

TABLES FOR 'THE HEART OF WHAT WE DO' (JVET LSS PAPER 2)

Table 1 – Policy Matrix

Structural / Conceptual	Value Commitments	Strategic Objectives	Operational Instruments and Structures
Ministerial/Departmental	Central government commitment to economic prosperity, social justice, community development, and individual fulfilment.	The Department for Education and Skills (DfES) focus on driving up standards.	The setting up of the Standards Unit to promote 'best practice'.
National (e.g. Learning and Skills Council [LSC], Adult Learning Inspectorate [ALI])	Recognition by an inspectorate of the importance of a mixed learning economy to cultural well-being.	The use of comparisons across different sectors as an inspectorate strategy to promote improvement.	The two inspectorates designing the Common Inspection Framework.
Regional (e.g. Regional Development Agency (RDA) Regional Skills Partnership)	Recognition at the regional level of the importance of the availability of a skilled workforce for economic development.	An initial focus on performance at Key Stage 3 as a regional strategy.	The use at the regional level of a range of committees to coordinate provision.
Local/Sub-Regional (e.g. Local Learning and Skills Council [LLSC], Local Education Authority[LEA])	An LLSC mission to provide opportunities to help people to develop their potential.	An LLSC strategy of delivery through distributed learning.	The setting up of a range of non-traditional venues for the delivery of Basic Skills provision by an LLSC.
Institutional (e.g. Further Education [FE] College, Adult Learning Centre)	A college mission to develop people through learning so that they can benefit, themselves, society and the economy	A college priority to concentrate on the basic skills needs of young people.	A college developing a particular structure of core and support teams to develop basic skills provision.
Learning Setting (e.g. college classroom, workplace learning centre)	A tutor's belief in the importance of employment related education.	Integration of basic skills into vocational learning.	Worksheets that use examples from relevant work practice to develop concepts of area and volume.

Table 2: Changing priorities: encouraging young people to stay on in learning

2001-02 Blunkett	2002-03 Morris	2003-04 Clarke	2004-05 Clarke	2005-06 Clarke	2006-07 Kelly	2007-08 Johnson
<p>1. To secure a new entitlement for 16-19 year olds.</p> <p>2. To maximise participation by encouraging all young people to stay in learning</p> <p>3. To raise levels of attainment by young people in FE and Modern Apprenticeship</p>	<p>1. To increase the proportion of 19 year olds achieving level 2 and 3 qualifications.</p> <p>2. To tackle the basic skill needs of those aged 16-19</p> <p>3. To work to ensure that young people are on appropriate and relevant learning opportunities</p> <p>4. To support the development of a more coherent and well-balanced 14-19 phase of learning, and "Increased Flexibility for 14-16 Year Olds"</p> <p>5. To raise the status of vocational learning</p> <p>6. To encourage the take up of Curriculum 2000</p> <p>7. To develop high quality education for young people in 6th form and FE colleges</p>	<p>1. To ensure the sector develops a more coherent phase of learning for 14-19 year olds</p> <p>2. By 2010, 90% of young people by age 22 will be fit for entry into HE or skilled employment</p> <p>3. By 2004 increase ... the no. of 19 year olds achieving a qualification equivalent to National Vocational Qualification level 2 and 55% to have a Level 3 qualification.</p> <p>4. Improve the literacy and numeracy skills of young people</p> <p>5. Promote participation of young people – Entry to Employment (E2E), EMAs, Connexions Card, M.A.s</p>	<p>1. Further developing the capacity of the learning and skills sector to deliver a more learner-centred offering for the 14-19 age group</p> <p>2. Continuing to support the Increased Flexibility Programme for 14-16s and the 14-19 pathfinder programme</p> <p>3. Playing an active role in supporting disadvantaged learners, by helping to embed E2E, and maximising the take-up of financial support including EMAs</p> <p>4. Listening to and supporting the needs of learners</p>	<p>1. The Council must continue to drive up participation and attainment amongst young people and adults</p> <p>2. All young people to reach age 19 ready for skilled employment or HE</p> <p>3. Encourage more young people from all backgrounds to gain the qualifications and aspiration for HE</p> <p>4. The 5 year strategy will place new and challenging demands on colleges, who will need to collaborate with other providers to deliver a more personalised learning offer for young people and increase their flexibility and responsiveness to individual and employer needs</p>	<p>1. A step-change improvement is required in the achievement and participation of young people.</p> <p>2. By 2008, 60% of 16 year olds to achieve equivalent of 5 GCSE grades A* - C.</p> <p>3. Increase proportion of 19 year olds who achieve at least Level 2 by 3% points between 2004 & 2006 and a further 2% points by 2008.</p> <p>4. reduce the number of young people not in education, training or employment by 2% points by 2010</p>	<p>1. Emphasis on funding level 2.</p> <p>2. Tackling the problem of the NEET (young people not in education training or employment) group by aiming for 90% of young people in learning by 2015.</p> <p>3. By 2013 85% of 19 year olds reaching level 2.</p> <p>4. Review of funding for ESOL.</p> <p>5. Focus on national qualifications in Skills for Life Provision.</p>