

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
A. Increase participation and engagement in progression-based packages of learning	<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 3. 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 	<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% 	<ol style="list-style-type: none"> 1. Participation towards IAG has increased to 53% and is continuing to be a focus. <ul style="list-style-type: none"> • Progression into other FE/HE currently at 12% but enrolments for some learners is still to come. • Bootcamp provision delivered 87.5% course completion and half of those on programme have been offered paid roles within the financial sector.. • Increased participation into L3 courses - growth area Childcare /Adult Care. Overhitting allocations by 104.6% with the DFE leading to a bonus in funding. • 99% of apprentices that are completing retain sustained employment. • Currently at 33% have destination outcomes progressing into employment.

			<p>2. All curriculums have a strong blended and online offer alongside face to face. Increase offer of online/hybrid learning from 15% to 19%</p>	<p>2. 19% of the offer is reflective of hybrid, online, blended</p>
<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>	<p>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.</p> <p>2. Develop learning materials and support mechanisms.</p> <p>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.</p>	<p>1. Identify what the programme will look like, target groups, partners involved.</p> <p>2. Build course content that has clear wellbeing and employment / skills links.</p> <p>3. Progression into wider learning or employment of 60% of the cohort.</p>	<p>First Steps was to train a group of managers and tutors in wellbeing and supporting mental wellbeing.</p> <p>1. All managers and some teachers have all undertaken a level 2 Mental Health first aid and Advocacy in the Workplace course.</p> <p>2. The wellbeing offer to staff and learners was developed starting trials at Door 84 and parents in schools. The SEMH group have developed a programme of courses and content for 25/26 which will be funded via Trailblazers to support wellbeing whilst promoting employment.</p> <p>3. This is still early days as the offer hasn't had clear referral routes or funding to implement it fully.</p>

<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 	<ol style="list-style-type: none"> 1. EHCP review schedules done to implement triage appointments with ASC - liaison with subs and Ruth Horner and initial pathway drafted out. Lynne Johns will pull together data alongside Ruth on their mosaic database to look at numbers of those not engaging and also potentially cross reference with LAC activity 2. Post 16 mapping and sufficiency project that links in with the objectives on CYC valve agreements to understand changing needs of the SEN demographic and to re examine current commissioning of provision 3. Survey with providers of all post 16 provision in York completed. data from Business Intelligence sent to analyse year 10 upwards for needs analysis. - Results still to be analysed by team.

<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>	<p>1. Identify key council leads on heritage and culture, in particular those seeking to develop the young person culture passport.</p> <p>2. Support working group to consider how this activity could support community development whilst improving essential and transferable skills in wider family members.</p> <p>3. Develop learning materials and support sessions fundable as family learning to support this activity</p>	<p>1. One pilot targeting parents in a family learning program offered within 2025, depending on launch.</p> <p>Progression into further/wider adult learning is at 45%</p> <p>2. 4% of that cohort with target IAG outcomes that lead to a national priority objective stated in their ILP.</p> <p>3. Enable</p>	<p>1. Culture Pass not fully launched and therefore this objective is still to come.</p> <p>Current progression is 35% of Family Learning learners progress into further learning from their first engagement.</p> <p>2-3. These Targets are still related to culture pass which hasn't been active in this academic year. However, progression from Family Learning into wider learning activities which is connected to National priority objectives or regional related skills objectives is 23.2% (Digital, English, maths, childcare, adult care)</p>
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E. Clearly developed and publicised pipeline progression programmes into partner provision	<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>	<p>1. Using pipeline documents from Aim A identify key partner links to support development of higher-level skills programmes.</p> <p>2. Work with named partner to develop action plan for this progression.</p> <p>3. Promote this offer in line with action plan to incorporate flexible delivery modes.</p>	<p>1. Programme action plan in place by December 2024</p> <p>2. Targets set for expected numbers and marketing plan in place in 2024-25</p>	<p>1. Action plan implemented concentrated on specific areas of skills– namely Digital, Childcare, Design, Accounting.</p> <p>2. 5 Courses were created in following areas with clear progression pathways which are connected to the FE provider as follows:-</p> <table><tr><td>Cyber Security</td><td>York College</td></tr><tr><td>Computer Aided Design(CAD</td><td>York College</td></tr><tr><td>Childcare</td><td>Local Employers/ York College, York St.John</td></tr><tr><td>Textiles</td><td>Degree level course at York College</td></tr><tr><td>Accounting</td><td>Aspire Accounting Academy</td></tr><tr><td>Supporting Children in Schools</td><td>L2 Teaching Assistant York College</td></tr></table> <p>A. Our next Skills Bootcamp (recruitment permitting) will be focussed on Leadership and Management.</p> <p>B. Working with external partners on onboarding pathways for drone's courses at an accredited level.</p>	Cyber Security	York College	Computer Aided Design(CAD	York College	Childcare	Local Employers/ York College, York St.John	Textiles	Degree level course at York College	Accounting	Aspire Accounting Academy	Supporting Children in Schools	L2 Teaching Assistant York College
Cyber Security	York College															
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Accounting	Aspire Accounting Academy															
Supporting Children in Schools	L2 Teaching Assistant York College															

<p>C. 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. Learners being able to articulate Transferable skills 3. Progression into higher level essential skills increases from 25% to 65% 	<ol style="list-style-type: none"> 1. Reviews show transferable skills clearly being articulated in classes and is part of course paperwork. We have recorded an overall increase to 71.26% of learners now exposed to and understanding transferable skills. 2. Classroom visits have shown learners are able to articulate/reflect on how their learning in the classroom supports them in other ways. 3. Current progression data shows 75% of those progressing are going into higher level learning against their starting points in essential skills learning.
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<p>D. 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. 	<ol style="list-style-type: none"> 1. Needs Assessment revealed high number of ESOL learners have NO employment history in home countries (24.2%), therefore basic employability course identified. Industry backgrounds primarily identified Business and Management (7.8%) and Social Care (7.2%). 2. There has been an increase of ESOL learners into wider provision, (Bookkeeping, Digital, Textiles, Health & social care, Cooking) but figures won't be known until 25-26 enrolments. In response CPD training sessions for tutors in all curriculum areas delivered in Spring 25. Work being developed within Digital Skills & work-based learning to design offers more accessible for ESOL learners. 3. Accredited 'Employability Skills' courses delivered. This qualification consists of four units: Building confidence and self-esteem, Effective communication for work, Exploring job opportunities & Rights and Responsibilities at work. Extra industry-specific units can be taken after. This has been invaluable to all learners.
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<p>E. 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 	<ol style="list-style-type: none"> 1. Community workshops rolled out in 2024-25 in Acomb/Clifton/Tang Hall/New Earswick based on access to data/community group feedback about what their service users are missing/how they are digitally excluded. 28 new learners within this offer were recruited, Overall Digital learners have increased from 445 to 502 learners 2. 42.6% of learners have progressed into formal accredited IT routes. 25.7% of learners progressed into essential skills (English, maths) and 20% went onto employability or vocational courses. 3. Acomb/Clifton/Tang Hall/New Earswick has all had new offer encouraging new access to digital skills within targeted IMD areas.
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<p>F. 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 teams to explore further. 3. Strategic Manager to report back on cross council working and any barriers to that. 4. Prepare a business case setting out the capital investment and benefits of a skills premises for local and regional use. 	<ol style="list-style-type: none"> 1. Additional funding via MCA towards Tailored Learning Offer has been agreed this academic year. 2. Building needs analysis produced with help of drawings and various discussions. Looking at various venue and building business case being produced 3. Discussions with senior leaders on involvement within growth plans relating to York Central Plans for learning opportunities there. 4. Capital investment secured via increase to Tailored Learning funding. Business case being produced promoting opportunities for growth including 16-18 offer.
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