.
- 3.8. The role of the voluntary and community sector in engaging adults in learning is widely recognised. A number of voluntary and community sector providers have been successful in gaining Adult and Community Learning Funding via Basic Skills Agency and NIACE. Whilst we are supporting a small

¹ Please note that wherever the term “providers” is used in this strategy, it means all providers of basic skills learning opportunities funded by the LSC.

number of these organisations through Local Initiative Funding there is a need to investigate how longer term funding can be made available to these organisations.

- 3.9. The most immediate finding from research carried out to date is that we have a seriously low level of enrolments in basic skills provision in Salford. Enrolments in 1999/2000 were lower than any other part of the area, despite Salford's position as second worst local authority district for basic skills problems in Greater Manchester. We do know that learners from Salford are quite likely to enrol in other areas, such as Bolton and Manchester, due to the travel to work and learning patterns prevalent across the conurbation. Nevertheless, this is a matter of major concern and we intend to address it urgently.
- 3.10. The main issue we face in relation to our knowledge and understanding of current basic skills learning is that we have no data on participation by the priority groups identified below. The Individual Learner Record (ILR) does not use these categories, and all basic skills provision attracts a "Widening Participation" funding uplift, so it is not possible to use that as a means of identifying learners with additional needs. It is clear that if we are to better understand the local picture we will have to carry out some primary research, and we plan to include basic skills research in our next Research Plan in order to address some of these data issues.
- 3.11. At this stage the best we could do would be to use the audit of provision to guesstimate the mix of groups who are participating in basic skills. This is only possible where the courses are clearly targeted at particular groups. The audit does not include all of the provision delivered by voluntary or community groups, or learning delivered to people in custody, so the levels of participation by prisoners and some other categories would be understated.
- 3.12. From next year (2002/2003) the LSC will manage the new budget for "Neighbourhood Learning in Deprived Communities" which is targeted on areas receiving Neighbourhood Renewal Funds. In Greater Manchester these are Bolton, Manchester, Oldham, Rochdale, Salford, Tameside and Wigan. We will work with Local Strategic Partnerships (LSPs) to map local learning centres and develop innovative and accessible first step learning. Funding will be allocated to projects that aim to deliver literacy, numeracy and ESOL in the widest possible range of centres. In 2003/2004 the scope may be increased to include other areas of deprivation that fall outside of the NRF areas.

4. Enrolments and Achievements in Greater Manchester

4.1. We have gathered information on enrolments and achievements on basic education programmes, broken down by literacy, numeracy and ESOL provision for 1999/2000 and 2000/2001 (where available). The data also includes the geographical location of the institution, and is split by two age groups – 16-18 and 19+.

Sub-programme area 10A (literacy) enrolments and full achievements at Greater Manchester institutions 1999-2000 and 2000-01

Split by age band, funding source and location of institution (sources: Individualised Student Records 19 and 22)

ISR22 not available for Bolton CES, Bolton College, City College, Manchester, Shena Simon College and Stockport College; ISR20 has been substituted

CF: Council-funded NCF: Non-Council-funded

Location of institution	Sub-programme area 10A (numeracy)															
	1999-2000								2000-2001							
	16-18				19+				16-18				19+			
	Enrolments		Achievements		Enrolments		Achievements		Enrolments		Achievements		Enrolments		Achievements	
CF	NCF	CF	NCF	CF	NCF	CF	NCF	CF	NCF	CF	NCF	CF	NCF	CF	NCF	
Bolton	64	34	22	1	338	4	227	1	194	33	104	2	464	35	335	27
Bury	181	1	110	0	147	0	51	0	41	2	30	1	148	2	45	1
Manchester	461	2	244	1	848	30	470	5	422	9	195	0	828	28	399	0
Oldham	224	0	115	0	227	1	18	0	46	0	15	0	157	0	60	0
Rochdale	0	0	0	0	8	0	0	0	5	0	1	0	52	0	27	0
Salford	326	1	95	0	60	3	11	0	111	0	68	0	127	6	34	0
Stockport	390	7	188	1	464	19	100	9	372	15	87	0	391	18	136	0
Tameside	559	21	446	7	222	17	182	11	396	14	281	6	216	51	134	7
Trafford	256	9	118	1	111	1	68	0	348	14	183	0	206	77	72	0
Wigan	307	3	237	3	511	4	440	3	324	0	207	0	559	3	423	1

Sub-programme area 10B (ESOL) enrolments and full achievements at Greater Manchester institutions 1999-2000 and 2000-01

Split by age band, funding source and location of institution (sources: Individualised Student Records 19 and 22)

ISR22 not available for Bolton CES, Bolton College, City College, Manchester, Shena Simon College and Stockport College; ISR20 has been substituted

CF: Council-funded NCF: Non-Council-funded

Location of institution	Sub-programme area 10B (ESOL)															
	1999-2000								2000-2001							
	16-18				19+				16-18				19+			
	Enrolments		Achievements		Enrolments		Achievements		Enrolments		Achievements		Enrolments		Achievements	
CF	NCF	CF	NCF	CF	NCF	CF	NCF	CF	NCF	CF	NCF	CF	NCF	CF	NCF	
Bolton	50	0	12	0	422	0	73	0	40	0	6	0	732	3	75	0
Bury	51	1	25	0	334	3	65	0	76	4	51	1	387	34	81	0
Manchester	332	34	228	0	3,799	108	2,384	0	370	82	205	0	4,592	202	2,560	0
Oldham	50	14	31	0	774	55	359	8	42	2	28	0	347	46	147	1
Rochdale	25	3	0	0	236	18	0	0	45	3	25	0	453	30	272	29
Salford	58	16	22	0	128	12	75	0	53	32	45	0	205	120	146	0
Stockport	21	1	2	0	288	2	49	0	16	0	8	0	384	17	175	0
Tameside	30	11	18	0	221	50	93	0	45	15	37	0	268	125	155	0
Trafford	29	0	14	0	402	26	177	0	18	0	9	0	398	22	224	1
Wigan	31	10	11	0	196	186	167	2	45	15	27	0	374	42	328	2

Sub-programme area 10C (literacy) enrolments and full achievements at Greater Manchester institutions 1999-2000 and 2000-01
Split by age band, funding source and location of institution (sources: Individualised Student Records 19 and 22)

ISR22 not available for Bolton CES, Bolton College, City College, Manchester, Shena Simon College and Stockport College; ISR20 has been substituted

CF: Council-funded NCF: Non-Council-funded

Location of institution	Sub-programme area 10C (literacy)															
	1999-2000								2000-2001							
	16-18				19+				16-18				19+			
	Enrolments		Achievements		Enrolments		Achievements		Enrolments		Achievements		Enrolments		Achievements	
CF	NCF	CF	NCF	CF	NCF	CF	NCF	CF	NCF	CF	NCF	CF	NCF	CF	NCF	
Bolton	106	36	49	1	580	6	280	0	106	29	44	1	410	33	237	0
Bury	73	1	48	1	216	2	59	1	43	1	33	1	280	7	90	0
Manchester	397	33	235	0	2,218	109	1,260	0	309	6	112	1	2,772	89	1,470	30
Oldham	97	0	61	0	644	2	121	0	104	5	42	0	1,511	18	650	1
Rochdale	393	3	333	0	292	14	36	1	65	0	48	0	356	3	65	1
Salford	7	0	1	0	102	22	26	2	69	18	55	4	467	190	253	6
Stockport	147	2	75	1	395	2	200	1	145	11	61	0	424	8	212	0
Tameside	221	10	170	3	166	5	111	3	237	35	155	19	294	48	199	6
Trafford	238	9	78	0	128	3	56	0	38	13	25	0	295	7	132	0
Wigan	237	3	176	0	766	9	589	8	145	0	125	0	868	5	709	4

5. Local Innovative Work in Basic Skills

5.1. During 2001/2002 Greater Manchester LSC has allocated Local Initiative Funds (LIF) to a wide range of basic skills projects including:

- research projects examining local provision and need;
- work on initial assessment;
- awareness raising
- embedding basic skills into aspects of a voluntary agency work
- work with UFI to support their basic skills development
- delivery of basic skills support to young people on LifeSkills programmes
- use of ICT for basic skills delivery
- increasing the awareness of employers
- delivering basic skills in the workplace as part of a vocational training programme
- supporting carers to access basic skills provision and other learning opportunities

5.2. Examples of some of the projects supported in 2001/02 are shown below

- Within one Borough funding has been used to appoint a basic skills co-ordinator to develop a local strategy which will include common approaches to assessment across all providers and provide a central referral point for local employers wanting to access basic skills delivery. The project also aims to stimulate demand for on-line learning through LearnDirect.
- A Learning Partnership has commissioned research to map basic skills provision being delivered that does not receive mainstream funding and to establish a forum for providers to share good practice and look at collaborative working.
- A major community based provider is using funding to embed an understanding of basic skills across each of its centres across Greater Manchester. This involves changing policies and staff training, mapping projects to the new curriculum and working towards achieving the Basic Skills Agency Quality Mark. Staff are receiving basic skills awareness training with some undertaking City and Guilds 9281/2 qualifications.
- A registered charity has been funded to provide crèche facilities to help engage a mix of local residents and asylum seekers, who would otherwise not be able to take up a learning opportunity. The project provides short taster courses and enhances collaboration between partner organisations delivering basic skills and ESOL.
- A Ufi hub is funded to raise basic skills awareness and training for staff. The hub is targeting long term unemployed to support them with basic skills training to enable them to move back into employment.
- A Carers One Stop Shop is being funded to provide basic skills training in a supportive environment to encourage progression to further learning or employment.

5.3. The intention has been to test new approaches and new providers, with a focus on community based providers as well as improving routes for working with employers.

5.4. We have entered into a partnership with BBC GMR radio to develop a “mobile learning zone”, within a bus equipped with radio communications to allow outside broadcasts for GMR, and ICT equipment to provide the opportunity for local residents to experience a range of learning opportunities. The bus will visit a different part of Greater Manchester each day and priority will be given to socially disadvantaged areas. This project is in its very early stages but the intention is to use the bus as a central part of our awareness raising effort and to support other local initiatives.

5.5. We are currently piloting the Basic Skills Agency “National Brokerage Scheme” which aims to raise employer awareness of basic skills issues by training individuals (e.g.: Business Advisers) whose main role is in engaging and influencing employers. They are then able to “broker” an introduction to approved and appropriate learning providers. This is potentially a very useful and practical approach to addressing the basic skills needs of people in employment but if the initiative is to be effective in an

area as complex as Greater Manchester we will need to introduce far greater flexibility in both criteria and funding.

- 5.6. Additionally, we support the North West TUC's work in developing and training Learning Representatives in the workplace. 109 Learning Reps received training in Basic Skills in 2001-2002 and thus far over 800 employees have participated in learning as a result of work carried out by Learning Reps. We intend to continue supporting this initiative.
- 5.7. Clearly, support for basic skills activity will be a key priority in targeting use of LIF and co-financing funds during 2002/03, particularly in developing more flexible approaches to enhance existing arrangements.
- 5.8. We have decided to use a commissioning approach to the allocation of LIF money in 2002/03, in order to target LIF on priorities more effectively. Basic Skills has been identified as a key issue, and we are currently designing a Basic Skills Programme, targeted on the priority groups identified in Skills for Life:
 - Young adults in the workforce
 - Residents of disadvantaged communities as identified in the Index of Deprivation and the Neighbourhood Renewal strategy. Currently, the following Local Authority Districts (LADs) in Greater Manchester are eligible for Neighbourhood Renewal Funds:
 - > Bolton
 - > Manchester
 - > Oldham
 - > Rochdale
 - > Salford
 - > Tameside
 - > Wigan
 - Homeless people
 - Parents
 - Workers in low skilled jobs
 - Unemployed people
 - Benefit claimants
 - Prisoners and those on probation
 - Public sector employees
 - Refugees and successful asylum seekers
 - Speakers of English as an additional language
- 5.9. The programme will test innovative and flexible methods of delivering basic skills learning, mapped to the Adult Literacy, Numeracy and ESOL Core Curricula. Additional support will be made available to assist those learners who otherwise would face barriers to participation and achievement e.g. childcare, mentoring etc.
- 5.10. We aim to bring together the strengths of organisations, so, for example, projects targeting offenders should work in partnership with Greater Manchester Probation Service; projects aimed at homeless people will require partnership working with the Salvation Army and the Big Issue in the North.
- 5.11. We are keen to involve community based organisations and the voluntary sector much more in the development and delivery of basic skills provision, although we recognise that there are problems with this type of approach, not least in relation to the qualifications requirements for basic skills tutors. We are convinced that increasing the diversity of providers, delivery methods and locations is the best way to attract more learners into basic skills.
- 5.12. We recognise that for some people, delivery methods need to be more flexible and accommodating of specific needs. We therefore wish to explore the potential of family learning and computer based learning.
- 5.13. One priority for us in allocating LIF money this year is to ensure that learners who are undertaking a qualification supported by last year's LIF allocation are able to complete it. We will review the existing

LIF projects to identify where sustainability funding is required in order to deliver his commitment. We will also consider how such learners can be supported through mainstream funded activity to progress on to further qualifications, wherever possible. Contract managers of basic skills LIF projects 2001/02 will be asked to consider if it is appropriate for the beneficiaries to progress onto basic skills qualifications.

- 5.14. We are equally concerned to ensure that effective LIF supported provision is made sustainable by bringing it into the mainstream when LIF ends, wherever possible. Where this is not possible, and the project is likely to continue to deliver good results, we will consider continuation funding.
- 5.15. We also wish to develop more “plug-in” provision, where we enhance existing programmes by the addition of basic skills training. This is in recognition of the prevalence of basic skills needs among existing participants in learning, as well as being a cost effective way of delivering additional learning to those who need it most.
- 5.16. We have been successful in gaining funding to develop an Employer Pilot which will focus on delivering qualifications to employed people with low occupational and basic skills. The pilot will be delivered through a partnership with the two Business Links and the Trade Union Council who will work with employers to explain the business case for increasing the skill level of their workforce, and will refer interested employers to a network of approved providers. Employers will receive financial incentives to allow them to release staff from the workplace to allow them to undertake appropriate training leading to an approved qualification. The pilot will be operational between September 2002 and August 2003. The pilot will be evaluated nationally as well as locally.
- 5.17. It is worth noting that as a European Co-Financing organisation, we are now in a position to support basic skills through this route. We expect that almost £2,000,000 of ESF will be allocated in support of basic skills projects this year through the Co-Financing round.

6. Audit of provision

- 6.1. Although there is a wide range of basic skills provision available across Greater Manchester it is not clear where this is actually being delivered and to which priority groups. We have therefore carried out an audit of provision to map delivery against the information held on wards with highest need. This information will be used to support the planning and allocation process and will be shared with Learning Partnerships.
- 6.2. The audit has produced information about providers and venues, but has not yielded data on participation by priority groups. The full data set on participation will not be available until the release of ISR25 next year.
- 6.3. We have decided that the best way of addressing these gaps in our knowledge and understanding of current basic skills activities is to carry out some research before that date. This will be targeted on establishing which groups are taking part in basic skills provision, and will assist us in determining what actions are needed locally.

7. Partnership Working

- 7.1. In order to develop a coherent approach to basic skills work across the whole of Greater Manchester it will be important to work with partner organisations. We will work closely with other organisations such as the Probation Service, NHS, Small Business Service, Chambers of Commerce, Ufi, Trades Union Congress, Refugee Action and Employment Service who deal with specific priority groups.
- 7.2. We have held meetings with the Probation Service, the Salvation Army and Refugee Action to consider how their clients can access basic skills training/qualifications.
- 7.3. Meetings have also taken place with Ufi City Pride Hub and Wigan and Leigh Hub to look at ways that their learners could access LSC funded provision and undertake national tests
- 7.4. All of these partner organisations will be involved in the development and delivery of the LIF supported Basic Skills programme previously described.
- 7.5. Learning Partnerships have been provided with local authority area targets that build up into the GM target, and presentations have been made to some. We will continue our work with Learning Partnerships, who in turn, are working with their own set of partners, to further ensure that the Skills for Life message is as widely understood as possible.
- 7.6. We will also work closely with the Basic Skills Agency and the Adult Basic Skills Strategy Unit's regional adviser.
- 7.7. During 2002 we will establish a formal partnership group of key organisations, the objectives of which will be:
 - to develop a coherent approach to basic skills across the Greater Manchester area
 - to plan to meet the needs of all priority groups by the creative use of all funding streams
- 7.8. We expect this group to comprise LSC staff, learning providers/Learning Partnership reps and organisations representing priority groups. LSC Equal Opportunities advisers will attend to ensure equal opportunities issues are given a high priority. Although it would be desirable to have employer representatives on the group, we recognise that they may be reluctant to participate, so we will involve the local Business Links in order to gain an employer perspective on these issues.
- 7.9. The group will consider the key issues set out in this strategy and agree actions that will address them in the time frame that ends in July 2004. They will have a remit to develop and recommend to the LSC innovative and creative approaches to meeting basic skills targets.
- 7.10. Clearly, we must also have a productive relationship with our delivery partners if we are to achieve targets. All Further Education providers have been asked to set a target for enrolments and achievements in their area as part of their response to their funding allocation. All providers have been made aware of the priority we attach to basic skills for growth funding and have been asked to address the issues in their standards fund development plans. The top slicing of standards fund will enable capacity building and sharing of good practice to take place. We feel that this approach to partnership with providers, where there are incentives, is practical and most likely to lead to benefits for all stakeholders.

8. Quality and Capacity Building

8.1. Ensuring that basic skills provision is of a high quality is a priority for Greater Manchester LSC. To that end we are committed to building the capacity of the local learning infrastructure to deliver effective basic skills learning. This will require several strands of activity:

- increasing the amount of learning delivered by existing providers, especially in areas where there is a large gap between need and provision
- supporting providers in improving quality and disseminating best practice
- recruiting new providers who will help us to target priority groups and areas
- involving more employers and encouraging them to release their staff to participate in learning

Recruiting new providers

8.2. Our milestones for the recruitment of new providers are as follows

Activity	Milestone	Target Date
Recruiting new providers	- Identification of areas and groups for whom provision is lacking	June/July 2002
	- Identification of partners and initial discussions	June/July 2002
	- Identification of potential providers and initial discussions with them	July/August 2002
	- Where all parties are satisfied, commence the development of plans for introducing the new provider and helping them to meet the LSC provider criteria.	August/September 2002
	- To include costing of development needs and developing a funding package	Throughout 2002
	- For some providers, testing of approach and provision through LIF supported projects	2002/2003
	- Monitoring of performance and discussion with learners to address strengths and weaknesses	June 2003
- Evaluation of provider and recommendations	July 2003	
- Decision made on whether the provider should receive mainstream funding		

Where new providers are identified who have substantial development needs, funding packages will be created using LIF, the top-sliced part of the Standards Fund that is retained by the LSC and any other local funding sources. This is in recognition of the costs of establishing new provision, which can include capital and revenue costs, for equipment, premises, staff training etc. These costs are also likely to apply where we request existing providers to expand provision, or commence delivery in additional areas.

Quality

8.3. Further Education Colleges and former External Institutions are able to access the Basic Skills Quality Initiative via the Standards Fund. The BSQI has been extended to include Work Based Learning Providers from January 2002. The funding has been allocated to the local council and will be used to hold a conference for work based learning providers to raise their awareness of the BSQI materials available. In addition, funding will be available to each provider to purchase approved resources which will enable them to further develop the quality of their basic skills provision. We will also use the BSQI facilitator to increase the knowledge and understanding of LSC staff.

- 8.4. If further BSQI funding is available in 2002–03 we will use this to work with work based learning providers to design innovative training solutions to meet the literacy and numeracy needs of young people.
- 8.5. All further education tutors who are new to basic skills and are unqualified will be required to obtain an appropriate qualification, based on FENTO standards, within the specified period of 2 to 4 years, depending on whether they hold a full time, part time or fractional contact. Opportunities for continuing professional development for teachers and trainers in further education and work based learning, including basic skills staff, will be increased using standards funding matched by provider budgets.
- 8.6. The Basic Skills Quality Mark is a nationally recognised standard. Only 7 Greater Manchester providers hold the new Quality Mark, whilst a further 4 providers have submitted applications. Whilst we recognise that the quality mark is designed to assess systems rather than the standard of teaching and learning we will host information sessions during 2002, together with the Basic Skills Agency, to highlight the benefits of this standard.
- 8.7. We will work to support learning providers in the introduction of the new guidance on the inspection of basic skills work under the Common Inspection Framework.
- 8.8. The national curricula for literacy and numeracy became available in September 2001 and all providers will be delivering this. Training on the new curriculum has been available from the Basic Skills Agency although it is recognised that due to the number of tutors throughout the Greater Manchester area there remain a considerable number who have not received training. We are therefore working closely with the lead trainer in Greater Manchester to support this work by providing facilities for the courses
- 8.9. We are keen to ensure that all staff delivering basic skills have access to training on the new curriculum. If national funding is not forthcoming we will provide additional funding to extend training to those teaching less than 6 hours and tutors delivering basic skills as part of a vocational programme.
- 8.10. It is our understanding that nationally funded training on the new ESOL and LLD curricula will be delivered.
- 8.11. We are keen to encourage the sharing of good practice between providers. However, we are conscious of the number of providers involved and the size of the area. We will therefore investigate what local basic skills networks are in place and how these are operating. We do intend to engage a consultant to support providers in improving quality and develop a local basic skills quality network. Most Learning Partnerships already have a basic skills working group and it may be that this is the most appropriate structure upon which to build to use to encourage local providers to work together.
- 8.12. We will work with partner organisations to hold a series of training events for providers. Areas to be covered will include further investigation of the specific needs of different client groups, information on the basic skills quality mark and information on mapping the new curriculum against vocational qualifications. A calendar of events will be produced and circulated to all providers, including Learning Partnerships and Information, Advice and Guidance Partnerships
- 8.13. Many Providers in the area are experiencing a lack of suitably qualified basic skills tutors and trainers. This is further compounded by the late introduction of the new FENTO standards. In addition many staff do not have experience of working with employers..
- 8.14. We wish to enable all providers to access standards fund in order to provide continuous professional development opportunities to staff delivering basic skills. Whilst there is delay in the introduction of a recognised basic skills qualification we intend to commission training which will evidence accredited prior learning once the new qualifications become available. This training will be available to staff across Greater Manchester.

Involving Employers

- 8.15. "Skills for Life" suggests that nearly half of those with basic skills needs are in employment. It will therefore be critical to increase the number of employers who are involved in the development and delivery of appropriate provision to meet the needs of their workforce.

- 8.16. We have already hosted the "Breaking Down The Barriers certificate in Workplace Basic Skills" which has received national funding. We will carry out evaluation before deciding whether additional funding should be made available to increase the number of basic skills tutors holding this qualification.
- 8.17. We are concerned that there is currently insufficient capacity to meet the needs of employers (and in some areas of Greater Manchester the needs of the local community). We are therefore keen to ensure maximum flexibility of funding in order to bring in additional providers for targeted work.
- 8.18. Where poor provision is identified, our policy will be to offer support to assist improvement (subject to ensuring that learners will ultimately receive an acceptable learning experience). The Greater Manchester Provider Quality Team are experienced in helping providers both pre- and post-inspection, and can also provide support where informal feedback or monitoring have indicated that there are issues to be addressed.
- 8.19. The support offered will vary, depending on the issues and the provider, but are likely to range from advice and discussion of best practice to requiring provider staff to attend training.
- 8.20. We wish to engage more employers in this work, in recognition of their influential role with their staff, and because many of the people who have basic skills problems are in employment. To that end, we have volunteered to participate in a national pilot which is testing approaches to involving employers.
- 8.21. Gordon Brown in his Pre Budget Report in the Autumn stated his intention of testing new approaches to encouraging employers to release staff to engage in training, with a particular focus on people who do not have a level 2 qualification. We are one of six areas that have been selected to run a pilot following a proposal we made in March this year.
- 8.22. The pilot will run for one year from September 2002 to August 2003. It will be open to all kinds of employers - Public, Private and Voluntary - with a particular focus on small companies who are not currently engaged in business support activities.
- 8.23. The offer to employers is that if they will release employees who do not have a qualification to undertake approved training, the LSC will provide training free of charge to both employer and employee - and will make a contribution towards the wage costs of employees released for training. Each of the pilot areas is operating a different funding model and there will be a rigorous evaluation of the pilots after a year which will lead to decisions about whether the approach could justify in legislation to provide similar incentives nationally.
- 8.24. The Business Link Organisations in our area will have the lead responsibility for making contact with employers. Northwest TUC learning services will also support the project by encouraging employees to take advantage of the availability of funding through their workplace learning representatives .
- 8.25. The model in Greater Manchester will provide wages over for up to 35 hours (5 days) of study. If the approach is successful we will have sufficient funds to deliver qualifications to 3000 people during the course of the year. It is expected that the majority of the learning undertaken will be in basic skills.
- 8.26. We will use the funding available through the Employer Pilot to test different methods of delivery and increase the capacity of providers for the priority group of those in work with low levels of basic skills.

9. Targets

- 9.1. Skills for Life sets a national target of improving the literacy and numeracy skills of 750,000 adults by 2004. The Learning and Skills Council has a target of 750,000 adults achieving a basic skills qualification by October 2004, and the LSC Greater Manchester has been set a target of 41,622 as its contribution to meeting this national target.

Qualifications Target

- 9.2. Reliable baseline data is difficult to obtain. Locally we have access to ISR information submitted to national office by those institutions in receipt of FE funding. It is on the basis of this data that the following targets have been set.
- 9.3. Using data on evidence of need across the Greater Manchester area, targets for each metropolitan borough have been established.

Area	% of GM target	Target Qualification Number by 2004
Bolton	10.4	4,342
Bury	6.5	2,688
Manchester	18.9	7,859
Oldham	9.0	3,755
Rochdale	8.6	3,599
Salford	9.3	3,885
Stockport	8.9	3,699
Tameside	9.2	3,831
Trafford	6.9	2,883
Wigan	12.2	5,081
Greater Manchester	100	41,622

- 9.4. The deadline for achieving the target qualifications is July 2004. Milestones towards the targets will be set as below

Year	Target
April 01-July 02	10,405
August 02-July 03	14,567
August 03- July 04	16,650
Total	41,622

- 9.5. The following qualifications will count towards the target:
- The **new qualifications** for adult literacy and numeracy that have been accredited by the QCA and approved by the Secretary of State –
 - Entry 3 level literacy qualification
 - Entry 3 level numeracy qualification
 - Level 1 literacy qualification
 - Level 1 numeracy qualification
 - Level 2 literacy qualification
 - Level 2 numeracy qualification
 - As the start date for recording achievements towards the targets was April 2001 **existing basic skills qualifications** from April 2001 until July 2002 will also be counted.
 - The **Key skills qualifications in communication and application of number** up to level 2 for adults who are 16+
 - GCSE Maths and English** for those aged 16+ who achieve this qualification for the first time or improve their grade by a level.

- 9.6. It will be important to ensure that all LSC funded qualifications are recorded. Where providers are delivering qualifications as part of LIF contracts and not as part of their mainstream funding further work will need to be undertaken to capture qualification achievements.
- 9.7. FE providers are able to draw down achievement funding for learners reaching their individual learning goals. In some instances this will not be an approved qualification which count towards the achievement of targets. We are keen to ensure that all learners have an appropriate learning plan which meets their individual needs. However, we are also aware of the progress which needs to be made towards the DfES targets. We will, therefore discuss this issue with individual providers to ensure that an appropriate balance is achieved.

Participation Targets

- 9.8. ISR data for 99/00 has been used to establish baselines for each local authority area. It is evident from this data that the volume of basic skills work being delivered (and the levels of achievement) across each area varies significantly. Of particular concern are those areas where the level of need is high but the level of provision/participation is low. Further work will need to be undertaken to determine whether it is realistic to set the same % participation and achievement targets across all geographical areas.
- 9.9. In order to achieve the target of 41,622 qualifications participation targets have also been set. These target have been set by multiplying the target qualification by the retention and achievement rates provided by national office of 84.1% and 59.3% respectively. Many providers will gather data on enrolments rather than individuals, therefore the number of individuals has been multiplied by 1.5 (the accepted number of enrolments per individual learner)

Year	Individuals	Enrolments
April 01- July 02	16,968	25,452
August 02- July 03	23,755	35,633
August 03- July 04	27,150	40,724
Total	67,873	101,809

Achievement of a learning goal, where this is mapped to the new national standards for literacy and numeracy, will be included in the participation count.

- 9.10. The Information, Advice and Guidance Partnerships will play a key role in increasing the number of adults referred to basic skills provision. As part of the 2000-03 planning guidance all partnerships will be asked to show how they will identify, refer and signpost adults with basic skills needs to appropriate local provision. Each partnership will be required to outline the training and staff development required in order to identify clients with basic skill needs.
- 9.11. Targets cannot currently be set by priority group as the data collected by providers cannot be broken down into the same categories as the Skills for Life priority groups. However, we are determined to see impact on these groups and will encourage providers working specifically with them to measure progress and to share any areas of good practice.
- 9.12. Across Greater Manchester providers are delivering to these priority groups, although the extent of this is not clear. One of our goals in partnership working is to clarify the amount of work that is taking place with these groups. Some providers have developed specialisms such as working with refugees and asylum seekers, prisoners and those on probation, homeless people, speakers of English as an additional language, and young adults in the workforce.
- 9.13. ESF and LIF funds have been prioritised this year to further develop work with these groups, and this policy will continue.
- 9.14. The Employer Pilot will focus on delivering basic skills qualifications to workers in low skilled jobs
- 9.15. We will work closely with partner organisations who work specifically with the above priority groups to ensure that they are fully informed of the opportunities available to their clients.

Retention and achievement targets

9.16. National Office has provided information on the retention and achievement rates for Greater Manchester as a whole. This indicates 84.1% retention and 59.3% achievement. We will use this information to set interim targets and milestones for Greater Manchester. However, in order to take account of large variations across the area we will work to establish these targets by local authority area.

Year	Retention	Achievement
April 01-July 02	86%	62%
August 02-July 03	88%	66%
August 03-July 04	90%	70%

9.17. As stated above the retention and achievement rates vary considerably between providers and areas. (For example using the number of enrolments against the number of achievements the rate varies between 19% and 87%). During 2002 we will encourage all providers to improve their retention and achievement rates and establish a mechanism to allow good practice to be shared.

Progression Targets

9.18. The national targets are based on the number of individuals gaining one qualification. However, whilst we are working towards this we recognise that many adults will require (and wish to obtain) more than one qualification. We will therefore be encouraging providers to support individuals in progressing through the levels. At this stage we do not have information to set progression targets, but will develop these after discussions with individual providers.

9.19. The information shows significant disparity between local authority areas within Greater Manchester. Whilst it is important to work towards the overall target we will need to focus on those local authority areas that have major shortfalls in their projected activity of achievement levels.

10. Communication and Promotion of Literacy, Numeracy and ESOL

- 10.1. In terms of the separate promotion of literacy, numeracy and ESOL, we do recognise that not all people need training in all three elements – there is a market for each of these as stand-alone provision, as well as groups who need a combination of any of the three.
- 10.2. Clearly, not all people who need help with literacy and/or numeracy also require ESOL, (people whose grasp of English is poor are not in a position to gain the maximum benefit from basic skills learning) so, for the sake of cost effectiveness it is probably best to split the target learner market into two distinct groups – one (the larger of the two) which needs support with literacy and numeracy, and another which requires help with ESOL. The benefit of this approach is that people who have embarked on ESOL are then more likely to be affected by the literacy/numeracy marketing, and to acknowledge their literacy/numeracy needs and be aware of how to address them.
- 10.3. If it is to succeed, our communication and promotions plan must target several stakeholder groups, not just learners and would-be learners. Firstly, we need to ensure that the basic skills agenda is understood by the planners and contract managers of LSC funded learning, by raising internal LSC awareness, and we will use the local intranet for this purpose. The Executive Director's regular briefings will also be used to update staff, at appropriate times, on the progress towards the targets.
- 10.4. Whilst discussions have taken place across LSC teams on development of this strategy, it is felt that this needs to be more formalised. An internal group will be established to ensure that all teams have ownership of and responsibility for basic skills. In particular, clear targets will be set in delivery/business plans at all levels.
- 10.5. The second key group is the provider network. The LSC Greater Manchester has now established a forum of education and training providers, and this will be a valuable communications and consultation route. We will include regular articles in the newsletter sent to all providers and partners, and all contacts with providers, such as performance reviews, will highlight basic skills issues.
- 10.6. The Information, Advice and Guidance partnerships will play a key role in promoting basic skills provision across Greater Manchester. All providers will be asked to focus on promoting basic skills as part of their application for funding. We will expect them to state how they intend to promote literacy, numeracy and ESOL within their target areas, as well as how they will target specific groups, including the priority groups identified above. We will use the regular co-ordinators' meetings to update IAG Partnerships.
- 10.7. In terms of specific actions, as stated earlier we are working in partnership with BBC GMR radio on the introduction of a "mobile learning zone". We see this as an excellent opportunity to promote literacy and numeracy, particularly in communities that do not have a tradition of learning. We will support the national campaigns on literacy and numeracy and will use other national initiatives such as Adult Learners Week, the National Skills Show and Festival being held in Manchester this year, and the Bite Size campaign to focus on basic skills issues.
- 10.8. LSC Greater Manchester is a member of the regional LSC basic skills co-ordinators' group which links into other regional networks such as the North West Development Agency Strategy Group, the North West Regional Partners Group and the North West Regional Learning Partnerships Basic Skills Group. These are all useful mechanisms for raising the profile of basic skills.
- 10.9. LSC staff attend all Learning Partnership meetings and there are quarterly meetings between LSC and Learning Partnership co-ordinators where basic skills will be a standing agenda item. The Executive Director and the Director of Operations hold bi-annual meetings with Learning Partnership Chairs, which will provide an opportunity to update on progression towards targets.

Use of ICT in basic skills provision

- 10.10. It was stated in paragraph 5.12 that we recognise the usefulness of computer based learning as a tool for reaching some of the harder to help groups. ICT training proved to be the most popular option on the Bite Size Learning programme, and demand for ICT training is consistently high from local

communities. We therefore intend to promote the wider use of computer based learning, and also to encourage providers to include basic skills in the introductory ICT training they offer.

10.11. Monitoring the use of ICT will be done as part of the regular contact we have with providers and we will ensure that this becomes a standing agenda item at all relevant fora, and is included in monitoring data.

11. Equal opportunities

- 11.1. Equal opportunities underpins all aspects of this area of work. We will positively encourage and promote activities that are aimed at increasing the participation in learning of under-represented and excluded groups. We will monitor participation in basic skills provision by gender, ethnicity and disability.
- 11.2. We recognise that the possession of poor basic skills is a major factor in social exclusion. Our recently completed Equal Opportunities Strategy identifies basic skills as one of our key local issues, and identifies 2 priorities for action:
- “.....create effective strategies across the organisation for widening participation in basic skills programmes, including increasing participation for the employed workforce. Its priority will be to ensure that learning which successfully targets the most marginalized and disadvantaged e.g. ethnic minorities, people with disabilities and other groups facing social exclusion is supported, developed and enabled to reach high quality standards.
 - encouraging basic skills provision in the workplace”
- 11.3. Our Equal Opportunities Strategy and Race Equality Strategy both acknowledge the importance of basic skills issues in Greater Manchester and set out clearly how equality of opportunity will be ensured in the planning and delivery of basic skills provision. These strategies will provide the framework for staff to embed equal opportunities within funded provision. The table below analyses the equal opportunities issues that apply to each of the Basic Skills priority groups, together with actions identified in the LSC Greater Manchester Equality and Diversity Strategy (EDS). It should however be noted that many of the actions will be identified in the Equality and Diversity Action Plan, still in development. We will ensure that Basic Skills is given due priority in the Action Plan.

Priority Group	Equal Opportunities Issues	Actions
People with Basic Skills needs	The EDS highlights this group as a priority.	A Basic Skills internal working group has been convened to consider the actions that should be taken across the full range of LSC activity to address the profound basic skills needs of the area.
Young adults in the workforce	Young adults are not specifically targeted by our Equality and Diversity Strategy (EDS). However, where they also fall into one of the other categories, then the relevant actions will apply	“The Learning and Skills Council Greater Manchester will deliver equality of opportunity by: <ul style="list-style-type: none"> – mainstreaming equality and diversity in all aspects of its work – building effective partnerships with key national, regional and local organisations – consulting with key partners, providers and learners.”
Residents of disadvantaged communities as identified in the Index of Deprivation and the Neighbourhood Renewal strategy. Currently, the following Local Authority Districts (LADs) in Greater Manchester are eligible for Neighbourhood Renewal Funds: Bolton, Manchester, Oldham, Rochdale, Salford, Tameside,	Our EDS identifies residents of deprived areas as being “more likely to face barriers to entry to the labour market than others in the population”. The EDS also states “there are clear spatial concentrations of resident ethnic groups within the region, which coincide with some of the most deprived areas in Britain”	Our EDS states: “Where analysis shows that people from particular areas are not accessing learning to the extent they should be, action will be taken by the Learning and Skills Council Greater Manchester with partners and providers, to find out the reason for this and to develop new methods of improving participation and achievement.”

Priority Group	Equal Opportunities Issues	Actions
Wigan		
Homeless people	Our EDS has not highlighted this group; however it is clear that they face major barriers to entry to the labour market, and this will also apply to entry to learning opportunities.	Suggest that this group be included in the EDS, and develop a range of actions and performance indicators specific to their needs.
Parents	<p>Our EDS highlights Lone Parents and Childcare issues. "Lone parenthood, both mothers and fathers, appears to be correlated with unemployment and the probability of becoming unemployed, and urban centres or higher population densities. Both of these are consistent with the disproportionately high numbers in Greater Manchester. 28% of all mothers in Greater Manchester are lone parents."</p> <p>On childcare: "Lack of good quality and affordable childcare is a major barrier to participation in learning and work for many, especially those who are lone parents. "</p>	<p>"Lack of childcare places and funding" have been identified in the EDS as priorities for action, but parents would also be included in the general commitment: "The Learning and Skills Council Greater Manchester will deliver equality of opportunity by:</p> <ul style="list-style-type: none"> - mainstreaming equality and diversity in all aspects of its work - building effective partnerships with key national, regional and local organisations - consulting with key partners, providers and learners. <p>Our main contribution to the national childcare strategy and local plans is to ensure that childcare training, which meets local needs, is planned and funded. Through our relationship with Business Link, we can also help employers to play their part by encouraging them to adopt family friendly employment policies.</p>
Workers in low skilled jobs	There is a commitment to working with employers to address a wide range of issues in the EDS, and this group would come under the aegis of that work.	This is a slightly contentious area for work with employers, as, once they are trained and qualified, workers are likely to change job to improve their conditions and prospects. Our basic skills pilot with employers is likely to deliver results for many people in this category
Unemployed people	<p>The benefits trap is one of the issues in the EDS, although unemployed people are not identified as a priority for action. The main issues would be around barriers to participation in learning, and the length of time the individual has been unemployed will be a key factor.</p> <p>People who have been unemployed for less than six months are a priority for the LSC, and unemployed people generally have access to free part time learning opportunities. The main issue is how to promote basic skills opportunities to this group, and encourage greater levels of participation.</p>	<p>The EDS states: "The Learning and Skills Council Greater Manchester will create effective strategies across the organisation for widening participation e.g. basic skills programmes, including increasing participation for the employed workforce. Its priority will be to ensure that learning which successfully targets the most marginalized and disadvantaged e.g. ethnic minorities, people with disabilities and other groups facing social exclusion is supported, developed and enabled to reach high quality standards.</p>

Priority Group	Equal Opportunities Issues	Actions
		<p>Training/learning programmes funded by the Learning and Skills Council Greater Manchester will:</p> <ul style="list-style-type: none"> - have reasonable accessibility in terms of distance from the homes of all potential learners. - ensure that once the prospect of training/learning is held out to clients momentum is kept up to get them started without undue delay and before they lose interest. - send positive signals to clients from day one so that motivation is maintained."
Benefit claimants	The EDS identifies the benefits trap as an equal opportunities issue which prevents people from participating in the labour market.	Benefits claimants are generally entitled to free or subsidised learning opportunities.
Prisoners and those on probation	<p>The EDS identifies ex-offenders as a priority group.</p> <p>"Research quoted in the RDP indicates that, nationally, over half of all offenders are unemployed; that they are twice as likely to be long term unemployed and have a significantly lower probability of moving into employment. Data collected through the Probation Service shows that Greater Manchester is home to nearly 60% of all ex-offenders in the North West. Local profiling suggests that unemployed offenders are likely to be male and:</p> <ul style="list-style-type: none"> - Be long-term unemployed - Have little or no work experience - Have functional and numeracy problems - Have few or no qualifications; and - Have poor personal/social skills <p>Overall, this group's barriers to labour market entry are severe and multi-dimensional."</p>	<p>"The Learning and Skills Council Greater Manchester will deliver equality of opportunity by:</p> <ul style="list-style-type: none"> - mainstreaming equality and diversity in all aspects of its work - building effective partnerships with key national, regional and local organisations - consulting with key partners, providers and learners." <p>The Action Plan will address the detailed actions required for this group.</p>
Public sector employees	There is no reference to this group of workers in the EDS. However, the Basic Skills Employer pilot will include public sector workers as a priority and this will enable us to gather data on their needs.	The Basic Skills Employer pilot will target public sector workers.
Refugees and successful asylum seekers	Although the EDS does not make specific reference to this group, they are acknowledge to be a group facing substantial disadvantage in the labour market. They have particular language problems, tend to be concentrated in identifiable areas (especially the inner areas around Manchester) and also experience difficulties relating to poverty, discrimination, housing and health.	<p>"The Learning and Skills Council Greater Manchester will deliver equality of opportunity by:</p> <ul style="list-style-type: none"> - mainstreaming equality and diversity in all aspects of its work - building effective partnerships with key national, regional and local organisations - consulting with key partners, providers and learners." <p>The Action Plan will address</p>

Priority Group	Equal Opportunities Issues	Actions
		the detailed actions required for this group.
Speakers of English as an additional language	<p>The EDS does not single this group out, but it is clearly a sub-set of the Ethnic Minorities priority group, on which the following observations are made:</p> <p>“Evidence suggests that :</p> <ul style="list-style-type: none"> – the probability of being unemployed among ethnic minority groups is far greater than the baseline average of the area; – the probability of entering employment following training is significantly less for the ethnic groups than for comparable baseline groups; – there are clear spatial concentrations of resident ethnic groups within the region, which coincide with some of the most deprived areas in Britain; – employment rates for the ethnic minorities appear disproportionately weaker in the region compared to the white population.” 	<p>From the EDS:</p> <p>“The Learning and Skills Council Greater Manchester will ensure that its provision meets the diverse needs of the area, including the needs of different minority ethnic groups, lone parents, carers, returners to the labour market and people with disabilities. It will take these issues into account in planning and purchasing learning provision. It will ensure that all people have equality of access to learning. This means that it will both develop new learning programmes, delivered in new and innovative ways , and identify and extend existing good practice.”</p>

12. Monitoring and evaluation

- 12.1. Monitoring and evaluation are essential components of our strategy; if we do not carry these processes out, we will not have control over the implementation of the strategy.
- 12.2. The information that we obtain through ongoing monitoring will enable us to identify strengths and weaknesses, gaps in provision, patterns of participation and completion/success rates. This will ensure that we can target our support on individual providers to address ineffective provision. It will also enable us to identify good practice for wider dissemination. Finally, it will assist us in improving the strategy, as it cannot be a static document; it must be responsive to local needs and conditions – a dynamic and evolving plan.
- 12.3. Evaluation will provide us with the bigger picture; it will give us information on trends, enable us to assess the impact of our strategy as a whole, and give us an opportunity to obtain learner feedback. The results of evaluation will make a valuable contribution to our decision making process on funding.
- 12.4. Our approach will be to monitor individual provider progress in basic skills delivery through statistical information available from the ISR/ILR and in discussions as part of the Provider Performance Review.
- 12.5. The delivery plan and progress towards the targets will be monitored by the internal working group who will produce regular reports for the Senior Management Team. Progress will also be monitored as part of the regular internal Business Review Process.
- 12.6. All activities carried out as part of the plan will be evaluated using the LSC's quality processes.
- 12.7. One of the aims of monitoring will be to identify good practice for wider dissemination. We will distribute information on good practice through all existing groups and in one to one discussions with providers. Learning Partnerships and Information, Advice and Guidance Partnerships will provide the primary routes for the wider sharing of good practice in basic skills. This will be especially important in the case of LIF supported projects, where we wish to test new approaches and roll out the successful ones.
- 12.8. Our partners will also have a role to play in capturing and communicating the views of their client groups, as well as commenting on what works and what doesn't. They will be closely involved in the evaluation process, as stakeholders to be consulted, and as contributors.
- 12.9. The strategy itself will be evaluated and updated in January 2003.

13. LSC Greater Manchester Basic Skills Action Plan

13.1. This plan summarises the key actions arising from the Basic Skills Strategy, and details how the strategy will be implemented by the LSC. It sets out who will be responsible for the different elements of the strategy, and the timetable for action. The same format will be used to record progress against all of the actions listed, and subsequently the plan may be amended/ updated to reflect the experiences gained from delivery. Monitoring will include a monthly progress review, where all staff identified as having a responsibility for delivery will meet and report on progress, and basic skills will also be on the agenda of the quarterly performance reviews conducted by the Senior Management Team.

Section A: Participation

Aims & Objectives: To increase the participation & achievement of adults (aged 16+) in basic skills learning						
Action	Milestones	Outcomes	Completion Date	Lead Responsibility	Resource	Progress/ Further Action
1.1 Audit of provision to establish a clear view of the LSC funded provision being carried out in each Local Authority Area 1.2 Audit analysed & gaps in provision identified	Report produced with recommendations	Gap analysis completed	Sept 02	Anthony Baines	LIF: £150,000	
1.3 Identify wards with high levels of social deprivation particularly in receipt of Neighbourhood Renewal Fund and vulnerable priority groups – e.g. those on probation; refugees & successful asylum seekers; homeless people	Target wards and vulnerable priority groups identified by Aug 02		Sept 02	Hilary Peel		
1.4 Identify and appoint new providers of Basic Skills Learning Opportunities where gaps in provision or replacement of poor quality	Product specification produced Identify successful ESF Co-financing Basic Skills organisations Product development workshops/activities with preferred suppliers	New portfolio of innovative models for the delivery of Basic Skills Additional provision delivered in wards with highest level of need Additional provision targeted on priority groups	Oct 02 Oct 02 Nov 02	Paul Ashcroft Paul Ashcroft Paul Ashcroft	£15,000	

Aims & Objectives: To increase the participation & achievement of adults (aged 16+) in basic skills learning

Action	Milestones	Outcomes	Completion Date	Lead Responsibility	Resource	Progress/ Further Action
1.5 Determine baseline for FE and ACL providers for Basic Skill participation and achievement and agree targets to achieve a 10% increase.	Baseline determined by Mar 03	10 % increase on baseline for basic skills learners by 04	Sept 03	Individual Area Managers		
	Agreements incorporate targets for July 03	10% increase on baseline in basic skills achievement by 04	Sept 03			
1.6 Develop funding framework/package to support WBL providers to offer basic skills qualifications to non-employed non-learners	Package developed (equivalent to FE funding model) by Oct 03	250 new learners by 03	Nov 03	Ruth Wheatley	£200,000	
	Identify appropriate WBL providers by Nov 03	500 new learners by 04				
1.7 Maximising of 03/04 growth funds to support basic skills participation	Strategy recommended to SMT for priority use of growth funds by March 03	35% of growth funding supports basic skills	July 04	Hilary Peel	FE growth funds 03/04	
1.8 Agree service level agreement with Ufi hubs to maximise referrals to accredited courses for those learners completing Learn Direct basic skills courses	Current baseline of referrals established by Sept 02	10% increase in the number of referrals to accredited provision by each hub	March 03	Hilary Peel		
	Service Level Agreement in place Oct 02					
1.9 Explore the potential for current Ufi hubs to gain accreditation for Basic Skills qualifications	Identify appropriate pilot hub by Sept 02	Hub accredited	Dec 02	Sue Bain	£15,000	
	Hub Accreditation Action Plan by Oct 02					

Aims & Objectives: To increase the participation & achievement of adults (aged 16+) in basic skills learning						
Action	Milestones	Outcomes	Completion Date	Lead Responsibility	Resource	Progress/ Further Action
1.10 Agree with IAG Partnerships targets for referrals to approved basic skills courses	Current baseline of referrals established by Sept 02 Targets agreed for 02/03 by Sept 02 Targets incorporated into contracts for 03/04 by July 03	10% increase on the baseline in referrals to accredited provision by IAG partnerships	March 03	Ruth Wheatley		
1.11 Develop strategy to engage community & voluntary groups in basic skills referral process	Strategy produced Oct 02	Agreement implemented Dec 02		Hilary Peel		
1.12 To offer "brokerage" training to community & voluntary staff to enable them to work as intermediaries (referrers to basic skills courses)	Brokerage training for community & voluntary organisations	50 community & voluntary staff trained as brokers	July 2003 Ongoing	Basic Skills A/D Manager Lead	£10,000	
1.13 Learning Partnerships' review basic skills activity for their area	Learning Partnerships' quarterly agenda	Action identified to improve progress		Clive Dickens		
1.14 Develop joint basic skills strategies with individual regeneration partnerships	Discussions with key players by Dec 02	Strategy produced Feb 03		Appropriate Individual Area Managers		

Section B: Workforce Development

Aim & Objective: To deliver basic skills to increase the skills of the workforce						
Action	Milestones	Outcomes	Completion Date	Lead Responsibility	Resource	Progress/ Further Action
2.1 Evaluate pilot Basic Skills Brokerage programmes in Tameside & Wigan	Report with recommendations by Sept 02			Hilary Peel		
2.2 Recruit & train brokers from LSC, Business Links & other external partners to ensure that brokers' understand basic skills issues in the workplace	To roll out the National Basic Skills Brokerage programme to cover all areas of Greater Manchester	30 brokers trained All brokers trained	July 2003 July 2004	Hilary Peel/ Michelle Ford	£15,000	
2.3 Design and develop a Employer Training Pilot basic skills programme to test diverse & flexible approaches to delivery in the workplace	Programme developed with variety of approaches by Sept 02	800 basic skills qualifications delivered.	August 2003	Ian Lever	Employer Training Pilot Funds	
2.4 Establish preferred supplier list to deliver basic skills qualifications to employees	Establish number of providers able to deliver basic skills within the workplace to 25+ age group	Increase baseline by 20%	September 2002	Hilary Peel		
2.5 Implement, monitor, review & evaluate basic skills element of the Employer Training Pilot	Implement programme Sept 02 Appoint consultant to evaluate Evaluation completed by June 03	Report by June 03		Hilary Peel	£5,000	
2.7 Implement funding packages (including Co-financing & LIF) to support the delivery of basic skills learning in the workforce for new learners (employed) which are not met through existing funding streams	Develop funding package for preferred suppliers by Oct 02	60 basic skills qualifications for workplace learners	July 03	Ruth Wheatley	£200,000	

2.8 Implement strategy for payment to WBL providers for achievement of basic skills qualifications for those young people with basic skills needs on mainstream WBL programmes	Develop strategy and framework by Sept 02 Establish current achievement baseline	20% increase on current baseline	July 03	Ruth Wheatley	£200,000	
--	---	----------------------------------	---------	---------------	----------	--

Section C: Strategy, Quality & Capacity Building

Aims & Objectives: To improve the quality of basic skills provision						
Actions	Milestones	Outcomes	Completion Date	Lead Responsibility	Resource	Progress/ Further Action
3.1 Identify basic skills lead "champion" in the Operations Team to manage the basic skills action plan	Appoint by Aug 02	Annual delivery of action plan	July 03 July 04	Hilary Peel		
3.2 Monitor and evaluate Action Plan activity at Area Manager Meetings/Performance Reviews and report to SMT quarterly and local Council's adult committee	Set up process/procedures by Oct 02			Debra Woodruff		
3.3 Develop and organise a range of training and awareness sessions for area teams on basic skills	Sessions delivered by Oct 02	Account & Development Managers/Contract managers attended sessions	Oct 02	Hilary Peel		
3.4 Review number of tutors qualified/not qualified with appropriate basic skills qualifications	Establish and develop methodology by Sept 02	Baseline of Basic Skills tutors qualified/not qualified established	Oct 2002	Paul Ashcroft		
3.5 To incorporate basic skills requirements into the criteria for the assessment of provider development plans	Agree and publish criteria Oct 02			Hilary Peel		
3.6 To assess providers' development plans in line with criteria		Continuous improvement measures for basic skills delivery in all provider development plans	July 2003	Individual Area Managers		

Aims & Objectives: To improve the quality of basic skills provision

Actions	Milestones	Outcomes	Completion Date	Lead Responsibility	Resource	Progress/ Further Action
<p>3.7 LSC identify strengths and weaknesses from published inspection reports in overall basic skills provision</p> <p>3.8 Develop appropriate training programme to address weaknesses for providers</p> <p>3.9 Monitor & evaluate the effectiveness of the strategy</p> <p>3.10 Establish a Basic Skills network to support providers in improving quality</p> <p>3.11 Identify best practice & disseminate through the network</p>	<p>Desk top analysis completed Oct 02</p> <p>Appoint consultant to run quality network (consult Basic Skills Agency/ ALBSU to identify appropriate organisations/ consultants)</p>	<p>Basic skills quality network established</p> <p>Quarterly meetings take place – 8 meetings</p>	<p>Dec 03</p> <p>August 03</p> <p>August 04</p>	<p>Shaun Kenny</p> <p>Basic Skills A/D Manager Lead</p> <p>Basic Skills A/D Manager Lead</p>	<p>£5,000</p>	
<p>3.12 Ensure all basic skills delivery staff are qualified with a basic skills qualification based on the FENTO standards at the appropriate level (level 2- voluntary organisations, 3 – supporting , 4 - teaching)</p>	<p>All provider development plans updated by Jan 03 to incorporate all activity</p> <p>Progress monitored by A & D/ contract managers</p>	<p>All basic skills tutors to be undertaking i. the full qualification ii. training to update</p>	<p>July 04</p>	<p>Hilary Peel</p>	<p>£100,000</p>	
<p>3.14 To increase number of provider basic skills tutors with the “Breaking Down the Barriers” Level 4 qualification for working with employers</p>	<p>Course organised and delivered locally Nov 02 with tutors from Lancaster University</p>	<p>15 additional tutors qualified in “Breaking Down the Barriers”</p>	<p>July 2003</p>	<p>Hilary Peel</p>	<p>£2,500</p>	
<p>3.15 Identify preferred bidder to develop & deliver new FENTO/ENTO qualifications to basic skills tutors</p>	<p>Develop tendering process for preferred bidder by Oct 02</p>	<p>Increase of 20% on the baseline for the number of tutors holding basic skills qualifications</p>	<p>July 2004</p>	<p>Hilary Peel</p>		

Aims & Objectives: To improve the quality of basic skills provision						
Actions	Milestones	Outcomes	Completion Date	Lead Responsibility	Resource	Progress/ Further Action
3.16 Work with BSA lead trainer to ensure all basic skills delivery staff are aware of and trained in the literacy, numeracy and ESOL new curriculum content.	Awareness and training sessions arranged Oct 02 – continuation programme for FE and new programme for all other mainstream providers	All providers implement new curriculum	July 03	Basic Skills A/D Manager Lead	£5,000	
3.17 Work with BSA National Support Project Team (post 16) to encourage and support providers to achieve the BSQM Basic Skills Quality Mark	Awareness sessions with BSA support Network – (Evyvan Moussan) for providers Jan 03	All providers hold, or are working towards, BSQM	July 04	Basic Skills A/D Manager Lead	£50,000	
3.18 Ensure that all young people who have ALN in WBL receive appropriate quality basic skills support	Awareness raising sessions for non-specialist WBL providers by Dec 02	All WBL providers able to provide or source accredited basic skills support (FENTO standards) and from BSQM kite mark organisations	July 2003		£1,000	
3.19 Set targets for Basic Skills achievements for Greater Manchester LSC for each local authority area	Communicate targets to all Learning Partnerships and key partners by Oct 02		Sept 02	Debra Woodruff		

Section D: Marketing

Aims & Objectives :To increase the participation of young people in basic skills learning						
Actions	Milestones	Outcomes	Completion Date	Lead Responsibility	Resource	Progress/ Further Action
4.1 Determine any national TV/Media campaigns (Gremlins) which have been planned by NO or DfES or BSA		Dates/times confirmed	Sept 02	Nigel Edwards		
4.2 Develop and implement local marketing plan to support any national campaign for Basic Skills.		Plan approved by partners	Sept 02	Nigel Edwards	£5,000	
4.3 Organise a GM LSC Basic Skills Local Launch event to engage all partners in the delivery of the targets	Event organised & booked	Launch of Action Plan	Nov 02	Nigel Edwards	£5,000	
4.4 Implement appropriate marketing activities to engage learners and promote ESOL, Literacy and Numeracy.	Marketing Plan developed by Sept 02	Increase in enquiries for courses	Sept 02	Paul Ashcroft		
4.5 Marketing sub group of Forum for Education and Training Providers to review progress and success, and develop further marketing activities.		Quarterly monitoring meetings	Sept 02	Nigel Edwards		

14. Progress towards the Basic Skills Target in Greater Manchester

	Local	National
2004 Milestone for enrolments (learning opportunities)		2,000,000
2004 Target for learner achievements		750,000

Number of enrolments (Awarding Body and Non-Awarding Body)	1st April 2001 to 31st July 2001		1st August 2001 to 31st July 2002		TOTAL
	16-18	Adult	16-18	Adult	
Basic Skills	1,819	9,321	3,000	11,154	25,294
Key Skills	16,569	1,796	17,767	2,516	38,648
GCSEs	3,490	1,300	3,866	1,673	10,329
TOTAL (Enrolments)	21,878	12,417	24,633	15,343	74,271

Number of learners who have achieved	1st April 2001 to 31st July 2001		1st August 2001 to 31st July 2002		TOTAL
	16-18	Adult	16-18	Adult	
Basic Skills	661	1,933	33	29	2,656
Key Skills	2,855	178	2	0	3,035
GCSEs	2,153	613	19	4	2,789
TOTAL (Learners)	5,669	2,724	54	33	8,480

Source: ISR19fd, ISR20fd, ISR21fc

ISR22 has 86% coverage, backfill used for remaining 14%

ISR21 has 75% coverage, no backfill used

