

Annual Strategic Plan – York Learning 2024_25

All strategic aims are linked back to accountability statement approved at CMT for 23/24. These aims are linked to local / National Skills priorities as set out in the Local Skills Improvement Plan (LSIP) and also continuing to support the aims of the current Council Plan.

Council Plan priorities

Equalities and Human Rights - Equality of opportunity - We will create opportunities for all, providing equal opportunity and balancing the human rights of everyone to ensure residents and visitors alike can benefit from the city and its strengths. We will stand up to hate and work hard to champion our communities.

Affordability - Tackling the cost-of-living crisis - We will find new ways so everyone who lives here benefits from the success of the city, targeting our support at those who need it most, supporting communities to build on their own strengths and those of the people around them.

Climate - Environment and the climate emergency - We know the race to net zero is more urgent than ever and we will understand the impact our actions have on the environment. We will prepare for the future, adapting our city to extreme climate events and enhancing our environment for future generations to enjoy.

Health - Health and wellbeing - We will improve health and wellbeing and reduce health inequalities, taking a Health in All Policies approach, with good education, jobs, travel, housing, better access to health and social care services and environmental sustainability. We will achieve better outcomes by targeting areas of deprivation, aiming to level opportunity across the city.

Strategic Aim for 2024/25	Link to local / National Skills Priority	Actions	Targets	Aug 25 Progress/comments
<p>A. Increase participation and engagement in progression-based packages of learning</p>	<p>Local – engagement and participation; recruitment to target sectors.</p> <p>Regional – Widen access and participation; unlock progression pathways and underutilised talent; develop flexible provision.</p> <p>National – progression into bootcamps, Free courses for jobs (FCFJ), apprenticeships</p>	<ol style="list-style-type: none"> 1. Develop curriculum models that clearly link learning opportunities to job role in priority sectors with at least one pathway by sector area in place by January 2025 2. Provide wider range of learner touchpoints through on-demand, blended, hybrid and face to face interactions linked to each pathway with a pilot approach available by January 2025 	<ol style="list-style-type: none"> 1. Increase participation in IAG linked multi-programme internal progression from 45% to 60%. <ul style="list-style-type: none"> Increase progression into provision in: <ul style="list-style-type: none"> Wider FE/HE (from 10% to 15%) Bootcamps (23/24 course completion was 64% target for 24/25 70%) Level 3 learning Free courses for Jobs into employment/self-employment /promotion from 94% to 95% Percentage of Apprentices remaining in sustained employment 58.6% Progression into employment from 50% to 70% 2. All curriculums have a strong blended and online offer alongside face to face. Increase offer of hybrid learning from 15% to 19% 	

<p>B. Develop curriculum pathways for adults finding mental wellbeing as a barrier to engagement with learning and employment</p>	<p>Local - Increase the levels of independence in adults with disabilities to gain technics and responsibility for health and wellbeing.</p> <p>Regional – Widen access and participation;</p>	<ol style="list-style-type: none"> 1. Develop a strand of tailored learning offer that engages with a group of individuals that struggle to see themselves in learning or employment due to health barriers. 2. Develop learning materials and support mechanisms. 3. Pilot programme to be up and running January 25 that recruits from JCP and partners and from those who are at risk of dropping out of programmes due to poor mental wellbeing. 	<ol style="list-style-type: none"> 1. Identify what the programme will look like, target groups, partners involved. 2. Build course content that has clear wellbeing and employment / skills links. 3. Progression into wider learning or employment of 60% of the cohort. 	
<p>C. Develop a curriculum pathway for adults with SEND to increase participation and independence post EHCP</p>	<p>Local - Increase the levels of independence in adults with disabilities to take personal responsibility for health and wellbeing.</p> <p>Regional - Widen access and participation</p>	<ol style="list-style-type: none"> 1. Undertake research with learners exiting provision managed by service post EHCP to ascertain skills needs at end of 2023/24 academic year. 2. Discuss with partners in education and SEND teams ongoing needs not currently being met that would support independence and continued employment in adult community by end of September 2025 3. Investigate key learning to inform on a curriculum offer 	<ol style="list-style-type: none"> 1. Secure a route to research that is either free or externally funded. 2. Develop a work plan with partners that has IAG pathways towards employment skills development and learning plans. 3. Look to inform curriculum plans for 25/26 	

<p>D. Develop a culture-based pride in place thematic family learning offer</p>	<p>Local - Encourage families to work, learn and play together; Support combined pride in and understanding of our wide and welcoming common heritage; Work in spaces in communities to help them be more useful and vibrant.</p> <p>Regional – Widen access and participation; unlock progression pathways and underutilised talent.</p> <p>National – progression into bootcamps, FCFJ, apprenticeships</p>	<ol style="list-style-type: none"> 1. Identify key council leads on heritage and culture, in particular those seeking to develop the young person culture passport. 2. Support working group to consider how this activity could support community development whilst improving essential and transferable skills in wider family members. 3. Develop learning materials and support sessions fundable as family learning to support this activity 	<ol style="list-style-type: none"> 1. One pilot targeting parents in a family learning program offered within 2025, depending on launch. 2. Progression into wider adult learning offers 45% of this cohort. 3. 4% of that cohort with target IAG outcomes that lead to a national priority objective stated in their ILP. 	<p>4.</p>
<p>E. Clearly developed and publicised pipeline progression programmes into partner provision</p>	<p>Local and Regional - Widen access and participation; unlock progression pathways and underutilised talent; develop flexible delivery modes.</p> <p>National – progression into bootcamps, FCFJ, apprenticeships</p>	<ol style="list-style-type: none"> 1. Using pipeline documents from Aim A identify key partner links to support development of higher-level skills programmes. 2. Work with named partner to develop action plan for this progression. 3. Promote this offer in line with action plan to incorporate flexible delivery modes. 	<ol style="list-style-type: none"> 1. Programme action plan in place by December 2024 2. Targets set for expected numbers and marketing plan in place in 2024-25 	<p>3.</p>

<p>F. Continue work to celebrate and embed essential and transferable skills into the whole curriculum offer</p>	<p>Local – Improve essential skills.</p> <p>Regional – Embed Basic and Transferable Skills</p> <p>National – progression into bootcamps, FCFJ, apprenticeships</p>	<ol style="list-style-type: none"> 1. Review ILP /RARPA or equivalent documentation to ensure transferable skills development is captured by September 2024 2. All course planning documentation reviewed to ensure opportunities to develop essential and transferable skills are articulated 	<ol style="list-style-type: none"> 1. Percentage of learners reporting awareness and relevance of transferable skills to increase from 64% to 80%. 2. Progression into higher level essential skills increases from 25% to 65% 	<p>3.</p>
<p>G. Maximise the economic potential of learners with ESOL needs</p>	<p>Local - allow people to take up better jobs that are better suited to their skills, ambitions and aspirations and progress into the wider economic infrastructure.</p> <p>Regional – Widen access and participation; unlock progression pathways and underutilised talent; develop flexible provision.</p> <p>National – progression into bootcamps, FCFJ, apprenticeships</p>	<ol style="list-style-type: none"> 1. Carry out needs analysis on ESOL and refugee cohorts completing summer term 2024 to identify precursor trades, professions and qualifications from home countries. 2. Identify patterns and trends and complete analysis by September. 3. Develop curriculum resources/pathways to aid transition of skills to UK standards for delivery in March 2025 	<ol style="list-style-type: none"> 1. Report on curriculum pathways ready for January 2025 2. Resource creation explored with other partners for targeted individuals with signposting to relevant skills/jobs February 2025 start. 3. 25% of identified learners from ESOL successfully signposted onto career related accredited courses (either with YL or suitable partners) or relevant employers for employment. 	<p>4.</p>

<p>H. Reduce levels of digital inequality that impact participation and progression</p>	<p>Regional – Widen access and participation; unlock progression pathways and underutilised talent; develop flexible provision.</p> <p>National – progression into bootcamps, FCFJ, apprenticeships</p>	<ol style="list-style-type: none"> 1. Roll out digital engagement programme (community workshops) to 3 IMD areas in York. 2. Improve progression rates from engagement to formal quals. 3. Increase the number of learners engaging with new tech such as VR/AR, aerial technology 	<ol style="list-style-type: none"> 1. 30 new learners engaged by April 2025 2. 30% conversion rate from engagement to formal accredited IT routes 3. 3 community groups in IMD areas accessing new technology by July 2025 	
<p>I. Increase access to additional funding to support the ability to meet targets above.</p>	<p>Local - allow people to take up better jobs that are better suited to their skills, ambitions and aspirations and progress into the wider economic infrastructure.</p> <p>Local - Increase the levels of independence in adults with disabilities to take personal responsibility for health and wellbeing.</p> <p>Local - Encourage families to work, learn and play together; Support combined pride in and understanding of our wide and welcoming common heritage; Work in spaces in communities to help them be more useful and vibrant.</p>	<ol style="list-style-type: none"> 1. Seek out funding opportunities to increase venue opportunities from CA, LA and Central Government. 2. Continue to explore venue availability across the city. 3. Continue to explore mayoral opportunities towards a Business Skills Centre to support provision of entry pathways to higher levels in specific skill sectors. 4. Cross council working to improve promotion of learning/employment pathways for those with SEND. 	<ol style="list-style-type: none"> 1. Secure capital funding and/or support to achieve venue aims and expansion of provision into creating those entry pathways to higher level skills needs. 2. Clearly identify building needs and promote any possible locations with the planning team to explore further. 4. Strategic Manager to report back on cross council working and any barriers to that. 5. Prepare a business case setting out the capital investment and benefits of a skills premises for local and regional use. 	