

**Somerset  
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

Our role is to transform post -16 learning and skills in Somerset by ensuring increased participation and continuous quality improvement. We need to equip the local workforce to meet the challenges of a fast changing global economy where high-level skills and high added value provide competitive edge. This means growing the knowledge economy in terms of both high calibre, well-paid jobs and attracting and retaining skilled people.

2005-06 was a successful year for Somerset LSC and its providers. We have made further progress in engaging more young people in learning. The percentage of 16-18 year olds who are not in employment, education or learning is among the lowest in England. We are raising the quality of education and learning, exemplified by our Beacon Colleges, Centres of Vocational Excellence and improved inspection grades. Our success rates for young people are much higher than the national or regional averages.

During 2006-07 we will focus on further improvements in the achievement and participation of young people, driving up attainment of level 2 at 19 and Apprenticeship completions. We will continue to tackle the basic skills needs of adults and ensure that more adults achieve skills and qualifications at levels 2 and 3. We are committed to supporting social inclusion and equality of opportunity, including entry level skill needs, as key drivers for economic competitiveness.

A key priority is to transform the learning and skills sector in Somerset through Agenda for Change, taking account of the Foster Review of FE colleges and emerging information from the Leitch Review of future skill needs. We will continue to change the mix of purchased provision in response to key messages from Sector Skills Agreements and through the employer-driven *Train to Gain* programme. We will also focus on the need to build the reputation of further education and work based learning providers, accredited through a Quality Mark, as a partner of choice for employers.

The local authority, colleges, schools and work based learning providers are working together to deliver a new entitlement to 14-19 year olds that provides high quality, relevant learning opportunities including specialised diplomas. Through the Joint Education Partnership Board we will address the challenges of delivering level 1 and level 2 provision in rural areas, recognising diseconomies of scale and transport issues. We are committed to collaborative working and to ensuring that the learning and career choices of young people are soundly based on comprehensive, impartial information, advice and guidance.

Somerset LSC has an important leadership role in the County providing drive and direction to the delivery of top quality learning and skills as part of a dynamic economic strategy. We will work closely with our providers and partners including the Regional Development Agency and the Somerset Strategic Partnership to build on existing success and good practice, establishing mutual goals for the benefit of the people of Somerset.

Jane Barrie, Chair

Marinos Paphitis, Executive Director

## Our National 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 South West Region

The South West Region has identified six key priorities for 2006/07. The regional priorities are linked to the national priorities above:

- a. Put into practice the vision and strategy for 14 to 19 year-olds within each local LSC area to improve involvement and attainment
- b. Raise success rates in *Skills for Life* with a particular focus on numeracy and English for Speakers of Other Languages (ESOL)
- c. Prioritise resources within provider plans for the specific sectors of construction, retail, health and social care, and engineering
- d. Prioritise resources to help adults learn skills that will help them find jobs
- e. Build on the success of the Employer Training Pilots to develop *Train to Gain* across the whole region
- f. Build on existing work with the further education sector to enhance its reputation for excellence and responsiveness.

The LSC is committed to shaping the provision available to support skills development for specific sectors. Over time, this will require a shift in the volume and type of qualifications and mode of delivery for many sectors as set out in Sector Skills Agreements as they become available. We will discuss and agree with providers how they will grow sector related provision which is full level 2, in the appropriate qualification as identified through the SSA and delivered in a responsive and flexible way to meet employers' demands.

- The LSC will support the delivery of skills for construction through the growth of on site assessment and training (OSAT) as specified within the SSA for construction
- We will work with providers to increase the level of engagement with employers in the retail sector and increase the numbers engaged in qualifications relevant to the employer and sector
- We will work with providers to increase the numbers of Business Improvement Techniques (BIT) qualifications delivered to the manufacturing sector and agree a three year plan to show stepped improvements over time
- We will work with providers to increase the numbers of Information Technology Qualification (ITQ) qualifications delivered to support the SSA target for the region by agreeing with providers how they will replace traditional IT qualifications with ITQ to reach the national target by 2008

- We will support the development of skills within the public sector, although there is an expectation that LSC funding will add value to training within the sector which is already supported with public funds
- We will support the national approach to qualifying school support staff with NVQ level 2 and contribute to the regional figures agreed for this sector.

### **Our Local Priorities for Somerset**

Our 2006-07 priorities follow on from our 2005-06 plan but also reflect changes in emphasis in national and regional priorities. They also reflect the key issues that have been defined through Strategic Area Review. Our priorities are to:

- Introduce a more diverse and appropriate 14-19 learning curriculum to provide greater choice and flexibility. We are committed to ensuring that all young people receive comprehensive and impartial information, advice and guidance and that 14-19 planning and provision is driven by accurate and timely data
- Implement a comprehensive, prioritised capital plan aligning LSC, County Council and RDA investment strategies
- Increase employability through improved adult basic skills and first level 2 achievement
- Achieve a culture change in employer and individual perceptions of the value of learning and need to invest
- Influence the development and implementation of an innovative Economic Strategy to create more higher level, higher paid jobs, as well as an ambitious Somerset Strategic Partnership Plan, Children and Young People's Plan and Local Area Agreement
- Achieve a step change in our actions to engage employers across the county through sector strategies (engineering/manufacturing, health and social care, construction, and public sector), *Train to Gain* and the Somerset Skills Alliance *Training Station*
- Create confidence in the availability, quality, completeness and currency of data and knowledge, to improve forward planning, targeting of resources and evaluation of performance.

## Our Targets

### 1. 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 have a baseline of 73% and need an additional 376 (to reach 76%) young people to gain a Level 2 in 2006 compared to 2004 and a further 497 in 2008 compared to 2006.*

### 2. 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 / 3 provision to 350,000. Locally we plan to deliver an additional 472 first full Level 2 qualifications in 2006/07 compared to 2005/06. In addition, through Train to Gain the South West region will deliver 3600 first full level 2 qualifications.*

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

*Locally we have planned for 5433<sup>1</sup> learners to achieve Skills for Life qualifications in 2006/07.*

### 3. 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.<sup>2</sup> (subject to change)*

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<sup>1</sup> LSC Toolbox, 13 April 2006

<sup>2</sup> Somerset target from draft Regional Purchasing Statement

## 4. Other Targets

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**.

*71% of Somerset's residents aged 16-64 lack any level 3 qualification*

- Reduce the proportion of young people **not in education, employment or training** by two percentage points by 2010

*Somerset's 16-18 not in education, employment or training (NEET) figure is 4.7% (a total of 774 young people)<sup>3</sup> for December 2005 against a November 2005 Connexions Somerset target of 4.2%.*

- Increase participation in **Higher Education** towards 50 per cent of those aged 18 to 30 by 2010.

*In Somerset progression of young people into higher education stands at 31% but some wards in more rural parts of the county have less than 16% participation, exacerbated by lack of progression to higher education via vocational routes.<sup>4</sup> Of learners at Somerset providers, there has been gradual growth in the number of 18-21 year olds progressing to HE between 2002 and 2004. In 2004, a total of 2526 18-21 year olds from Somerset providers progressed to HE.<sup>5</sup>*

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<sup>3</sup> Connexions Nexus database February 2006, adjusted figures

<sup>4</sup> HEFCE 2005 Youth Participation Report

<sup>5</sup> Progression into higher education among Somerset learners, September 2005

## 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

In this section we set out some of the key supply and demand data and issues associated with the six LSC national priorities.

### 1. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.

#### Level 2 at 19

- The 14-19 strategy is fully integrated into the Economic Strategy, Somerset Strategic Partnership Strategy, Local Area Agreement and the Children and Young People's Plan. Raising the aspirations and achievement of 14-19 year olds is recognised as critical to boosting Somerset's knowledge economy, and reducing the impact of a cycle of low skills and low pay.

#### Somerset

Achieved L2 at	19 at 2003/04	19 at 2004/05	19 at 2005/06	19 at 2006/07	19 at 2007/08
16	58%	58%	59%	60%	60%
17	64%	65%	69%	70%	
18	69%	70%	76%		
19	73%	75%			
Population	6,285	6,426	6,531	6,989	7,001
Baseline/Target	73%		76%		78%

- Progress against the 2006 target of 76% is promising (see p.7). In Somerset 59% of 16-year-olds in the 2006 cohort had already achieved level 2 when leaving school in 2002/03. So far, 2003/04 achievement data suggests that a further 653 of the cohort have subsequently achieved level 2 by age 17. This means with two years to go 69% of the 2006 cohort have achieved level 2. A further 458 will bring the total to the 76% target. We know that approximately 400 of those in the cohort still to reach level 2 have already achieved 60-80% of the qualifications needed.

#### Participation – key facts

- Post-16 participation is high in Somerset – with 73.8%<sup>6</sup> of 16-18 year olds in full time education or work based learning.
- In 2003<sup>7</sup>, 86%<sup>8</sup> of 16 year olds and 78% of 17 year olds were in either full time or part time learning in Somerset.
- To meet the 14-19 White Paper's ambition for 90% of 17 year olds in learning by 2015, we need to continue to encourage 17 year olds to participate.
- Somerset's not in education, employment or training (NEET) figure is 4.7%<sup>9</sup> for December 2005, as against a National figure of 7.6%.

<sup>6</sup> Connexions Somerset 'Activities of 16-18 year olds' data, January 2005.

<sup>7</sup> Connexions Somerset Moving On data (2004) reports 89.7% of 16 year olds staying on in learning.

<sup>8</sup> DfES Statistical First Release 2003 participation of 16 and 17 year olds.

<sup>9</sup> Connexions Nexus database February 2006, adjusted figures

- 3.8% of young people in Somerset are earning not learning, compared with 4.7% in the South West<sup>10</sup>.
- Education Maintenance (EMA) performance targets have been exceeded. The final EMA figure for 2004/05 shows 1,976 (99%) of the 2,004 eligible learners had completed contract part 2 (having shown satisfactory progress on their course and remained in learning).
- A county-wide schools survey by Somerset LSC and its partners (involving 5,300 pupils) found that 78% of Year 9s expressed interest in studying a vocational subject at age 14-16.<sup>11</sup>
- Over 90% of FE learners and 87% of work-based learners in the region are satisfied with their learning experience.<sup>12</sup> Over 90% of learners on the Entry to Employment (E2E) programme in the South West are satisfied with their learning experience and the quality of teaching: levels of satisfaction are higher compared to the national average.
- Projections for the next ten years indicate that there will be a fall in the number of children aged 0-15.<sup>13</sup>

### **Work Based Learning**

- Apprenticeship activity is greatest among the engineering (including motor vehicle) construction and care industries<sup>14</sup>. Industries that are the least engaged with apprenticeship activity include: the creative industry, transport, financial services, property and facilities management, and clothing and footwear manufacturing.
- The very limited scope to fund 19+ apprenticeships in Somerset restricts opportunities for employer engagement compared to other parts of the South West.
- The schools survey identified that 10% of those interested in construction studies at Year 9 age were female; this interest needs to be nurtured.
- In the same survey 15.5% of respondents intended to undertake work based learning at age 16; this is higher than actual destination figure cited by Connexions of 9.5%.<sup>15</sup> This suggests that the work based learning option is becoming more favoured, and we need to do more to ensure that young people progress to this option.
- Promotion of non-stereotypical careers needs to happen in schools much earlier than at present; in years 7 and 8, when young people start thinking about exam choices. Changes should be made in the way work experience placements are offered, to break down the gender barriers.<sup>16</sup>
- Across all subject sector areas, the success rate for apprenticeship frameworks in Somerset in 2004/05 were 58.1% - compared to 45.1% in the previous year. Success rates for business administration, management and professional (73%) health, social care and public services (68%) and land based provision (62.5%) sector subject areas have been consistently high and above the SW average.
- Construction and hospitality, sports, leisure and travel success rates over the last 2 years have been low – but both have shown a 10% improvement between 2003/04 and 2004/05. Retail apprenticeships have improved to 52.5% in 2004/05 compared to 29.3% in the previous year.

<sup>10</sup> Connexions Somerset Moving On data

<sup>11</sup> Somerset Schools Survey, September 2005

<sup>12</sup> National Learner Satisfaction Survey 2004

<sup>13</sup> Somerset Strategic Partnership Somerset Economic Strategy (2005)

<sup>14</sup> National Employer Skills Survey 2004

<sup>15</sup> Connexions Somerset Moving On data 2004

<sup>16</sup> Dale, Valerie 'Gender Segregation in the Labour Market', Somerset LSC, (2006)

## FE

- Across all subject sector areas, the success rate for 16-18 year olds was 71% nationally, 68% for the South West region and 75% for Somerset in (2004/05).
- Among the 16-18 age group in 2004/05, success rates in Somerset were higher compared to the regional average in 13 of the 15 sector subject areas. Performance was lower than the regional average in the following 2 areas: construction, planning and the built environment and engineering and manufacturing technologies<sup>17</sup>.
- Among the 19+ age group in 2004/05, Somerset performs similarly or better than the regional average in 10 of the 15 sector subject areas and not so well in the following areas: agriculture, horticulture and animal care; arts, media and publishing; social sciences; languages, literature and culture; and business administration and law.
- In Somerset in 2004/05, among the highest performing sector subject areas (16-18) are social sciences (84%), education and training (81%), science and mathematics (81%), arts media and publishing (79%) and leisure, travel and tourism (79%). The lowest performing sector subject areas are construction, planning and the built environment (48%), engineering and manufacturing technologies (48%) and ICT (61%). All sector subject areas have shown improvement compared to 2003/04 with the exception of construction, planning and the built environment; engineering and manufacturing technologies and agriculture horticulture and animal care.
- Table 1 shows success rates (16-18) by level of course. In Somerset, 2004/05 success rates have improved across all levels compared to 2003/04, with the exception of Level 2 which has remained the same.

**Table 1<sup>18</sup>**

Level	Somerset	South West	National
All Short	85%	77%	76%
Level 1 (long)	70%	59%	62%
Level 2 (long)	60%	57%	62%
Level 3 (long)	79%	72%	75%
Level 4, 5 and HE (long)	71%	44%	48%
Level not specified	83%	77%	82%
<b>Total</b>	<b>75%</b>	<b>68%</b>	<b>71%</b>

### Level 3 at 19

- Somerset performs well in terms of participation at level 3 (Table 2) and also in terms of level 3 success rates (Table 1).

**Table 2**

	Somerset	South West	National
<b>16-18s studying Level 3</b>	23%	14%	14%
<b>All learners studying Level 3</b>	50%	41%	38%

- Numbers of school sixth form learners in Somerset grew from 1,648 in 2003/04 to 1,716 in 2004/05<sup>19</sup>. There was a 20.9% reduction in numbers in the 2004/05 year

<sup>17</sup> LSC Corporate Reports

<sup>18</sup> Corporate Reports FE Demographic Report: 2004/05 (21 February 2006)

13 cohort against the 2003/04 year 12 cohort, suggesting that a proportion of pupils are dropping out at 17 instead of progressing onto a second year of study.

- Achievement in Somerset LSC funded schools with sixth forms has been improving with the average point score per student increasing from 261.5 in 2003, to 268.3 in 2004 and 275.3 in 2005; and the average point score per exam increasing from 78.1 in 2003, 79.4 in 2004 and 82.0 in 2005<sup>20</sup>.
- The Somerset schools survey found that 43% of Year 9 to Year 11 respondents intended to study at higher education level<sup>21</sup> which is higher than the current actual progression rate of 30%<sup>22</sup>.
- There is considerable variation in the number of students the different 16-19 education sectors in Somerset contribute to the HE sector e.g. sixth form schools 15%, independent sector 27% and LSC-funded colleges and sixth form colleges 58%.
- There has been a consistent and gradual increase in the UCAS tariff points achieved by Somerset students over 2002 to 2004, reflecting improved performance at FE level.
- There are a relatively low number of Somerset students studying foreign languages at higher education level which may continue to fall with the introduction of fees likely to deter students from taking 4-year degrees.

## **2. Make learning truly demand-led so that it better meets the needs of employers, young people and adults.**

### **Employer engagement**

- Somerset's economy is characterised by relatively low economic productivity (Gross Value Added per head is 12% lower than the regional average) alongside high employment rates.<sup>23</sup>
- Somerset has a high number of small businesses producing low value-added products.
- Self-employment in Somerset is 16.3% compared with 14.8% in the South West and 13% in England<sup>24</sup> overall; there is a significant market of unmet learning needs within this sector.
- In the ten years to 2001, Somerset has seen knowledge sector employment increase of 19% compared to 29% in the region and 32% in England.<sup>25</sup>
- Approximately 3% of employers in Somerset have 'skills shortage' vacancies where applicants are lacking the required skills levels, qualifications or work experience. This has fallen by 2% since 2003<sup>26</sup>.
- The number of local employers experiencing skills gaps among their existing staff has halved since 2003 to 12%. This is lower than all other SW areas. The main reasons for skills gaps are lack of experience/ recently recruited, poor motivation and failure to train and develop staff. Businesses in Somerset are more likely to cite failure to train staff than any other SW LSC area.
- The main skills that need improving among the existing Somerset workforce include industry specific technical /practical skills as well as generic skills such as communication, customer handling, team working, problem solving skills.

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<sup>19</sup> PLASC January 2004 and 2005 pupil counts

<sup>20</sup> DfES achievement analysis 2003, 2004, 2005

<sup>21</sup> Somerset Schools Survey, September 2005

<sup>22</sup> HEFCE POLAR data 2005.

<sup>23</sup> Sub-Regional Economic Indicators, South West Regional Development Agency, October 2005

<sup>24</sup> Labour Force Survey, June 2005 ONS

<sup>25</sup> European Regions in the Knowledge Economy (ERKE) – Somerset knowledge economy report, 2004

<sup>26</sup> National Employer Skills Surveys 2003, 2005.

- Training among employers has remained static at 64% over the last 3 years. 3 in 10 Somerset employers use an FE college to deliver their training. Of these, 83.5% were satisfied with the training, 8.6% were not.
- Implementation of the Employer Skills Offer through contract with Business Link shows a promising start, with 14 new starts since September. The work is identifying a demand for both non-accredited provision and for NVQs, including at level 2, particularly from the care sector.
- Through the Somerset Skills Alliance *Training Station* 1400 business action plans have been developed.
- All colleges have far more active business development units than three years ago. Bridgwater College have achieved a Beacon award for employer engagement.
- The business and management skills Centre of Vocational Excellence (CoVE) has recently achieved full status. Two further CoVEs, (residential care and tourism/hospitality) are making good progress and are expected to become full CoVEs in 2006.
- The LSC and Ufl in the region and locally enjoy a constructive and productive relationship informed by regular meetings and sharing of performance data. Ufl is committed to strengthen its work with LSC to contribute more closely to LSC priorities and targets.
- In addition to this local activity, Ufl's national guidance pilot will be available to all people in the South West and Ufl will work with Somerset LSC during 2006 to align its national guidance offer with local IAG strategies and plans.

### **Somerset LSC employer engagement study**

We have commissioned a research project to be finished by May 2006. There are two strands to the research:

- a. The project will review current employer engagement activity and penetration within FE, private providers and the Somerset Skills Alliance. It will develop a shared definition of employer engagement for the LSC to use with providers. It will identify any sectoral and geographical gaps in employer engagement amongst providers.
- b. In addition the project will look at local employers' attitudes towards current training provision and their unmet needs, focussing on our priority sectors

Research findings will be incorporated into the commissioning plan with providers, and to support *Train to Gain* work with providers.

### **First Level 2 for adults**

- 46.5% of Somerset's residents aged 18-64 lack any level 2 qualification and 71% lack any level 3 qualification<sup>27</sup>.
- Projections to 2010 indicate that labour market demand for level 2 qualifications will continue to grow and that by 2010, 95% of all new jobs created will be at level 2 or above<sup>28</sup>.

### **Sectors**

Key issues for each of Somerset's priority sectors are outlined below.<sup>29</sup>

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<sup>27</sup> Census 2001

<sup>28</sup> Working Futures I (IER 2004)

<sup>29</sup> Sources of sector data include either Sector Skills Templates or where there were not available locally derived from Labour Force Survey, Autumn 2002 ONS

**In the engineering sector**, 31% of the workforce nationally do not have a level 2 qualification, and 49% do not have a level 3. SEMTA (science, engineering and manufacturing) priorities include:

- 'Just in time' training in bite-size amounts, to align with cyclical fluctuations in demand for trained personnel
- Meeting the challenge of global competition, and keeping up with regulation
- Moving from Processes in Manufacturing Operations (PMO) to Business Improvement Techniques (BIT)-type qualifications
- Introduction of NVQ provision for digital aerial installers.
- Capacity building by colleges; increased BIT assessor training
- Target level is Level 3, and target age group of 25+ for both short courses and adult apprenticeships
- Graduate level skills
- Information, advice and guidance for young people.

The Somerset schools survey found relatively low awareness of the availability of engineering jobs in the county.

**In the construction sector**, 28% of the workforce nationally do not have a level 2, and 47% do not have a level 3. Construction Skills priorities include:

- Improving business performance by increasing the number of companies investing in training, supporting lifelong learning and improving intelligence on skills for the future
- Qualifying the existing workforce by developing flexible training and qualification structures (largely by on-site assessment and training – OSAT), with colleges' involvement as well as private providers
- Recruiting qualified new entrants (including improving apprenticeship framework achievements, information advice and guidance, and promoting a diverse workforce).

**In the manufacturing (including food and drink) sector**, 53% of the national workforce do not have a level 2 qualification, and 70% do not have a level 3. IMPROVE (food and drink) priorities include:

- Food safety process control, including problem-solving and troubleshooting, and process and people performance
- Team leadership, including team development, supervision and improvements to process and outputs
- *Skills for Life*, including English for Speakers of Other Languages (ESOL)
- Awareness of Information Technology Qualification (ITQ)
- Creating training conditions that address the requirements of the Food Safety Authority (FSA) and Health and Safety Codes of Practice (HASCOPS) principles
- Virtual skills academy to spread good practice
- Development of on-line Green Card to act as a skills passport, recording achievement and qualifications, and to improve portability of qualifications and job prospects.

**The E-skills sector** emphasises that 90% of all new jobs require information technology, and that 7.6m workers across all sectors need upskilling in the three years to 2008. Some 60% of these needs are at level 2 or below. Priorities include:

- Upskilling adults and the existing workforce by introduction of the *E-Skills Passport* and ITQ
- Preparing the future workforce by introduction of the *IT Diploma*
- Promoting IT for business managers

Of the 750,000 ITQ-qualified workers required nationally by 2008, 63,000 will be required in the South West. This means between 6000 and 7000 in Somerset.

Cross-sector priorities include management and leadership skills, *Skills for Life* and key skills, specialist brokers within sectors for *Train to Gain*

### **3. Transform the learning and skills sector through *Agenda for Change*.**

- We have worked closely with our FE providers to move to a position where a much higher proportion of our adult FE funding is now directed towards priority areas such as *Skills for Life* and full level 2 and 3 provision.
- The LSC's new Quality Mark will recognise colleges and work based learning providers that meet exacting standards and are responsive to business needs. The roll out of *Train to Gain* is a major opportunity for colleges and work based learning providers to grow their businesses with employers. We need to re-engage Somerset colleges in Ufl Learndirect.
- Work with key agencies including the Quality Improvement Agency will support colleges (including specialist colleges) in developing the capacity they need to develop workforce and leadership skills.
- The LSC has designated three categories for the financial health and solvency of colleges – Financial Health Category A indicates that a College has sufficiently robust finances in order to implement their forward plans and deal with most adverse circumstances that may arise, Category B indicates the ability to deliver plans may be compromised by adverse circumstances, whilst Category C indicates that a college may become dependent on others e.g. borrowing may be required to deliver their plans.
- In the Somerset area there are two Financial Health Category A colleges, and three Category B colleges. Within the spirit of *agenda for change*, we continually work with colleges to maintain and improve their financial health, working more closely with those colleges where concerns are greatest.
- The contribution to FE income through fees is to be raised to 37.5% by 2007/08 and towards 50% by 2010 to create a more appropriate balance of public, employer and individual contributions to learning. The impact of increasing fees needs to be monitored closely.
- We will build on the Foster Review of FE colleges and emerging information from the Leitch Review of future skill needs, both of which identify clearly the challenges and opportunities for the sector.
- *In Somerset there is a continuing and growing 16-18 demand putting pressure on our ability to meet adult targets.* The number of 16-18 year old Somerset learners travelling to other South West providers is substantial but is far outweighed by the number of 16-18 year old learners travelling **into** Somerset.

#### **4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs.**

##### **Skills for Life**

- Somerset is the lead LSC for the Crystal Chandelier *Skills for Life* staff capacity building project with Learning South West, to increase the numbers of tutors achieving levels 3 and 4.
- Somerset has achieved 63% of its 2007 *Skills for Life* target. Our cumulative total to July 2005 is 10,138 achievements against a target from 2001 to 2007 of 16,092.
- 16-18 *Skills for Life* achievements are much better than those of adults i.e. progress so far mostly associated with the 16-18 age band.
- Ufl *Skills for Life* training counts towards the national target, but not the local disaggregated target. A reduction in the number of short courses may have implications on *Skills for Life* achievements as these contribute significantly to targets. 63% of all aims currently count towards the target and there is still a considerable gap between what does and doesn't count. All WBL framework achievements count towards the target.
- The South West is providing more literacy than numeracy achievements when more competence in numeracy is needed (numbers lacking 5 GCSEs including maths is higher (40%) than 5 GCSEs including English (20%); 77% of adults in the South West do not have level 2 in numeracy compared to 54% who do not have level 2 in literacy).<sup>30</sup>
- Literacy and numeracy as well as management skills are among the skills shortages experienced by local employers. Those occupations that have greatest need include: skilled trades and personal services (literacy and numeracy) and administrative and elementary occupations (numeracy only)<sup>31</sup>.
- In the 2004/05 academic year Somerset<sup>32</sup> engaged 1172 learners on English for speakers of other languages (ESOL) provision. 55% were female and 44% male. The three main ethnic minority groups undertaking the provision were any other white background (59%), Chinese (6%) and Asian or any other Asian background (4%). Any other white background would include learners mainly from Eastern Europe and Portugal. 39% of ESOL provision was at entry level and 31% no level applicable.
- Approximately 1.2% of Somerset's 508,000 population<sup>33</sup> are from black and minority ethnic backgrounds (BME), which equates to 6,100 people. Employment rates are higher among the BME working-age population (88.8%) compared to the white population (82.5%)<sup>34</sup>.
- Local initiatives to encourage ethnic minority learners to progress on to level 3 programmes have made significant progress but more needs to be done to increase BME participation in work based learning.
- Regional statistics show that non-UK born workers tend to be employed in either highly-skilled professional occupations or in the lower-skilled occupations such as personal service and elementary occupations.
- Growing migrant populations, particularly from parts of eastern Europe, are generating an increase in the demand for English-language training. Available estimates suggest that over 2,500<sup>35</sup> Somerset residents may be in need of English for Speakers of Other Languages (ESOL) qualifications. These individuals are

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<sup>30</sup> Skills for Life survey DfES October 2003

<sup>31</sup> National Employer Skills Survey 2005

<sup>32</sup> LSC funded provision

<sup>33</sup> Skills in England Report 2004

<sup>34</sup> Somerset Strategic Partnership Somerset Economic Strategy (2005)

<sup>35</sup> Skills for Life Survey, DfES October 2003

predominantly working in the care, agriculture, food and drink processing and hospitality industries<sup>36</sup>.

### **Somerset Strategic Partnership**

- Somerset LSC has had high-profile and active involvement in developing Somerset Economic Strategy. This has enabled the LSC learning and skills agenda to be fully integrated into and valued within Economic Strategy and Somerset Strategic Partnership Strategy.
- The LSC has been fully involved in the development of the Local Area Agreement.
- A small number wards in Bridgwater and Taunton are among the most significantly deprived wards in the South West and UK. However, standard national measures of deprivation under-represent the incidence of need in Somerset. Dispersed patterns of need exist across the rural parts of the county.
- The proportion of disabled people in employment<sup>37</sup> in Somerset (60.3%) is well above the regional (56.5%) national averages (50.6%) but research shows that individuals of working age who are classified as disabled are more likely to have no qualifications (25%) than non-disabled (10%)<sup>38</sup>. There needs to be more emphasis on skills and awareness raising in order to approach the non-disabled employment rates (82.7%).
- Underemployment, insecure employment and seasonal employment are issues, particularly in rural and coastal parts of Somerset.
- Earnings in the county are on average lower and rising more slowly than regional and national comparisons. This reflects the occupational profile, with its relative concentration of people in low level occupations, and the low added value and productivity characteristics of Somerset's economy.
- The knowledge economy is less well developed in Somerset (12% of employment, 2001) than regionally (17%) and nationally (18%).<sup>39</sup> The 2004 Knowledge Economy Audit<sup>40</sup> concluded that the knowledge economy in Somerset is dominated by the public sector and the advanced engineering sector. Two of the region's emerging sectors, environmental technologies and creative industries, have strong prospects for future growth in Somerset.
- There is a substantial gender pay gap in Somerset, with women workers at a disadvantage.

### **Voluntary and Community Sector**

- The VISTA project (ESF funded) to build delivery capacity of voluntary and community organisations in Somerset has recruited 321 individuals to date (against a target of 245).

### **Offender Learning**

- Offenders in prison and supervised in the community should according to need have access to learning and skills which enable them to gain skills and qualifications to hold down a job and have a positive role in society. In Somerset, three Offender Learning and Skills Service (OLASS) contracts are in place to deliver offender learning, advice and enhanced services and wider development activities for those in custody. In addition, a contract exists to work with offenders

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<sup>36</sup> Migrant Workers SLIM Research Brief January 2006

<sup>37</sup> Annual Population Survey March 2005, ONS

<sup>38</sup> DfES Statistical First Release 05/2006

<sup>39</sup> Somerset Strategic Partnership Somerset Economic Strategy (2005)

<sup>40</sup> Local Futures Group 2004

in the community in Avon & Somerset Probation area, for advice & guidance services and Skills for Life.

## **5. Improve the skills of the workers who are delivering public services.**

- 23% of Somerset's population are employed in the public sector (this is the same proportion as regionally and nationally). In 2003, 28% of the Somerset public sector workforce did not have a Level 2 qualification. The number of employees undertaking trade apprenticeships is falling and is currently around 3%.<sup>41</sup>
- The SW LSCs will work closely with public sector organisations and those delivering public services, and with other relevant agencies, including the relevant Sector Skills Councils, to develop the skills of the staff delivering public services.
- We will work together to establish comprehensive and integrated workforce development strategies at regional and at local level which recognise:
  - that LSC funding directed towards public sector workforce development should complement, enhance and add value to other government departmental funding streams supporting public sector workforce development
  - the potential synergy between work towards our national PSA targets (proportion of adult workers holding Level 2 qualifications, Level 2 at 19, *Skills for Life*) and work towards centrally and locally determined targets for public sector workforce development
  - regionally agreed priorities, including *Skills for Life* within the public sector workforce
  - the development of local priorities as set out in Local Area Agreements and other compact agreements
- Somerset County Council is committed to supporting and upskilling all staff who would benefit from basic skills training. For school support staff this means supporting individuals to achieve basic skills qualifications, level 2, level 3, NVQs and VQs.
- Together with Bournemouth, Dorset and Poole LSC, we have been working closely with the Somerset and Dorset Strategic Health Authority on developing our *Skills for Life* strategy and skills mapping of non-clinical staff.
- The Care COVE led by Somerset College of Arts and Technology in partnership with Bridgwater College, Somerset County Training and Bournemouth and Poole College was approved in May and is currently in the development year. The health and care sector is progressing towards legislative requirement that 50% of the workforce is qualified to level 2 by 2006.

## **6. Strengthen the capacity of the LSC to lead change nationally, regionally and locally.**

- Somerset LSC has had a high-profile and active involvement in developing the Somerset Economic Strategy, with the result that the learning and skills agenda is prominent. Our agenda is valued and fully integrated into economic strategies for

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<sup>41</sup> Labour Force Survey, August 2005 ONS

both urban areas and market towns as well as cross cutting actions such as take up and use of broadband by small and medium sized employers. We initiated and drove forward work on the Somerset knowledge economy and e-strategy.

- Similarly we have a key role in the Somerset Strategic Partnership (SSP) and with Connexions initiated a Skills and Enterprise Exhibition to be held in November 2006. This has generated considerable interest and enthusiasm as a “showcase for Somerset” and as a result we have drawn in funding from SSP, the Regional Development Agency and Business Link. We have been fully involved in producing the SSP Local Area Agreement.
- We have a strong working relationship with the Regional Development team on a range of projects including the Morlands regeneration at Glastonbury, the proposed Frome learning centre, the broadband project, Somerset Skills Alliance *Train to Gain*, and increasingly Taunton Vision. Other projects under development include the leisure and learn centre in Minehead and the Springboard project in Bridgwater.
- Our partnership work with Government Office for the South West has focused on Local Area Agreement and Children Strategy. We have raised the profile and understanding of the 14-19 learning entitlement within the Children and Young People Partnership with the result that this is now embedded within the forward plan to achieve the 5 outcomes.
- We have funded the Somerset Learning Partnership to help facilitate joint provider strategies (in particular 14-19, *Skills for Life* and higher education) and the implementation of our Strategic Area Review action plan. Following a successful cross sector seminar we have re-focused Somerset Learning Partnership so that it concentrates on the key priority of 14-19 plan implementation led by a Joint Education Partnership Board and co-funded by the local authority and LSC.
- The South West LSCs have set up cross-regional groups reporting to the South West Management Group to lead the introduction of the new *Agenda for Change* business processes and to develop appropriate transition plans.
- Council members in Somerset have been fully involved in strategic planning in anticipation of Agenda for Change. We have briefed college governors and senior managers on policy developments through individual and cross-county meetings. The new regional chair and board will be developing communication and working with college governors across the region.

## **Somerset Skills Priority and Provision Analysis Matrix - 04/05**

The skills matrix (page 22) is available at local, provider and regional level. It shows provision categorised by contribution to targets and match with regional sub-sector priorities. It gives an indication of the scope for shift in the balance and mix of provision, but it should be noted that it is not a precise tool for measurement. However, we are able to use it during planning dialogues with providers to ensure that we move towards purchasing provision that contributes to LSC targets.

In the body of the table, green represents provision that counts towards our targets, orange, provision that has the potential to contribute and red, provision that does not contribute, and will no longer be eligible for LSC funding from 2006/07. With the focus more keenly on purchasing provision which counts towards our targets we expect to see a shift in provision from right to left with the majority of future provision in the high and medium boxes. However, there will always be an element classed as low priority due to provision for learners with learning difficulties and/or disabilities (LLDD).

This matrix sets out the contribution of Somerset LSC's existing learning provision to the LSC's priorities. The regional goal is to improve the contribution to provision offering qualifications and in sectors of the economy that have been prioritised by the LSC by 10-30% in 2006-07.

## Somerset Skills Priority and Provision Analysis Matrix - 04/05

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	6,080,240	18%	5,800,736	17%	15,185,998	44%	27,076,974	79%
Potential to contribute	12431		3808		15604		31843	
No longer eligible for LSC funding	994,904	3%	254,213	1%	831,083	2%	2,080,200	6%
Other (eg UFI and Unclassified)	1380		385		1142		2907	
Entitlement	186,730	1%	104,979	0%	188,205	0%	459,913	1%
Totals	362		76		497		935	
	0	0%	0	0%	0	0%	0	0%
	0	0%	0	0%	0	0%	0	0%
	N/A		N/A		4,738,802	14%	4,738,802	14%
	7,271,875	21%	6,159,927	18%	20,924,087	61%	34,355,889	100%
	14173		4269		17243		35685	

  

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	3,851,396	20%	1,569,224	8%	4,919,081	26%	10,339,701	54%
Potential to contribute	9224		2637		11137		22998	
No longer eligible for LSC funding	3,120,516	16%	575,168	3%	3,710,707	19%	7,406,392	38%
Other (eg UFI and Unclassified)	8336		2195		13482		24013	
Entitlement	648,864	3%	70,362	0%	766,503	4%	1,485,728	8%
Totals	2776		104		5013		7893	
	0	0%	0	0%	0	0%	0	0%
	0	0%	0	0%	0	0%	0	0%
	N/A		N/A		53,532	0%	53,532	0%
	7,620,776	40%	2,214,754	11%	9,449,824	49%	19,285,353	100%
	20336		4936		29632		54904	

NB percentages are funding values as a percentage of the total funds, for each age group

## Key changes needed (see also following table summarising volumes and budgets)

### Employer engagement

- Achieve greater market penetration of large employers particularly in the public sector, in order to create the critical mass necessary to hit our *Skills for Life*, first Level 2 and Apprenticeships targets.
- Deploy *Train to Gain* as a major opportunity for providers to grow their business with employers, and as a catalyst for skills development by hard to reach employees and hard to reach employers.
- Stimulate providers to open up the wider learning market, including full involvement in Ufl Learndirect – a key funding stream for adults.
- Influence a change of culture on the part of employers and individuals, so they increase their own financial investment in learning, particularly at level 3 and level 4. Through the purchasing power of employers and individuals increase choice and both quality and flexibility of provision.
- Raise the contribution to FE income through fees to 37.5% by 2007/08 and towards 50% by 2010, whilst fully evaluating any impact on provision.

### 14-19

- Deliver a new entitlement to all 14 – 19 year olds that provides access to high quality, relevant learning opportunities and a wider choice of more diverse vocational routes. Address challenges of delivery in rural areas, recognising diseconomies of scale and transport issues. Through the Joint Education Partnership Board, achieve a more proactive planning dialogue between schools, colleges and work based learning providers.
- Improve substantially the achievements of young people against the five outcomes set out in Somerset's Children and Young People's Plan by better integrating the activities and funding of local authority, health service, police, voluntary and community sector and LSC.

### Mix and balance of provision

- Ensure that the mix and balance of provision purchased from colleges (including specialist colleges) and other providers is in line with LSC funding priorities of 16-18s, first Level 2 qualifications and *Skills for Life*, and with Sector Skills Agreements (e.g. on-site assessment and training for construction sector, business improvement techniques-type training for engineering and manufacturing). There will also be acceleration in changes to the pattern of provision through the effects of *Train to Gain* and increased fee income targets.

<i>IT/ITQ</i>	<ul style="list-style-type: none"> <li>• Increase the number of learners on ITQ qualifications</li> <li>• Transfer learners on other IT qualifications to ITQ especially at Levels 2 and 3</li> <li>• Contribute to regional share of SSA target from a South West baseline of 3,380 (2004/05). Focus in Somerset during 2006/07 is capacity building where provision is not in place and commitment to growing priority sector provision where feasible, with an emphasis on planning for greater change in 2007/08.</li> </ul>
<i>Construction/OSAT</i>	<ul style="list-style-type: none"> <li>• Increase the number of learners registering and completing Level 2 OSAT</li> <li>• Contribute to the regional share of SSA target from a South West baseline of 1,303 (2004/05). In Somerset during 2006/07 increase growth in enrolments by 5%</li> </ul>
<i>Engineering/BIT</i>	<ul style="list-style-type: none"> <li>• Increase the number of learners on BIT (Levels 2 and 3)</li> <li>• Transfer learners from PMO to BIT qualifications where appropriate</li> <li>• Contribute towards the regional share of SSA target from a South West baseline of 25 at Level 2 and 9 at Level 3 (2004/05)</li> <li>• College proposals for introducing NVQ provision for digital aerial installers</li> </ul>
<i>Public Sector</i>	<ul style="list-style-type: none"> <li>• Identify what is currently being delivered by providers</li> <li>• Increase delivery of Level 2 qualifications to school support staff and contribute towards the regional share of the 2006/07 qualifications target</li> <li>• Consider funding preferred qualification for staff working with homeless and vulnerable people (Level 2 Certificate in Supporting the Development Needs of Homeless and Vulnerable People)</li> </ul>
<i>Health and Social Care</i>	<ul style="list-style-type: none"> <li>• Promote and increase delivery of Level 2 (and Level 3 where appropriate) to care sector employees/employers</li> <li>• Meet significant need for Skills for Life (including ESOL) requirement</li> </ul>
<i>Retail</i>	<ul style="list-style-type: none"> <li>• Meet significant need for Skills for Life</li> <li>• In Somerset during 2006/07 increase growth in enrolments at level 2 by 5%.</li> </ul>

- Undertake a thorough review of sectors starting with two of our priority sectors, construction and health and social care, looking at success rates, industry-preferred qualifications, range, gaps, cross border issues and impact of CoVEs. In this way, establish a process for responding to subsequent sector skills agreements as they emerge, incorporating priorities into provider development plans.

## Quality

- Increase FE and work based learning success rates in Somerset LSC priority sectors of construction, health and care, and public services particularly for level 2 and level 3 long qualifications. Also in retail (regional priority), and information and communication technology (cross-cutting sector). Remedy poor provision agreeing improvement indicators, withdrawing or transferring funding if necessary.

# 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			Learning Aims Success Rates	Funding £
	Volumes of learners	In-year achievements (volume)			
<b>FE Total Learners</b>	9439				£31,808,119
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	2285	1407	61.6%		
<i>Learners on a full Level 2 qualification</i>	1212	691	57.0%		
<i>Learners on a full Level 3 qualification</i>	4602	2717	59.0%		
<i>Learners on 2 or more A2 qualis</i>					
<b>Discrete* activity, e.g. fully ESF, or LIDF funded provision</b>					
<b>School sixth form</b>	1786				£8,362,858
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate		Funding £
<b>WBL Total Learners</b>	2773				£4,577,147
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>					
<i>Learners on an Apprenticeship</i>	1841	303	16.5%		
<i>Learners on an Advanced Apprenticeship</i>	827	121	14.6%		
<b>Entry to Employment</b>	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
All E2E	164	271	20.0	95	£1,875,425

2005/06				
Learners			Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)			
	9533			£37,101,511
	2296	1581	68.9%	
	1405	898	63.9%	
	5003	2974	59.4%	
	1833			£8,905,000
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
2843				£5,652,653
	2034	424	20.8%	
	793	157	19.8%	
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
300	400	24.0	126	£1,633,550

2006/07				
Learners			Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)			
	10001			£39,044,615
	2404	1672	69.6%	
	1475	957	64.9%	
	5190	3099	59.7%	
	1835			£9,457,000
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
3016				£6,136,618
	2158	492	22.8%	
	856	171	20.0%	
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
350	450	22.0	168	£1,236,200

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>	38204			£17,264,724
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	3323	2555	76.9%	
<i>Learners on a full Level 2 qualification</i>	2129	810	38.0%	
<i>Learners on a full Level 3 qualification</i>	1587	710	44.7%	
<i>Learners on 2 or more A2 qual.</i>				
<b>Discrete* activity, eg fully ESF, or LIDF funded provision</b>	68			
<b>Personal &amp; Community Dev't Learning</b>	20836			£3,618,569
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
<b>WBL Total Learners</b>	1762			£1,409,343
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	2242	1195	53.3%	
<i>Learners on an Apprenticeship</i>	963	117	12.1%	
<i>Learners on an Advanced Apprenticeship</i>	722	68	9.4%	
<b>ETP / NETP</b>	Volumes of learners	In-year achievements (volume)		Funding £
<i>Of which...</i>				
Level 2	-	-	-	-
Skills for Life	-	-	-	-

2005/06			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
28843			£15,129,919
4486	3130	69.8%	
2321	976	42.1%	
1579	725	45.9%	
19324			
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AIL	Funding £
1577			£1,311,250
2081	1328	63.8%	
848	181	21.3%	
676	116	17.2%	
Volumes of learners	In-year achievements (volume)		Funding £

2006/07			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
28065			£15,295,674
4891	3575	73.1%	
3003	1451	48.3%	
1650	787	47.7%	
15666			
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AIL	Funding £
1353			£1,319,958
2075	1348	65.0%	
741	147	19.8%	
597	142	23.8%	
Volumes of learners	In-year achievements (volume)		Funding £
	2229	900	£1,990,344
	632	216	£ 305,280

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05	£53,449,336	£6,978,819	£1,891,021	£8,362,858	£3,618,569	£0	£1,906,448	£1,232,299	£1,352,746	£3,756,921
2005/06	£55,746,000	£7,138,000	£1,949,000	£8,905,000	£3,619,000	£0	£630,000	£972,000	£1,321,000	£2,547,000
2006/07	£59,383,000	£7,957,000	£1,236,000	£9,457,000	£3,309,000	£2,295,624	£1,503,000		Regional	

## Key actions

Priority	Action	Measure of Success
<p>1. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities</p>	<p>1.1 Implement the next stage of <i>14-19 Action Plan</i> promoting the new entitlement through joint area prospectus, preparing for the introduction of specialised diplomas, and the implementation of <i>Youth Matters Green Paper</i> (including volunteering as a route to full-time learning). Develop effective 14-19 area planning groups and prepare for Joint Area Review scheduled to take place in 2006/07. Ensure that employers are fully engaged in delivering the 14-19 curriculum by raising awareness and understanding, and overcoming barriers to participation.</p> <p>1.2 Implement Somerset's <i>Level 2 at 19 Action Plan</i>, with particular emphasis on:            - raising awareness of Level 2 at 19 target with colleges, work based learning provider network, local authority and schools, and gain commitment to joint strategy            - improving the availability and accessibility of transport options particularly in rural areas            - benchmarking Somerset performance, using value added data and identified best practice to improve success rates in specific occupational areas and particular providers.</p> <p>1.3 Implement actions arising from our extensive school student survey to explore career perceptions, ensuring access to high quality information, advice and guidance. Extend pupil survey to assess the ambition and realism of learning aspirations.</p> <p>1.4 Fund targeted ESF projects (including pre-Entry to Employment project) to engage vulnerable and disaffected young people. Improve the attendance and performance of post-16 learners through the continued roll out of Education Maintenance Allowance (EMA).</p> <p>1.5 Co-fund with Somerset Strategic Partnership, the Regional Development Agency</p>	<p>Increase 14-19 participation; provide appropriate information, advice and guidance for 14-19 year olds; provide a full range of learning pathways and progression including new vocational pathways; improve infrastructure and capacity</p> <p>Achievement of actions and the Level 2 at 19 target for 2006.</p> <p>Learning and career choices better informed by high quality information, advice and guidance available consistently across the county.</p> <p>Reduce relatively high incidence of young people not in education, employment or training (NEET) in parts of the county (for example, Taunton, Bridgwater, Yeovil, Frome, and in the Minehead, Watchet and Williton areas) down to the current Somerset average of 4.7% by 2007.</p> <p>Raise aspirations of young people and</p>

	<p>and Business Link a high profile Skills and Enterprise Exhibition for young people and parents in November 2006.</p> <p>1.6 Focus on sectors where apprenticeships completions are low, and promote apprenticeships within employers who employ young people not in structured training.</p> <p>1.7 Provide Plan-It and Work Experience on-line (WEX) to capture individual ambitions at Years 9,10 and 11 and enable access to a live up-to-date database of employers interested in working with the LSC in the provision of quality work experience placements.</p> <p>1.8 Respond to LSDA findings and inspection results and work with contractor to improve performance of Entry to Employment in Somerset.</p> <p>1.9 Develop new Partnership for Young Apprenticeships (to start in September 2006) with a focus on the engineering and hospitality sectors, taking account of the Regional Statement of Priorities.</p> <p>1.10 Work with local authority, Joint Education Partnership Board and school improvement partners to raise quality in school sixth forms. The average point score per entry has risen steadily over the last four years from 76.8 in 2002, when schools were ranked 20<sup>th</sup> in the country, to 81.7 in 2005 when we were ranked 12<sup>th</sup> in all local authorities. Work with these partners to achieve a more proactive planning dialogue between schools, colleges and work based learning providers.</p> <p>1.11 Through our involvement in steering and commissioning groups, work with the</p>	<p>parents, counter stereotypes associated with gender, disability and ethnicity, and encourage take up of learning and employment options within county.</p> <p>Total of 700 Apprenticeship framework completions in 2006/07. Reduce percentage of 16-18 year olds in the “earning not learning” group from 9% to 7% by March 2008.</p> <p>Provision of an on-line apprenticeships system linked to Train to Gain brokerage.</p> <p>Achieve 55% positive destinations by August 2007 compared to current figure of 36% for 2004/05.</p> <p>15 engineering young apprentices aged 14-16, and 15 hospitality young apprentices aged 14-16, both from Yeovil College and partners. Overall 20 Level 2 achievements by August 2007</p> <p>To be ranked in the top ten of local authorities for average point score per exam entry</p> <p>Alignment of college, school and work-based learning planning processes.</p> <p>Achievement of actions and targets set out</p>
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	<p>local authority, health service, police and voluntary and community sector to deliver the Somerset Children and Young People's 2006/07 Plan. Develop joint actions to engage vulnerable young people including care leavers, disaffected young people and those known to the Youth Offending Team.</p>	<p>in Plan.</p>
<p>2. Making learning truly demand-led so that it better meets the needs of employers, young people and adults</p>	<p>2.1 Implement <i>Train to Gain</i> from August 2006, prioritising funding for <i>Skills for Life</i> and Level 2 qualifications and targeting hard-to-reach employers and hard-to-reach employees. Undertake selection exercise and quality kite-marking of any new providers. Ensure full Somerset provider representation in <i>Employer Guide to Good Training</i>. Focus on industry-preferred qualifications in engineering, information technology and construction sectors (see p24). Build sufficient capacity and capability across the vocational training delivery network to meet the demands and requirements of local employers.</p> <p>2.2 Refocus and drive forward the final year of a £1.1m ESF project (<i>The Training Station</i>) and associated £3m Regional Development Agency project. Track learning and other outcomes through stage two action plans.</p> <p>2.3 Build upon the achievements and experience of <i>The Training Station</i> and reinvigorated Alliance Steering Group. Influence the Somerset focus of the new independent and impartial skills brokerage service to be delivered by Business Link South West.</p> <p>2.4 Contract manage a Somerset leadership and management project aimed at individual development of senior managers.</p> <p>2.5 Work with Business Link to deliver Somerset element of Regional Development Agency funded regional leadership and management programme focused on organisational development within senior management teams.</p>	<p>Achievement of Somerset contribution to regional target of engagement of 4,500 employers, 28,200 learners, leading to 3,600 first full Level 2 qualifications.</p> <p>Through the two projects, engage 2000 employers, 50% of these to take up non-accredited learning opportunities, and 25% involved in structured learning.</p> <p>Achievement of wider business outcomes. Transfer of practice, experience, process and business contacts. Momentum of partnership commitment and engagement maintained.</p> <p>A total of 306 businesses engaged, 162 assessments, 130 personal development plans, 92 personal development plans implemented.</p> <p>A total of 197 organisations participating in programme, 267 individuals benefiting, and 22 employees achieving L3/L4 equivalent.</p>

	<p>2.6 Use findings from Somerset LSC research project (including employer engagement measure, customer journey, levels of market penetration and market demand, and best practice) to inform <i>Train to Gain</i> commissioning strategy.</p> <p>2.7 Work with Union Learning Services to agree and take forward joint activities to enable hard to reach employees to take up learning opportunities.</p> <p>2.8 Work with Ufl to ensure geographical coverage/access to learning across the county. Focus on achievement of Skills for Life and first level 2 qualifications in the priority sectors of manufacturing and engineering, care, public sector and IT.</p> <p>2.9 Ensure that the shift to industry-preferred qualifications identified in Sector Skills Agreements and by South West Enterprise and Skills Alliance (in particular for our priority sectors of construction, health and social care, engineering, manufacturing, and public sector) is fully reflected in FE and WBL Development Plans.</p> <p>2.10 Review and strengthen the performance of Centres of Vocational Excellence (CoVEs) and encourage more linkages to schools with specialisms and with National Skills Academies, providing networks of specialist excellence in each sector, driven by the needs of employers.</p> <p>2.11 Achieve a significant shift in participation and achievement of under-represented groups, including English for Speakers of Other Languages (ESOL) provision.</p> <p>Particular projects are:</p> <ul style="list-style-type: none"> <li>- fund an ESF project aimed at identifying and assessing potential individuals and</li> </ul>	<p>Final project report received by May 2006. Employer engagement measures agreed consistently in provider development plans. Deployment of planned and ringfenced funding influenced by findings.</p> <p><i>Skills for Life</i> and first full level 2 qualifications. Increased progression from non-accredited learning.</p> <p>393 Skills for Life qualifications and 24 first level 2 qualifications during academic year 2006/07 with an indicative funding allocation of circa £644k.</p> <p>Changes in mix and balance of provision that continue to shift LSC expenditure towards high priority provision (see p22)</p> <p>3 CoVEs (Automotive Engineering at Bridgwater, Advanced Engineering at Yeovil and Construction at SCAT) to be successfully reassessed in May 2006. 2 CoVEs (Tourism, and Care) seeking to achieve full CoVE status by September 2006.</p> <p>Achievement of Equality and Diversity Impact Measures (see Annex A). By July 2006 baseline enrolments of 1,684 to have increased by 10%.</p> <p>75 learners achieving Level 2 by December</p>
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	<p>employers who would benefit from ESOL training, and the subsequent signposting to and/or delivery of appropriate training.</p> <p>- provide support and influence the design and commissioning of a regional <i>Skills for Life</i> project on English for Speakers of Other Languages. The project will identify geographic and sectoral gaps in the demand and supply of ESOL provision in the South West and raise awareness of provision among employers.</p> <p>2.12 Safeguard funding for personal and community development learning within FE. Fund family learning, family literacy, language and numeracy and neighbourhood learning for deprived communities drawing in non-LSC funding sources where feasible.</p>	<p>2007</p> <p>Final report. Recommended actions.</p> <p>For 2006/07, a total of 10,600 Personal and Community Development learners, 2080 first steps learners, 2300 family learning and family literacy learners and 800 Neighbourhood Learning in Deprived Communities learners.</p>
<p>3. Transform the learning and skills sector through <i>Agenda for Change</i></p>	<p>3.1 Target FE funding to address LSC priorities of first full level 2 (and level 3 for priority areas) provision.</p> <p>3.2 Manage the LSC's new Quality Mark for colleges and work based learning providers to recognise excellence in meeting employer needs.</p> <p>3.3 Work with Quality Improvement Agency to support colleges (including specialist colleges) and work based learning providers in developing workforce and leadership skills, through intervention options, call-off contractors 'health checks'.</p> <p>3.4 Assess and monitor provider performance improvement strategies linked to self-assessment, inspection and Annual Planning Review. Analyse FE and work based learning inspection grades by areas of learning and leadership/management as a rolling average, and review quarterly.</p>	<p>2564 Level 2s to be delivered 3443 Level 3s to be delivered</p> <p>Quality Mark achieved by at least one Somerset college and one Somerset work based learning provider by 31 March 2007.</p> <p>Improved success rates, inspection outcomes and other measures of success, exchange of good practice.</p> <p>Make progress towards or exceed average national success rates in each sector.</p> <p>At our five colleges, increase OfSTED inspection grades 1 (outstanding) and 2 (good) for areas of learning from 73% to 78%. Maintain OfSTED inspection grades 1 and 2 for leadership and management at</p>

	<p>3.5 Benchmark FE and work based learning trends at inspection over time.</p> <p>3.6 In line with criteria drawn up by South West work based learning task group, withdraw from purchasing new starts within work based learning provision with a current framework achievement rate of less than 35%.</p> <p>3.7 Use benchmarking data to review sector and sub-sector success rates and identify good practice. Develop improvement actions or indicators in provider development plan, or where necessary, contingencies. Examine in particular achievement rates of 'feed' providers.</p> <p>3.8 Remedy poor FE provision in the following sectors by agreeing improvement indicators, withdrawing or transferring funding if necessary. These are potentially engineering and manufacturing, construction and ICT.</p> <p>3.9 Implement local capital plan aligning LSC and county council investment strategies, recognising the impact of the Children and Young People's Plan and taking account of "Building Schools for the Future", Somerset's area reviews of demographic change, 16-18 Capital Fund and RDA capital development and other economic initiatives.</p>	<p>80%.</p> <p>At our 16 work based learning providers, increase ALI inspection grades 1 and 2 for areas of learning from 16% to 20%, and reduce grade 4 to 0%.</p> <p>Raise ALI inspection grades 1 and 2 for leadership and management from 31% to 35%, and reduce grade 4 to 0%.</p> <p>Accelerated improvement in grades achieved. By September 2008 no WBL provision supported with framework achievement rates of less than 35%.</p> <p>Improve learner experience and achievement.</p> <p>Withdrawal of contract, continuation of contract with conditions, or incentivising through payment on performance improvement.</p> <p>Improved success rates in identified sectors.</p> <p>4 capital college proposals received and processed, 5 college projects completed.</p>
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	<p>3.10 Monitor and quality assure information, advice and enhanced services contract for those aged 20 and above.</p> <p>3.11 Fund two ESF projects to extend advice and enhanced services to those who have already gained Level 2. Increase delivery capacity by training additional staff, and encouraging organisations to obtain matrix quality standard for information, advice and enhanced services.</p>	<p>A total of 22,614 information sessions, advice to 3282 individuals yet to achieve Level 2, and enhanced services to 233 individuals yet to achieve Level 2.</p> <p>Over two years to December 2007, given advice to 1000 unemployed individuals who have already gained Level 2. 100 individuals to achieve skilled adviser training, and 15 organisations to achieve matrix quality standard. Advice given to 600 employed people who have already gained Level 2.</p>
<p>4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs</p>	<p>4.1 As a key member of Somerset Strategic Partnership help implement local area agreement particularly in relation to economy and Children's and Young People's Plan, and prepare for the Joint Area Review.</p> <p>4.2 Deliver our learning and skills responsibilities, actions and targets within the Somerset Economic Strategy particularly in relation to growth of key sectors and knowledge economy.</p> <p>4.3. Deliver an ESF funded project (£190,000) to upskill women in rural areas of Somerset.</p> <p>4.4. Strengthen Somerset's knowledge economy by increasing the volume and range of high level skills within the Somerset workforce, particularly in our four priority sectors.</p> <p>4.5. Through an ESF project, provide on-line learning access to programmes and</p>	<p>Progress towards Local Area Agreement actions and targets. Greater integration of the delivery actions and funding of local authority, health service, police, voluntary and community sector and learning and skills sector</p> <p>Achievement of targets and actions. Resolution of skills gaps, increased productivity</p> <p>A total of 200 women upskilled, 12 instructors and 5 assessors trained.</p> <p>Increase in percentage of employees in knowledge intensive industries (including environmental technologies and creative industries) from 12% (in 2001) to 20% by 2010.</p> <p>200 SME start-ups. Enhance skill levels of</p>

	<p>qualifications for individuals who are looking to start their own business, or whose organisations are within the first three years of operation.</p> <p>4.6. Implement <i>Skills for Life</i> strategy for tackling numeracy and literacy skills including prioritising learning that leads to a qualification, and improving completion rates. Use regional ESF project 'Crystal Chandelier' to increase the number of tutors achieving levels 3 and 4.</p> <p>4.7. Implement the funding, procurement and contracting of basic skills and ESOL for Jobcentre Plus clients.</p> <p>4.8. Through three Offender Learning and Skills Service (OLASS) contracts deliver offender learning, advice and enhanced services, and wider development activities.</p> <p>4.9. Work with Jobcentre Plus to tackle barriers between welfare and sustainable employment and in delivering the New Deal for skills to enable the low-skilled to gain qualifications to help them progress in the labour market.</p> <p>4.10 Fund a major ESF project until December 2006 to build delivery capacity of voluntary and community organisations in Somerset (including business planning and training provision) and consider future direction and sustainability.</p>	<p>120 senior managers. Sustainability post-project established.</p> <p>A total of 3663 learners to achieve <i>Skills for Life</i> qualifications by August 2007. Project target of 102 level 3s (of which 16 are ESOL) and 98 level 4s (42 new tutors, of which 8 are numeracy; 56 existing tutors, of which 7 are ESOL) in Somerset by 31 July 2007.</p> <p>Contract targets achieved.</p> <p>Monitor and review the quality, impact and relationship management of contracts.</p> <p>Take up of appropriate training and learner support. Improved productivity of businesses and prospects of JobcentrePlus customers as they move from welfare to work. Improved integration of services.</p> <p>ESF targets achieved. Sustainable voluntary and community sector with enhanced workforce development capacity by March 2007.</p>
<p>5. Improve the skills of the workers who are delivering public services</p>	<p>5.1 Work with Somerset County Council and Dorset and Somerset Health Authority (or successor body) to increase demand for and take up of:</p> <ul style="list-style-type: none"> <li>• apprenticeships</li> <li>• basic skills</li> <li>• first level 2</li> </ul>	<p>A specified contribution to LSC targets agreed and progress being made towards achievement. Year One Local Area Agreement targets met.</p>

	<ul style="list-style-type: none"> <li>• higher education</li> <li>• customised learning solutions</li> <li>• involvement in education business link activity</li> </ul> <p>5.2 Fund Somerset County Training to deliver pilot Adult Apprenticeships in care. Work with Industry Group for Care to encourage care homes, in particular to introduce competence-based training for both adults and young people.</p> <p>5.3 Develop Charter committing all organisations represented on Somerset Strategic Partnership to enable their employees to achieve basic skills and first level 2 qualifications.</p> <p>5.4 Embed school support staff provision in mainstream funding ensuring further roll out of support staff vocational qualification.</p>	<p>20 adult learners (25 years +) supported with 75% achievement rate. Evaluation report. Commitment to recruit 19-24 year old apprentices.</p> <p>Targets for basic skills and level 2 agreed, and action underway.</p> <p>Minimum of 171 qualifications achieved</p>
<p>6. Strengthen the capacity of the LSC to lead change nationally, regionally and locally</p>	<p>6.1 Through the Joint Education Partnership Board of the refocused Somerset Learning Partnership achieve a more proactive planning dialogue between schools, colleges and work based learning providers in order to deliver the new 14-19 entitlement.</p> <p>6.2 Implement far reaching <i>Agenda for Change</i> reforms to accelerate progress towards improvements in quality and more effective purchasing decisions within the post 16 sector. Work with college governors and senior managers within colleges and other providers to recognise, anticipate and manage change.</p> <p>6.3 Introduce new <i>Agenda for Change</i> business processes through cross regional LSC groups reporting to South West Management Group. Enhance staff skills, confidence and capability to deliver new requirements.</p> <p>6.4 Further develop joint approaches, with local authority and RDA, to capital investment in learning taking account of 16-18 capital fund, area reviews of demographic change and employer demand.</p>	<p>Production of area learning prospectus, preparatory work for introduction of specialised diplomas underway, improved access in all schools to impartial information, advice and guidance</p> <p>Targets for changes in the mix and balance of provision achieved. High quality “collect once, use often” data informing planning and purchasing decisions</p> <p>Transition plans achieved. New fit for purpose business processes in place. Staff confident and able to implement changes.</p> <p>Increased learner participation and achievement. Longer term capital strategy for Somerset.</p>

## Our Delivery Resources

### Human Resources

Within the context of Theme 7 of *Agenda for Change*, we are committed to developing our staff to help us achieve our strategic and business objectives. These objectives for organisational learning include:

- to achieve the wide range of demanding actions and targets set out in our Annual Plan
- to develop the resilience, confidence and coping skills of staff to maintain a healthy working environment
- to develop the ability of staff to understand and use financial and other management information (and associated LSC data systems) as an integral part of their role
- to develop the readiness and ability of staff to transfer skills to new tasks and challenges
- to further develop the task and people management capabilities of people managers.

Priority areas for development include effective interaction between colleagues, use of management information, partnership working, management skills and smarter working.

### Equality and Diversity

The Council 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.

Local equality and diversity impact measures (EDIMs) have been set for 2006/07 (see Annex A) and progress against the individual measures will be monitored during the annual planning review. From Autumn 2006 it is envisaged that we will contribute towards the development of regional EDIMs for 2007/08 with a focus on specific local actions required.

Our current workforce profile against national benchmarks is:

- For senior women in band 3 and above our achievement is 28.6% against a national target of 51%.
- For the proportion of men in band 1 roles our achievement is 9.1% against a national target of 30%.
- For the total number of BME employees our achievement is 2.1% against the 2010 national target of 9.1%.
- For the total number of BME employees in band 3 and above our achievement is 0% against the 2010 national target of 16%.
- For the total number of employees who consider themselves to have a disability our achievement is 2.1% against a national target of 6%.<sup>1</sup>

The analysis will change as Theme 7 implementation takes effect.

## 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 (including specialist colleges) and other providers funded by the 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;
- to promote the raising of standards for learner health and safety through support, and challenge, as appropriate.

## Learners with Learning Difficulties and / or Disabilities

Under the Learning and Skills Act 2000, the Council has a specific responsibility to consider the needs of young people and adults with learning difficulties and/or disabilities. There are robust arrangements in place to ensure that this group of learners have access to suitable provision that meets their needs and where appropriate the additional support required.

The report of the steering group for the strategic review of LSC funding and planning of provision for learners with learning difficulties and/or disabilities (LLDD) outlines a vision of change and transformation for the education and training provided for this group of learners. The report will provide the focus for the LSC in its key activities in this area for at least the next 5 years. The overarching recommendation of the review is that the LSC should develop a national strategy for the regional/local delivery, through collaboration with partners, of provision for learners with learning difficulties and/or disabilities across the post-16 learning and skills sector that is high quality, learner centred and cost effective.

Locally we have developed and started to implement with the LEA a long-term strategy to provide high quality, appropriate and relevant learning and progression for young people with learning difficulties and/or disabilities. An action plan and targets have been agreed, taking account of reviews of specialist provision being conducted by Somerset LEA and the LSC's LLDD review. This plan gives particular emphasis on the needs of learners with profound and multiple learning difficulties.

## Sustainable Development

The LSC has issued a strategy for sustainable development *Here to Sustainability*. The LSC is committed to promoting and disseminating this strategy and implementing the actions in it. We need to do this so that the learning and skills sector, and the LSC itself, know what is meant by sustainable development, appreciate why it is so important and understand why today's learners need to acquire skills for sustainable development.

The LSC's strategy for sustainable development will be incorporated into our policies and practices in the same way as policies on equality and diversity and quality improvement have been. It will be integrated into the LSC's business cycle, be part of the LSC's Agenda for Change and be included in the LSC's Annual Statement of Priorities. This makes it

clear that the sector and the LSC will together promote and embed sustainable development skills and manage resources in ways that encourage sustainability.

### **Partnership Working**

Somerset LSC can only achieve its remit through effective partnerships with a wide range of organisations and networks. We value the knowledge, expertise and viewpoints of others. We are keen to build on existing success and good practice, establishing mutual goals and a commitment to getting results for learners in Somerset.

Along with other local LSCs in the South West we enjoy effective and productive working relationships with the University for Industry (Ufi). A programme of regular meetings coupled with monthly performance data to all parties has ensured that all stakeholders are kept fully up to date. Our approach is both complementary and contributory and we intend to build and strengthen these relationships in 2006/07 and forward into 2008. In addition we will continue to have regular strategic meetings to discuss regional issues and planning.

## Annex A

**Somerset LSC is committed to implementing equality & diversity impact measures (EDIMs). These measures reflect stretching targets based on benchmarking, data returns and analysis of past performance.**

	<b>Equality and diversity issue</b>	<b>Impact measure</b>
1	Data for 2004-05 shows 'not known/provided' category for disability/learning difficulty is about 9.8% an increase of 1.8% from 2003-04. Not known/provided' category for ethnicity is around 3.4%, an increase of 1.2% from 03/04. Although, providers must respect learners' right to choose not to disclose, there are inconsistencies in the quality of data collection which varies between different levels of study.	To reduce 'not known/provided' category to 7.0% overall for disability/learning difficulty and ethnicity to 2.5% overall by 2006/07
2	Analysis of data for learners aged under 19 in work base learning and further education shows a year on year increase in the numbers of males entering the hair and beauty sector to 6.6% by 2004-05 from 1.3% (WBL only) in 2001-02. However there is still significant gender imbalance in both WBL & FE. For 'all age' data male learners represent 7.3%	Increase male representation in the hair & beauty sector (WBL & FE) for all ages to 8% by 2006/07.
3	Local analysis of the ILR data for 2004-05 confirms the pronounced gender imbalance in the construction sector for those under 19 studying in further education or work based learning, although numbers of females has increased from 1.5% in 2001-02 to 4.6% by 2004-05. For 'all age' data female learners represent 3.5%.	Increase female representation in the construction sector for all ages to 4.5% by 2006/07.
4	In addition, 2004-05 data shows only 3.7% of all young people engaged in further education/work based learning in the engineering sector are female. This has risen from 2.6% in 2001-02. For 'all age' data female learners represent 3.9%.	Increase female representation in engineering sector for all ages to 4.5% 2006/07.
5	In Somerset the numbers of ethnic minority groups are low at only 1.1% of the local population compared with the national average of 9.1%. <sup>42</sup> Analysis of 01-02 ILR data indicated that of all level 3 qualification learners just 0.9% were ethnic minority learners. This had risen to 1.7% in 04-05.	To increase ethnic minority learners studying at level 3 to 2% of all level 3 learners by 2006/07.
6	All LSC funded providers were required to produce a Disability Statement (by April 2003) that reflect the support measures they have in place for learners with learning difficulties and/or disabilities, including accessibility.	To benchmark (within sector) progress in learner recruitment, participation and achievement for learners with disabilities by comparing 03-04 data with 04-05 data (available from Spring 2006).
7	Two new Equality and Diversity (E&D) strategic action plans for 2005-08 were produced in 2005 (one internal and one external) to ensure development across a wide range of identified tasks to embed and deliver equality. These plans will take account of Theme 7 implications.	Progress made through an organisation wide approach following completion of identified actions and verified by regular reviews.
8	During 04-05 and 05-06 the following E&D training took place for staff: - Welcome All (disability awareness) training - Dignity at Work - Race Equality Scheme training workshops It is essential that training is ongoing and incorporates new legislative requirements as they are implemented.	Frontline staff will feel better equipped, through increased knowledge gained from ongoing training in equality and diversity awareness raising, to challenge discrimination, promote good equality and diversity practices and assist providers in achieving their EDIMs.

<sup>42</sup> Census 2001

## List of Abbreviations

## Annex B

<b>ACL</b>	Adult and Community Learning
<b>ALI</b>	Adult Learning Inspectorate
<b>BIT</b>	Business improvement techniques
<b>BME</b>	Black and minority ethnic
<b>CoVEs</b>	Centres of Vocational Excellence
<b>DfES</b>	Department for Education and Skills
<b>E &amp; D</b>	Equality and Diversity
<b>EDIMs</b>	Equality and Diversity Impact Measures
<b>EMA</b>	Education Maintenance Allowance
<b>ESOL</b>	English for speakers of other languages
<b>ESF</b>	European Social Fund
<b>E2E</b>	Entry to Employment
<b>ETP</b>	Employer Training Pilots
<b>FE</b>	Further Education
<b>HE</b>	Higher Education
<b>HEFCE</b>	Higher Education Funding Council for England
<b>IAG</b>	Information, Advice and Guidance
<b>ICT</b>	Information and Communication Technology
<b>IER</b>	Institute for Employment Research
<b>ILR</b>	Individual Learner Record
<b>IT</b>	Information technology
<b>ITQ</b>	Information Technology Qualification
<b>LEA</b>	Local Education Authority
<b>LIDF</b>	Local Intervention and Development Fund
<b>LLDD</b>	Learners with learning difficulties and/or disabilities
<b>LSC</b>	Learning and Skills Council
<b>LSDA</b>	Learning and Skills Development Agency
<b>NEET</b>	Not in education, employment or training
<b>NETP</b>	National Employer Training Pilot
<b>NVQ</b>	National Vocational Qualification
<b>OfSTED</b>	Office for Standards in Education
<b>OLASS</b>	Offender Learning and Skills Service
<b>ONS</b>	Office for National Statistics
<b>OSAT</b>	On-site assessment and training
<b>PCDL</b>	Personal and Community Development Learning
<b>PLASC</b>	Pupil level annual school census
<b>PMO</b>	Processes in Manufacturing Operation
<b>POLAR</b>	Participation of local areas
<b>PSA</b>	Public Service Agreement (targets)
<b>RDA</b>	Regional Development Agency
<b>SLIM</b>	Skills and Learning Intelligence Module of South West Observatory
<b>SME</b>	Small and medium-sized enterprises
<b>SSA</b>	Somerset Skills Alliance
<b>SSP</b>	Somerset Strategic Partnership
<b>UCAS</b>	Universities and Colleges Admissions Service
<b>Ufi</b>	University for Industry
<b>VISTA</b>	Voluntary Sector Training Alliance
<b>VQs</b>	Vocational Qualifications
<b>WBL</b>	Work Based Learning

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