South Derbyshire Local Strategic Partnership

Board meeting Thursday 20th November 2003

Agenda Item 8

Derbyshire Learning and Skills Council Strategic Area Review.

The Derbyshire Learning and Skills Council in Derbyshire is one of fourty-seven Learning and Skills Councils nationwide. In broad terms its mission is to raise participation and attainment through high quality education and training. It is responsible for funding most post 16 education in the county .

All Learning and Skills Councils have been charged with undertaking a Strategic Area Review over the period 2003 –05 . This review is to consider the nature and extent of post-16 education provision in the county ; to consider how it fits with perceived skills gaps ; to see how it fits with learner needs and demands and also to consider how education and training in the county should be delivered in the future.

The Derbyshire Learning Partnership is a county wide organisation that operates through nine Local Learning Partnerships. South Derbyshire Local Learning Partnership has its membership drawn from local education providers, the PCT, the Mental Health Trust, local housing associations , the Local Authority , local schools, the Probation Service, Teenzone, the DIAG service, the CVS, JobCentre plus, the local police, Derbyshire County Council Early Childhood Years service and Social Services; the LSC, Derbyshire EBP and other local bodies all with an interest in education and training in the locality.

The Partnership operates out of the Learning Centre in Swadlincote under the Chair of Janneke Evans . Its broad objective is to encourage greater participation in education and training in South Derbyshire. It organises local events to celebrate education and training and undertakes local consultancy studies focussing on issues of participation and access to education and training.

The Partnership is funded by the LSC but is independent of it .

Local Learning Partnership (LLP's)

Strategic Area Reviews (StARs) – The Derbyshire Approach
Guidance Notes and Discussion Document

Purpose of Guidance

This paper has been drawn up between the Derbyshire Learning and Skills Council and the Derbyshire Learning Partnership Director in order to help provide a consistency of approach to the 9 Local Learning Partnerships in Derbyshire in the StAR of 2003 -5.

It is expected that each Local Learning Partnership will devote one of its meetings between now and the end of 2003 to discussion of the StAR . In addition each partner to a Local Learning Partnership will have received a document – " Key Questions for LLP Discussion and Debate". It is for each partner to the Local Learning Partnership to use this "Key Questions" document in order to clarify its views on the StAR and feed back these views to the Derbyshire Learning Partnership..

Background

A core aspect of Government's *Success for All,* Theme 1 – meeting needs and improving choice is the comprehensive assessment of the pattern of educational provision in every part of the country.

Strategic Area Reviews (StARs) will examine how well the provision, based **on evidence collected, and on offer**, meets the needs of learners, employers and communities and delivers the LSC's and Government's targets and overall policies. The StAR will also seek to identify the strengths of providers and build on these, as well as improving areas of weakness in order to drive up quality and success rates across the learning and skills sector.

From April 2003 each of the 47 local LSCs and their partners began the process of Strategic Area Review in their area within an agreed national framework as set out in the LSC's Circular 03/06 Strategic Area Reviews. By spring 2005 all local LSCs will have completed their reviews and will have incorporated the outcomes in their local plans.

The LSC is committed to establishing a true partnership with all its stakeholders. The role of Local learning Partnerships is identified as a key stakeholder within the guidance

Further guidance and Frequently Asked Questions (FAQs) available from the LSC website @ www.successforall.gov.uk

Scope of StARs

StARs is a fundamental review of post – 16 Education and training.

It will cover every provider in the LSC funded learning and skills sector with the aim that educational provision in an area must meet local, regional, national and sectoral skill needs as well as the needs of employers and learners.

In addition, in a wider context, the review will also cover other non-LSC funded learning that is supported by Jobcentre Plus, Sub-Regional Strategic Partnerships and Workers Education Association provision.

The Derbyshire Approach to StARs

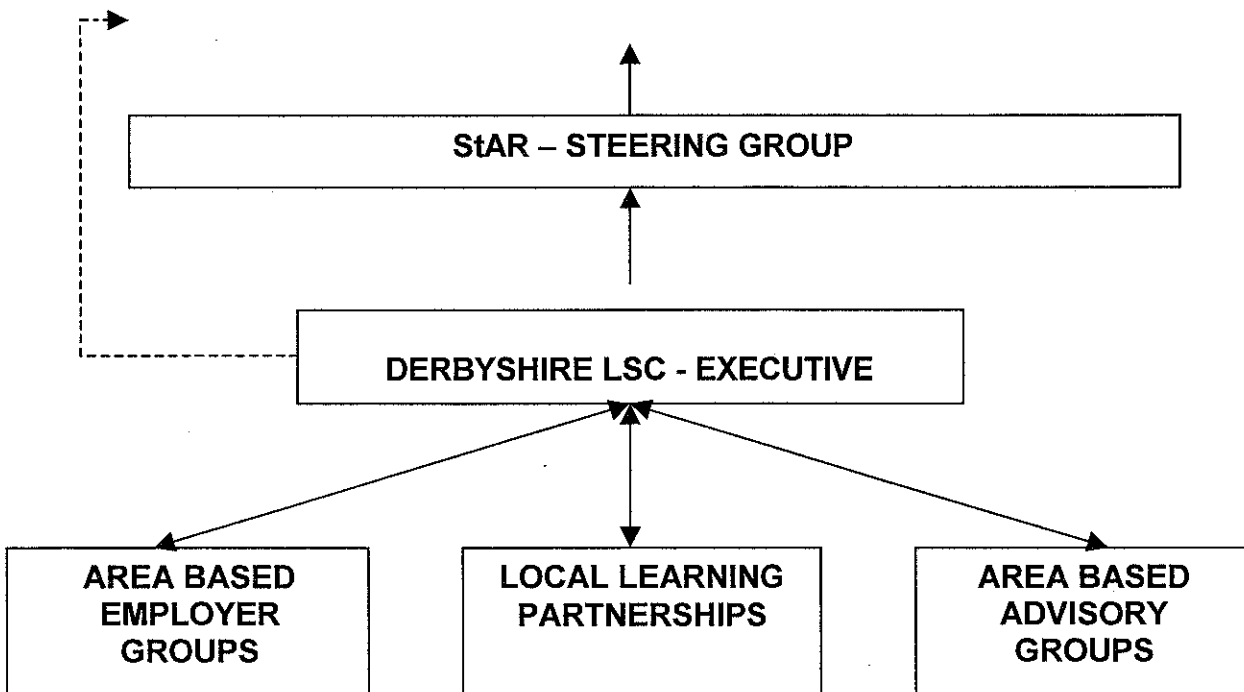There are four reviews based around four geographical areas, being:
- Derby City;
- High Peak and Derbyshire Dales.
- NE Derbyshire, Bolsover and Chesterfield; and
- South Derbyshire, Erewash and Amber Valley.

Each area review will be carried out simultaneously.

In addition, a number of thematic reviews will be undertaken across Derbyshire. These are:
- ICT and e-learning
- Domestic & Commercial property development
- Special needs
- Independent Secondary Schools/CTC's

Management of the StAR in Derbyshire

DLSC StARs Project Team

Vacancy – Director of Strategy & Performance

Martyn Mellors, Planning Manager
StAR activity covering:
- Derby City: and
- High Peak and Derbyshire Dales.

E-mail: martyn.mellors@lsc.gov.uk
Tel: 01332 868392

Sammy Jones, Strategic Area Review Project Manager
StAR activity covering:
- NE Derbyshire, Bolsover and Chesterfield; and
- South Derbyshire, Erewash and Amber Valley.

E-mail: sammy.jones@lsc.gov.uk
Tel: 01332 868323

DLSC Internal Communications

A series of staff briefings will be organised prior to the LLP meetings for DLSC staff with responsibility for attendance at LLP meetings. The aim of these briefings will be to ensure staff are fully up to date with what Strategic Area Reviews entail and the approach Derbyshire will be taking in moving the process forward. They will also aim to ensure that DLSC staff are equipped to resolve issues that may arise at the LLP meetings.

In addition a StARs Web Page is being developed which will provide regular update on progress. www.lsc.gov.uk/derbyshire

DLSC Reps @ LLP meetings

Karen Woodward	Derby City
Glen Wilson	Derbyshire Dales
Chris Collins	High Peak.
Sue Peake	Chesterfield
Sue Peake	North East Derbyshire
Andy Marsh	Bolsover
Clare Williamson	Erewash
Eryl Prentice	Amber Valley
Tba	South Derbyshire

Overall Timescales for StARs

StARs will be completed by the Spring of 2005. By this time an implementation plan from each review will have been produced and incorporated into LSC strategy.

DLSC Stars Project Plan and Schedule of Work

Structure of the Schedule of Work

• Information gathering	Initial review to be done by December 2003 & ongoing thereafter.
• Provider Mission Review	By April 2004
• Quality of Provision and value Added	By Summer 2004
• Strategic options	By November 2004
• Communication	Throughout
• Risk Management	Throughout
• Evaluation	Throughout

The Schedule of work sets out the key activities to be conducted throughout the StAR process. Activity in the main will be organised on an area basis but will be conducted in a consistent manner that is responsive to local need.

As the StAR will operate over a substantial period of time, the schedule will develop as the review progresses. The schedule of work falls into the broad elements shown above. They should not be regarded as distinct stages as there will be considerable overlap between each element.

Research

Research planned and conducted by Derbyshire LSC

1. Learner Survey
2. Employer Survey
3. Household Survey
4. Curriculum Mapping
5. Other research as identified in the DLSC StAR Project Plan

Role of LLP

The LSC is committed to establishing a true partnership with all stakeholders, in the spirit of its response to 'Trust in the Future'. The full range of stakeholders in post-16 learning will need to be provided with an early opportunity to be involved in the StARs. It is recognised that some stakeholders will wish to be more involved in the process than others. Therefore, the level, extent and timing of involvement will be determined locally.

It is expected that the Derbyshire Learning Partnership and Local Learning Partnerships will:

o input into identifying key demand issues within Derbyshire **(Reference DLSC StAR Project Plan Page 13).**

o Identify key issues of learner involvement for input to DLSC Executive **(Reference DLSC StAR Project Plan Page 20).**

Derbyshire Learning Partnership / Derbyshire Learning and Skills Council

STRATEGIC AREA REVIEW 2003 -05

KEY QUESTIONS for LLP DISCUSSION and DEBATE

From the feedback you receive from 'Voice of the Learner' research and from your own experience of working with learners/potential learners, we would like you to answer a few questions. The information gathered from these questionnaires will feed into the Derbyshire Strategic Area Review process.

Although the questionnaire has been designed to aid analysis of response and appears to be quite long, there are in fact only three questions posed. These are around barriers to learning; what works to engage learners and what are the local capacity and delivery issues. For each of these questions, we have highlighted a number of possible responses. Please identify **up to four responses per section** and prioritise by order of importance by numbering 1 to 4 in the boxes provided to the right. Below each response you identify, there is a box in which we would like you to make comments / suggestions. Please provide any back up evidence you may have in order to aid our further research.

We have left space at the end of the questionnaire for any further comments or observations you wish to make along with a final question around what you feel to be the learning and skills issues in Derbyshire.

Thank you for your valuable contribution and the time taken to complete this questionnaire. All responses will be analysed and fed into the DLSC StAR process.

Please return your completed form to:

Paul McGregor
Director of the Derbyshire Learning Partnership
c/o Derbyshire LSC
St Helens Court
St Helens Street
Derby
DE1 3GY
01332 868373

1. What does your organisation consider to be the most important Barriers to Learning for Learners ?

Please identify **up to four responses** and prioritise by order of importance by numbering 1 to 4 in the boxes on the right. Please then take the time to expand upon your choices by filling in the boxes on the pages that follow.

- o Existing provision does not take place at a time to suit more learners? ☐

- o Existing provision does not take place at a location to suit more learners? ☐

- o Existing provision is fine but is difficult to access because it is too expensive ☐

- o Existing provision is not at an appropriate level ☐

- o Existing provision is fine but there are not suitable progression opportunities. ☐

- o Existing provision does not link into local employment opportunities. ☐

- o Provision may exist locally but we do not know about it ☐

- o The potential learner is confused by what is available ☐

- o Provision does exist but due to funding instability we do not know what will be on offer or by whom in 12 months time ☐

- o Indifference expressed by individuals to take up learning opportunities ☐

- o Employers are not supportive – paying for training ☐

- o Employers are not supportive – allowing time off for training ☐

- o Lack of childcare arrangements ☐

- o None of the above but we think the barriers to education are …(please state below) ☐

- o We do not feel that there are any barriers to learning ☐

1. Barriers to Learning

Priority 1

Please comment upon this priority and provide evidence for your views.

Priority 2

Please comment upon this priority and provide evidence for your views.

1. Barriers to Learning

Priority 3

Please comment upon this priority and provide evidence for your views.

Priority 4

Please comment upon this priority and provide evidence for your views.

2. What currently works to engage learners in learning ?

Please identify **up to four responses** and prioritise by order of importance by numbering 1 to 4 in the boxes on the right. Please then take the time to expand upon your choices by filling in the boxes on the pages that follow.

o Flexible delivery times / methods to suit learners? If you comment on this please indicate what you mean by flexible and how you judge that this suits learners? ☐

o Better sources of information and advice in the locality ☐

o Personal back up and support from community based education / IAG workers ☐

o Incentives to a learner to encourage study ☐

o Delivery by peer groups (that may or may not be important for the social aspects of learning) ☐

o Provision of childcare and / or a crèche? ☐

o Provision of a community based mentoring system? ☐

o Employment opportunities and / or employment advancement? ☐

o Financial support by employers to undertake learning opportunities ☐

o Free learning opportunities made available by providers ☐

o Subsidised learning opportunities made available by providers ☐

o Quality of provision being delivered ☐

o None of the above but we think what works is ...... *(please state below)* ☐

2. What Works to Engage Learners

Priority 1

Please comment upon this priority and provide evidence for your views.

Priority 2

Please comment upon this priority and provide evidence for your views.

2. What Works to Engage Learners

Priority 3

Please comment upon this priority and provide evidence for your views.

Priority 4

Please comment upon this priority and provide evidence for your views.

3. Local capacity and delivery issues

Please identify **up to four responses** and prioritise by order of importance by numbering 1 to 4 in the boxes on the right. Please then take the time to expand upon your choices by filling in the boxes on the pages that follow

o There are too many providers offering similar provision ☐

o There is confusion expressed by learners/potential learners around where they can access learning opportunities ☐

o There are not enough providers to give learners what they want and need? ☐

o Local providers always deliver what they say they will deliver? ☐

o Local educational providers are complacent in their approach to assessing learner and potential learner needs? ☐

o Local learners are unrealistic in their expectations of what providers could and should supply? ☐

o There are infrastructure issues that impact negatively on participation and involvement in learning? ☐

o None of the above, but we think that issues include …(please state below) ☐

o There are no capacity/delivery issues ☐

3. Capacity/Delivery Issues

Priority 1

Please comment upon this priority and provide evidence for your views.

Priority 2

Please comment upon this priority and provide evidence for your views.

3. Capacity/Delivery Issues

Priority 3

Please comment upon this priority and provide evidence for your views.

Priority 4

Please comment upon this priority and provide evidence for your views.

General Comments/Observations

(blank response box)

Are there further key learning & skills issues that you would like to highlight? *(please state)*

(blank response box)

Name of Organisation _____

Contact Name _____**Contact No:** _____

Thank you for your valuable contribution and the time taken to complete this questionnaire. All responses will be analysed and fed into the DLSC StAR process.

Derbyshire Strategic Area Review (StAR) Project Plan

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1. Introduction by Derbyshire LSC's Executive Director

This project plan sets out our approach to the Strategic Area Review (StAR) in Derbyshire. We will provide update information on the progress of the review work on our website: www.lsc.gov.uk/derbyshire

The Derbyshire StAR will cover all LSC funded providers in the County. StARs are about ensuring that in every LSC area we have a responsive and highly effective network of providers, with a strong and clear institutional mission in tune with the needs of local learners and local employers. The Review provides a real opportunity to address individuals' ambitions and meet their needs locally.

Derbyshire is a large and diverse County. Therefore, in line with our strategy, we are conducting the Review on a more localised basis. We will have separate review work that covers each of the following four areas:

- Derby City;
- High Peak and Derbyshire Dales
- NE Derbyshire, Bolsover and Chesterfield; and
- South Derbyshire, Erewash and Amber Valley.

We will also be conducting thematic reviews across the County on special needs provision and major domestic and commercial developments impacting on the supply of learning.

All the reviews will be conducted concurrently. However, StARs are designed to encourage development and collaboration and not delay it. Consequently we will not postpone investment and improvement until Spring 2005 when the Review work will be completed.

The main activities to be conducted in the Review are detailed in the Schedule of work (Sections 7 and 8). Initially the work will concentrate on information and analysis with the vital input of provider, employer and community groups. This will lead to the development of strategic options for each area. The assessment of those strategic options will be based around extensive consultation. The overriding consideration is to ensure that the learning provision offered meets local needs. In many cases throughout the country this will lead to a transformed sector.

The StAR will result in a plan of development that will set our strategy. We need to ensure that we respect learner choice with a breadth of provision that allows for progression. We also need providers with strong and clear missions that collaborate to raise standards.

We have a strong base in Derbyshire that we can be proud of. However, the key risk is complacency. We all know that we need to raise levels of participation and achievement in the area, We also all know that no single

organisation can achieve this. To this end we have tried to make the Review as inclusive as possible. StARs provide us with an opportunity we can't afford to miss.

David Hughes
Executive Director

2. Introduction to StARs

Background to StARs
The LSC will conduct StARs of all LSC funded post-16 learning and skills provision. StARs have been introduced by the LSC in response to *Success for All*, the Government's reform strategy for further education and training. Each local LSC office is conducting a StAR of the provision in their area.

National guidance for StARs
To ensure a consistent and coherent approach across England, and following extensive consultation, the LSC has introduced guidance for StARs. This document is entitled 'Circular 03/06 Strategic Area Reviews, Arrangements and Guidance for Strategic Area Reviews'. It is available from the LSC website: www.lsc.gov.uk

Scope of StARs
StARs will cover every provider in the LSC funded learning and skills sector with the aims that learning provided in an area must meet local, regional, national and sectoral skill needs, and will be responsive to local employer and community requirements.

Timescales for StARs
StARs will be completed by the Spring of 2005. By this time an implementation plan from each review will have been produced and incorporated into LSC strategy.

Aims and objectives of StARs
The overall aims of StARs are to:
- ensure learner, employer and community needs are met; and
- to improve the choice and quality of post-16 education and skills provision.

StARs have four broad objectives. To:
- ensure that the pattern and mix of provision, including e-learning, meets the current needs and future priorities of all learners and communities while enhancing quality and improving choice;
- create a more responsive infrastructure that directly engages employers and meets current and future sectoral, national, regional and local skill, and socio-economic needs and priorities – further supporting the Department for Education and Skills' Skills Strategy;
- achieve better choice for young people and more parental confidence through improved 16–19 provision – including where appropriate

through more distinct 16–19 provision whether in new sixth forms, sixth form colleges or sixth form centres including centres in further education colleges - and to strengthen the links between 14–19 providers and achieve greater choice, including vocational opportunities – further supporting the 14–19 Strategy; and

- strengthen the links with higher education providers and achieve better pathways, including foundation degrees – further supporting the Higher Education Strategy.

3. Management of the StAR in Derbyshire

The overall management structure of the StAR in Derbyshire is set out below:

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┌──────────────────────────────────────────────┐
│         DERBYSHIRE LSC – COUNCIL             │
└──────────────────────────────────────────────┘
                      ▲
┌──────────────────────────────────────────────┐
│           StAR – STEERING GROUP              │
└──────────────────────────────────────────────┘
                      ▲
┌──────────────────────────────────────────────┐
│        DERBYSHIRE LSC - EXECUTIVE            │
└──────────────────────────────────────────────┘

┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ AREA BASED   │   │   LOCAL      │   │ AREA BASED   │
│ EMPLOYER     │   │  LEARNING    │   │ ADVISORY     │
│ GROUPS       │   │ PARTNERSHIPS │   │ GROUPS       │
└──────────────┘   └──────────────┘   └──────────────┘
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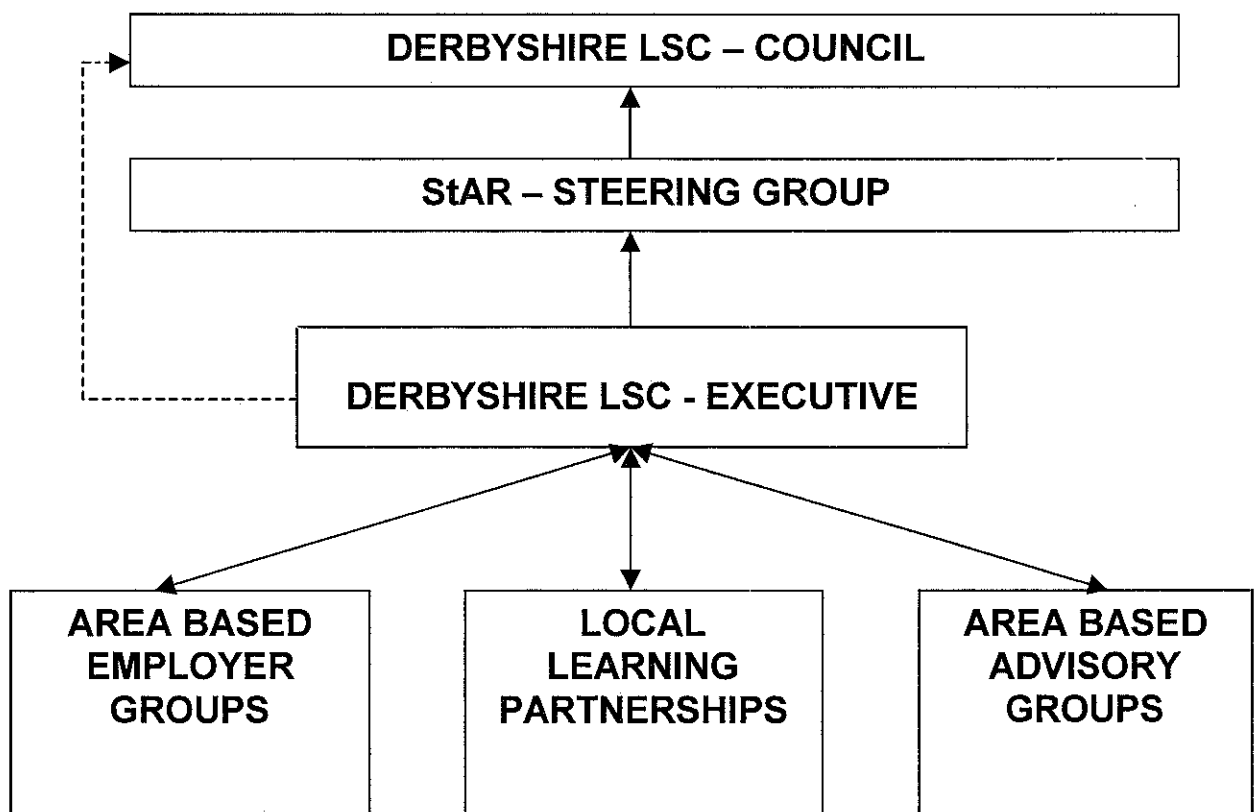
Derbyshire LSC – Council
The Council influence the strategic direction of the local LSC, at all times giving priority to the range and quality of the provision of education and training.

StAR Steering Group
The Steering Group will oversee the Strategic Area Review, ensuring:
- the process is carried out according to the timetable and guidance;
- effective consultation with key stakeholders;
- appropriate strategic options are identified; and
- appropriate action is recommended to Derbyshire LSC.

The membership of the Steering Group aims to ensure a range of representation both for the supply of and demand for learning in Derbyshire. The membership of the Group is shown in Annex 2.

Derbyshire LSC – Executive
The operation of the StAR will be led by the Executive Director. Specific responsibility for carrying out the StAR will rest with the Director of Planning & Performance. Day to day review work will be led by two review managers.

One manager will lead the StAR in:
- Derby City: and
- High Peak and Derbyshire Dales.

The other manager will lead the StAR in:
- NE Derbyshire, Bolsover and Chesterfield; and
- South Derbyshire, Erewash and Amber Valley.

All the reviews will be conducted concurrently. We will also be conducting thematic reviews across the County on special needs provision and major domestic and commercial developments impacting on the supply of learning.

The StAR will be core to the activities of Derbyshire LSC. Consequently support activity will be conducted by all staff.

Area Based Advisory Groups
These are groups, established by the LSC, based around four geographical areas, being:
- Derby City;
- High Peak and Derbyshire Dales.
- NE Derbyshire, Bolsover and Chesterfield; and
- South Derbyshire, Erewash and Amber Valley.

The groups consist of senior local representatives of providers and planning agencies in the learning and skills sector. The groups aim to advise the LSC of key local issues and to encourage collaboration. The groups will input into the StAR process and review local progress and results.

Naturally the StAR process will involve wide consultation with providers and other stakeholders as it develops.

Area Based Employer Groups
These are groups, established by the LSC, also based around four geographical areas, being:
- Derby City;
- High Peak and Derbyshire Dales.
- NE Derbyshire, Bolsover and Chesterfield; and
- South Derbyshire, Erewash and Amber Valley.

The groups consist of local employers that advise the LSC of key local skills, recruitment and workforce development issues. As such the groups will have a key input to StARs from an employer's perspective.

Naturally the StAR process will involve wide consultation with employers as it develops.

Local Learning Partnerships
These partnerships cover each District (Derby City) within Derbyshire. They provide a key representation of local communities regarding learning and skills. As such the groups will have a key input of local learning and skills issues to StARs.

Naturally the StAR process will involve wide consultation with and research involving learners and potential learners as it develops.

4. Principles and values of the StAR

A set of common core values will underpin all StARs. They are:
- strong and sustained focus on learner, employment and community needs;
- active and continuing participation in StARs by learners, employers and community groups and representatives;
- active partnership working with collective ownership and steering of StARs, led by local LSCs;
- active promotion of equality, diversity and inclusive provision to meet the distinct needs of different and disadvantaged groups, including learners with learning difficulties and/or disabilities;
- active promotion of collaboration and co-operation between providers and localities in meeting learner, employment and community needs;
- valuing and building on previous review activity of local provision or institutions;
- sustaining excellent provision and driving up quality;
- not imposing extra burdens or bureaucracy on employers, individual learners or providers;
- open, transparent and consultative decision-making arrangements consistent with commercial confidentiality and security of personal data;
- fairness and consistency of approach across England;
- considering new and innovative forms of learning such as e-learning and outreach programmes;
- safe, healthy and accessible learning environments for all; and
- reflecting the priorities and principles emerging from 14–19 Strategy, *Success for All* Strategy, Basic Skills Strategy, Widening Adult Participation Strategy, HE Strategy and Skills Strategy.

The following core partnership principles will also underpin all StARs. To:
- know, trust and value each other;
- recognise and respect each other's views and priorities, taking account of where these differ;
- make explicit the shared vision and objectives and each other's roles in delivery;
- work jointly through all stages of policy or product development to delivery;
- systematically examine all activities and agree who is best placed to carry them out;
- share information and maintain good communication links;
- ensure regular feedback loops on strategy, plans, delivery and performance; and
- share success and agree goals for continuous performance improvement.

5. Context for the StAR

The StAR in Derbyshire will follow the aims and objectives and the key challenges and issues detailed in Derbyshire LSC's Local Annual Plan 2003/4. The Plan also sets out the LSC and Government policy developments that impact upon the learning and skills sector and consequently the StAR. This Plan is available from our website: www.lsc.gov.uk/derbyshire

Derbyshire LSC has regularly produced Position Statements that detail learning and skills information for the local area. These Statements will be updated through the StAR and will also be available through the web site.

6. Key LSC contacts for StARs

Nick Rashley, Head of Research and Planning
E-mail: nick.rashley@lsc.gov.uk
Tel: 01332 868311

Martyn Mellors, StAR activity covering:
- Derby City: and
- High Peak and Derbyshire Dales.
E-mail: martyn.mellors@lsc.gov.uk
Tel: 01332 868392

Sammy Jones, StAR activity covering:
- NE Derbyshire, Bolsover and Chesterfield; and
- South Derbyshire, Erewash and Amber Valley.
E-mail: sammy.jones@lsc.gov.uk
Tel: 01332 868323

7. Summary of the StAR schedule of work

The schedule of work sets out the key activity to be conducted through the StAR in Derbyshire. Activity, in the main, will be organised on an area basis but will be conducted in a consistent manner that is responsive to local need. Key milestones are shown in the schedule. As the StAR will operate over a substantial period of time the schedule will develop as the review progresses. The current schedule will always be available on the website: www.lsc.gov.uk/derbyshire

The schedule of work falls into the broad elements shown in the structure below. They should not be regarded as distinct stages as there will be considerable overlap between each element.

Structure of the schedule of work

Information Gathering & Analysis (Initial review by the end of December 2003. Ongoing from then)

Provider Mission Review (Completed by the end of April 2004)

Quality of Provision and Value Added Review (Completed by the end of June 2004)

Gathering and Inclusion of Previous Review Work (Completed by August 2003)

Strategic Options (Developed and consulted upon by November 2004)

Communication (Throughout the review)

Risk Management (Throughout the review)

Evaluation (Throughout the review and implementation)

8. StAR Schedule of Work

Information Gathering & Analysis (Supply of learning)

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Gain and analyse data to ascertain supply information	Review 3 Year Development Plans incorporating: Achievement; 16-18/19+ Participation; 16-18/19+ Employer Engagement.	Agreed 3 year Development Plans	Colleges, Work Based Learning Providers, Local Education Authorities.	December 2003
	Review performance against Equality & Diversity Impact Measures	Equality & Diversity Impact Measures	Colleges, Work Based Learning Providers, Local Education Authorities.	Initial Review December 2003. Ongoing.
	Review LSC programme performance data using: Benchmarking data; Summary statistics; Central Individual Learner Record database. By 16-18/19+, occupational area, achievement, participation.	Benchmarking data Summary statistics 16-18/19+	Colleges, Work Based Learning Providers, Local Education Authorities, Connexions.	Initial Review December 2003. Ongoing.
	Gain and analyse NIACE national survey data on Adult Learning	NIACE dataset for last two years	Local Education Authorities	Initial Review December 2003. Ongoing.
	Analyse Adult Learning AE1 and AE2 data to ascertain participation information	Adult Education returns	Local Education Authorities	Initial Review December 2003. Ongoing.
	Review School Sixth Forms performance using: PLASC data; National Pupil Database Department for Education and Skills performance tables.	National Pupil Database	Local Education Authorities Schools	January 2004

Information Gathering & Analysis (Supply of learning)

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Gain and analyse data to ascertain supply information	Agree protocol with Local Education Authorities and schools to share school data.		Local Education Authorities	October 2003
	Ensure that there is liaison with the Local Education Authorities in the development of their strategy for schools and their responses to the Department for Education and Skills' strategy Building for the Future.		Local Education Authorities	Ongoing
	Organise LSC data to report Geographical and occupational analysis using a provider and learner residence basis	None		December 2003 Ongoing
	Gain information on the following non-LSC funded provision: • Jobcentre Plus; • Sub-regional Strategic Partnerships • Workers Education Association Provision Information based around contractors used and where possible volumes, geographical and curriculum areas.	None	Jobcentre Plus, Workers Education Association, Sub-Regional Strategic Partnerships.	October 2003

Information Gathering & Analysis (Demand for learning)

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Demand - Individuals Direct Feedback	Conduct a Household Survey during 2003.	Household Survey 2001	MR UK	Household Survey September 2003
	Analyse results from Household Survey. Ensure results are analysed by area. Comparators will be both regional and against other similar LSC areas	Household Survey 2003 (ongoing)	Individuals	December 2003
	Conduct a learner survey based on the methodology established by the National LSC's Learner Survey. Ensure that the survey results can be analysed by area.	National LSC 's Learner Survey 2002	LSC funded organisations	December 2003
	Analyse Connexions Year 11 retention data to ascertain learning progression to post 16 learning.	Year 11 destinations data - March 2003 Dec 2002	Connexions	December 2003 March 2004
	Analyse Connexions Not in Education, Employment or Training reports to ascertain lack of learning progression and areas of demand	Not in Education, Employment or Training reports	Connexions	December 2003
	Survey Year 9 & 10 pupils in specific schools to highlight future 16-19 provision demanded.	North Bolsover Years 9 & 10 & Alfreton Year 10 & 11 Learner Surveys	Year 9 and 10 pupils	December 2003
	Utilise Connexions Viewpoint pilot data		Connexions	December 2003

Information Gathering & Analysis (Demand for learning)

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Demand - Individuals Direct Feedback	Investigate barriers to learning through potential discrimination against minority groups – commission regional research. Ensure analysis is by area.	Regional Discrimination Project Labour Market	Minority Groups	December 2003 Initial Review
	Evaluation of 2003 Bite Size campaign	2002 Bite Size	All Providers	October 2003
Demand - Individuals Indirect Feedback	Ascertain and analyse the results from delivery organisations' learner surveys.	Delivery organisations' learner surveys	LSC funded organisations	December 2003
	Identify key issues from Derbyshire Learning Partnership and Local Learning Partnership through "Voice of the Learner" input		Derbyshire Learning Partnership Local Learning Partnership	September 2003
	Utilise Derbyshire Information Advice and Guidance Learner Reward feedback		Derbyshire Information Advice and Guidance	September 2003
	Utilise 'Engaging Young People's' Unit and Youth Forum for Derby City.		Local Education Authorities	October 2003
	Analyse Jobcentre Plus labour market information		Jobcentre Plus	December 2003 Ongoing

Information Gathering & Analysis (Demand for learning)

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Demand – Employers Feedback	Analyse Employer Survey 2002 results	2002 Employer survey		September 2003
	Conduct an employers survey during 2003. Analyse results from the Survey. Ensure results are analysed by area. Comparators will be both regional and against other similar LSC areas	Employer Survey 2003 Ongoing	Employers	December 2003
	Utilise Employer Groups feedback on skills shortages			December 2003
	Ascertain and incorporate relevant employer demand information from EMDA and Sector Skills Councils.	Regional Economic Strategy, FRESA Sector Skills Councils Workforce Development Plans	emda Sector Skills Councils	December 2003

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Provider Mission Review

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Provider Mission Review	Advisers review 3 year Development Plans.	Providers' Strategic Plans	Work Based Learning, Colleges, Local Education Authorities	July 2003 / October 2003 where Derbyshire LSC is not lead LSC
	DLSC Panel review 3 year Development Plans.	3 year Development Plans	Work Based Learning, Colleges, Local Education Authorities	End July 2003
	Gain Sixth Form Mission information		Local Education Authorities, Schools with Sixth forms	Start June 2003 to November 2003
	Establish baseline Mission position re Work Based Learning, Colleges, Adult Community Learning and School Sixth Forms.	3 year Development Plans	Work Based Learning, Colleges, Local Education Authorities, Schools with Sixth forms	August 2003 onwards
	Incorporate independent/specialist schools and CTC via thematic review into the process.	None	Independent schools / CTC / Specialist Schools	By January 2004
	Aggregation of Missions for StARs For each area.	None	Work Based Learning, Colleges, Local Education Authorities, Schools with Sixth forms, Independent schools / CTC / Specialist Schools	June 2003 to February 2004
	Analysis of aggregation of organisations' Missions to identify: strengths, weaknesses, gaps, oversupply etc.	1.Data Review 2.PPR 3. Inspection 4. Financial assessment	Work Based Learning, Colleges, Local Education Authorities, Schools with Sixth forms, Independent schools / CTC / Specialist Schools .	June 2003 to February 2004
	Review of analysis of organisations' Missions.	None	Independent schools / CTC / Specialist Schools	February 2004

Provider Mission Review

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Provider Mission Review	Discussions with Providers regarding review of organisations' Missions.	Providers' 3 year Development Plans and strategies		From August 2003 to March 2004
	Conduct thematic reviews across the County regarding special needs provision and major domestic and commercial developments impacting on the supply of learning		Local Education Authorities LSC funded providers	March 2004
	Small changes - action through 3 year development plans.			April 2004
	Substantial changes - action through Review of Strategic Options as part of the StAR process.			November 2004

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Quality and Value Added Review Work

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Quality of provision review	Analyse Quality Inspection results by Organisation, by curriculum, by geographical area • Colleges • Work Based Learning • Sixth Form Schools	Quality Inspections	Ofsted Adult Learning Inspectorate	Initial Review September 2003. Ongoing.
	Identify and incorporate University Quality Inspection results from HEFCE	Quality Inspections	University of Derby HEFCE	Initial review September 2003. Ongoing.
	Analyse June 2003 Provider Performance Review results.	Provider Performance Review Category Scores Participation, Achievement and Management	Work Based Learning Providers Colleges	Initial review September 2003. Ongoing.
	Perform trend analysis of Previous Provider Performance Review results.	Prior Provider Performance Review	Work Based Learning Providers, Colleges.	September 2003
	Assess Derby City Area Inspection results. Seek application to other areas of Derbyshire.	Derby City Area Inspection		October 2003
	Identify relevance of Quality Development Dialogue /Annual Review Cycle in the StAR process		Local Education Authorities	October 2003
	Incorporate Quality information into the Information Protocol with the Local Education Authorities and analyse information gained			

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Quality and Value Added Review Work

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Value Added - Distance Travelled Review	Consider extending value added sub-group for Derby City to whole county across all post-16 sectors.	Common Approach sub-Group Derby City	Common Approach sub-Group Derby City	October 2003
	Identify utilisation of 'A' level Indicator System	League Tables for Value Added	School Sixth Forms and Colleges	September 2003
	Employ consultancy to lead coordinated common approach to value added and to report performance against common approach.		All LSC funded organisations.	November 2003
	Small changes - action through 3 year development plans.			April 2004
	Substantial changes – action through Review of Strategic Options as part of the StAR process.			November 2004
	Report value added performance against common approach.		Consultant	June 2004

Strategic Options

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Development of Strategic options	Develop strategic options based on data and information gained.	All previous StAR work	Stakeholders	April 2004 – July 2004
	Consult on strategic options established		Stakeholders Council	September 2004
	Agree favoured options	All previous StAR work	Stakeholders	November 2004
	Incorporate favoured options into implementation plan and Derbyshire LSC strategy	All previous StAR work		Spring 2005

External Communications

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Community & Stakeholders Involvement	Local Learning Partnership to identify key issues of Learner Involvement		Local Learning Partnerships	September 2003
	Operate Area Based Advisory Groups to input into StARs		Stakeholders	Ongoing
	Operate Employer Groups input into StARs			
	Establish StARs Communication Co-ordinator			August 2003
	Develop Derbyshire StARs web page to provide update reports throughout the review.			July 2003
	Set up a StARs database for correspondence/email			July 2003
	Launch of StAR Delivery Plan/Approach		Stakeholders	October 2003
	Consultation events regarding strategic options		Stakeholders	September 2004

Risk Management

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Risk Management	Incorporate StARs into Derbyshire LSC Risk Register	LSC generic StARs Risk Register	National Office	June 2003
	Ensure Derbyshire LSC staff are clear about their contribution to StARs	Web site Communications Project Plan		September 2003
	Regularly report and monitor the identified risks			Quarterly
	Report Changes to Directors and Steering Group	StARS Management structure		At each Meeting
	Complete training needs analysis for Derbyshire LSC Staff	Development plans		September 2003

Evaluation

Area of activity	Specific activity	Previous activity to utilise	Source of Information	Milestones (dated)
Circular 03/06 Evaluation	Evaluation will be of two elements: 1. The Strategic Area Review (StARs) process 2. The Outcomes from the Strategic Area Reviews. There will be national guidance issued regarding the approach to evaluation. Our approach will follow this guidance of outcomes links directly to the LSC's strategic targets			

ANNEX 1

StAR Steering Group Members

DAVID HUGHES
Executive Director, Derbyshire LSC

TERRY LAWS
Director of Learning Demand, Derbyshire LSC

NICK RASHLEY
Head of Research and Planning, Derbyshire LSC

FRANK BENISON
Chief Executive, NLT Training Services

HARDYAL SINGH DHINDSA
Manager Nottinghamshire Probation Service

ANDREW FLACK
Director of Education, Derby City Local Education Authority

KAREN FOULDS
District Manager, Jobcentre Plus District Office, Derby

HUGH HASTIE
Chief Executive, Derbyshire Connexions Partnership

SIMON HEMMINGS
Business Improvement Facilitator in the Civil Aerospace Operations
Improvement Team, Rolls-Royce plc and an elected senior representative of
Manufacturing Science and Finance Union (MSF)

PAUL McGREGOR
Director, Derbyshire Learning Partnership

IAN MURRAY
Principal, Chesterfield College

KENNETH SPENCER
Chief Executive and Director, Collective Enterprises Ltd, Glossop

FREDA TALLANTYRE
Pro Vice Chancellor, University of Derby

ROGER TAYLOR
Chief Education Officer, Derbyshire Local Education Authority

DAVID WILLIAMS
Senior Partner with Edwards Geldard Solicitors, Derby

ANNEX 2

Key stakeholders for StARs per the LSC's guidance

Key stakeholders include:

- Individual learners and potential learners, in particular underrepresented groups and groups, such as the National Union of Students (NUS) and student governors, that represent learners;

- Individual employers, chambers of commerce, local branches of the Confederation of British Industry (CBI), the Chartered Institute of Personnel and Development (CIPD), Business Link operators and local or regional branches of the Federation of Small Businesses;

- Community groups and representatives of the voluntary sector and community;

- Colleges, former external institutions, work based providers, adult and community providers, learndirect, private and voluntary sector providers and employers;

- Secondary and sixth form schools such as maintained post-14 foundation, voluntary and community schools, including those with religious character and independence;

- Ufi hubs and learndirect;

- Regional development agencies;

- Sector skills councils;

- Local Authorities and Local Education Authorities (representing school and adult education services and providers);

- School organisation committees;

- Diocesan authorities and faith groups;

- Jobcentre Plus;

- Connexions;

- Information, advice and guidance partnerships;

- Local strategic partnerships, sub-regional strategic partnerships and learning partnerships;

- Trade unions and employee associations;

- Local councillors and constituency MPs, including Members of the European Parliament;

- Higher Education;

- Prison service and other public sector bodies locally;

- National Health Service workforce development confederations; and

- Office for Standards in Education (Ofsted) and Adult Learning Inspectorate (ALI) link inspectors.