



Leading Workforce Development for VCS organisations in Suffolk

Business Plan

A grid of logos for the founder members of the Suffolk VCS Learning Consortium project. The logos include:

- AGE Concern Suffolk
- ACT ANGLIA CARE TRUST
- BABERGH Communities Together
- CSV make a difference
- ICVS
- lowestoft College broaden your horizons
- Meridian East
- Suffolk ACRE
- SUFFOLK CONNECT
- VOLUNTEER in SUFFOLK
- UNIVERSITY CAMPUS SUFFOLK
- WEST SUFFOLK CONSORTIUM FOR VOLUNTARY ORGANISATIONS
- SAVO Suffolk Association of Voluntary Organisations
- Optua
- suffolk coastal LOCAL STRATEGIC PARTNERSHIP
- YoungSuffolk

The SAVO logo is centrally placed within a white box that contains the following text:

SAVO
Suffolk Association of Voluntary Organisations
The Suffolk VCS Learning Consortium project has seventeen founder members, led by SAVO

Project funded by the **Learning and Skills Council** and **European Social Fund**

The Learning and Skills Council logo (LSC) is on the left, and the European Union flag with the text "EUROPEAN UNION European Social Fund" is on the right.

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Suffolk Learning Consortium - Background

Suffolk Learning Consortium was formally created in April 2007 with an initial 15 month funding grant from Suffolk LSC. SAVO has acted as lead partner co-ordinating the steering group and working party meetings, developing the website, producing briefing papers and co-ordinating Consortium activities.

The initial partners for the Consortium were:

- Age Concern Suffolk
- Anglia Care Trust
- Babergh Communities Together
- CSV Media
- Ipswich Council for Voluntary Services
- Lowestoft College
- Meridian East
- Optua
- Suffolk ACRE
- Suffolk Coastal Local Strategic Partnership
- Suffolk Connect
- Suffolk Volunteering Federation
- University Campus Suffolk
- West Suffolk Consortium of Voluntary Organisations
- Waveney Community Forum
- Young Suffolk

The Consortium is chaired by Robin Hodgkinson, SAVO's Training Manager who is a member of the national LSC VCS Working Together Advisory Group and co-ordinated by Simon Waldron, SAVO's Information Officer who is a member of the LSC regional Working Together Group.

Achievements during the first year

- Creation of Consortium Steering Group and regular steering group meetings every two months. Terms of reference agreed.
- Creation of working parties looking at youth issues, skills for life and managed networks. Terms of reference agreed.
- Creation of a Suffolk VCS Learning Consortium website which has approximately 3,000 hits each month
- Skills audit undertaken amongst the sector and report written
- Youth NEET research undertaken and report produced
- Consortium Self Assessment Report and Quality Improvement Plan (via SAVO) commended by LSC quality reviewer. Advice on SAR and QIP given to other groups
- PAAVS accreditation toolkit (on how to accredit training) purchased and training undertaken
- Briefing papers written on a wide variety of issues including the new Adult Teaching Qualification Framework, Train to Gain for VCS organisations, ESF/LSC funding opportunities etc.
- Development of membership, currently 81.
- Suffolk Learning Consortium playing a pivotal role in the VCS/LSC regional body, including the Consortium becoming Suffolk champion for VCS Train to Gain
- Briefing member organisations and helping them to co-ordinate or enter into partnership for LSC/ESF bids.
- New youth worker training courses developed.
- Research into and report produced on most appropriate structure for the Suffolk Learning Consortium.

For information about VCS Learning Consortium nationally, **Appendix 1** highlights the rationale for VCS Learning Consortia and **Appendix 2** looks at the functions that VCS Learning Consortia undertake. As can be seen by the following section on Suffolk Learning Consortium's Vision, Mission, Aims and Objectives, our Consortium's functions are very much in line with those of VCS consortia across the country.

Vision, Mission, Aims and Objectives

Vision

To be a lead consortium in Suffolk for the strategic development of effective learning and development in the voluntary and community sector.

Mission

To provide a mutually beneficial consortium structure for voluntary and community sector learning providers in Suffolk, in order to support and enable all member organisations to access funding, develop their capacity and achieve high standards of quality and performance in meeting the needs of learners and in tackling disadvantage and advancing equality and social inclusion.

Aims

The Suffolk Learning Consortium exists to:

- Promote the interests of the Suffolk VCS to key strategic bodies in the field of learning and development
- To support the development of voluntary and community organisations as users and providers of learning and skills development
- To act as a co-ordinator of partnership bids to attract LSC and other relevant funding
- Empower and improve the capacity of the Voluntary & Community Sector to meet learner needs by providing high quality learning and development for its personnel, service users and communities.

Objective One:

To consult and represent the VCS on learning and development issues to the LSC and other bodies in the public, voluntary and private sector.

- Continue to develop an effective relationship with the LSC at local, regional and national level.
- Develop relationships, as appropriate with other potential public funders.
- Participate in forums at all levels e.g. One Voice Suffolk, Suffolk Children and Families Voluntary Sector Forum, Suffolk PCDL Partnership etc.
- Participate in regional forums liaising with other county VCS learning and skills consortia.
- Continue to increase Consortium membership and increase contact with and participation of all members.
- Develop effective methods for consulting members and the wider sector e.g. surveys, learning forums, working groups.
- Act as a voice for the VCS to a range of strategic partners on learning and development issues where a county wide perspective is needed.

Objective Two:

Provide information and support to members and the wider VCS on learning and development and workforce development policy and quality assurance to enable them to engage fully with the learning & skills agenda.

- Keep abreast of policy and funding developments, contributing where possible.
- Develop and maintain a wide range of ways of disseminating information and best practice e.g. learning forums, workshops, e-newsletters, action learning sets and web site.

Objective Three:

To increase the capacity within the VCS to identify, plan for and deliver quality assured learning and workforce development.

- Provide access to accreditation and qualifications for learners, for example continuing to develop Open College Network (OCN), ASDAN and City & Guilds Accreditation Centres.

- Support members to develop high quality bespoke learning and development opportunities for their staff, volunteers, services users and communities (i.e. by curriculum development, access to accreditation etc.).
- Provide a tutor development programme for tutors and other relevant staff and volunteers working in the VCS.
- Identify the training needs of the sector and ways in which to address them.
- Develop leadership and management courses and qualifications.
- Develop models and processes for future VCS LSC and other partnership bids; encouraging collaboration, credibility, performing and competitive bidding
- Develop information, support and brokering mechanisms to enable VCS organisations to participate in the Train to Gain, and other workforce development schemes, and to assist VCS organisations to become Train to Gain approved training providers.
- Support VCS organisations to meet a range of appropriate quality standards e.g. PQASSO, Investors in People, the Adult Learning Inspectorate's (ALI) Common Inspection Framework (CIF).
- Identify and secure funding to support and enable VCS to build their capacity and deliver high quality learning and development opportunities.
- Provide VCS organisations with information about funding opportunities in relation to learning and development and how such funds may be accessed.

Objective Four:

Facilitate collaboration, within the sector and with other sectors, to widen participation in learning and increase achievement.

- Promote a collaborative approach to county wide/ regional funding in relation to learning and development. Work in partnership across sectors to create new opportunities to develop the delivery of new curriculum to meet identified needs.
- Explore the possibility of developing partnerships to improve access to Information, Advice and Guidance for learners and personnel from the sector.
- To broker relationships to enable skills gaps in the sector to be addressed by resources within or outside the sector such as VCS Train to Gain initiatives.
- Where appropriate act as lead body for tenders, and other funding applications, for funding to enable members to deliver learning and development. e.g. LSC funding.
- Manage contracts for delivery of learning delivered by members and other agencies to ensure outputs and outcomes delivered within agreed quality framework and timescales.
- Develop regional partnerships to further SLDC objectives e.g. with the other Learning & Development Consortia in the Eastern region.
- Link Consortium work to Block 4 (LAA) targets and feed into planning and IAG processes
- Encourage the growth of a wide membership, reflecting the full diversity of the voluntary and community sectors in the county, with particular commitment to supporting small groups and organisations.

The workplan to deliver these objectives is shown in **Appendix 3**.

Destination Statement (by July 2011)

Where will the Learning Consortium be in three years time?

The Suffolk Learning Consortium will over the next three years expand and develop to achieve the aims and objectives set out above. It will have become established as an important body both within the county of Suffolk (or whatever unitary authorities then exist in the Suffolk area) and regionally, closely liaising with its other county partners.

In consulting and representing the VCS on learning and development issues it will be seen by the LSC and other statutory sector partners as a key agency and mechanism for developing skills and workforce initiatives amongst the sector. It will also have developed a relationship with the national VCS skills council, if such a body has been formed during the three year period.

In providing information services the Consortium will have become the first port of call for VCS organisations to learn about current learning & skills policy and initiatives and to discover information about relevant accredited qualifications and other training within the county. It will have developed policy and practical frameworks with other skills information services such as Suffolk TAP and LEAP centres.

By the end of the three year period it will have worked with accredited bodies to provide information and access to relevant accredited qualifications and helped organisations to get their own courses accredited. It will provide information and courses on adult teaching qualifications to ensure that more individuals within the sector meet the new adult teaching qualifications framework.

It will also provide support services for VCS organisations who want or need to gain quality standard marks, both organisation-wide (e.g. PQASSO and Investors in People) and in relation to learning and skills, such as successfully passing LSC standards in writing a Self Assessment Report and Quality Improvement Plan.

It will be the principal VCS support mechanism within the county for the Government's Train to gain and other workforce development initiatives acting as VCS brokers and enabling organisations to become approved Train to gain providers.

By the end of the three year period the Suffolk Learning Consortium will have become one of the main mechanisms for VCS organisations to bid for public funding for learning and skills by acting as a co-ordinator and, where appropriate, lead partner in regional and county bids, working closely with regional partners and VCS groups in Suffolk.

In this way smaller VCS groups should have better opportunities to receive public funding for the work they do in working with hard to reach learners.

Governance

The Consortium has adopted the "managed network" format of a consortium with a steering committee of partners, managed by a lead partner, which at present is Suffolk Association of Voluntary Organisations.

This is a structure favoured by many VCS Consortia across the country where the consortia are acting primarily as co-ordinating bodies rather than training providers. The majority of consortia in the Eastern region have also adopted this structure.

The lead partner:

- employs staff working on behalf of the consortium and/or draws up agreements with other consortium member organisations to provide particular services

- co-ordinates the writing of Consortium funding bids
- liaises with the funders who are funding consortium activities and produces reports to funders
- co-ordinates consortium steering group and member meetings, servicing the committees and providing administrative back-up to the consortium's activities and meetings
- manages the finances of the Consortium, reporting back when required.

In addition Suffolk Learning Consortium is setting up a separate Scrutiny Committee to ensure that targets within the business plan and action plan are met and to monitor the Consortium's finances.

The Consortium will also undertake an annual review of the Consortium's structure and discuss whether it is in the Consortium's best interests to remain a managed network or whether it should move towards creating a separate legal entity.

Resources

The Suffolk Learning Consortium will require staffing and financial resources to maintain and develop its work. Its core requirements are:

- 1) Co-ordinator Post - at least three days a week to deliver on workplan
- 2) Chair/Managerial post - approx 1 - 2 days a week.

Other officer work could be developed if sufficient funds were found. In particular Young Suffolk has demonstrated that providing two days a week of officer support has allowed the Consortium to develop youth initiatives and provided valuable research for the LSC on NEET issues.

The minimum amount of core funded needed would be approximately £40,000 a year. This would provide for minimum staffing and allow much of the activity within the workplan to be completed as much of this relies on staff time, rather than paying out for resources.

Ultimately one would like to see approx £60,000 of funding a year and by the end of year 3 it should be possible to develop this through management costs of projects, funding for specific projects and some delegate income.

Funding Sources

The Consortium would seek to raise funds over the next three years via a variety of resources:

- 1) Capacity Builders - via One Voice Suffolk work
- 2) County LSC - for specific project work
- 3) Regional LSC - for specific project work e.g. Train to Gain county champions
- 4) Delegate fees on courses or payment for various resources and Consortium workshops
- 5) Various charitable trusts - for educational work - these trusts to be explored
- 6) Management charges for managing projects.

Risk Assessment

There are a number of risks in developing the Consortium. These include:

1) Lack of Partner Engagement

Many partners are already overstretched with their own work to devote a lot of time to Consortium business.

Solutions:

- Ensure partner involvement is realistically assessed
- Where possible, some funding could be attached to the work
- Ensure benefits of partner involvement are made very clear.

2) Lack of continued financial resources

The Consortium would not survive unless key staff posts were paid for.

Solutions:

- Ensure funding is in place and carefully planned
- Be aware of potential funding sources
- Demonstrate importance of Consortium
- Work closely with LSC and other important learning bodies
- Ensure agreed workplan is carried out to demonstrate Consortium's efficiency and effectiveness.

3) Loss of current staff

The Consortium relies heavily on the knowledge and skills of its staff and partners. If they left, then it would take time to replace these assets.

Solutions:

- Development of resources and briefing papers capture much of the knowledge of partners
- Efficient data collection processes
- If staff leave, managers to ensure efficient and effective handover of resources.

4) Changes in national and regional policies re. learning and skills

Solutions:

- Ensure Consortium staff attend national, regional and local briefings on policy and initiatives
- Develop and maintain efficient information-sharing processes so that all consortium members are kept up to date with changes of policy and government agenda.

Appendix 1 - Introduction to Voluntary Sector Consortia

Voluntary Sector Learning Consortia have been in existence since the late 1990s, but have been thrust to the forefront of skills and learning policy development as a result of the Learning and Skills Council (LSC) consultations on its strategy¹ for working with the Voluntary and Community Sector (VCS).

Background

The LSC, as the first body responsible for all aspects of post 16 learning and training² has the need to work with a diverse range of partners and as such the voluntary and community sector potentially have a significant role in influencing, supporting and delivering learning and skills training.

Much of the policy development encouraging voluntary sector engagement in learning has been around the widening participation agenda. However, consortia have an important contribution to make in developing the voluntary sector workforce, both paid and voluntary.

By establishing consortia, the sector has been successful in raising the profile of the voluntary and community sector. It has also ensured that resources flow directly to the sector and that there is appropriate support for, and focus on the needs and priorities of the sector.

A series of regional consultations and briefings³ were held during 2000 and 2001 around the theme of development of relationships between the LSC and the voluntary and community sector. The final report⁴ laid out a series of recommendations around the need for the LSC and the VCS to work together strategically.

A key recommendation related to the support for local learning consortia: *“Resourcing for the development and co-ordination of local infrastructure and networks. This should include stable funding to support the emergence and consolidation of learning / training based consortia ...”*

The value of consortia was also recognised in the Voluntary Sector National Training Organisation Workforce Development Plan⁵; *“Local Voluntary Sector Development Agencies (England) should explore the advantages of developing local consortia of learning and training providers for the benefit of their members, building on existing good practice”*.

“Working Together”

In the strategy⁶ there were two key aspects in relation to consortia:

1. There was a welcome acknowledgment of the broader role of the voluntary and community sector beyond the important one of contributing to widening participation. The key roles that define the sector’s relationship with the LSC are seen as:
 - provider of learning opportunities;

¹ Working Together

² Except higher education

³ NIACE and WEA

⁴ Moving On: The Learning and Skills Council and the Voluntary and Community Council

⁵ Voluntary sector Workforce Development Plan 2001

⁶ Working Together: a Strategy for the Voluntary and Community Sector and the Learning and Skills Council

- employers;
 - a source of expertise and intelligence for planning; and
 - a channel for network and communication
2. The LSC acknowledged that consortia serve a number of purposes and offer a number of benefits to both the LSC and the VCS e.g.:
- As a single point for contacting and reporting
 - As a swift and sensitive means of communication with a range of voluntary organisations
 - As a vehicle for supporting capacity building (for both the LSC and the VCS)
 - Through lead bodies in consortia, simplifying funding routes and facilitating the sharing of information , ideas and skills
 - Helping with quality assurance and staff training
 - Providing a strategic voice in developments affecting the sector locally, regionally and nationally

Consortia can make important contributions to a number of Government policy areas. This includes key learning and skills priorities and also other policy concerns e.g.:

- Skills strategy and workforce development
- Widening participation
- Skills for Life
- Information, advice and guidance
- Infrastructure strategy
- Neighbourhood and civic renewal

Appendix 2 - Functions of Learning and Training Consortia

There are approximately 23 Learning / Training Consortia in England. There is no standard template for the functions and roles of voluntary sector learning consortia, as each has evolved according to the voluntary sector local needs and preferences.

Functions

A voluntary sector learning consortium can potentially provide all or some of the following functions:

Function	Examples
Information and communication	<ul style="list-style-type: none"> • Provision of information to VCS on learning opportunities for staff, volunteers and/ or members and service users • Information to wider community on learning opportunities provided by the VCS • A communication channel between the LSC and the local VCS, allowing the LSC to communicate effectively and efficiently with the sector • A focus for information to the sector on funding opportunities for learning and training • Research into issues affecting work-force development and training
Advice and support	<ul style="list-style-type: none"> • Help with designing and delivering training programmes • Training needs analyses for staff and volunteers • Guidance on how learning and training can be integrated into the wider services offered by the VCS to its members or service users • Help with funding bids • Signposting to learning and training opportunities suitable for staff, volunteers, members or service users
Training	<ul style="list-style-type: none"> • On topics such as quality and inspection requirements of ALL, LSC, accrediting bodies and others • Funding applications and meeting funders' administration requirements • Equality and diversity • Widening access and improving retention • Specialist skills such as Basic Skills, Advice and Guidance
Sharing good practice and skills	<ul style="list-style-type: none"> • Peer support and mentoring • Sharing of information on course design and delivery or specific expertise

Capacity building	<ul style="list-style-type: none"> • Training and sharing of good practice all contribute to developing the capacity of voluntary and community sector organisations to deliver learning and access funding • Improving the general business processes of the organisation • Ensuring the organisation has the skills to design, plan, deliver and evaluate quality and effective learning and training programmes • Supporting the organisation to meet the quality and administrative requirements of the funder either on its own or as part of the consortium
Quality	<ul style="list-style-type: none"> • Through capacity building processes and/ or through providing direct support • Where the consortia contracts on behalf of its members with funders it is normally required to retain ultimate responsibility for monitoring quality
Administration	<ul style="list-style-type: none"> • Administration of learners, particularly for smaller groups by either adapting MIS forms for easier completion or by taking responsibility for the processing of MIS and making returns to funders
Funding and contracting	<ul style="list-style-type: none"> • Many consortia contract with LSC and other funders and distribute the funds to their members
Representation and advocacy	<ul style="list-style-type: none"> • Consortia have been able to provide VCS representatives with the necessary educational or training expertise to make an effective contribution to local consultations and discussions around learning • Consortia are often also active in championing the interest of the VCS in terms of local policy and funding allocations

Appendix 3 - Work Plan (2008 - 2011)

OBJECTIVE 1:

To consult and represent the VCS on learning/ development issues to the LSC and other bodies in the public, voluntary and private sector.

OBJECTIVE	2008/09	2009/10	2010/11	WHO
<i>Continue to develop an effective relationship with the LSC at local, regional and national level.</i>	National meetings Quarterly Regional meetings 6 weekly County meetings Quarterly	Determine meeting structure / periodicity with new bodies	Review meeting structure / periodicity with new bodies	National: RH Regional: SW County: SW, RH
<i>Develop relationships, as appropriate with other potential public funders.</i>	Approach other potential funders; Suffolk CC, District Councils, PCT by Aug 08	Determine meeting structure / periodicity with new bodies	Review meeting structure / periodicity with new bodies	SW, RH, JM, Young Suffolk
<i>Participate at all levels in County forums; i.e. One Voice Suffolk, Suffolk PCDL Partnership</i>	Consortium listed as OVS project and included in OVS Business Plan, Apr 08 Consortium involved in SCC Adult Learning Strategy consultation, Jun 08 Consortium to seek more prominent role in Suffolk PCDL partnership by Sep 08	Review meeting structure / periodicity	Review meeting structure / periodicity	JM, RH, SW Young Suffolk
<i>Participate in Regional forums liaising with other county VCS consortia</i>	Developing existing informal partnership agreements to share workload and coordinate regional activities (i.e. bids)	Review existing partnerships to share workload and coordinate regional activities	Review meeting structure / periodicity with new bodies	SW

OBJECTIVE	2008/09	2009/10	2010/11	WHO
<i>Continue to increase Consortium membership and increase contact with and participation of all members.</i>	Seek to re-engage inactive SG members by Jul 08 . Develop link with LIP leads to publicise SLC functions to LIP's and their members by Aug 08 Recruitment drive to increase membership, targeting smaller VCS orgs. 200 by Apr 09	Develop / rollout Marketing Strategy (currently under development by regional partners) to increase membership by Jul 09	Review Marketing Strategy	SW, LIP's, SG members, SLC partners
<i>Develop effective methods for consulting members/wider sector e.g. surveys, learning forums, working groups</i>	Continue to establish Working Groups, as required, seeking involvement from all members	Develop / rollout Communication Strategy (currently under development by regional partners) to improve communication / consultation by Jul 09	Review Communication Strategy	SW and all SG members
<i>Act as a VCS voice to strategic partners on learning and development where a county wide perspective is needed</i>	Representation audit amongst SLC members by Jan 09 Seek inclusion at all relevant county forums by Apr 09	Review SLC representation at county forums	Review SLC representation at county forums	SLC members

CODE:

RH Robin Hodgkinson

SW Simon Waldron

JM Jonathan Moore

SLC Suffolk learning Consortium

SG Steering Group

LIP Local Infrastructure Partnership

TtG Train to Gain

WfD Workforce Development

Objective Two:

Provide information / support to members/ wider VCS on learning, development and workforce development policy and quality assurance to enable them to engage fully with the learning & skills agenda.

OBJECTIVE	2008/09	2009/10	2010/11	WHO
<i>Keep abreast of policy / funding developments, contributing where possible</i>	Actively seek information sources of news, policies, funding and consultation, at county, regional and national level.	ONGOING	ONGOING	SW, RH, JM, Young Suffolk, other partners
<i>Develop and maintain a wide range of ways of disseminating information and best practice e.g. learning forums, workshops, newsletters, action learning sets and web site.</i>	Disseminate information gained from above via website, email newsletter and prospectus, seeking member feedback on the effectiveness of these communications.	Communications audit of member preferences for communication / consultation	Communications strategy agreed and actioned	SW and all SG members

Objective Three:

To increase the capacity within the VCS to identify, plan for and deliver quality assured learning and workforce development.

OBJECTIVE	2008/09	2009/10	2010/11	WHO
<i>Provide access to accreditation and qualifications for learners continuing to develop OCN, ASDAN and C&G Accreditation Centres.</i>	Continue roll out CIF Toolkit (PAAVS) and associated Quality Toolkit to support VCS organisations to deliver OCN accredited learning.	Review CIF/Quality Toolkits Consider development of Toolkits to support delivery / accreditation of ASDAN and C&G	Review CIF/Quality Toolkits	SLC partners
<i>Support members to develop high quality bespoke learning opps. For staff, volunteers, services users and communities (e.g. by curriculum development, access to accreditation).</i>	Co-ordinate accredited courses for Trustees, liaising with private providers to deliver; waiting OCN decision, Sep 08 . Seek regional support for rollout of this training, Dec 08 Plan for alignment of OCN courses with QCF.	Review specialised needs of VCS, seek development of custom training	Review specialised needs of VCS, seek development of custom training	SLC partners ER partners
<i>Provide tutor development programme for tutors and other relevant staff / volunteers working in the VCS.</i>	Disseminate updates on VCS teacher qualifications / CPD, seek relevant providers and provide signposting and advice	ONGOING	ONGOING	RH, SW, SLC partners
<i>Identify the training needs of the sector and ways in which these can be addressed.</i>	Collate 'shortfall' data from VCS WfD project and seek training to resolve major needs through TtG.	Review effectiveness of VCS WfD project in meeting needs May 09	ONGOING	RH, SW, SLC partners

OBJECTIVE	2008/09	2009/10	2010/11	WHO
<i>Develop leadership and management courses and qualifications</i>	Collate 'shortfall' data from VCS WfD project and seek training to resolve major needs through TtG.	Review effectiveness of VCS WfD project in meeting needs May 09	ONGOING	RH, SW, SLC partners
<i>Develop models and processes for future VCS partnership funding bids; to support collaboration, credibility, performing and competitive bidding</i>	Review current LSC/ESF funding round to measure value of SLC signposting and success of Suffolk VCS, Jul 08 . Continue to develop regional partnerships, both VCS and contract holders, to provide VCS involvement in delivery	Continue to develop regional partnerships, both VCS and contract holders, to provide VCS involvement in delivery. Establish SLC as VCS hub for contract holders	Submit bids on a county and regional level	SW, SLC partners ER partners
<i>Develop information, support and brokering mechanisms to enable VCS organisations to participate in the Train to Gain and other workforce development schemes and to assist VCS organisations to become Train to Gain approved training providers.</i>	VCS WfD Project Work Plan agreed Apr 08 Launch VCS Wfd Jun 08 Identify shortfalls Sep 08 Seek providers (VCS where possible) for shortfalls Dec 08 Deliver new courses to meet shortfalls Apr 09	Ongoing VCS WfD using TtG, Learning Champions, and any other relevant programs Support VCS organisations in becoming TtG providers	Ongoing VCS WfD using TtG, Learning Champions, and any other relevant programs	SW, existing TtG brokers, SLC partners
<i>Support VCS orgs to meet appropriate quality standards e.g. MATRIX, PQASSO, IIP, ALI, CIF</i>	Continued development and sale of Toolkits. Develop Quality Register of Suffolk VCS organisations Institute and support mentoring	Deliver mentoring around the county Support regional MATRIX project, delivery by Jul 09 Deliver Quality briefings	Ongoing	RH, SW, SLC partners

OBJECTIVE	2008/09	2009/10	2010/11	WHO
<i>Identify and secure funding to support and enable VCS to build their capacity and deliver high quality learning</i>	<p>Seek funding and deliverable services to support the SLC and VCS learning delivery, supported by One Voice Suffolk i.e. NIACE CaMel by Dec 08</p> <p>Approach other potential funders; Suffolk CC, District Councils, PCT by Aug 08</p> <p>Investigate TtG opportunities that would provide core funding for the Consortium (i.e. Skills Assessor), and enable VCS orgs to deliver TtG by Aug 08</p>	<p>Seek funding and deliverable services to support the SLC and VCS learning delivery, supported by One Voice Suffolk</p>	<p>Seek funding and deliverable services to support the SLC and VCS learning delivery, supported by One Voice Suffolk</p>	<p>RH, SW, JM SLC partners</p>
<i>Provide VCS orgs with information about funding opportunities in relation to learning and development and how such funds may be accessed</i>	<p>Publicise funding opportunities and deliverable services through website, newsletters and prospectus</p>	<p>ONGOING</p>	<p>ONGOING</p>	<p>SW</p>

Objective Four:

Facilitate collaboration, within the sector and with other sectors, to widen participation in learning and increase achievement.

OBJECTIVE	2008/09	2009/10	2010/11	WHO
<i>Promote a collaborative approach to county / regional funding in relation to learning, in partnership across sectors to create new opportunities to develop delivery of new curriculum to meet identified needs.</i>	Ongoing promotion of SLC work and collaboration benefits Produce 5 case studies of good practice collaboration Dec 08 Publicise partnership opportunities for collaboration	ONGOING	ONGOING Publish report on collaboration over the three year period to demonstrate SLC effectiveness	SW, SLC partners
<i>Explore possibility of developing partnerships to improve access to IAG through MATRIX for learners and personnel from the sector.</i>	Set up IAG Working Group for regional MATRIX project. Liaise with SCC re Next Step Monitor uptake of IAG work within the Sector in Suffolk	Support regional MATRIX project, delivery by Jul 09 Publish findings Sep 09	Monitor and support VCS IAG	SW, IAG Working Group
<i>To broker relationships to enable skills gaps in the sector to be addressed by resources within or outside the sector such as VCS TtG initiatives.</i>	VCS WfD Project Work Plan agreed Apr 08 Launch VCS Wfd Jun 08 Identify shortfalls Sep 08 Seek providers (VCS where possible) for shortfalls Dec 08 Deliver new courses to meet shortfalls Apr 09	Ongoing VCS WfD using TtG, Learning Champions, and other relevant programs. Support VCS organisations in becoming TtG providers.	Ongoing VCS WfD using TtG, Learning Champions, and any other relevant programs	SW, SLC partners

OBJECTIVE	2008/09	2009/10	2010/11	WHO
<i>Where appropriate act as lead body for tenders / funding applications, to enable members to deliver</i>	Continue to develop regional partnerships, both VCS and contract holders, to provide VCS involvement in delivery. Investigate VCS Hub to generate revenue stream.	Continue to develop regional partnerships, both VCS and contract holders, to provide VCS involvement in delivery. Establish SLC as VCS hub for contract holders	Submit bids on a county and regional level	SW, SLC partners, ER partners
<i>Manage contracts for delivery of learning delivered by members and other agencies to ensure outputs and outcomes delivered within agreed quality framework and timescales.</i>	Continue as county hub for Community Grants, NLDC, Learning Champions, NIACE. Introduce management fees for funding leads and services to support the SLC by Jul 08	ONGOING	ONGOING	SW, SLC partners, ER partners
<i>Develop regional partnerships to further SLC objectives e.g. with the other Learning & Development Consortia in the Eastern region.</i>	Continue to support East Region VCS consortia projects, building stronger links with funders and contract holders	ONGOING	ONGOING	SW, SLC partners, ER partners
<i>Link Consortium work to Block 4 (LAA) targets and feed into planning and IAG processes</i>	Investigate with partners how Consortium fits in to objectives & ensure relevant BLOCK 4 Officers briefed on Consortium activities	ONGOING	ONGOING	JM, SLC Partners, Block 4 staff

OBJECTIVE	2008/09	2009/10	2010/11	WHO
<i>Encourage the growth of a wide membership, reflecting the full diversity of VCS in the county, with particular commitment to supporting small groups and organisations</i>	Ensure Diversity and Diversity issues underpin all SLC work. Seek representation on MECAN network (minority ethnic forum) by Aug 08	Help MECAN Network to assess skills needs within minority ethnic partners. Develop Strategy/Action Plan Hold SLC briefings for BME groups by May 09	Deliver Strategy/Action Plan	RH, SW, MECAN Network Members
<i>Ensure that the Suffolk Learning Consortium is fit for purpose</i>	Annual review of SLC structure, governance and business plan Annual Report Apr 09	Annual review of SLC structure, governance and business plan Annual Report Apr 10	Annual review of SLC structure, governance and business plan Annual Report Apr 11	SG members, SLC members

Appendix 4 - Glossary of Terms

ACRE	Action for Communities in Rural England
ALI	Adult Learning Inspectorate
ASDAN	Award Scheme Development and Accreditation Network
CIF	Common Inspection Framework
CPD	Continuing Professional Development
CSV	Community Service Volunteers
ESF	European Social Fund
IAG	Information, Advice and Guidance
LEAP	Learning and Enterprise Access Point
LIP	Local Infrastructure Partnership
LSC	Learning and Skills Council
MECAN	Minority Ethnic Community Action Network
MIS	Management Information Statistics
NEET	Not in Employment, Education or Training
NIACE	National Institute of Adult Continuing Education
OCN	Open College Network
OVS	One Voice Suffolk
PAAVS	Partnership for Access to Accreditation for the Voluntary & community Sector
PCDL	Personal and Community Development Learning
PCT	Primary Care Trust
PQASSO	Practical Quality Assurance System for Small Organisations
QIP	Quality Improvement Plan
SAR	Self Assessment Report
SAVO	Suffolk Association of Voluntary Organisations
TAP	Training Advice Point
TtG	Train to Gain
VCA	Voluntary and Community Sector
WEA	Workers' Education Authority
WfD	Workforce Development