

Shropshire  
Learning and  
Skills Council  
Annual Plan  
2006-07

May 2006

Of interest to National, Regional and  
Local Learning and Skills Colleagues

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## Our Vision

Much of what we set out to do in 2006-07 stems from our Strategic Area Review which identified six “challenges” capturing the highest level view of what needs to be achieved in our local area and defined our vision for the future. Our vision is that by 2010 we will:

*“create a responsive learning and skills environment for Shropshire and Telford & Wrekin which meets the needs of all individuals, employers and the community, providing the means for all to contribute to economic and social advancement”*

The six challenges below continue to support this vision for the Shropshire LSC area and we will continue to address these through our Annual Plan for 2006-07.

1. **Stimulate Demand for Learning** - To ensure that the choice of local learning opportunities is being effectively communicated to target audiences in all areas, supported by quality assured, comprehensive Information, Advice and Guidance.
2. **Widen Participation in Learning** - To bring more young people and adults into learning, especially from those marginalised groups currently not engaged.
3. **Increase Employer Engagement** - To ensure that employers have the support in accessing the training they need, and more influence in making certain that the education and training provision meets the needs of the employer and the economy.
4. **Offer a Range of Learning Pathways** - To develop and promote suitable "learning pathways" leading to qualifications that are valued measures of transferable skills helping individuals into jobs and lifelong employability.
5. **Deliver High Quality Learning** - To make sure that learning and skills providers deliver high quality learning and have an appropriately qualified workforce.
6. **Strengthen the Infrastructure through Collaboration and Capital Investment** - To have plans in place so that by 2010 the Shropshire LSC area will have a modern infrastructure to deliver efficiently, a strongly collaborative and responsive curriculum framework.

The year 2005-06 has been a transitional year for the LSC and, in particular for Shropshire LSC where, through *agenda for change*, we will become a smaller, more dynamic and strategic organisation. It is also a year in which we have achieved so much towards Government targets, regional priorities and most importantly making a real impact locally on education and training provision delivered to individuals, employers and the community.

Of particular note for the Shropshire LSC area:

- Analysis of trends since 2000 show the first significant rise in participation in learning representing a 10% increase in just 4 years
- Our Employer Training Pilot (“skills4growth”) has enrolled over 10,500 learners on Level 2 and Skills for Life and engaged with almost 900 companies in the area from a cross section of sectors.
- The outcomes of our Strategic Area Review has acted as the catalyst for the proposed co-location of two of our key colleges in Shropshire

This strategic document outlines the LSC's national and regional priorities, our local targets for young people and adult learners, the economic, demographic and social context in Shropshire and Telford & Wrekin and the likely major changes in 2006-07. Importantly, the summary key actions and measures of success reflect the details of our Operational Plan which will be shared with our key partners and providers during the spring of 2006.

The new arrangements for the Shropshire LSC office will come into effect during the life of this Annual Plan and will mean a greater challenge for the Shropshire "Partnership Teams" requiring the continued support of all our key stakeholders and external partners.

The delivery of this plan in a timely, effective and efficient way will only happen through excellent partnership collaboration; together we will continue to meet the needs of the learners and employers in Shropshire and Telford & Wrekin

**Rob Hartley (Chairman)**

**Alan Curless (Executive Director)**



## **Our Priorities**

We have published our second Annual Statement of Priorities which will take us further forward in our aim of transformation. Our six priorities for 2006/07 are to:

1. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities
2. Make learning truly demand-led so that it better meets the needs of employers, young people and adults
3. Transform the learning and skills sector through agenda for change
4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs
5. Improve the skills of workers who are delivering public services
6. Strengthen the capacity of the LSC to lead change nationally, regionally and locally.

## **Our Regional Priorities for the West Midlands**

The regional priorities outlined demonstrate the LSC's contribution to the work of the Regional Skills Partnership and the delivery and success of the Regional Economic Strategy by:

1. Using a data driven approach to develop a detailed understanding of the changing nature of the labour market in terms of the supply of and demand for skills
2. Aligning the supply of training and related support to the needs of individuals
3. Matching the supply of training and related business support to the demands of employers and the wider economy
4. Ensuring that employers and individuals fulfil their role in the investment in skills and training

## **Partnership Working**

To achieve these priorities, the LSC in the West Midlands will continue to work in partnership with all stakeholders across the region through the alignment of plans and funding. Key partners include:

- Advantage West Midlands
- Jobcentre Plus
- Sector Skills Council
- Higher Education Institution/Higher Education Funding Council
- Business Link

## **Learning Priorities – the impact on Providers**

Colleges and providers are at the heart of delivering these regional priorities. Actions agreed in their three year development plan will address the priorities

outlined in the local LSC annual plan and will ensure that funding is focused upon key areas. Successful delivery depends upon high quality provision that is:

- Closely engaged with employers to understand their needs
- Aligned to the skills priorities of the region
- Can meet the required range of specialist skills across the region
- Central to the delivery of the regional and local economic agenda
- Aligned with the work of other partners to deliver an accessible and comprehensive service to employers and individuals
- Able to develop and exploit opportunities for leveraging in increased levels of investment by employers into training
- Providing learning and skills opportunities that lead to nationally recognised qualifications and opportunities for progression
- Committed to continuous quality improvement and the attainment of recognised accreditation standards

### **Planning Priorities for 2006/07 – West Midlands Region**

The following planning principles were agreed through the Regional LSC/FE/AoC Consultative Forum to be applied against the allocations for 06/07:

- A minimum of 60% accredited Skills for Life provision as a milestone towards the 80% target for 2007/08
- A maximum of 10% partnership, sub contracted or franchised provision (if current level is below 10%, there should be no increase)
- A minimum of 10% of the Adult participation budget, at the level of the individual (general) FE college, to support activity that delivers full level 2 qualifications to part-time adults, with a year on year increase in funding committed to part-time adult full level 2 provision (guide of 5%)
- The LLSC will agree with each provider a proportion of this funding that will be committed to Train to Gain type activity
- Increase in participation of adults on full level 3 qualifications to a 10% minimum in areas of Specialisms / CoVEs

## Our Targets

Under priority 1, for young people:

- Increase the proportion of 19 year-olds who achieve at least Level 2 by 3 percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008, and improve attainment at Level 3.

Nationally we need an additional 31,000 young people to gain a Level 2 in 2005/2006 compared to 2003/2004 and a further 22,000 in 2007/2008 compared to 2005/2006.

Locally we need an additional 340 young people to gain a Level 2 in 2007/2008 compared to 2005/2006.

Under priority 2, for adults:

- Reduce by at least 40 per cent the number of adults in the workforce who lack an NVQ Level 2 or equivalent qualifications by 2010.

Nationally, in 2006/07 we need to increase the numbers of full Level 2 achievements through further education and work-based learning to 117,000 [NB excludes NES and Train to Gain elements]. In addition the roll out of the National Employer Training Programme will increase the LSC contribution to this target.

Locally we plan to deliver 2,434 full Level 2 achievements through further education and work-based learning in 2006/07, that is an increase of 28 compared to 2005/06,

In addition, we will also deliver 3,075 **first** full Level 2 achievements through Train to Gain.

Under priority 2, for adults:

- Improve the basic skills of 2.25 million adults between 2001 and 2010, with a milestone of 1.5 million in 2007.

Locally we need 2,252 number of learners to achieve Skills for Life qualifications in 2006/07.

Underpinning both priorities 1 and 2, for Apprenticeships:

- The LSC has agreed a new Performance Indicator for Apprenticeships. The aim is for 75 per cent more people to complete their apprenticeships in 2007/08, compared to 2002/03.

Nationally we aim to raise the number of completions to 70,000 in 2006/07 supporting the achievement of Level 2 and Level 3 qualification targets.

Locally we aim to raise the number of completions to 650 in 2006/07.

We also work with key partners to contribute to the following targets:

- Increase the proportion of young people and adults achieving a Level 3 qualification.
- Reduce the proportion of young people not in education, employment or training by two percentage points by 2010
- Increase participation in Higher Education towards 50 per cent of those aged 18 to 30 by 2010.

## **Our Values**

Our values set out for us the way we work.

- **Trust:** the LSC has to be world-class at partnership and so we believe trust must be at the heart of the LSC.
- **Expertise:** we demonstrate expertise and true leadership in every aspect of our work. We have complete understanding of the communities we serve and of what is needed by business in terms of current and future skills.
- **Ambition:** we are ambitious for ourselves, in the goals and objectives we set, but more importantly we are ambitious for the communities we serve, for employers and for individuals in education and training.
- **Urgency:** we want to bring drive and urgency to the learning and skills sector, to tackle long-standing issues swiftly and professionally and to be responsive and fast moving.

Together, our four values will ensure the LSC can provide leadership and direction at a time of great change.

Our plan sets out how we will deliver our national and regional priorities in a local context highlighting what actions will be critically important in local delivery and what our contribution to the national targets will be.

# A Context for Delivery

## 1. An overview of the area

Shropshire LSC includes the area of Shropshire County Council, with its five local Districts, and the Borough of Telford & Wrekin. The area is predominantly rural with urban concentrations in Telford and Shrewsbury and several market towns. The population estimate for the Shropshire LSC area stands at 449,000 with 64% of the population residing within the Shropshire County area, and the remaining 36% in Telford & Wrekin.<sup>1</sup>

**Demographics** - For the past 30 years the Borough of Telford & Wrekin has been and remains one of the growth centres in the West Midlands.

- Shropshire County’s population has been increasing at a faster percentage rate (6%) than the country as a whole since 1991.
- All Districts and Boroughs are projected to have population increases including over 8,000 Telford & Wrekin and 400 Shrewsbury & Atcham. North Shropshire displays the highest percentage growth rate at 7.5%, giving a projected population increase of 4,400, followed by Oswestry at 5.4% (+2,100) and Telford & Wrekin at 5.4% (+8,600).
- An overall Black and Minority Ethnic (BME) population of 2.7% is made up of Shropshire at 1.2% and Telford & Wrekin 5.2% of its population coming from the BME community. Telford & Wrekin’s BME population is expected to rise to 6% by 2006.

The overall population density is one third of the national average (1.27 persons per hectare compared to the national 3.77 persons per hectare). The population split between Shropshire County and Telford & Wrekin is 287,360 (0.89 per hectare) and 161,640 (5.5 per hectare) respectively.

**Rural issues** - It is important to ensure that both rural and urban communities have equivalent access to opportunity to develop relevant skills. Shropshire faces particular issues as a rural economy for example:

- Over-reliance on a few large employers
- Over-dependence on low growth sectors and a lack of high-tech industries
- Traditional rural sectors of land based industries and food and drink remain important
- A high proportion of employers with fewer than 10 employees

**Economic inactivity and unemployment** - Telford and Wrekin shows a high percentage of those aged 20-24 who are unemployed - nearly 25% of the total unemployed; an issue when the economically inactive are almost twice as likely to possess no qualifications.

**Table 1: Claimants of Working Age of key benefits by statistical group (%)**

	Unemployed	Sick & Disabled	Lone Parents
Telford & Wrekin	2%	8.7%	2.9%
Shropshire	1.4%	6.4%	1.0%
West Midlands	4%	9.9%	3.3%

Source: Jobcentre Plus - 2004

**Deprivation** - In total there are 300 Super Output Areas (SOA) within Shropshire and Telford & Wrekin. A total of 23 are ranked within the 20% **most deprived** areas in England, accounting for 8% of all of the 300 SOAs<sup>2</sup>.

- The majority of these most deprived areas (20 SOAs) are within the Telford & Wrekin area, with only two SOAs in the Shrewsbury & Atcham local authority district and one in the South Shropshire district.

**The Learning Infrastructure** - Shropshire LSC area has a full mix of provision including selective secondary schools, non-selective 11-16 year old and 11-18 year old schools, a City Technology College, tertiary, GFE and Sixth Form Colleges.

Shropshire LSC funds provision in its area for:

- 6 x FE Colleges (3 GFE and 3 Sixth Form); 1 x HE college delivering FE
- 4 x Specialists Colleges
- 11 x School Sixth Form (3 in Telford & Wrekin, 8 in Shropshire)

Much of the estate, including all of Shrewsbury College and New College Telford has a legacy of under-investment and significant parts of Shrewsbury Sixth Form College, Walford campus and Ludlow College have either planning constraints around current investment or questions around investing in the current estate relating to fitness for purpose.

Colleges are all working towards securing significant capital investment emerging from our Strategic Area Review resulting in increased collaborative engagement between the institutions. These investment plans are reflected in our local Capital Plan which supports the Regional Capital Strategy for the West Midlands and will help to ensure continued improvements in the delivery of provision meeting the needs of learners and employers in key sectors such as Health and Social Care and Wholesale and Retail.

For Adult and Community Learning (ACL), research has shown that over 407 venues across the Shropshire LSC area were being used to deliver ACL provision during 2003/04<sup>3</sup>.

## 2. 14-19 Learning

All areas for Shropshire and Telford & Wrekin are projected to have population increases. However, whilst the population of Telford & Wrekin is maturing there is still a large proportion aged 15 years or younger when compared to National figures.

**Table 2: School Leavers in the Borough of Telford & Wrekin and Shropshire CC 2005-2009**

	2005	2006	2007	2008	2009
Telford & Wrekin	2,217	2,196	2,260	2,263	2,286
Shropshire CC	3,457	3,529	3,563	3,380	3,295

Source: Connexions January 2005

Significant numbers leave school in Shropshire and Telford & Wrekin without achieving a full Level 2 (5+ A-C GCSE). In Telford (excluding the Wrekin) the figures for 2005 show 45% achievement compared to an average of 54% in the Region<sup>4</sup>. Significantly, the figure for Oswestry District shows a fall to 55% from 59.4% in 2004<sup>5</sup>.

Participation in learning for FE 16-18 shows an increase over the past three years to 2004/05 and this increase is reflected again in 2005/06. This increase however has had a negative affect on Work Based Learning (WBL) figures where there has been a decrease in starts for both Advanced Apprenticeships and Apprenticeships.

Securing employer placements continues to be a major issue with increased pressure on providers on getting work placements and increasing the number of opportunities for priority sector Apprenticeships, particularly at Level 3. The extension of the Education

Maintenance Allowance to WBL and Entry to Employment (E2E) in April 2006 could exacerbate this situation.

The review of our E2E programme shows a strong mix of occupational areas and programmes for learners to progress to and this is reflected in the levels of progress to WBL, FE and employment. However the review has also shown a lack of staffing and premises resources at some providers delivering this programme.

Connexions figures show that the trend for those Not in Employment, Education or Training (NEET) is rising, with a significant increase in the percentage of NEETs in Telford & Wrekin. The NEET figures for November 2005 show an increase in both Local Authorities areas compared to 2004 giving an overall total of 913.

**Table 3: Numbers and adjusted NEETS percentages for Connexions Shropshire, Telford and Wrekin partnership (CSTW)**

		Sept 04	Dec 04	Mar 05	June 05	Sept 05	Oct 05	Nov 05
CSTW Partnership	Number	706	601	652	597	777	982	913
	Adjusted %	7.7	4.5	5.2	5.3	7.5	7.2	6.5
Shropshire	Number	301	251	306	252	372	443	394
	Adjusted %	6.8	3.6	4.4	4.1	6.2	5.7	4.8
Telford and Wrekin	Number	404	350	346	345	404	539	519
	Adjusted %	8.6	5.6	6.1	6.7	9.3	9.3	9.0

Source: Connexions Shropshire, Telford & Wrekin (CSTW) – December 2005

## Performance - 14-19 Learning

**Table 4: 16-18 Participation – FE Full Level 2 and Full Level 3**

	2002/03		2003/04		2004/05	
Shropshire LSC	Level 2	Level 3	Level 2	Level 3	Level 2	Level 3
Learner Numbers	963	3,077	1,016	3,215	1,119	3,466
% total Learners	14%	45%	15%	47%	15%	48%
West Midlands	16%	36%	16%	36%	17%	37%

Source: Crystal Reports F05 (Jan 06)

**PSA Target** - The percentage of 19 year olds achieving Level 2 in Shropshire and Telford & Wrekin was 73% in 2005 which is 3% higher than the national average. The Borough of Telford & Wrekin was at 65%, below the national average. Level 3 at 19 in 2005 for Shropshire and Telford and Wrekin was 48% compared to 46% in England. However Oswestry at 31% is well below the national average<sup>6</sup>.

**Table 5: Increasing Flexibility Programme (IFP)**

Cohort 2	Results – 294 gained GCSEs (A-C); 115 gained GCSEs (D-G)
Cohort 3	Total number of learners in the 5 partnerships = 1,129
Cohort 4	Total number of learners in the 5 partnerships = 1,257

Source: LSC Admin

**E2E (Entry to Employment)** – In 2004-05 we had 340 leavers go into a positive destination equating to 43% of the overall leavers compared to 44% for the Region and England. Of the 43% in Shropshire and Telford & Wrekin, 23% went into Further Education, 23% went into Work Based Learning and 54% went into employment.

**The Education Maintenance Allowance (EMA)** - Take up to date is a total of 3,159<sup>7</sup> with Telford & Wrekin at 93% take up (1,301) and Shropshire at 90% take up (1,858), giving an overall take up rate of 92% compared to 90% in the Region and England.

**Table 6: FE Sector Subject Area Report 16-18 Summary**

	2002/2003	2003/2004	2004/2005
<b>Starts</b>	20,144	19,652	20,686
<b>Success Rate</b>	72%	72%	78%
<b>Retention Rate</b>	85%	83%	88%
<b>Achievement Rate</b>	85%	87%	90%

Source: Crystal Reports

**Table 7: Apprenticeship Framework Success Rates for Shropshire LSC**

	2002/03		2003/04		2004/05	
	Achievement	Success Rate	Achievement	Success Rate	Achievement	Success Rate
<b>16-18</b>						
Advanced Apprenticeship	91	40%	67	44%	38	37%
Apprenticeship	222	30%	249	40%	263	44%
<b>Total</b>	<b>313</b>	<b>33%</b>	<b>316</b>	<b>41%</b>	<b>301</b>	<b>43%</b>
<b>19+</b>						
Advanced Apprenticeship	88	29%	57	24%	46	25%
Apprenticeship	63	19%	130	34%	110	37%
<b>Total</b>	<b>151</b>	<b>24%</b>	<b>187</b>	<b>31%</b>	<b>156</b>	<b>32%</b>
<b>Grand Total</b>	<b>464</b>	<b>29%</b>	<b>503</b>	<b>36%</b>	<b>457</b>	<b>39%</b>

Source: Regional Review West Midlands (Oct 05)

**PSA Target** - An overall framework completion rate of 39% in 2004/05 is a slight improvement from the previous year however, this percentage needs to be driven up to a level closer to 50% over the next two years. By 2007/08 a minimum of 812 apprenticeship frameworks need to be achieved in our area.

Performance of WBL in occupational areas in 2004/05 shows provider contribution to success levels above National Floor targets with a significant improvement in Construction, a key sector locally and in the region.

**Aim Higher** – The LSC remains an active member of the Shropshire Telford and Wrekin Area Steering and is continuing to support the Government policy of increased entry into Higher Education. The LSC is supportive of all strands of activity within schools, work based learning, colleges and information and guidance.

#### **Challenge to providers**

- There is a need for WBL providers to focus on increasing the numbers recruited to Apprenticeships (16-18 and 19+) and to improve the retention and completion rates across all sectors in 2006/07. This will be a crucial recruitment year to increase the number of frameworks coming through for completion by 2007/08.
- Increase engagement activity with employers to secure more work placements for WBL especially at Advanced Level Apprenticeship in the Engineering and Manufacturing sector and Apprenticeships in the Retail sector, helping to increase the number of employed young people taking up Apprenticeships.
- Improve E2E progression levels and in particular those entering apprenticeships
- Reduce the E2E length of stay to the national average of 22 weeks

### 3. Adult Learning

The Shropshire Household Survey 2004<sup>8</sup> reveals that the pattern of learning participation in Shropshire is relatively positive with the majority of the Shropshire population (77%) having taken part in some form of learning in the past 3 years. This is the highest figure recorded in the West Midlands. However, the survey highlighted some interesting relationships between learning and occupation and economic activity:

- Those employed in Elementary occupations (40%) and Skilled trades (42%) were least likely to have learnt in the past 12 months.
- Associate professional and Professional occupations (70%) were more likely to have engaged in learning than those in Administrative and secretarial (54%) and Skilled trade occupations (42%).
- Analysis by industry shows that employees in Construction and Wholesale & Retail have some of the lowest levels of participation and 36% are qualified below Level 2.
- 53% of the economically active had been engaged in learning in the past year, far more than the economically inactive (40%).
- Those in full-time occupations (57%) were more likely to be 'learners' than those in part-time work (50%). Self-employed people are least likely to have learnt, with just over 1 in 3 having participated in the last 12 months.

Comparisons with the region show that learners in the West Midlands are more likely to be learning towards a qualification (42%) than in Shropshire (36%) where only 1 in 3, of those who have been engaged in learning in the last 12 months have undertaken learning that has or will lead to a qualification<sup>9</sup>.

#### Adult and Community Learning (ACL)

Adult and Community Learning (ACL) is a narrower category than 'adult learning' in general taking place in a very wide range of settings. Local authorities are major players; a strand of social action or regeneration is often present; much of the learning is non-vocational and non-accredited, though not unrelated to the skills and employability of individuals; and this mode of learning is particularly suitable for outreach to disadvantaged people. Much of ACL learning has now moved to become first steps provision and engaging reluctant learners.

To gain a better understanding of ACL locally, a comprehensive analysis and mapping of ACL within Shropshire and Telford & Wrekin was carried out in 2005<sup>10</sup> and highlighted a number of key issues, briefly summarised:

- The level of male participation varied considerably between different providers, ranging from as little as 14% of the Telford & Wrekin Local Authority ACL cohort to 38% of those participating in Learndirect provision.
- In a number of FE institutions Learndirect was marketed/promoted as a discreet offering rather than integrated into the institution's main offering to potential students
- The voluntary and community sector do not appear to play a large role in the delivery of ACL within the Shropshire LSC area
- Most ACL learners had received little or no advice or guidance before enrolling
- The availability and cost of public transport, together with the long journey times was a barrier to some ACL learners taking higher level courses not available in the locality

**Learndirect** - With adult funding tight, rural outreach is suffering with mainstream providers pulling more provision in house. The requirement for Learndirect contracts to be of £100,000 minimum may inhibit some of the smaller players that work in rural areas.

As a statement of principal Shropshire LSC would expect Learndirect to:

- Plan provision complimentary to other mainstream activity maximising resources and avoiding duplication
- Promote relevant learn direct offer to local and regional priority sectors.
- Maximise use of non age dependant short courses to engage new learners and widen participation in first step learning
- Ensure the network of centres supports rural outreach in the Shropshire LSC area
- Continue growth of provision to support skills for life achievements and build its attractiveness to client groups such as ex-offenders

## **Skills for Life**

Whilst much progress has been made nationally to address the adult Skills for Life issues identified in the Moser report<sup>11</sup>, more recent DfES analysis<sup>12</sup> shows that the scale of the problem is still large with high proportions of the working age population having low functional literacy and, more especially, low functional numeracy skills.

Figures show that the West Midlands compares reasonably well with the rest of the country, but there are sub-regional disparities and particular hot-spots of low-level ability.

Locally we have made good progress towards our milestone for 2007; however this progress is due to engaging initially with the “easier to reach”. Over the coming two years we will have to address issues related to the “harder to reach” which will mean looking at a range of innovative provision, delivery and locations to engage with this group. A summary of key local issues are as follows:

- Almost 1 in 10 in Shropshire and Telford & Wrekin have only entry level literacy skills
- Almost 40% have only entry level numeracy skills
- High levels of numeracy need at Entry Level (35%) particularly Entry Level 3 (22%)
- High levels of numeracy need at Level 1 (37%)
- High levels of literacy need for Level 1 (46%)

Districts with the highest levels of numeracy need at Entry Level and below are North Shropshire (52%), Oswestry (49%) and Bridgnorth and South Shropshire (47%)

Hot spots of numeracy need at Entry Level appear consistently throughout the Shropshire Districts for example:

- North Shropshire includes above 50% need across Market Drayton North and the areas of Wem, Whitchurch, Ellesmere and Welshampton
- South Shropshire has levels of Entry Level numeracy need that reach 59% in Ludlow and Henley and 56% in Stokesay
- Bridgnorth includes one of the highest areas of estimated need for Entry Level numeracy with Donnington and Albrighton at 61%. Bridgnorth also has a high need in Highley, Bridgnorth West and Bridgnorth Morfe, all at about 55%.
- Oswestry tops the county’s rural areas with an estimated need for Entry level numeracy at Carreg Llwyd (65%) and Gobowen (58%)

In Telford & Wrekin Entry Level figures mask high spots of need in the following wards: Malinslee (69%); Woodside (68%); Arleston (66%); Brookside (62%). These wards also include the highest population of BME in Shropshire and Telford & Wrekin.

**Migrant workers** – Survey evidence points to an increasing demand by employers for migrant workers, recruiting in the main to ease skills shortages and recruitment difficulties. Migrant inflow measures from the 2001 Census gives a total of nearly 15,000 non-UK born people living in the Shropshire LSC area. Our latest research<sup>13</sup> carried out in 2005 shows a significant rise in the demand for ESOL learning provision in the last two years, mainly fuelled by an inflow of Eastern Europeans into Shropshire and Telford & Wrekin.

## Performance - Adult Learning

**Table 8: FE Sector Subject Area (SSA) Report 19+ Summary**

	2002/2003	2003/2004	2004/2005
<b>Starts</b>	50,196	52,698	47,700
<b>Success Rate</b>	75%	78%	83%
<b>Retention Rate</b>	83%	84%	88%
<b>Achievement Rate</b>	91%	93%	94%

Source: LSC Crystal Reports (22<sup>nd</sup> May 06)

**Table 9: 19+ Apprenticeship Framework Success Rates for Shropshire LSC**

	2002/03		2003/04		2004/05	
	Achievement	Success Rate	Achievement	Success Rate	Achievement	Success Rate
Advanced Apprenticeship	88	29%	57	24%	46	25%
Apprenticeship	63	19%	130	34%	110	37%
<b>Total</b>	<b>151</b>	<b>24%</b>	<b>187</b>	<b>31%</b>	<b>156</b>	<b>32%</b>

Source: Regional Review West Midlands (Oct 05)

A slight improvement on framework completions, however there is much to be done to ensure that 19+ Apprenticeship completion rates (especially those on Advanced Apprenticeships), do not adversely affect the achievement of the overall framework completions performance indicator for 2007/08.

**Table 10: 19+ Participation – FE Full Level 2 and Full Level 3**

	2002/03		2003/04		2004/05	
	Level 2	Level 3	Level 2	Level 3	Level 2	Level 3
Shropshire LSC						
Learner Numbers	3,477	1,414	4,941	1,242	5,494	1,356
% total Learners	11%	4%	15%	4%	17%	4%
West Midlands	6%	4%	6%	4%	7%	4%

Source: Crystal Reports F05 (Jan 06)

**PSA Target** – A year on year increase in full Level 2 participation at 17% in 2004/05 compared to 7% in the Region, will ensure that we are contributing effectively to the National PSA target for Adult attainment at Level 2.

**Table 11: ACL Enrolments**

Provider	2003/04	2004/05
FE Colleges	38,600	40,618
Local Authorities	7,200	5,596
Learndirect	4,400	5,152

Source: ILR 2003/04 and FE Differentiation report 2004/05

Note that the figures for FE enrolments for 2004/05 are from a different source to 2003/04.

A gender imbalance exists with female participation on ACL programmes outnumbering that of males by over 2 to 1. The overall level of BME participation in ACL is broadly in line with their representation in the general population.

The four curriculum areas of ICT; Hospitality, Sport, Leisure & Tourism; Visual & Performing Arts; and Foundation Programmes accounted for 75% of all ACL enrolments.

**Table 12: Skills for Life Achievements Target Progress**

Target 2004	Achievements 2004 (Actual)	Target 2007	Cumulative progress 2005	Required by 2007
6,177	6,692 (108%)	11,827	9,575	2,252

Source: LSC Admin 2005

**PSA Target** - The Shropshire LSC 2004 target for Skills for Life achievements (6,177) was exceeded by 8% with a total achievement of 6,692. We will need at least 2,252 achievements in 2006-07 towards the target for 2007. Issues of teaching staff capacity and quality of delivery are being addressed through training organised and co-ordinated through our Professional Development Partnership (PDP).

#### **Challenge to providers**

- **Adult Learning** – To improve the qualifications base particularly at lower levels for those with no qualifications or in possession of Level 1, there is a need for improved information, advice and guidance (IAG) to help learners make appropriate choices and clear progression routes to allow them to move up the qualifications ladder.
- There is a balance to be struck between uncertified learning and learning towards a qualification. With targets to improve workforce qualifications particularly below Level 2 together with limited resources, it is crucial that this balance is appropriate.
- Maximise “Nextstep” IAG service for adults above 20 years of age and with qualifications below Level 2
- **ACL** – Increase the work with the Voluntary and Community sector to engage new learners
- Address the gender imbalance that currently exists across ACL provision ensuring provision likely to attract men is available at all main ACL venues.
- Establish a mechanism to promote greater collaboration amongst providers operating in specific areas, in order to promote a balanced ACL offer that promotes choice and diversity and maximises resources.
- **Skills for Life** - Awareness training for frontline organisations within areas such as Health and the Voluntary & Community Sector as a central part of the strategy to raise awareness and involvement in the Skills for life agenda and meet learning needs through the mainstream providers.
- Success to date has concentrated on Literacy achievements and provision. A key area for development in the coming year needs to address the substantial level of numeracy need throughout Shropshire.
- The increase in demand for ESOL provision including Migrant workers, particularly for speaking and listening skills needs to be combined with the reading and writing elements to enable achievements to contribute to the National target.
- Maintaining adult participation and achievements and not relying on the 16-18 Skills for Life achievements to meet targets
- Embedding Skills for Life in vocational areas for future development, moving away from discrete provision.
- Ensure provision and local engagement in the community for ex-offenders (Offender Learning and Skills Service (OLASS))

## 4. Economic Development

### Qualifications and Skills

The Leitch Review on Skills in the UK<sup>14</sup> shows that over the last decade, the skills profile of working age people in UK has improved. For example, the proportion with a degree has increased from one fifth to over one quarter of the population.

Despite these improvements, the UK still does not have a world-class skills base with over one third of adults who do not have a basic school-leaving qualification and five million people who have no qualifications at all.

Qualification attainment in the West Midlands is low. The region has the highest proportion of the working age population with no qualifications. Attainment at level 2 and level 3 is also low, and whilst this is improving, the gap between the region and national average is widening.<sup>15</sup>

Locally the changes in Shropshire's industrial structure will have a significant impact on skills demand. The clearest indicator of these changes comes through an analysis of occupational trends and forecasts<sup>16</sup> showing:

- A continuing shift from manual to non-manual jobs
- Expansion of 'white collar' work and growth in 'qualifications rich' occupations – more than 1 in 2 new jobs are at the higher occupation level
- An increase in intermediate skilled service sector occupations

Compared to the West Midlands and the UK, Telford & Wrekin shows a lack of high level qualifications particularly at Level 3 and Level 4 (see table 13 below).

**Table 13: Qualifications Shropshire and Telford & Wrekin**

	Shrop.CC (nos)	Shrop. %	T & W (nos)	T & W %	West Midlands %	GB %
NVQ4 and above	43,300	26.1	18,600	18.5	21.1	25.2
NVQ3 and above	71,500	43.1	37,200	36.9	38.8	43.1
NVQ2 and above	106,900	64.4	56,400	55.9	57.0	61.5
NVQ1 and above	127,700	76.9	72,800	72.2	72.7	76.0
Other Qualification	15,100	9.1	9,800	9.7	8.6	8.8
No qualifications	23,200	14.0	18,300	18.1	18.7	15.1

Source: local area labour force survey (Mar 2003-Feb 2004)

However, when these figures are analysed at District and Borough level (see table 14) there are a number of key "hot spots" identified for example:

- At constituency level, Telford (excluding The Wrekin) has a very low percentage of Level 4 and a high percentage (21%) of those with no qualifications.
- North Shropshire also features as the highest in the Shropshire LSC area of those of working age with no qualifications (24%).
- South Shropshire has a low level of those with no qualifications (11%) but a higher than average Level 1 and above (82%)

**Table 14: Percentage Qualifications Shropshire Districts and Telford and The Wrekin**

	Telford %	The Wrekin %	Shrews Atcham %	Bridgnorth %	S Shrop %	Oswestry %	N Shrop %
NVQ4 and above	14.2	25.3	25.8	26.7	27.4	28.0	23.7
NVQ3 and above	32.6	43.7	41.8	46.6	48.9	45.2	36.4
NVQ2 and above	49.9	64.4	64.4	67.9	70.1	68.3	54.5
NVQ1 and above	67.0	79.1	77.3	81.6	82.1	79.5	66.4
Other Qualification	12.1	6.0	10.6	5.4	7.2	11.7	9.4
No qualifications	20.9	14.8	12.0	13.0	10.7	8.8	24.2

Source: Local area Labour Force Survey (Mar 2003-Feb 2004)

## Occupational Areas

The combination of rapid growth in the numbers employed in occupational groups where the qualification levels are relatively high (such as corporate managers, professionals and associate professionals), together with the decline in other occupational groups (such as administrative, clerical and secretarial, plant and machine operatives) where the qualification levels are relatively low, will lead to an overall increase in the demand for higher-level qualifications.

The projected percentage changes in occupational requirements (2002-2012) most significant for the Shropshire LSC area are in those occupation sectors requiring higher level skills:

- Managers and proprietors, Professional and Associated professional & Technical
- The projected percentage change for Personal Services (45%) and Sales and Customer Services (29%) is well above the average projected for England<sup>17</sup>

**Table 15: Occupational structure of Shropshire C.C. and Telford & Wrekin**

	Shrop.CC (nos)	Shrop.CC %	T & W (nos)	T & W %	West Midlands %	GB %
Managers and senior officials	20,200	14.7	10,900	13.8	13.6	14.9
Professional occupation	16,800	12.3	8,300	10.5	11.5	12.6
Assoc. professionals & technical	18,600	13.5	9,200	11.6	12.2	14.0
Admin/secretarial	14,300	10.4	9,700	12.2	12.4	12.6
Skilled trades	15,800	11.5	9,100	11.6	12.4	11.2
Personal services	10,700	7.8	5,200	6.6	7.2	7.7
Sales and customer service	9,500	6.9	6,200	7.8	7.8	7.8
Process/plant & machine operatives	13,500	9.8	8,800	11.1	9.6	7.5
Elementary	17,800	13.0	11,600	14.6	12.8	11.5
<b>Total</b>	<b>137,200</b>	<b>100.0</b>	<b>79,000</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Source: Nomis – Annual Population Survey (Apr 2004-Mar2005)

Telford & Wrekin has a higher proportion of lower level occupations than the rest of the county and Shropshire CC area has slightly higher proportions of people in Managerial and Professional occupations. There are, however, significant differences in the occupational structure of the Districts of Shropshire and between Telford and The Wrekin:

- Process/plant & machine operatives, a declining occupational sector – Bridgnorth at 15%; Telford (excluding the Wrekin) at 14% compared to the Region at 10%
- Admin/secretarial – Oswestry 4% compare to the Region at 12%

The Shropshire Household Survey<sup>18</sup> identified a number of key issues related to economic competitiveness in Shropshire and Telford & Wrekin including:

- Jobs growth in the Shropshire economy is estimated to have out-paced national and regional growth in the past decade and although growth rates are expected to slow somewhat, projections suggest continued buoyant demand for labour.
- Professional service occupations and Sales and customer service jobs are expected to have very strong growth rates – growth which will tend to benefit women and part-time employees.
- 1 in 5 managers are qualified to below Level 2. Their qualifications profile is below that of the region. Almost half have no recent experience of learning.
- Self-employed people are half as likely to have learned in the past 12 years as full-time workers. Only a minority expect to learn in the future.
- Two of the LSC's priority sectors – Retail and Construction – have some of the most poorly qualified staff and poor records of training.

## **Our key sectors**

The UK has seen dramatic shifts in the sectoral structure of employment over the last few decades. Many traditional areas of employment have witnessed large job losses. This has had a direct impact on the demand for many skills. Large falls in employment have taken place in the primary and utilities sectors. Agriculture and mining have experienced a steady job decline but, more recently, the utilities have also seen sharp job losses, especially following privatisation. Job losses have been greater still in manufacturing<sup>19</sup>.

Many of the Region's key manufacturing industries have been adversely affected by a price sensitive market and competition from producers in locations elsewhere in the world with a lower cost base. This is being offset by increasing levels of entrepreneurship and new business formation, job creation and wealth generation in other manufacturing industries<sup>20</sup>:

- Motor vehicles and components, aerospace, jewellery and furniture, computer hardware, food and drink, construction, transport and communications.

The age profile of many manufacturing employees will also create a replacement demand for younger staff during the next 5 to 10 years.

Locally much work has been done through our Strategic Area Review process to identify and confirm the key sectors of employment for Shropshire and Telford & Wrekin and we have built on this using the latest data and research to analyse economic growth and replacement demand. We have used local intelligence and detailed discussion with LSC staff, providers, employers and stakeholders to confirm the following sectors in Table 16 below as those key for employment in the Shropshire LSC area.

**Table 16: Key sectors in Shropshire and Telford & Wrekin**

Key Sectors	A summary of demand and supply issues to address
<p><b>Wholesale and Retail</b></p> <p>Employers – 4,129 (25% of all industries) Employees – 35,139 (20% of all industries)</p>	<ul style="list-style-type: none"> <li>• A large number of poorly qualified workers, including young people and women employed in this sector, (25% of employees have no qualifications)</li> <li>• Customer Care a gap with a need for high or advanced level customer handling skills.</li> <li>• Replacement demand of 14,000 to the year 2014 (a net requirement 17,000)</li> <li>• The numbers enrolled on retailing has fallen drastically over the past 3 years by at least 32% (regional supply data)</li> <li>• Only 11% of enrolments are level 3 and above. (regional supply data)</li> <li>• Level 2: ICT, Communication, Customer Care, Team working</li> <li>• Level 3: Team leading, Leadership and Management, Marketing</li> </ul>
<p><b>Food and Drink</b> (Manufacturing) Employees – 7,300 (Food manufacturing)</p>	<ul style="list-style-type: none"> <li>• The skills gaps include generic skills (team-working and communication), technical skills (operation of plant and butchery skills) and management skills</li> <li>• Low and no skills are also a problem for this sector</li> <li>• Food manufacturing provides over 12% of jobs in North Shropshire</li> </ul>
<p><b>Engineering and Manufacturing Technologies</b></p> <p>Employees – 22,000</p>	<ul style="list-style-type: none"> <li>• Low level skills (level 2) need to move to Level 3 for the future</li> <li>• Need to support lean Manufacturing systems e.g. BiT manufacturing</li> <li>• Replacement demand significant for the occupational areas in this sector</li> <li>• An emerging need for high or advanced technical and practical skills</li> <li>• Shropshire has a high concentration of Level 1 or Entry provision</li> <li>• Regional potential upskilling requirement for more than 100,000 people</li> <li>• Level 2: Specific multi-skilling and skilled operator qualifications</li> <li>• Level 3: Adult Apprenticeships, craft and technician</li> </ul>
<p><b>Polymer</b></p> <p>Employers – 90 Employees – 2,700</p>	<ul style="list-style-type: none"> <li>• Sales skills required by this sector</li> <li>• There is a shortage of extrusion training in the region</li> <li>• Higher level technical skills required by the plastics industry</li> <li>• High replacement demand especially for process operatives</li> <li>• Priority learners 25+</li> <li>• Level 2: ESOL, Machine operations</li> <li>• Level 3: need to recruit level 3 Technical and Engineering</li> </ul>
<p><b>Construction</b></p> <p>Employees – 6,762</p>	<ul style="list-style-type: none"> <li>• Highly effective project management skills are required in the construction sector in order to raise productivity and ensure competitiveness</li> <li>• Need for craft skills training for new entrants and existing semi-skilled workers</li> <li>• Nearly 14% of the Shropshire workforce with skills gaps</li> </ul>
<p><b>Hospitality, Leisure, Travel and Tourism</b></p> <p>Employers – 1,372 (Hotels &amp; Catering) Employees – 13,000 (11,252 Hotels &amp; Catering)</p>	<ul style="list-style-type: none"> <li>• Skills gaps in customer handling, communications and team working with an increasing demand for high or advanced levels of skills in these areas</li> <li>• Language skills - high proportion of people from ethnic minorities in catering</li> <li>• Replacement demand of 6,000 to year 2014 (Hotels &amp; Catering)</li> <li>• High percentage (20%) of skills gaps in Shropshire (Hotels &amp; Catering)</li> <li>• Highest proportion of enrolments in the region at Level 1 in Shropshire</li> </ul>
<p><b>Business and Professional Services</b></p> <p>Employers – 3,485 Employees – 17,607</p>	<ul style="list-style-type: none"> <li>• Continued demand for higher level skills (Levels 3 and 4) to satisfy growth</li> <li>• An emerging need for high or advanced level customer handling skills, communication skills and problem solving working skills</li> <li>• Significant growth projected within the sector – 32% in Shropshire (37% in other business services)</li> </ul>
<p><b>Health and Social Care</b></p> <p>Employees – 22,279 (18,000 in Shropshire CC) Employers – 740 (535 in Shropshire CC)</p>	<ul style="list-style-type: none"> <li>• Skills shortages are a problem for a range of positions including: occupational therapists, part-time front line staff, approved Social Workers</li> <li>• The social care sector is expected to have a high demand for replacement care workers for the foreseeable future – net requirement (growth and replacements demand) of 51,000 in the West Midlands</li> <li>• Important that those at Level 2 progress to Level 3</li> </ul>
<p><b>Public Services</b></p> <p>Employees – 30,000 (17% of total employment) Employers – 670</p>	<ul style="list-style-type: none"> <li>• Only limited use is made (nationally) of Apprenticeships</li> <li>• The main skills gap that is acknowledged is general management skills</li> <li>• Need for high or advanced level literacy and numeracy skills</li> <li>• Future demand for Level 3 – 30,000 in the region to 2014</li> </ul>
<p><b>Land Based</b></p> <p>Employees – 8,500</p>	<ul style="list-style-type: none"> <li>• High number of people with no qualifications in this sector</li> <li>• Seasonal workers and migrant workers in this sector with skills needs</li> <li>• Too few skilled workers are fully qualified for the work that they do</li> <li>• Level 2: Business Planning, Customer Relations, ICT</li> <li>• Level 3: Specialist Level 3 Apprenticeships</li> </ul>

Source: ONS, Annual Business Inquiry 2003; Regional Priorities, A Review of Evidence Dec 05; West Midlands Household Survey 2004; Working Futures II.

Other sectors emerging in the local area which could feature as key economic drivers for the future are for example Environmental Technologies as a local specialist sector and the Creative Industries in Shropshire as a growth sector which includes home based micro industries using high technology. Media studies as part of this sector is a high value added industry that should be encouraged to grow.

A major factor which will have a significant affect on the local economy is the pending issues for the Ministry of Defence (MOD) establishments in Telford & Wrekin which could result in a large number of job losses over the next 5 years. It is essential that the partnership that has been set up (including the LSC, other agencies and providers) is at the forefront of ensuring that the skills need of those affected are addressed and that the effect on the local economy is minimised.

### Performance – Economic Development

Our Employer Training Pilot (ETP) “Skills4Growth” has had a major impact on the level of training taken up by employers in Shropshire and Telford & Wrekin with nearly 11,000 employees starting learning through the pilot. The majority of learners are on Level 2 with some starts on Basic Skills. The learners are from over 800 employers covering a cross section of sectors, the majority of which are from our key sectors.

**Table 17: SSA Further Education 16-18 and 19+ Success Rates (%)**

Priority Sector Subject Areas (SSA)	2002/03		2003/04		2004/05	
	16-18	19+	16-18	19+	16-18	19+
Retail and Commercial Enterprise	77%	86%	63%	75%	72%	81%
Engineering and Manufacturing Technologies	61%	62%	64%	67%	69%	80%
Construction, Planning and Built Environment	28%	75%	19%	55%	43%	86%
Leisure, Travel and Tourism	71%	83%	70%	87%	80%	94%
Business, Administration and Law	66%	60%	62%	62%	76%	73%
Health Public Services and Care	72%	80%	68%	81%	77%	86%
Agriculture, Horticulture and Animal Care	58%	83%	61%	81%	79%	86%
<b>All Sector Subject Areas</b>	<b>72%</b>	<b>75%</b>	<b>72%</b>	<b>78%</b>	<b>78%</b>	<b>83%</b>

Source: LSC Crystal Report (Apr 2006)

We have four full status Centres of Vocational Excellence (CoVEs) in Engineering and Maintenance Skills for Manufacturing Process, Polymer, Health and Social Care and Construction. All of our CoVEs are expanding their Level 3 provision to employers and building on Level 2 achievements ready for progression to Level 3. Latest success rate figures show that all of our CoVEs are performing above the industry standard.

#### **Challenge to providers**

- Maximise the transition from “skills4growth” to Train To Gain picking up those Level 2 learners and progressing them onto higher qualifications through the new Level 3 Pilot, particularly for our local and regional priority sectors.
- Priority sectors and groups to be targeted by Train to Gain in 2006-07 include Retail, Manufacturing Engineering and Polymer (BiT), Construction (including OSAT), Leisure, Business Administration, ITQ, Health and Social Care, Schools Support Staff, Transport and Skills for Life.
- Priority groups of learners to be targeted: older workers (reskilling /skilling); women returnees; women moving into management roles; those without Level 2 qualifications (Sectors: Retail; Food and Drink)
- Priority groups of employers to be targeted: Small Medium Enterprise (SME) (Sectors: Retail where 84% of establishments employ less than 10 people)
- Improving Management Skills at Levels 3, 4 and 5; (All Sectors including: Retail; Land

Based; Food and Drink; Hotel and restaurants; Engineering; Public Services).

- Addressing Customer Service / Care at all levels (Sectors: Retail; Hotel and restaurants; Tourism and Leisure; Business and Professional Services)
- Apprenticeships at Levels 2 and 3; (Sectors: Retail; Land Based (Vet Nursing, Horse Care, Green keeping); Business and Professional Services (Insurance Operational Level 2/3, Investment Operations, Financial Advice Level 3, Mortgage advice Level 3)
- Skills reported as most difficult to obtain from job applicants are: Communication skills, Technical/practical skills, Problem solving skills, General IT skills, Management skills and Numeracy skills (Sectors: Food and Drink, Professional and Business Services)
- Improving Basic Skills - Literacy, Numeracy, Communication, ICT (Sectors: Retail, Food and Drink; Land Based)
- Attraction and recruitment of young people / new entrants to the industry at level 3+ technical and engineering job roles; (Sectors: Polymer)
- Provision for plumbers has grown dramatically in FE and fallen in WBL resulting in provision having been greater than employers demand and biased towards level 2 at the expense of Level 3; (Sectors: Building Services Engineering)

## 5. Mix and Balance of Provision

The Skills Matrix at tables 16 and 17 below show a shift towards provision which supports LSC targets and priorities. All the colleges have clear plans to further reduce low priority provision at adult level on all programmes and at under 19 level on additional qualifications to support learning.

We are aware of significant shifts to the balance of provision in 2005/06 curriculum plans. Colleges report that they are close to achieving a base-line provision mix that includes essential first steps and progression based qualifications appropriate to the skills mix required in the sub-region. Further shifts in provision in 2006/07 will be achieved through responding to changing priorities being signalled in current development plans and deployment of Train to Gain, Level 3 pilot and ESF programmes.

With few limited exceptions, (one in an area of essential provision), provision is of benchmark or significantly above benchmark success levels. We have no provision graded unsatisfactory in the provider network and more than half our provision is graded good or better.

Current WBL and E2E provision is consistent with local needs. However there are some sectors where provision is not the panacea, for example in the Health and Social Care sector we have a high need, and high capacity too, but there is a lot of churn (and waste) in this sector which perhaps requires a much wider focus of attention.

## Skills Matrix

**Table 16: Further Education – Regional Skills Priority and Provision analysis Matrix for Shropshire 2005-06**

Under 19	High		Medium		Low		Grand Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%
Likely to contribute to LSC targets and/or priorities	£11,390,676 12,427	52%	£7,148,972 6,793	32%	£2,661,482 1,933	12%	£21,201,130 21,153	96%
Potential to contribute to LSC priorities	£489,184 986	2%	£90,775 187	0%	£57,329 161	0%	£637,289 1,337	3%
No longer eligible for LSC funding for new learners	£211,740 347	1%	£10,222 45	0%	£60 1	0%	£222,022 393	1%
<b>16-18 Funding Total</b>	<b>£12,091,600</b>	55%	<b>£7,249,969</b>	33%	<b>£2,718,871</b>	12%	<b>£22,060,440</b>	100.0%
<b>16-18 Enrolments Total</b>	<b>13,763</b>		<b>7,025</b>		<b>2,095</b>		<b>22,883</b>	

19 and Over	High		Medium		Low		Grand Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%
Likely to contribute to LSC targets and/or priorities	£5,239,272 8,335	55%	£1,152,556 1,284	12%	£818,480 681	9%	£7,210,308 10,300	75%
Potential to contribute to LSC priorities	£1,724,243 8,335	18%	£304,185 1,067	3%	£238,511 1,621	2%	£2,266,939 7,461	24%
No longer eligible for LSC funding for new learners	£104,501 629	1%	£7,239 53	0%	£13,554 94	0%	£125,293 776	1%
<b>19+ Funding Total</b>	<b>£7,068,017</b>	74%	<b>£1,463,980</b>	15%	<b>£1,070,544</b>	11%	<b>£9,602,541</b>	100.0%
<b>19+ Enrolments Total</b>	<b>13,737</b>		<b>2,404</b>		<b>2,396</b>		<b>18,537</b>	

Source: FE Differentiation Report – 380 Shropshire Jan 2006 (NB percentages are funding values as a percentage of the total funds, for each age group)

**Table 17: Work Based Learning – Regional Skills Priority and Provision analysis Matrix for Shropshire 2004-05**

Work based learning - Priority and Provision analysis Matrix for Shropshire 2004-05								
Under 19	High		Medium		Low		Grand Total	
	£ and Participation	%						
Advanced Apprenticeships	£941,638 351	20%	£36,334 17	1%	£57,088 39	1%	£1,035,059 407	22%
Apprenticeships	£1,685,364 953	36%	£487,580 410	10%	£347,804 240	7%	£2,520,748 1,603	54%
NVQ level 2 within WBL	£138,502 81	3%	£55,064 50	1%	£2,717 4	0%	£196,283 135	4%
NVQ level 3 within WBL	£12,169 7	0%	£0 0	0%	£0 0	0%	£12,169 7	0%
NVQ level 4 within WBL	£7,699 3	0%	£0 0	0%	£0 0	0%	£7,699 3	0%
E2E including NVQ Level 1	£0 0	0%	£0 0	0%	£899,777 1,155	19%	£899,777 1,155	19%
Other, e.g. unclassified or prep	£0 0	0%	£0 0	0%	£0 0	0%	£0 0	0%
<b>16-18 Enrolments Total</b>	<b>£2,785,372</b>	<b>60%</b>	<b>£578,978</b>	<b>12%</b>	<b>£1,307,386</b>	<b>28%</b>	<b>£4,671,736</b>	<b>100%</b>
<b>16-18 Funding Total</b>	<b>1,395</b>		<b>477</b>		<b>1,155,438</b>		<b>3,310</b>	

Source: FE Differentiation Report – 380 Shropshire Jan 2006 (NB percentages are funding values as a percentage of the total funds, for each age group)

# The key changes needed

## Young People (Supporting National priority 1)

- Support increased Level 2 attainment at 16 particularly in Telford (constituency) at 45% in 2005 compared to 55% nationally and 54% regionally
- Increase employer engagement for WBL particularly in the Engineering and Manufacturing sector, the Retail sector and the Business and Professional Services sector, increasing starts in Retail and Business and Professional Services and maintaining the number of Apprenticeship starts in Engineering and Manufacturing
- Implement actions to address the increase in NEETs - work with Connexions to monitor the data for significant trends, with a focus on awareness raising in hotspots
- Increase in 16-18 success rates from 77% in 03/04 to 79% in 06/07
- Develop an Area prospectus for 14-19 delivery in Shropshire and Telford & Wrekin

## Demand led learning (Supporting National priority 2)

- Meet the demand for projected growth in Retail skills (at Level 2 particularly)
- Meet the increased demand for education and training in areas of population growth (especially North Shropshire, Oswestry and Telford) and the demands made by population change (especially skills replacement demand due to an ageing population)
- Meet the demand for personal services and sales customer services occupational qualifications in the service sector
- Address the mis-match in supply and demand in construction, focusing on hard to fill vacancy issues such as glaziers, scaffolders, steel erectors, plasterers and specialists, rather than general construction, plumbing or gas fitting
- Meet the demand for higher level qualifications generated by the increased need in corporate and professional occupations coupled with the decline in administrative and clerical (particularly in Telford and Wrekin)
- Meet sector skills demands for skilled trade positions and skills gaps including softer skills (communication, customer handling, team working and problem solving)
- Increase the collaboration between the CoVE in Construction and the CoVE in Engineering and Maintenance Skills for Manufacturing (Electrical curriculum overlap)
- CoVE in Construction to lead a Specialist provider network for the Shropshire LSC area supporting the work in the Wolverhampton/Telford Technology Corridor (i54).
- Develop an FE network to cover all manufacturing sectors in the Shropshire and Telford & Wrekin area. Network set up by end of 2006.
- Increase by 5% the proportion of adult learning that leads to a qualification (Shropshire LSC area at 36% is below the regional comparison of 42%)
- As part of a strategy to tackle the high levels of population with no qualifications, target the economically inactive 20-24 year olds (who account for 25% of the unemployed) in Telford and Wrekin, and are twice as likely to have no qualifications.

## **Skills for economic Development (Supporting National priority 4)**

- Strengthen Level 2 achievement and progression from Level 2 to Level 3 or 4 qualifications particularly in key priority sectors such as Construction, Wholesale and Retail, especially amongst 20+ year olds.
- Address the shortage in skilled trade occupations and machine operatives in the building services engineering sectors (Summitskills)
- A focus on the occupational areas where higher level qualifications are required – Managers and senior officials, Professional and Associated Professional & Technical
- Target North Shropshire and Telford as priority areas to reduce the percentage of the working age population with no qualifications. Reduce by 5% by 2007
- Promote entrepreneurship, creativity and design, management and leadership skills at the highest levels, including transferable skills of communication, customer handling, team work and problem solving
- Minimise the effect of the potential MOD redundancy issues through the partnership set up (including the LSC, other agencies and providers) ensuring that the skills needs of those affected are addressed
- Expand the delivery of Business Improvement Techniques (BiT) and look for a 10% minimum growth of Level 3 through our CoVE for Engineering and Maintenance Skills for Manufacturing.
- Address the gaps in basic skills and first level qualifications in the Hospitality, leisure, Travel and tourism sector (People 1<sup>st</sup>) focusing on the growth and replacement demand emerging, particularly in management skills.
- Work with all providers so that more learners have the chance to enrol on nationally approved Skills for Life qualifications. Agree 60% provision (in 2006/07) that contributes directly to the National target moving towards the benchmark of 80%.

## **Equality and Diversity (cross cutting)**

- EDIM 1: Improve Parity of Participation amongst those 16-19 learners who are underrepresented
- EDIM 2: Improve success rates amongst those groups of learners where rates are below national benchmark (below 5 GCSE's)
- EDIM 3: Increase the number of older workers (aged 45+) benefiting from training designed to up-skill and re-skill thus enabling participants to continue to be economically active.
- EDIM 4: Increase the number of BME business engaging with LSC funded activities.
- EDIM 5: Address gender imbalances in provision on FE and WBL programmes in occupational sectors as follows:
  - Women in Building Technology and Engineering Trades
  - Men in health and social care

- Promote and monitor the ethnic mix and balance of recruitment, particularly in sectors which show under-representation e.g. Construction, Engineering and Manufacturing Technologies, Polymers, Health and Social Care (linked to EDIMS)

### Sector Skills Agreements in the West Midlands

The LSC's commitment within the SSA is to ensure that the provision we purchase addresses the skills priorities within the Agreements. The following priority qualifications/areas have been identified:

- On Site Assessment Training (OSAT)
- Business Improvement Techniques (BiT)
- ITQ
- School support staff project

**a) Construction Skills** - The On site Assessment and Training (OSAT) delivery model for construction provision has been one of the most successful sector pilots. National funding will not continue beyond September 2006 and OSAT delivery now needs to be incorporated into mainstream provision. The figures identified below are the Construction Skills projections for the number of workers requiring an NVQ L2 within the region.

	2006/2007	2007/2008	2008/2009	2009/2010
W. Midlands	3,214	4,046	3,503	3,503

**b) SEMTA** - UK companies lag behind competitors from abroad in the implementation of lean manufacturing and high performance working particularly SME's. SEMTA have identified an increase in Business Improvement Techniques (BIT) NVQ as a key feature in their Agreement which will progressively replace the NVQs in Performing Engineering Manufacturing.

The figures identified below are the projections for the number of employees requiring an NVQ level 2 & L3 within the region over the coming year.

Region	L2	L3
WM	10,800	1,350

**c) E- Skills** - The SSA priorities focus on level 2 and above for IT users and level 3 and above for IT professionals delivered through ITQ. This provides a highly flexible framework to enable individuals to achieve a qualification. It is intended that ITQ will replace all IT User qualifications by September 2006. The target ITQ is for 750,000 ITQ by 2008 and the regional target is shown below.

Region	06/07	07/08
WM	17,600	22,400

**d) Additional Priorities – School Support Staff** - School support staff work across a number of occupational areas, often with multiple roles. Job roles include administrators, teaching assistants, technicians and pupil supervisors. The figures identified below are the sector's projections for the number of employees requiring an NVQ level 2 within the region over the next two years 06/07 & 07/08.

Region	06/07	07/08
WM	1550	1550

# What we have delivered so far and our planned changes for 2006/07 (sheet 1 of 2)

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05				
	Learners				Funding £
	Volumes of learners	In-year achievements (volume)	In-year achievement Volume (%)		
<b>FE Total Learners</b>	7147				£24,537,461
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	2239	1430	63.9%		
<i>Learners on a full Level 2 qualification</i>	1137	720	63.3%		
<i>Learners on a full Level 3 qualification</i>	3514	1907	54.3%		
<i>Learners on 2 or more A2 quals</i>	1052	850			
<b>Discrete* activity, e.g. fully ESF, or LIDF funded provision</b>					
<b>School sixth form</b>	1626				£7,756,873
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate		Funding £
<b>WBL Total Learners</b>	1292				£3,577,826
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>					
<i>Learners on an Apprenticeship</i>	1119	275	24.6%		
<i>Learners on an Advanced Apprenticeship</i>	280	48	17.1%		
<b>Entry to Employment</b>	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
All E2E	665	458	22	288	£3,642,287

2005/06				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	In-year achievement Volume (%)		
	7207			£26,655,593
	2425	1741	71.8%	
	1089	762	70.0%	
	3456	2108	61.0%	
	1059	983		
	1727			£8,299,905
	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
	1418			£3,752,305
	1147	322	28.1%	
	335	74	22.1%	
	Learners			
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations
	664	400	19	301

2006/07				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	In-year achievement Volume (%)		
	7258			£26,086,400
	2456	1872	76.2%	
	1109	820	73.9%	
	3563	2203	61.8%	
	1071	1001		
	1727			£7,735,308
	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
	1385			£4,061,120
	1312	387	29.5%	
	354	84	23.7%	
	Learners			
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations
	750	402	18	361

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete

# What we have delivered so far and our planned changes for 2006/07 (sheet 2 of 2)

SUMMARY OF ADULTS (19+)	2004/05			
	Learners		Learning Aims Success Rates	Funding £
	Volumes of learners	In-year achievements (volume)		
<b>FE Total Learners</b>	32229			£14,385,682
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	1355	976	72.0%	
<i>Learners on a full Level 2 qualification</i>	4804	3165	65.9%	
<i>Learners on a full Level 3 qualification</i>	1329	685	51.5%	
<i>Learners on 2 or more A2 qual.</i>	23	19		
<b>Discrete* activity, e.g. fully ESF, or LIDF funded provision</b>	3959	3812	96.3%	
<b>Personal &amp; Community Dev't Learning</b>	5481			£1,199,109
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
<b>WBL Total Learners</b>	516			£1,368,120
<i>of which...</i>				
<i>Learners on Skills for Life target quals (all ages)</i>	813	276	33.9%	
<i>Learners on an Apprenticeship</i>	418	94	22.5%	
<i>Learners on an Advanced Apprenticeship</i>	368	43	11.7%	
<b>ETP / NETP</b>	Volumes of learners	In-year achievements (volume)		Funding £
<i>Of which...</i>				
Level 2		2721	2064	
Skills for Life		21	19	

2005/06			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
28610			£14,955,165
1487	1054	70.9%	
2849	2248	78.9%	
1439	796	55.3%	
24	21		
1700	755	44.4%	
5542			£1,014,644
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
861			£1,662,975
1066	569	53.4%	
520	158	30.4%	
430	102	23.7%	
Volumes of learners	In-year achievements (volume)		Funding £
	1579	1151	
	10	8	

2006/07			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
28340			£14,107,961
1449	1101	76.0%	
2856	2251	78.8%	
1412	857	60.7%	
33	29		
2405	1941	80.7%	
5322			£951,318
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
631			£1,362,918
1182	675	57.1%	
370	183	49.5%	
261	117	44.8%	
Volumes of learners	In-year achievements (volume)		Funding £
	4750	3075	
	35	30	

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
<b>2004/05</b>	£38,929,000	£6,136,000	£4,144,000	£7,757,000	£791,000	£6,609,000	£1,720,000	£733,000	£1,666,000	£5,009,000
<b>2005/06</b>	£42,632,000	£6,040,000	£3,371,000	£8,300,000	£1,015,000	£6,670,000	£1,297,000	£466,000	£1,534,000	£4,084,000
<b>2006/07</b>	£43,004,000	£5,743,000	£2,914,000	£7,735,000	£951,000	TBC	£1,451,000	£285,000		£2,958,000

## Key actions

Priority	Action	Measure of Success
1. <b>National Priority 1 (NP1) – Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities</b>	<p>Purchase appropriate, high quality Further Education learning for 16-18 year olds.</p> <ul style="list-style-type: none"> <li>Finalise main allocations in line with appropriate mix and balance of provision</li> <li>Allocation of funding for School Sixth forms</li> <li>Learner participation</li> </ul>	Allocation of funding within timescales to all providers to support the delivery of the local plan.
2. <b>NP1 and National Priority 2 (NP2) – Make learning truly demand-led so that it meets the needs of employers, young people and adults</b>	<p>Ensure effective, appropriate and high quality work based learning provision is available for 16-18 year old learners, and opportunities available for 14-16.</p> <ul style="list-style-type: none"> <li>Finalise main allocations in line with appropriate mix and balance of provision</li> <li>Pre E2E activity (ESF project)</li> <li>Agree E2E allocations</li> <li>Increasing Flexibility Programme (IFP)</li> <li>Young Apprenticeships</li> <li>Enterprise Education</li> </ul>	<p>Improve on the framework completion rate to 55% in 2006/07 towards 60% in 2007/08 and the overall target volume of 812 completions.</p> <p>Achieve an E2E positive destination rate of 50% in 2006/07</p> <p>E2E “length of stay” target of 22 weeks</p> <p>Support the local strategy to reduce the number of young people who are in the NEET group</p>
3. <b>NP1 and NP2</b>	<p>A collaborative marketing and promotion approach to stimulate demand for learning for young people and adults – in partnership with Connexions and our two Local Authorities</p> <ul style="list-style-type: none"> <li>Event for employers on apprenticeships – target Board level</li> </ul>	<p>An Area Prospectus of courses available – by December 2006</p> <p>Raise the profile of Apprenticeships and WBL especially with employers at Board level.</p>
4. <b>NP1</b>	We will support the Education Business Link consortium to deliver work related teaching and learning in schools	Monitor the activity of the EBL provision to providers in supporting work related learning within schools
5.	We will continue to build on the work with both our Local Authorities and Connexions to effectively address 14-19 and adult education and skills	A framework for a ‘September Guarantee’ of an offer of learning for those leaving year 11

Priority	Action	Measure of Success
<b>NP1</b> <b>and</b> <b>National Priority 4 (NP4) – Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into a job</b>	<p>issues.</p> <ul style="list-style-type: none"> <li>• Participate effectively with local partners in developing the Local Area Agreements (LAA)</li> <li>• Curriculum arrangements and solutions</li> <li>• Continue with the work of the IAG steering groups to influence at a strategic level Lifelong Learning for young people and adults</li> <li>• An influence on the local transport plans to improve access to learning choice and participation</li> <li>• 14-19 partnerships leading on the 14-19 Implementation plan</li> <li>• Contribute to the Children and Young People plan goals</li> </ul>	<p>Learning and skills included as strategic areas and actions in both Telford &amp; Wrekin LAA and Shropshire LAA</p> <p>LSC comments on the transport plan to improve access for learners</p> <p>Continuing the ongoing dialogue with the 14-19 partnerships</p> <p>Learning and skills included as strategic areas and actions in the Children and Young People Plan</p>
<b>6.</b> <b>NP1</b> <b>and</b> <b>NP2</b>	<p>We will address specific education and skills issues in the Districts and Boroughs of Shropshire.</p> <ul style="list-style-type: none"> <li>• Bridgnorth (broader vocational curriculum)</li> <li>• North East Shropshire (choice)</li> <li>• North West Shropshire (choice and progression and increased demand due to population growth in Oswestry)</li> <li>• North Shropshire and Telford (working age with no qualifications and the increased demand due to population growth)</li> </ul>	<p>Enhanced curriculum options developed by the forums for 14-19.</p> <p>Monitor progression rates within these areas and identify gaps within provision.</p>
<b>7.</b> <b>National Priority 2 (NP2) – Make learning truly demand-led so that it meets the needs of employers, young people and adults</b>	<p>We will create a supportive environment that engages employers to address the skill level challenges.</p> <ul style="list-style-type: none"> <li>• Marketing and promotion activity</li> <li>• Continue the establishment and development of the employer forum network</li> <li>• Establishing Learning Zones in the Rural Regeneration Zones</li> </ul>	<p>Employer Forums established in all of our key sectors</p> <p>“Battlefield site” established through effective partnership with AWM</p> <p>Progression of “skills4growth” learners to Level 3 during 2006-07</p>

Priority	Action	Measure of Success
<b>8. NP2</b>	<p>Consolidate the position for the CoVEs in the Shropshire LSC area:</p> <ul style="list-style-type: none"> <li>• Re-confirmation of CoVE status</li> <li>• Establish Specialists provider networks</li> </ul>	<p>Minimum growth of 10% for Level 3 provision in all of our CoVEs</p> <p>Full status CoVEs to achieve re-confirmation including Quality Mark</p>
<b>9. NP2</b>	<p>Launch of the National Employer Training Programme Train to Gain</p> <ul style="list-style-type: none"> <li>• Train to Gain in place from 1<sup>st</sup> April</li> <li>• Level 3 Pilot</li> <li>• Effective “skills4growth” transitional plan to August 2006 linked to the Regional implementation plan</li> </ul>	<p>Train to Gain phase one: 1,350 starts in target areas - Retail, Engineering (BiT), Construction (OSAT), Leisure, Business Admin, ITQ, Health and Social Care, School Support Staff, Transport, Skills for Life (131)</p> <p>Minimum 80% success rate with 64 employers engaged (38 new or hard to reach)</p> <p>x number of employers and x number of learners engaged in the L3 pilot (numbers TBC)</p> <p>All “skills4growth” learners completed by September 2006 and activity merged with Train to Gain</p>
<b>10. NP2</b>	<p>Purchase appropriate, high quality Further Education learning and Work Based Learning aimed at all groups of adults</p> <ul style="list-style-type: none"> <li>• Finalise main allocations for college allocations in line with appropriate mix and balance of provision</li> <li>• Finalise main allocations for WBL Training Providers 19+</li> </ul>	<p>Meeting the demand for higher qualifications in occupational areas – Managers and senior officials, Professional &amp; associated professional</p> <p>Improve on the framework completion rate to 55% in 2006/07 towards the 60% target in 2007/08 and the overall target volume of 812 completions.</p>
<b>11. NP2</b>	<p>Build on the work with the Union Learning representatives to include:</p> <ul style="list-style-type: none"> <li>• Widening participation; Literacy and Numeracy; IAG; Employer Engagement; Level 2 Entitlement; Train to Gain and CoVEs.</li> </ul>	<p>Achievement of IAG targets (TBC)</p> <p>SfL targets - increase in numeracy achievements</p>
<b>12. NP2</b>	<p>Planning and safeguarding the provision of Adult and Community Learning targeting resources where they are most needed and encouraging collaboration between Local Authorities and Further Education</p> <ul style="list-style-type: none"> <li>• Secure sufficient, high quality Personal and Community Development Learning (PCDL)</li> <li>• Learning centres in Shropshire and Telford &amp; Wrekin</li> </ul>	<p>Safeguard delivered through:</p> <ul style="list-style-type: none"> <li>• Further Education – 5,660 learners safeguard £732,512</li> <li>• Local Authorities – 1,785 learners safeguard £217,749</li> </ul> <p>Sufficient geographical coverage especially in the rural areas</p>

Priority	Action	Measure of Success
	<ul style="list-style-type: none"> <li>• Learndirect provision</li> <li>• Quality assurance</li> <li>• E-learning</li> </ul>	<p>Successful inspections</p> <p>Increased use of e-learning in curriculum areas</p>
<b>13. NP2</b>	<p>Develop a co-ordinated approach to delivering the LSC agenda through the Community and Voluntary sector</p> <ul style="list-style-type: none"> <li>• Implementing the Working Together strategy</li> </ul>	<p>450 voluntary sector agencies engaged</p> <p>2,000 learners from the Voluntary and Community sector</p>
<b>14. NP2</b>	<p>We will implement actions to address equal opportunities and diversity issues in Shropshire and Telford &amp; Wrekin.</p> <ul style="list-style-type: none"> <li>• Equality and Diversity Impact Measures (EDIMS) including gender stereotyping in Apprenticeships and the joint work on Regional EDIMS</li> <li>• Creating opportunities for Learners with Learning Difficulties and/or Disabilities</li> <li>• LLDD Young people and adult transition planning</li> <li>• LLDD – IAG post (ESF) and More Opportunities (ESF project)</li> <li>• Specialists Colleges</li> <li>• Jobs Fair (ESF project)</li> <li>• South Shropshire Furniture Scheme (ESF project)</li> <li>• Set up Advocacy body for the BME</li> <li>• Capacity building the Voluntary and Community sector to focus more on the BME communities</li> </ul>	<p>Widening participation plans as part of provider development plans</p> <p>LSC to continue to convene LLDD specialist college forum to inform providers of LSC policy developments</p> <p>896 beneficiaries on the Furniture Scheme</p> <p>Advocacy body established</p>
<b>15. NP2 and National Priority 5 (NP5) – Improve</b>	<p><b>Key sector focus</b></p> <p><u>Retail</u></p> <ul style="list-style-type: none"> <li>• Promotion of this sector as a key employment area for the local workforce</li> </ul> <p><u>Engineering and Manufacturing</u></p>	<p>Increase in the number of Apprenticeships in the Retail sector;</p> <p>Develop numeracy provision for the Retail sector</p>

Priority	Action	Measure of Success
<b>the skills of workers who are delivering public services</b>	<ul style="list-style-type: none"> <li>• Management development</li> </ul> <p><u>Hospitality, Leisure, Travel &amp; Tourism</u></p> <ul style="list-style-type: none"> <li>• Objective 2 area projects (4 projects)</li> </ul> <ul style="list-style-type: none"> <li>• Management development</li> </ul> <p><u>Health and Social Care</u></p> <ul style="list-style-type: none"> <li>• Ludlow Care Consortium; CoVE for Care</li> <li>• NHS Skills for Life;</li> </ul> <p><u>Construction</u></p> <ul style="list-style-type: none"> <li>• Collaborative work with the West Midlands Centre for Construction Excellence</li> <li>• OSAT delivered through core funding</li> </ul> <p><u>Food and Drink</u></p> <ul style="list-style-type: none"> <li>• Food Enterprise Park (AWM and Shropshire CC supported)</li> </ul> <p><u>Business and Professional Services</u></p> <ul style="list-style-type: none"> <li>• Management Development</li> <li>• Apprenticeships</li> </ul> <p><u>Public Service Sector</u></p> <ul style="list-style-type: none"> <li>• Childcare Workers; School Support Staff</li> <li>• Early Years; Local Authorities</li> </ul> <p>Management and Leadership Skills (Multi sector ESF)</p>	<p>Maintaining the number of Apprenticeships in Engineering</p> <p>Manufacturing sector FE network setup</p> <p>Increase the number of BME businesses engaged in Hospitality, Leisure, Travel and Tourism</p> <p>Address gender imbalances increasing male learners to 17% in Health &amp; Social Care</p> <p>Address gender imbalances from 1.12% of female learners to 1.5% in Construction</p> <p>100 starts on OSAT at Level 2</p> <p>Learning centre established in the Food Enterprise Park</p> <p>21 starts in management development (Business and Professional Services)</p> <p>Increase in the Apprenticeship starts in the Business and Professional Services sector</p> <p>10 Assessor Awards, 56 NVQs and 48 Providing Healthy School meals awards achieved (School Support Staff)</p> <p>1,500 Skills for Life Assessment (Local Authorities)</p> <p>163 Management and Leadership Level 4/5 achievements</p>
<b>16. National Priority 3</b>	<p>Further progression of the Professional Development Partnership (PDP)</p> <ul style="list-style-type: none"> <li>• Leadership and Management at all levels</li> </ul>	<p>PDP development across Shropshire, Herefordshire and</p>

Priority	Action	Measure of Success
<b>(NP3) – Transform the learning and skills agenda through agenda for change</b>	<ul style="list-style-type: none"> <li>• Quality of teaching and learning</li> <li>• Closer integration of curriculum models (timetables)</li> <li>• Piloting of functional skills (14-19 curriculum)</li> <li>• Learning visits and professional development (14-19 Implementation plan)</li> </ul>	<p>Worcestershire through PDP3c involving 14 colleges from the three counties</p> <p>35 tutors specialising in Literacy and Numeracy</p>
<b>17. NP3</b>	<p>We will support providers in strengthening the use of performance data, information and best practice to improve the quality of provision</p> <ul style="list-style-type: none"> <li>• <i>Agenda for change</i> – Planning for Success</li> <li>• New measures of success</li> <li>• SAR changes</li> <li>• Support quality improvement in School Sixth Forms through the School Improvement Partners</li> <li>• Quality Mark roll out between April and August 2006</li> </ul>	<p>Providers supported and fully aware of new measures for success.</p> <p>Monitor providers Annual Assessment Visits (AAVs) and other support to providers</p> <p>All Train to Gain providers working towards the quality mark</p>
<b>18. NP3</b>	<p>Investing in the infrastructure to address the needs of our Further Education Sector</p> <p>A Shropshire FE accord that enables collaborative infrastructure development including:</p> <ul style="list-style-type: none"> <li>• the co-location of Shrewsbury College and Shrewsbury Sixth Form College</li> <li>• The merger of Walford &amp; North Shropshire and Shrewsbury College</li> </ul> <p>A Telford &amp; Wrekin solution that supports post-16 and post -17 participation including:</p> <ul style="list-style-type: none"> <li>• The co-location of Telford College of Arts and Technology and New College Telford</li> </ul>	<p>Appropriate and timely support for all infrastructure developments across Shropshire, Telford and Wrekin to progress this key activity</p> <ul style="list-style-type: none"> <li>• Local Capital Plan endorsed by local LSC Council</li> </ul>
<b>19. National Priority 4 (NP4) –</b>	<p>We will reduce barriers to young people and adult participation in learning through the:</p>	

Priority	Action	Measure of Success
<b>Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into a job</b>	<ul style="list-style-type: none"> <li>• Education Maintenance Allowance (EMA)</li> <li>• Adult Learning Grant (ALG)</li> <li>• Level 2 entitlement (Adult)</li> <li>• Maintain Aim Higher Activity supporting a target project for 17 year olds</li> </ul>	<p>Maintain the take up rate of EMA at 92%</p> <p>Reduce by 50%the number of ALG refusals (due to incorrect applications)</p> <p>Developing the WBL strand for progression into HE</p>
<b>20. NP4</b>	<p>Promotion of learning to reach employers and employees</p> <ul style="list-style-type: none"> <li>• IAG activity with SMEs</li> <li>• Participation / achievement in Apprenticeships (Train to Gain Brokerage)</li> <li>• Train to Gain marketing for Level 2 and Level 3 aligned with the Regional plan</li> <li>• Work with Sector Skills Councils</li> <li>• Skills Station</li> </ul>	<p>Positive engagement with Sector Skills Councils related to our key sectors</p> <p>Implementation of the Skills Hub</p>
<b>21. NP4</b>	<p>Ensure effective, appropriate and high quality “Skills for Life” learning provision is available, working with key partners and stakeholders to ensure that we reach the most disadvantage groups.</p> <ul style="list-style-type: none"> <li>• Provision through FE colleges</li> <li>• Skills for life front line worker training (ESF)</li> <li>• Skills for Life in Rural outreach (ESF)</li> <li>• Work with NHS and the public Sector (LID / ESF)</li> <li>• Employment agencies to address the skill needs of Agency Workers</li> <li>• Explore the recommendations from the Migrant Workers survey and address any local issues</li> <li>• OLASS - Working with the Regional lead to implement action plan for meeting the needs of “offenders” (Joint Prison, Probation Service,</li> </ul>	<p>Agree 60% of FE provision that contributes directly to the National target, moving towards the benchmark of 80%.</p> <p>150 Learner Support Unit 1 Level 2</p> <p>50 NVQ Level 2 Learner Support</p> <p>15 Level 3 and 20 Level 4 Teacher Specialist</p> <p>550 beneficiaries; 350 Skills for Life</p> <p>Migrant worker issues addressed in the local area</p> <p>Learner participation and progression meeting the Probation Service</p>

Priority	Action	Measure of Success
	Jobcentre Plus, and Providers)	targets (linked to adult skills PSA)
<b>22. NP4</b>	<p>Continue to work with Jobcentre Plus to meet the needs of people not in work claiming incapacity benefit and the needs of employers.</p> <ul style="list-style-type: none"> <li>• Pre Level 2 training (ESF project)</li> <li>• Ideal Job event (ESF project)</li> <li>• Target the economically inactive 20-24 year olds in Telford &amp; Wrekin</li> </ul>	<p>Further development of the joint delivery plan to include clear local objectives and outcomes</p> <p>Increase in the percentage of referrals to Nextstep (currently 26%)</p> <p>Project targets to be confirmed</p> <p>Increase in the number of 20-24 year olds engaged in training activity</p>
<b>23. NP4</b>	<p>Partnership work in the region and sub-region to support activity outlined in the AWM RES, RRZ and the Regional Skills Partnership</p> <ul style="list-style-type: none"> <li>• Wolverhampton / Telford Technology corridor</li> <li>• Shrewsbury College of Arts and Technology CoVE construction sector project in Telford (Stafford Park)</li> <li>• Cosford development</li> <li>• CoVE / Specialist Colleges network</li> </ul>	<p>Support for Successful Cosford Aerospace project and the WTTC i54 project (potential £500m of construction work over 2½ years)</p> <p>Appropriate response from local Colleges to Cosford / i54 projects</p> <p>Sustainable cohort of students linked to the CoVE for construction delivery in Telford</p> <p>Shrewsbury College / TCAT lead on specialist providers</p>
<b>24. National Priority 6 (NP6) - Strengthen the capacity to the LSC to lead change nationally, regionally and locally.</b>	<p>Implement agreed actions in order to realise Theme 7 of <i>agenda for change</i>.</p> <ul style="list-style-type: none"> <li>• A smooth transition of functions and processes into new regional structure and working arrangements.</li> <li>• Improve planning processes alignment with regional and local business cycle to ensure the improved planning by providers.</li> </ul>	<p>Effective integration with Herefordshire and Worcestershire office – July 2006</p> <p>Roles and responsibilities transferred to relevant teams within new structure – June 2006.</p> <p>Local Strategic Briefing – December 2006.</p> <p>Provider annual reviews – January 2007.</p> <p>Provider annual plans produced and provisional allocations agreed – January/February 2007.</p>

## **Our Delivery Resources**

### **Partnership Working**

We cannot deliver this local Annual Plan and effect major improvements alone. Everything that we do will need to be in partnership with a number of organisations and agencies both public and private. Central to this collaborative approach is the opportunity to bring together appropriate local organisations that can then agree and share the common goals.

Our guiding principle is to establish effective long term relationships that respond to the learners' and employers' needs, improves choice and access, drives up quality and performance and contributes to our outcome targets.

**Local Strategic Partnerships (LSP)** - We will continue our excellent working relationship with both Shropshire LSP and Telford & Wrekin LSP to deliver the objectives of the community strategies including the Local Area Agreements and related targets.

**District LSPs** - Our involvement with the five District LSPs (North Shropshire; Oswestry; Shrewsbury & Atcham; Bridgnorth; and South Shropshire) ensures that we are at the heart of the community and can influence key education and learning agendas there.

**Local Authorities (LAs)** - We will continued to build on our relationship with both of our Local Authorities, for example through the work on the 14-19 Area Inspection for Shropshire LA; the Contribution to Children's Trust; Local Area Agreements; Economic Development focusing on the skills needs of the workforce; the implementation of the 14-19 agenda and the Schools White Paper.

**City Regions** - City Regions are the enlarged territories from which core urban areas draw people for work and services. The City Region work in the West Midlands brings together 8 local authorities including the Borough of Telford & Wrekin with key stakeholders including the West Midlands Regional Assembly, the Local Government Association, Advantage West Midlands, Jobcentre Plus and the Learning and Skills Council. We will be taking an active role to position the skills and employment agenda as a major driver in the overall City Region strategy.

**College Governors** - As a local LSC we have regular briefing sessions with all college principals and chairs to discuss and consult on key issues for example our Annual Statement of Priorities. We receive regular invitations to brief and consult Governing Bodies on key strategic issues and two Chairs of Governors sit as LSC Council members. We will continue to support Governor training through funding from e.g. LID/AWI.

**Jobcentre Plus** - Our work with job Centre Plus in 2006 - 07 will reflect the need to continue to deliver the Skills Strategy, Welfare to workforce priorities, and Level 2 entitlement, helping to bring closer together the skills and employment agenda.

**Advantage West Midlands** - We will continue our work with AWM to ensure delivery of the Regional Economic Strategy and those regional skills priorities are set and achieved.

**Business Link** - We will continue building on the relationship with Business Link in 2006-07 implementing transitional arrangements to successfully introduce the new integrated skills and business support brokerage service.

## **Local Council**

The Shropshire LSC Council has played a key role in the development of this Annual Plan for 2006-07 and will be pivotal in the communication of our strategies and plans to the wider community. The non-executive members of our Council offer a wide range of experience from a cross section of backgrounds including Higher Education, Further Education, private industry employers, Local Authorities, Local Community sector and the Union. They will also be instrumental in supporting and driving forward this plan as we move through this current transitional phase for the LSC to the new structures planned for the near future.

During 2006/07, we will also be creating closer links with the Council at Herefordshire and Worcestershire LSC to help with the transition to a single LSC office for this area. This will include co-ordination of meetings and joint review of key documents.

## **European Social Fund (ESF)**

The six Learning and Skills Councils in the West Midlands have joined together for the first time to manage the UK's first regional co-financing scheme to deliver the European Social Fund (ESF). During 2006/7 we will seek to procure activity worth approximately £60m across the region. This funding will be used to address both regional and local skills issues.

ESF focuses on improving people's skills and employment opportunities. It is aimed at helping three key groups:

- Social minorities and excluded groups – including, helping long term unemployed, people with disabilities, ethnic minorities', ex-offenders and people lacking basic skills needed to get a job.
- Businesses – helping to boost workforce productivity and the West Midlands economy by supporting the Regional Skills Partnership aim to develop a highly and appropriately skilled workforce.
- Local communities – helping to cut unemployment and benefit claims, upskilling communities and helping them to become more sustainable in the long term.

## **Equality and Diversity**

The Learning and Skills council recognises its statutory duties under Race Equality legislation and emerging duties around Disability and Gender Equality. The local office will work in partnership with colleagues at Regional and National level to support the process of Equality Impact Assessments across all functional areas.

Shropshire LSC will ensure that planned activities take account of its duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations Act, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age (due to come into effect in 2006). Our actions and activities which are covered in this plan will be underpinned by and reflect the Council's Race Equality Scheme.

The following have been identified as important development issues for 2006/07:

- use of the Race Equality in Employment Standard as the means of enabling colleges and other providers to review their policies and practice and to introduce improvements as necessary
- given the low proportion of ethnic minority population within the local area, a targeted approach for establishing measures will be developed focusing on those geographic areas where there are higher concentrations of ethnic minority population
- as the impact of an ageing population is a critical issue for the local area, specific measures targeting older workers, including the establishment of appropriate baselines, targets and milestones for improvement in participation in learning and skills levels
- migrant workers have become an important element of the workforce within the local area and this trend is likely to continue. In collaboration with key strategic partners, specific measures will be developed to address skills issues arising, including the establishment of appropriate baselines, targets and milestones for improvement
- development of appropriate interventions to address gender imbalance in terms of participation in learning and success rates, including the establishment of appropriate baselines, targets and milestones for improvement
- across the post-16 sector in Shropshire and Telford & Wrekin providers need to make more effective use of data in target setting and action planning

### **Learners with Learning Difficulties and / or Disabilities**

The Region has commissioned a review of provision and support for learners with Learning Difficulties and Disabilities. This Review, chaired by the Executive Director for Coventry and Warwickshire, will bring forward recommendations for the development of provision to better meet the needs of learners within the region, as far as is possible, for the further development of the network of specialist providers to meet the needs of those who need specialist and residential provision, and for development work to improve the ability of mainstream providers to meet the needs of a wider range of LLDD learners.

In addition, the region is working with the RNIB to develop a support strategy for learners with visual impairments and is hosting a secondee from NIACE to coordinate the West Midlands Mental Health Network.

### **Offender Learning and Skills Service (OLASS)**

The West Midlands region assumes responsibility for learning and skills in custody from the 1st of August and already has responsibility for the offenders in the community. The rationale for the transfer of responsibility to the LSC is to create an integrated approach to the delivery of Learning and Skills. This is to be achieved by improving the quality and consistency of provision and in custody, to deliver learning equivalent to the mainstream. The region is divided into three partnership sub areas in order to manage the new arrangements. There is also a regional board and operational group linked to the cross government priority of reducing re-offending. Each local office currently has an 'offender lead' who has been working with the Regional Team to establish effective partnerships in custody and the community. There are thirteen prison establishments and four probation areas in the region.

## **Sustainable Development**

The LSC has a huge opportunity to make a difference to sustainable development. If the messages and actions of our own organisation; those with which we work; and the learners which we fund could be adapted, then we have a strong role to play. In 2005, we published a strategy for sustainable development, *From Here to Sustainability*.

Our vision is that the learning and skills sector will proactively commit and contribute to sustainable development through its management of resources, the learning opportunities it delivers and its engagement with communities.

In order to do this we must address the issues around environmental sustainability and use our influence, funding and approaches to achieve this vision. Although sustainable development is about much more than halting climate change and environmental considerations, tackling this agenda will go along way to making the LSC's vision a reality. The West Midlands is playing a strong lead in ensuring that the issues are addressed in a robust and meaningful way as follows:

- Ensuring that our own, and our provider's internal ways of working are environmentally sustainable e.g. converting to more environmentally friendly fuel options, adopting the principles of reducing, reusing and recycling waste.
- Ensuring that the principles of sustainability are embedded into the curriculum and qualifications which we fund e.g. by requiring learners to undertake the sustainability option where there is currently a choice within the qualification. Further examples relate to using each curriculum area to further learners understanding of climate change issues through relevant issues within their chosen vocations e.g. better construction methods, treatment of chemicals for hairdressers.
- Ensuring that we are building the principles into our skills strategy by making the link between sustainability and the industries important to it. For example, recognising the need of employers within the renewable energy sector.
- Sourcing examples of good practice and using this as a basis for further awareness raising.

Staffordshire LSC is taking the lead on this issue regionally and is the representative for all local offices on the national implementation group.

## **Health and Safety**

The health and safety of learners is a fundamental value for the Learning and Skills Council. We believe that learners are entitled to learning that takes place in a safe, healthy and supportive environment. Our policy is to adopt a best practice role with regard to the promotion of learner health and safety, by applying the following four core principles:

- to expect that colleges and other providers funded by the Learning and Skills Council will fully meet their legal obligations and duty of care to learners
- to seek assurance that colleges and other providers have suitable and sufficient arrangements for learner health and safety
- to take appropriate action where expected standards are not met or maintained and, to promote the raising of standards for learner health and safety through support, and challenge, as appropriate.

## End notes and References

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- <sup>1</sup> ONS mid-year estimate 2004
- <sup>2</sup> Index of Multiple Deprivation 2004
- <sup>3</sup> Mapping Adult & Community Learning in the Shropshire LSC Area – Mercia Research & Strategy August 2005
- <sup>4</sup> DfES Education and Skills in your Area (2005)
- <sup>5</sup> DfES Statistical First release – GCSE and Equivalent results in England 2004/05 (Revised) – (Level 2 = 5+ A-C GCSE)
- <sup>6</sup> Matched Administration Dataset 2004/05
- <sup>7</sup> Figures as at December 2005
- <sup>8</sup> Shropshire Household Survey 2004 – Red Box Research May 2005
- <sup>9</sup> Shropshire Household Survey 2004 – Red Box Research May 2005
- <sup>10</sup> Mapping Adult & Community Learning in the Shropshire LSC Area – Mercia Research & Strategy August 2005
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- <sup>12</sup> The Skills for Life Survey – DfES 2003
- <sup>13</sup> A Review of ESOL needs of Migrant Workers Living and / or Working in the Shropshire LSC Area – Draft Report Jan 2006 Mercia research and strategy
- <sup>14</sup> Leitch Review of Skills: Skills in the UK – The Long Term Challenge (Interim Report December 2005)
- <sup>15</sup> Regional Statement of priorities – A summary of key evidence (Feb 06)
- <sup>16</sup> Shropshire Household Survey 2004 – Red Box Research Feb 05
- <sup>17</sup> Working Futures 2003-04
- <sup>18</sup> Shropshire Household Survey 2004 – Redbox Research May 2005
- <sup>19</sup> Skills in England 2004
- <sup>20</sup> Regional Skills Assessment 2005 – WMRO 14<sup>th</sup> Dec 05

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