

Tyne and Wear
Learning and
Skills Council
Annual Plan
2006-07

May 2006

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

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER
LEGAL ISSUES

Contents

Page number

Our Vision	3
Our Priorities	5
Our Targets	6
Our Values	7
Progress towards Tyne and Wear Headline Targets	8
A Context for Delivery.....	9
What we have delivered so far and our planned changes for 2006/07.....	14
Regional Skills Priority and Provision Analysis Matrix.....	16
Further Regional Areas of Focus.....	17
Key Changes Needed	19
Key Actions	20
Our Delivery Resources	27
Partnership Working.....	27
Train to Gain	28
Regional Skills Brokerage Service.....	28
Local Planning.....	28
College Financial Health.....	28
Local Council.....	29
Equality and Diversity	29
Learners with Learning Difficulties and/or Disabilities	29
Reducing Reoffending through Learning and Skills	30
Sustainable Development.....	31
Health and Safety.....	31
Delivering Sector Needs.....	32

Our Vision

We are pleased to present the Local Annual Plan 2006-07 for the LSC Tyne and Wear. This plan sets out our priorities and challenges, how we will target our resources and the activities we will undertake. It supports the delivery of our vision that by 2008 we will have developed:

A more flexible and responsive network of LSC funded providers working in close collaboration, each making their own specialist contribution to the delivery of high-quality skills and training that better meets the priority needs of local learners, employers, communities, and the local and regional economy.

We have continued to make excellent progress in driving up participation, and improving the attainment of young people and adults. Key achievements include:

- Working closely with partners such as Connexions Tyne and Wear we have helped reduce the number of young people not in education, employment, or training (NEET and those not known) from 25.0% to 18.8%, a significant reduction of 6.2 percentage points;
- The strong performance of our local Employer Training Pilot, ETP, has continued with the highest rates of completion and employer satisfaction of the 18 local pilots in England. ETP has reached 18,200 learners and 1600 employers delivering over 3,500 Skills for Life, and 14,700 Level 2 learners. The roll-out of Train to Gain will continue this success; and
- Our work on Skills for Life has resulted in 30,700 adults improving their basic skills and achieving national accreditation since the launch of the government's strategy.

Our focus in 2006-07 is to build on this performance by addressing six priorities:

- Ensuring that all 14-19 year olds have access to high quality, relevant learning opportunities;
- Making learning truly demand-led so that it better meets the needs of employers, young people and adults;
- Transforming the learning and skills sector through agenda for change;
- Strengthening the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs;
- Improving the skills of workers who are delivering public services; and
- Strengthening the capacity of the LSC to lead change nationally, regionally and locally

Clearly, LSC budgets are finite and cannot meet every need. To meet our priorities we will direct resources to these groups:

- 16 – 18 year olds;
- Apprentices;
- Those with basic skills needs; and
- Those without a first Level 2 (or Level 3) qualification.

This plan comes at a time of transition. The LSC has published *agenda for change* as the strategy for transforming the post-16 learning and skills sector. We also recognise that the LSC must change to provide the leadership needed to drive forward change. Through Theme 7 of *agenda for change* we will create a more strategic organisation enabling us to work more effectively with partners locally, regionally and nationally. By implementing our local plan we will continue to meet the needs of local learners, employers, and communities for the benefit of Tyne and Wear and the North East.

Our providers and partners will play a crucial role in helping us deliver this challenging agenda. We are grateful for their commitment in working with us and would like to thank them for their invaluable contribution to our successes to date. Our values of trust, expertise, ambition and urgency will continue to drive all that we do and how we work with our partners. We look forward to building further on our achievements and to working closely with you to deliver this plan.



A handwritten signature in blue ink that reads "Ashley Winter" with a horizontal line underneath.

Ashley Winter
Chairman, LSC Tyne & Wear

A handwritten signature in blue ink that reads "CA. Roberts." with a horizontal line underneath.

Chris Roberts
Executive Director, LSC Tyne & Wear

Our Priorities

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

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

Our Annual Statement of Priorities can be found at www.lsc.gov.uk

Our Regional Priorities for the North East

We have worked closely with partners in the North East to establish the Regional Skills Partnership, and in the development of the Regional Skills Action Plan. The latter has recently been revised, but retains the seven objectives set out for 2005/06. As a member of the Partnership we remain fully committed to this Action Plan, and the priorities it expresses. However of specific interest to the LSC are those to:

- Increase employer demand for, and investment in, skills
- Raise individual aspirations and demand for learning and provide individuals with opportunities throughout life to achieve their aspirations and embrace change
- Enable those excluded from the labour market to access learning and sustainable employment
- Ensure all individuals have the foundations for employability: the attainment of skills for life and a first Level 2 qualification
- Increase the achievement of intermediate and higher level skills to support growth, innovation and productivity
- Enable colleges and learning providers to be more responsive to employers' and learners' needs

The Regional Skills Partnership has also agreed to focus on the following:

- Developing management and leadership skills and capability;
- Building on achievements at Level 2 to increase the proportion of the workforce qualified at Level 3;
- Support individuals not currently participating in the labour market to access learning and sustainable employment; and
- Ensure young people are motivated and skilled in order to enter and succeed in an increasingly knowledge based labour market.

We respond to these objectives and priorities in the context of our national priorities and our understanding of the local context. The Regional Skills Partnership Skills Action Plan can be found at www.onenortheast.co.uk

Our Targets

Under LSC national priority 1, for young people:

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

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

Locally we need an additional 216 young people to gain a Level 2 in 2007/08 compared to 2005/2006, resulting in a total of 9,713.

Under LSC national priority 2, for adults:

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

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

Locally we plan to deliver 4,369 full Level 2 achievements through further education and work-based learning in 2006/07, that is an increase of 149 compared to 2005/06.

In addition, we will also deliver 3,286 first full Level 2 achievements through 'Train to Gain'.

Under LSC national priority 2, for adults:

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

Locally we need 10,818 learners to achieve Skills for Life qualifications in 2006/07.

Underpinning both LSC national priorities 1 and 2, for Apprenticeships:

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

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

Locally we aim to raise the number of completions to 2,007 in 2006/07.

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

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

Our Values

Our values set out for us the way we work:

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

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

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

Progress towards Tyne and Wear Headline Targets¹ (Table 1)

Target Area	Latest achievement or progress refers to data as of:	Target 2003/2004	Achievement 2003/2004	Target 2004/2005	Achievement 2004-2005	Target 2005/2006	Progress toward target 2005-2006
1. 16-18 Learner numbers - consisting of FE, WBL and School Sixth Form elements:							
FE element	November 2005	17,345	16,975	17,629	17,060	16,892	14,690
WBL element:	November 2005	5,430	6,536	5,930	6,360	6,355	4,765
Apprentice and NVQ Programmes - Average In Learning	November 2005	4,325	4,112	4,476	4,054	4,255	3,986
Entry to Employment (E2E) – Starts	November 2005	1,800	2,424	2,260	2,306	1,900	779
School Sixth Form element	January 2005	7,330	7,074	7,520	7,078	7,700	7,072
Total 16-18 Learner numbers			30,220		30,229	30,125	26,527
2. Success Rates - FE - All Courses and Ages	Academic Year 2003-2004	58%	71%	60%	75%	75%	n/a
3. Success Rates - WBL Floor Target - All Programmes and Ages	November 2005	57%	47.82%	61%	48.76%	51%	52.7%
Apprenticeship Framework Completions	November 2005			44%	37.68%	45%	52.4%
4. First Time Apprenticeships – Starts (PSA target 16-21)	July 2005	3,342	3,646	3,844	5,630		
5. E2E - Positive Progressions	November 2005			50%	37.00%	50%	39%
6. Skills for Life Achievements	January 2006 (relates to 2004/05 actual)	18,580 (2001-04)	19,896	9,996	10,818	11,300	n/a

¹ Source: LSC administrative data

A Context for Delivery

This section summarises the key local learning and skills needs and the main challenges to be addressed to ensure that provision is more closely aligned to LSC priorities. This provides the basis for local action.

The Local Context

1. Tyne and Wear is a largely urban area, covering 5% of the North East but housing 43% of the region's population². 48% of jobs in the region are based in Tyne and Wear³. More people travel into the area to work and learn than travel out.
2. The **population**, just over one million, is declining. This trend is projected to continue with a fall by 1.2% between 2003 and 2013. There will be fewer young people and people of working age, and an increasingly ageing workforce⁴.
3. The **black and minority ethnic (BME) population** is small at 3.2% of the population compared with 9.1% nationally. The BME population is growing. There are more young people from BME communities attending schools in local areas such as the west end of Newcastle⁵.
4. **Participation** in learning by young people and adults is improving, but participation rates remain below the national average. **Attainment** also remains below average.
5. Fewer employed people have jobs with **skills needs** at Level 4 (34.9%) than in England (42.1%). A higher than average proportion have jobs with low skills needs at Level 2 (21.7% compared with 18.8% in England)⁶.
6. **Social deprivation** is high. 25% of the population live in areas ranked among the 10% most deprived in the country, reinforcing barriers to participation in learning.⁷
7. **Economic activity** (74.3%) is below the national average (78.4%). Unemployment (6.7%) remains above the national average (4.7%)⁸. An estimated 169,000 people are economically inactive with around 67,000 people claiming Incapacity Benefit⁹.

Young People – Improving Participation and Achievement

Demand Issues

1. The proportion of young people **participating in full Level 2** provision has remained static at around 17% in both 2002/03 and 2003/04, the same as nationally, though slightly below the regional average (19%)¹⁰.
2. Attainment of Level 2 qualifications declines between ages 16 and 19¹¹. This reflects the **decline in participation** between the ages of 16 and 17, and again at 18. In 2004, the participation rate among 18 year olds was almost 17 percentage points lower than among 16 year olds, compared with a difference of just over 11 percentage points in England¹².
3. **Participation in Work Based Learning** (WBL) is increasing¹³. Success rates rose by 5 percentage points since 2002/03, compared with increases of 8 percentage points in the North

² ONS Mid-Year Population Estimates 2003

³ ONS Annual Business Inquiry 2004

⁴ ONS 2003-based Subnational Population Projections

⁵ ONS Census of Population 2001

⁶ ONS Annual Population Survey 2004

⁷ ODPM Index of Multiple Deprivation 2004

⁸ ONS Annual Population Survey 2004

⁹ DWP Benefits Claimants August 2005

¹⁰ LSC Individualised Learner Record F05 2002/03 and 2003/04

¹¹ LSC Matched Administrative Data 2004

¹² Connexions, July 2004

¹³ LSC Individualised Learner Record Period 12 2002/03 and 2004/05

East and 10 percentage points in England¹⁴. Performance against the **Apprenticeship PSA target** has been good and the local target was exceeded by 16 percentage points.

4. The NEET and Not Known group in Tyne and Wear has fallen in recent years from 25% in Jan 04 to 18.8% compared to the regional average of 17.9% and national average of 13.9%¹⁵.

5. **Young offenders** in the NEET group are more likely to re-offend than those in employment, education, or training. The number supervised by Youth Offending Teams who are in education, training or employment (79.9%) compares favourably with the regional (75.8%) and national (74.9%) averages¹⁶.

6. Progression by young people to **Higher Education** is well below the national average. An estimated 26.5% of young people aged 19 in 2003 entered Higher Education¹⁷.

7. 61% of young people aged 19 in 2004 had achieved a Level 2 qualification, compared with 67% in England. Most did so in school (i.e. by age 16). However, almost 30% did so after the age of 16 compared with 26% of the national cohort¹⁸.

8. Participation in Further Education (FE) is increasing, but the proportion of young people undertaking learning which leads to **full Level 2 qualifications** is not improving¹⁹.

9. **The number of learners with** needs on the Autistic spectrum, more complex needs and those with educational and behavioural difficulties and mental ill-health are all increasing²⁰.

Supply Issues

10. Learner entitlements are in place in all five local authority districts. The **learner offer** must continuously develop to reflect economic needs. Stronger vocational pathways are needed and the offer must be supported by high quality **Information, Advice and Guidance**.

11. A high proportion of **Apprenticeships** is at **Advanced** level. In 2004/05 to date, 21% of starters began Advanced Apprenticeships, compared with 15% regionally²¹. Response to employer demand has shifted Apprenticeships from Level 2 to longer, more expensive Level 3 courses in key sectors such as Construction and Engineering/ Manufacturing.

12. **Level 2 attainment at Year 11** has risen in recent years at a rate greater than that in England. Between 2000/01 and 2003/04 the proportion of Year 11 pupils achieving five or more GCSEs at grades A*–C increased by 7.6 percentage points, compared to 3.7 nationally. Attainment is still below the national average. Around half of local Year 11 pupils in 2003/04 left school without a Level 2 qualification²².

13. Performance at **Level 3** has also improved, though slower than nationally. The average point score for 16-18 year olds at A/AS-level has increased by 10.6 points since 2001/02, compared with an increase of 22.9 points in England. The average points score at A/AS level in the area (241.5) for 2004/05 is still well below the national figure (277.6)²³.

¹⁴ LSC Individualised Learner Record Period 12 2002/03 and 2004/05

¹⁵ Connexions Tyne and Wear, Nov 2004 and Nov 2005

¹⁶ Youth Justice Board for England and Wales, January 2006

¹⁷ UCAS, 2004

¹⁸ LSC Matched Administrative Data 2004

¹⁹ LSC Individualised Learner Record F05 2002/03 and 2003/04

²⁰ LSC Tyne and Wear *Themed Review of Provision for Learners with Learning Difficulties and/or Disabilities*,

2005

²¹ LSC Individualised Learner Record Period 12 2002/03 and 2004/05

²² DfES *GCSE/GNVQ Examination Results and Associated Value Added Measures for Young People in England 2001–02, 2003 and GCSE and Equivalent Results and Associated Value Added Measures for Young People in England 2003/04, 2005*

²³ DfES, *GCE/VCE A/AS Examination Results for Young People in England 2001/02, 2003 and 2004/05 (Revised)*, 2005

14. The **quality** of provision has improved over the past three years with a sustained increase in success rates in both FE (63% in 2001/02 to 71% in 2003/04)²⁴ and WBL (38% in 2002/03 to 49% in 2004/05)²⁵. The quality of some WBL provision is an area of concern.

15. Despite significant improvement in the past year the progression rate to positive outcomes from **Entry to Employment** (E2E) is 37%, below the regional (40.4%) and national (42.7%) averages²⁶.

16. More appropriate post-16 FE college provision is needed for learners with more complex needs and needs in the Autistic spectrum. Lack of provision results in many staying at school. Vocational opportunities and work placements are limited.

Young People - key issues to address:

- support more young people to achieve a **Level 2 qualification by the age of 19**
- increase the number of young people with **high level specialist skills**
- increase uptake and achievement of **Apprenticeships** and work based learning
- tackle **poor quality provision**, particularly in some areas of work based learning
- strengthen the learner offer and improve **learner choice**
- support the needs of young people not in education, employment or training (**NEET**) and reduce the numbers in this group
- increase the numbers of **Entry to Employment** learners who progress into positive outcomes
- support the needs of **young people at risk** such as young offenders
- reduce **barriers to participation** in learning at 16, minimise the risk of drop-out, and support the smooth transition between learning opportunities
- increase the capacity of local provision to meet the needs of **Learners with Learning Difficulties and/or Disabilities**
- encourage more progression to **Higher Education**

Adults – Driving up local skills and meeting the needs of employers

Demand Issues

1. 36.7% of people of working age in Tyne and Wear are **not qualified to Level 2** compared with 36.1% regionally and 34% nationally. The proportion fell by 2.5 percentage points between 2001/02 and 2004/05, compared with falls of 3.7 percentage points in the North East and 2.7 percentage points in England²⁷.

2. It is estimated that 8,000 full Level 2 learning aims are delivered in the area each year, accounting for more than a third of the LSC's funding for FE²⁸. Adults undertaking first full Level 2 qualifications accounted for just 1.6% of all adult learners in local FE provision in 2004/05²⁹. Many employed people eligible for the **Level 2 Entitlement** are unlikely to take it up without additional support from their employer³⁰.

3. A significant proportion of the working age population have **literacy and numeracy skills below Level 2**. 66% have literacy skills below Level 2 compared with 56% nationally. Numeracy skills give rise to even greater concern with 85% of the population below Level 2 against a national average of 75%³¹.

²⁴ LSC Individualised Learner Record F05 2001/02 and 2003/04

²⁵ LSC Individualised Learner Record Period 12 2002/03 and 2004/05

²⁶ LSC Individualised Learner Record Period 12 2004/05

²⁷ DfES *Qualifications and Participation in Learning at Local Level 2004/05, 2005*

²⁸ LSC Individualised Learner Record F05 2003/04

²⁹ LSC Individualised Learner Record F05 2003/04

³⁰ LSC Tyne and Wear *Widening Participation: Household Survey 2004, 2004*

³¹ DfES *Skills for Life 2003*

4. The demand for **high level skills** (Level 3 and above) is forecast to grow across the North East. Demand for jobs requiring few or no qualifications is projected to fall³².
5. Employment growth is forecast in **service sectors** such as: Retail; Hospitality, Leisure, Travel & Tourism; Business Services; Education and Health & Social Care. In some sectors, particularly Manufacturing, significant reductions are likely³³.
6. Growth is expected in Sales & Customer Service, Management and Professional, Personal Service and Associate Professional & Technical **occupations**³⁴.
7. Significant **employment opportunities** will be available in all sectors and occupations over the next decade, including those projected to decline, due to the need to replace staff lost through turnover and retirement. Between 2004 and 2014, **net recruitment demand** is projected to equate to over 200,000 job opportunities³⁵.
8. Sectors with priority **skills needs at Level 2** include Construction, Engineering Manufacture, Other Manufacturing, Hotels & Restaurants, and Wholesale & Retail Trade³⁶.
9. The **public services** are a major employer. Job growth is forecast in Education, and Health & Social Care up to 2014, with Public Administration & Defence expected to decline.³⁷
10. A significant amount of **training** is undertaken and funded by employers but over a third provide no training at all for their staff³⁸.
11. 35% of employers providing training used FE colleges in the year to July 2004, in line with the proportion in the North East (35%) and slightly above that in England (32.5%)³⁹.

Supply Issues

12. A higher proportion of provision does not count towards the **Skills for Life** target (56%) than nationally (49%) and regionally (50%). The extent to which this is an issue varies between local FE providers⁴⁰.
13. The **mix of Skills for Life provision** does not reflect estimates of need. Planned learner numbers in FE in 2003/04 indicated that around 32% of provision would be in numeracy and 68% in literacy and ESOL, compared to the 37:63 ratio of numeracy to literacy needs⁴¹.
14. The mix of provision partly reflects the availability of **qualified and experienced basic skills teachers**. This may be compounded as recruitment to, and success in, the Level 3 and 4 basic skills teacher qualifications is higher for literacy than numeracy⁴².
15. Around 70% of Further Education provision is **non-accredited or 'other' provision** which does not contribute to LSC targets. A significant proportion is at Level 1, entry level and 'other' provision. This suggests high learner demand for lower level courses.⁴³
16. 29% of all learning aims in 2003/04 were at level 2. Notional Level 2 aims, which do not contribute to LSC targets, accounted for two in every three of the Level 2 aims⁴⁴.

³² Warwick Institute for Employment Research and Cambridge Econometrics *Working Futures II*, 2004

³³ Warwick Institute for Employment Research and Cambridge Econometrics *Working Futures II*, 2004

³⁴ Warwick Institute for Employment Research and Cambridge Econometrics *Working Futures II*, 2004

³⁵ Warwick Institute for Employment Research and Cambridge Econometrics *Working Futures II*, 2004

³⁶ LSC Tyne and Wear *Level 2 Needs and Level 2 Provision*, 2005

³⁷ Warwick Institute for Employment Research and Cambridge Econometrics *Working Futures II*, 2004

³⁸ LSC National Employer Skills Survey 2004

³⁹ LSC National Employer Skills Survey 2004

⁴⁰ LSC Tyne and Wear *Learning Provision in Tyne & Wear: Developing the Learning Infrastructure*, 2005

⁴¹ LSC Tyne and Wear *Learning Provision in Tyne & Wear: Developing the Learning Infrastructure*, 2005

⁴² LSC Tyne and Wear *Learning Provision in Tyne & Wear: Developing the Learning Infrastructure*, 2005

⁴³ LSC Individualised Learner Record F05 2003/04

⁴⁴ LSC Individualised Learner Record F05 2003/04

17. The economy is creating needs for **skills at Level 2, 3 and above** and for specialist skills. The mix of local provision is determined by a range of local factors. However, the current mix suggests, to some extent, a mismatch between learner demand and labour market needs.

18. FE provision is concentrated in **programme areas** such as Humanities; Visual and Performing Arts & Media; Business Administration, Management & Professional subjects and English, Languages & Communication⁴⁵. This reflects learner demand and develops marketable skills which are not necessarily sector specific.

19. The mix of **FE provision by area of learning at Level 3** shows a predominance in Humanities, Visual and Performing Arts & Media, Business Administration, Management & Professional subjects and English, Languages & Communication⁴⁶.

20. **Centres of Vocational Excellence (CoVEs)** play a key role in delivering specialist skills at Level 3, in engaging employers and developing high-quality, flexible provision⁴⁷. The regional network matches sector priorities in the Regional Economic Strategy and Skills Action Plan.

21. **The way in which provision is delivered** plays a key role in increasing employer engagement. Flexible delivery may be crucial in ensuring that the balance between supply and demand more closely reflects employer needs⁴⁸.

22. There are a number of local **equality and diversity** issues. Participation in some areas of WBL is affected by gender stereotypes. The ratio of male to female learners widened from 52:48 in 2001/02 to 54:46 in 2003/04⁴⁹. The gender split in FE is more significant with far more women than men (61:39 in 2003/04) compared to 54:46 in 2001/02⁵⁰. The participation of learners from the BME population in WBL has risen from 1.1% in 2001/02 to 1.4% in 2003/04⁵¹ but is lower than the proportion of people from BME groups among the population (3.2%)⁵².

Adult Skills - key issues to address:

- align local LSC funded provision more closely to **LSC priorities**
- increase the number of adults with **Level 2 qualifications**
- reduce the levels of **non-accredited or 'other' LSC funded provision** which does not contribute to LSC targets
- continue to shift the mix of local LSC funded provision to better meet **local skills needs**
- deliver the priorities in the emerging **Sector Skills Agreements** in the local context
- **increase demand** for employment-related skills and training among employers and individuals
- support the development of high quality **specialist provision**
- improve **equality and diversity** in learning
- consider the implications of **demographic change** on future skills needs
- support sustained improvements in the **quality and success** of local provision
- support **economic development** providing the skills needed to support lifelong employability
- increase the number of adults achieving **Skills for Life qualifications** that contribute towards the national target
- improve the skills of workers in the **public services** and better meet the needs of public sector employers

⁴⁵ LSC Individualised Learner Record F05 2003/04

⁴⁶ LSC Individualised Learner Record F05 2003/04

⁴⁷ GHK Consulting *Impact of the CoVE Programme: Attitude and Engagement of Employers and Key Stakeholders*, 2004

⁴⁸ LSC Tyne and Wear *Employer Needs in Tyne & Wear: Raising the Level of Skills*, 2005

⁴⁹ LSC Individualised Learner Record Period 12 2001/02 and 2003/04

⁵⁰ LSC Individualised Learner Record F05 2001/02 and 2003/04

⁵¹ LSC Individualised Learner Record Period 12 2003/04

⁵² ONS Census of Population 2001

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

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05			
	Learners			Funding £
	Volumes of learners	In-year achievements (volume)	In-year achievement/Volume (%)	
FE Total Learners	14,343			46,979,285
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	3,865	2,318	60.0%	
<i>Learners on a full Level 2 qualification</i>	2,892	1,880	65.0%	
<i>Learners on a full Level 3 qualification</i>	4,919	2,167	44.1%	
School sixth form	7,039			29,392,312
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement/12 month AiL	Funding £
WBL Total Learners	4,236			13,182,585
<i>of which...</i>				
<i>Learners on an Apprenticeship</i>	2,641	637	24.1%	
<i>Learners on an Advanced Apprenticeship</i>	1,396	364	26.1%	
Entry to Employment	Learners			
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations
All E2E	2,346	2,073	15.9	839
				Funding £
				11,330,108

2005/06				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	In-year achievement/Volume (%)		
16,795				60,429,086
5,789	3,811	65.8%		
3,494	2,332	66.7%		
6,136	2,902	47.3%		
7,074				30,012,216
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
6,579				15,152,309
4,329	1,058	24.4%		
2,055	540	26.3%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
2,000	2,215	13.0	855	8,586,867

2006/07				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	In-year achievement/Volume (%)		
17,104				62,958,885
6,078	4,104	67.5%		
3,803	2,631	69.2%		
6,437	3,246	50.4%		
7,078				31,042,120
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
6,708				17,166,217
4,510	1,302	28.9%		
2,156	523	24.4%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
2,110	2,268	12.8	954	6,278,717

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

SUMMARY OF ADULTS (19+)	2004/05				2005/06				2006/07			
	Volumes of learners	In-year achievements (volume)	In-year achievement/Volume (%)	Funding £	Volumes of learners	In-year achievements (volume)	In-year achievement/Volume (%)	Funding £	Volumes of learners	In-year achievements (volume)	In-year achievement/Volume (%)	Funding £
FE Total Learners	100,587			52,115,965	88,664			55,270,292	81,593			51,953,710
<i>of which...</i>												
<i>Learners on Skills for Life target qualifications</i>	5,908	3,121	52.8%		7,593	5,526	72.8%		8,507	6,252	73.5%	
<i>Learners on a full Level 2 qualification</i>	4,429	1,999	45.1%		7,533	5,420	72.0%		8,341	6,245	74.9%	
<i>Learners on a full Level 3 qualification</i>	3,185	1,203	37.8%		4,551	2,146	47.2%		4,510	2,211	49.0%	
Discrete* activity, eg fully ESF, or LIDF funded provision	16,917	11,273	66.6%		20,052	1,919	9.6%		9,020	319	3.5%	
Personal & Community Dev't Learning	14,279			5,658,368	22,667			5,586,983	19,623			5,178,401
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement/12 month AIL	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement /12 month AIL	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement /12 month AIL	Funding £
WBL Total Learners	2,243			4,428,058	3,285			4,505,295	3,120			3,983,670
<i>of which...</i>												
<i>Learners on Skills for Life target quals (All Ages)</i>	3,476	1,688	48.6%		5,523	3,185	54.7%		5,856	3,283	56.1%	
<i>Learners on an Apprenticeship</i>	1,247	330	26.5%		1,908	599	31.4%		1,858	583	31.4%	
<i>Learners on an Advanced Apprenticeship</i>	953	135	14.2%		1,301	337	25.9%		1,216	376	30.9%	
ETP / NETP	Volumes of learners	In-year achievements (volume)	In-year achievement Volume (%)		Volumes of learners	In-year achievements (volume)	In-year achievement Volume (%)		Volumes of learners	In-year achievements (volume)	In-year achievement Volume (%)	
	0	0			2,681	1,826	68.1%		3,098	2,060	66.5%	

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05	113,535,000	18,172,000	11,933,000	32,592,000	6,264,000	11,182,000	6,272,000	1,999,000	3,345,000	8,201,000
2005/06	122,080,000	22,199,000	9,836,000	34,434,000	5,596,000	17,847,000	3,828,000	1,843,000	3,272,000	14,020,000
2006/07	122,642,000	20,131,000	10,584,000	80,515,000*	5,198,000	17,840,000	1,262,000	tbc	8,783,000*	10,252,000

* Regional figure – local figure to be confirmed

Regional Skills Priority and Provision Analysis Matrix

Tyne and Wear provision mix for 2004/05 (Table 3)[⊗]

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% Overall
Provision is likely to contribute to National Target	£25,861,816 29119	48%	£14,073,131 10017	26%	£3,349,461 4864	6%	£42,829,543 41802	80%
Provision could contribute to National Target	£2,756,505 5080	5%	£543,995 1768	1%	£34,345 39	0%	£1,529,570 2200	6%
No longer eligible for LSC funding	£1,208,072 2205	2%	£16,683 27	0%	£5,507 94	0%	£392,454 602	2%
Other (eg UFI and Unclassified)	0 0	0%	0 0	0%	0 0	0%	0 0	0%
Entitlement	0 N/A	0%	0 N/A	0%	£6,426,250 N/A	12%	£6,426,250 N/A	12%
Totals	£29,826,393 36404	55%	£14,633,809 11812	27%	£9,815,563 4997	18%	£55,275,765 53213	100%

Over 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%
Provision is likely to contribute to National Target	£21,585,204 41317	34%	£9,067,705 20443	14%	£625,255 1502	1%	£31,278,165 63262	50%
Provision could contribute to National Target	£18,592,179 50258	29%	£8,737,684 40070	14%	£281,035 905	0%	£27,610,897 91233	44%
No longer eligible for LSC funding	£3,567,736 18208	6%	£178,390 332	0%	£477,478 8359	1%	£4,223,605 26899	7%
Other (eg UFI and Unclassified)	0 0	0%	0 0	0%	0 0	0%	0 0	0%
Entitlement	0 N/A	0%	0 N/A	0%	41,111 N/A	0%	41,111 N/A	0%
Totals	£43,745,119 109783	69%	£17,983,779 60845	28%	£1,424,880 10766	2%	£63,153,778 181394	100%

[⊗] The horizontal axis highlights the provision mix against LSC funding priorities, whilst the vertical axis presents this mix in the context of priority sectors in the North East. These have been categorised as high, medium or low priority. A breakdown of these priority sectors is available on request from chris.ord@lsc.gov.uk

Tyne and Wear Mix and Balance of Provision

Under 19

Figures for 04/05 show that 80% of the overall proportion of provision is likely to support our targets. This has improved from 77% of overall provision in 03/04. Of this, 48% is likely to contribute to national targets, and is also supporting the needs of high priority sectors in the region. Again this represents an improvement from 45% in 03/04. A relatively small share of LSC provision (18%) is supporting low priority sectors, and very little does not contribute to LSC targets and is now no longer eligible for LSC funding (2%).

19 and Over

This pattern of improvement is also evident in the mix of adult provision with 50% of the overall provision mix contributing to LSC targets, an increase from 38% in 03/04. 34% of this provision is likely to support LSC targets and high priority sectors, increasing the proportion of 24% from 03/04. A small share of provision is delivering against low priority sectors (2%), and is no longer eligible for LSC funding (7%).

Further Regional Areas of Focus

Young People Not in Education, Employment or Training (NEET) (Table 4)

NEET – North East Region						
	Nov 2004			Nov 2005		
	Number of NEET	% NEET	% Not known	Number of NEET	% NEET	% Not known
County Durham	1,661	11.1%	9.1%	1,761	11.9%	9.2%
Northumberland	689	7.3%	6.3%	818	8.7%	5.0%
Tees Valley	2,367	10.2%	18.3%	2,453	9.8%	6.4%
Tyne & Wear	4,460	11.8%	7.5%	4,239	11.3%	7.5%
North East Region	9,177	10.7%	10.8%	9,271	10.7%	7.2%
National	110,397	7.1%	6.8%	112,648	7.1%	6.8%

The numbers of those not in education, employment or training (NEETs) across the North East remain significantly above the national average (see Table 4). Accordingly, this is the single additional area of focus identified for the North East for 2006/07.

A regional review of NEETs identified a number of the challenges we face in achieving the nationally-agreed target of reducing the NEET group by 2 percentage points by 2010. This work is currently suggesting that, in order to close the gap with the national average, a regional reduction of 4 percentage points should be set as the target. In order to achieve this, a number of key strategic actions are being developed. These are:

- Building high level strategic commitment to NEETs through City Regions, Local Area Agreements and through joint regional Connexions services and Children's Trusts which leads to local action by partners through 14-19 partnerships or collaborative arrangements
- Ensuring that 14-19 partnership/collaborative delivery plans include, for example, NEETs targets based on reliable data, a focus on local geographical hot spots, identify the characteristics of those who are NEET, have a clear understanding of the

barriers facing individual young people and base future provision on what has been proven to make a difference

- Agreeing appropriate assessment arrangements are in place to ensure learners gain access to the right level of learning and the right level of support
- Ensuring that the right level and range of provision through 14-19 partnerships and collaborative arrangements
- Mainstreaming provision through the flexible use of funding
- Building capacity and quality.

Key Changes Needed

Improving Participation and Achievement of Young People

1. **Increase attainment of Level 2 at 19** by supporting a further 522 learners to achieve a level 2 qualification, increasing Level 2 success rates in FE by 3% and in WBL by 5%.
2. Increase **Apprenticeship** achievements with 2,007 learners to complete Apprenticeships and improve provider achievement rates by 4.7%.
3. Improve **learner choice** and the volume and quality of provision supported by information and advice, implementing the national learner entitlement and developing new vocational diplomas.
4. Contribute to a 1.3% point reduction in the proportion of young people not in education, employment or training (**NEET**) by supporting more than 1,250 learners at pre-NVQ Level 2 with at least 52% achieving positive outcomes, reducing the number of young people who enter employment without training by 4%, and ensuring that 93% of eligible 16 year-olds take up Education Maintenance Allowances.
5. Support **young people at risk** by ensuring that 90% of young offenders are supervised by the Integrated Offender Learning and Skills Service and supporting 500 learners through Preparation for Progression so that 60% achieve positive outcomes.
6. Increase provision for **Learners with Learning Difficulties and/or Disabilities** by meeting the needs of 600 learners in 5 new projects, developing new provision for 100 autistic learners.

Driving up local skills and meeting the needs of employers

1. Increase the amount of **provision contributing to LSC priorities**:
 - reduce non-accredited provision in FE by 8%
 - increase participation at Level 2 by 10% and at Level 3 in FE by 4%
 - increase Level 2 success rates by 4% and Level 3 in FE by 2%
 - deliver an additional 1,154 first full Level 2 qualifications to adults in FE
 - increase success rates in WBL by 5% at both Levels 2 and 3.
2. Develop the mix of provision to meet **skills needs** in key sectors such as Construction, Engineering Manufacture, Other Manufacturing, and Wholesale and Retail by delivering 200 Advanced Apprenticeships, 500 Level 2 and 300 Level 3 qualifications through ESF funding; and 100 unit accreditations with employers in target sectors.
3. Improve take-up and achievement of Level 2 and Skills for Life provision through **ETP** engaging 5,314 learners on first Level 2s, and an additional 3,286 Level 2 qualifications, and engaging 922 learners in Skills for Life, delivering 875 Skills for Life qualifications.
4. Drive up **informed demand** for learning by managing the transition from ETP to Train to Gain and implementing an independent and impartial skills brokerage service. Engaging 950 more employers in Train to Gain, 485 of these being traditionally 'hard to reach'.
5. Increase **Skills for Life** performance so that a further 10,818 adults achieve a qualification, an additional 5% of provision delivers qualifications which count towards targets, increasing FE Skills for Life provision which counts towards the target to 73%.
6. Improve **equality and diversity** in learning raising the non-traditional gender participation in Apprenticeships by 50%, and the WBL participation rate of learners from black and minority ethnic groups to 2.8%, and achievement rates for BME learners to within 4% of overall success rates, and LDD learners within 7% of overall success rates.
7. Improve the **quality and success** improving FE success rates by 2%, WBL success rates by 5%, and ceasing to contract for provision that is below quality floor targets.

Key Actions

This section outlines the specific activity LSC Tyne and Wear will undertake in order to tackle the main local issues identified in the context for delivery section. These key local actions are set within the context of LSC national priorities for 2006/07.

LSC priority 1: Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities		
Issue	Action	Measure of Success
Level 2 at 19	<p>Increase the number of young people achieving a Level 2 qualification by the age of 19:</p> <ul style="list-style-type: none"> • Appoint Level 2 champions in all local authority areas • Target young people with partial Level 2, and in jobs without learning • Implement a Local Level 2 tracking system • Set, monitor and manage challenging Level 2 achievement targets with schools, colleges and WBL providers in development plans 	<ul style="list-style-type: none"> • Additional 522 young people to gain a Level 2 at 19 • 3% improvement in FE Level 2 success rates for young people • 5% improvement in WBL Level 2 success rates for young people • 116 young people to gain a Level 2 at 19 through ESF funding
Apprenticeships	<p>Increase Apprenticeship achievements:</p> <ul style="list-style-type: none"> • Improve provider performance setting stretching targets and ceasing to purchase poor provision • Increase demand with employers, young people and parents through a range of marketing activities • Develop a broader flexible curriculum for 14-16 and post-16 learners with opportunities to experience varied learning away from school in FE colleges and the workplace through Single Programme funded Flexible Curriculum 2 initiative • Work closely with Jobcentre Plus (JCP) to ensure that JCP clients are prioritised for identification and support in taking-up Apprenticeships • Develop 'portal of entry' for WBL and Vocational training through Single Programme Capital funded Gateshead Collective – Centre for Vocational Learning Project 	<ul style="list-style-type: none"> • Increase Apprenticeship completions to 2,007 • Increase Apprenticeship achievement rates by 4.7% points • Generate 1000 learner leads with a 20% conversion rate of leads to learner starts • 30 new employer-led apprenticeships • No contracts with provision below quality floor targets • Increase by 5% the proportion of employers receiving information and advice regarding Apprenticeships • 20 Apprenticeship enrolments by JCP clients
Learner choice and provider collaboration	<p>Improve the learner choice for all young people:</p> <ul style="list-style-type: none"> • Work with strategic partners to ensure all young people's needs are met, irrespective of ethnic, cultural, socio-economic and other differences • Encourage providers' collaboration to increase choice and quality of provision, targeting areas of specific need and work to influence key local strategic partners including, where appropriate learning partnerships, local authorities, Children's Trusts, School Organisation Committees and the Academies Unit • Implement the framework for the national learner entitlement supporting access to learning that is consistent, of high quality, and 	<ul style="list-style-type: none"> • 4 vocational diploma lines for 14 – 19 year olds with 4 learning consortia in Gateshead by September 2006 • First cohort of 120 students to have achieved vocational diplomas at levels 1, 2 or 3 in Gateshead by Aug 2008 • Begin delivery of first 5 vocational diplomas in each local authority area by September 2008 • 5 local area 14 – 19 prospectuses that meet DfES national guidelines to be available online by Dec 06 <p>By end of March 2007:</p> <ul style="list-style-type: none"> • Deliver all LSC requirements for joint area reviews of Children's Services

	<p>with maximum choice</p> <ul style="list-style-type: none"> • Produce in collaboration with each local authority on-line prospectuses outlining courses and programmes on offer to 14-19 year olds • Strengthen the information and advice available on learning opportunities through strong joint planning with Connexions, and the increased impact of the Coursefinder website service • Increase employer links with 14-19 activities and enterprise, and provide work experience in key sectors through Education Business Link 	<ul style="list-style-type: none"> • All 14-19 learning partnerships supported in planning, delivery and management of appropriate learning provision • LSC positioned as key partner within all Children's Trusts • Coursefinder 'downtime' less than 1% • 10% increase in number of users accessing Coursefinder • 5,000 employers to be engaged in 14-19 activity • 25% of these employers involved in enterprise activity • 10,000 young people on work experience at year 10/11 • 5,000 young people in enterprise activity at key stage 4
NEET and reducing barriers to participation	<p>Support a reduction in the number of young people not in education, employment, or training (NEET), reduce barriers to participation in learning at age 16, minimise the risk of drop-out and ensure smooth transition between learning opportunities:</p> <ul style="list-style-type: none"> • Ensure that the 'Entry to Employment' (E2E) programme better meets the needs of those not in education, employment or training (NEET), and helps reduce the numbers of NEET • Close collaborative working with Connexions, and deliver a strong programme of learner support • Joint work on the Activity and Learning Agreement pilot • 'Earners and Learners' initiative with Connexions and Business Link • Manage implementation and increase impact of the National Education Maintenance Allowance (EMA) Programme • Develop more E2E provision by ESF/E2E capacity building projects 	<ul style="list-style-type: none"> • Contribute towards a 1.3% point reduction in the proportion of young people in the NEET group • 52% of Entry to Employment (E2E) leavers progress into employment, work based learning or further education • Provision for 1,250+ young people at pre-NVQ Level 2 • 4% reduction in the proportion of young people who enter employment without formal training • 93% of eligible 16 year-olds take up entitlement to EMA • 515 young people accessing ESF funded E2E provision
Young people at risk	<p>Support the needs of young people at risk:</p> <ul style="list-style-type: none"> • Ensure young and juvenile offenders progress from custody to community learning provision as part of the delivery of the Integrated Offender Learning and Skills Service • Better meet the needs of young people with severe social and learning needs through ESF funded 'Preparation for Progression' programme 	<ul style="list-style-type: none"> • 90% of young offenders supervised by Youth Offending teams and participating in learning • Provision available on 'Preparation for Progression' for 500 young people with severe social and learning needs • 60% of leavers from 'Preparation for Progression' progress into E2E, FE at Level 1 or employment with learning
Learners with Learning Difficulties and/or Disabilities	<p>Increase the capacity of providers to deliver more innovative provision, and develop more new provision for Learners with Learning Difficulties and/or Disabilities (LLDD)</p>	<ul style="list-style-type: none"> • 5 local authority based collaborative projects testing out new delivery approaches using specialist providers by Jun 06 • Meet needs of 600 LDD learners, and deliver an additional 100 new learners on the autistic spectrum by end of Mar 07
Progression to Higher Education	<p>Encourage stronger progression routes to Higher Education:</p> <ul style="list-style-type: none"> • Close working with CoVEs, the Lifelong Learning Network and 14-19 Action planning and support for the implementation of AimHigher • Develop a Centre for Higher Education in North Tyneside using Single Programme Capital funding 	<ul style="list-style-type: none"> • Contribute to a 2% year on year improvement to the North East target of 34% for progression to HE by 2010 • Foundation Degree increase from baseline position in collaboration with Foundation Degree Forward • 160 learners on Foundation Degrees and other HE provision

LSC priority 2: Making learning truly demand-led so that it better meets the needs of employers, young people and adults		
Issue	Action	Measure of Success
Aligning provision to LSC priorities	<p>Deliver the funding priorities in the LSC's <i>Priorities for Success</i> document:</p> <ul style="list-style-type: none"> • Reduce non-approved provision through specific agreements with all local FE providers • Increase the proportion and success rates of FE provision at Level 2 and Level 3 through the review and agreement of key targets in provider development plans • Strengthen the implementation of Level 2 entitlement increasing the numbers of adults participating on and achieving Level 2/3 quals • Agree with Adult and Community Learning (ACL) providers a proportion of existing provision in support of learning for personal or community development including family learning 	<ul style="list-style-type: none"> • 8% reduction in the amount of non-approved provision that does not contribute to LSC targets • 10% increase in participation in full Level 2 provision in FE • 4% increase in participation in Level 3 provision in FE • 4% improvement in Level 2 success rates in FE • 2% improvement in Level 3 success rates in FE • Additional 1,154 first full Level 2 qualifications in FE compared to 2005/06 • 5% improvement in Level 2 success rates in WBL • 5% improvement in Level 3 success rates in WBL
Meeting skills and sector needs including priorities in Sector Skills Agreements	<p>Deliver an incremental change in the local provision mix to ensure that local provision better meets the skills needs of employers in key sectors:</p> <ul style="list-style-type: none"> • Targeted purchasing of Advanced Apprenticeships to respond to specialist Level 3 needs in key local sectors including Construction, Engineering Manufacture, Other Manufacturing, Wholesale and Retail • Delivery of innovative and creative training and development routes to accreditation using ESF funding targeting sectors and sub-sectors such as Engineering, Rail, Automotive, Retail, Clothing and Textile, and Contact Centres (see Delivering Sector Needs) <p>Ensure that local provision delivers the skills priorities set out in the emerging Sector Skills Agreements (SSA):</p> <ul style="list-style-type: none"> • Agree appropriate local provision in priority qualifications as part of planning discussions with local providers • Review sector activity to ensure alignment with SSA priorities (See Delivering Sector Needs) • Review provider development plans to ensure SSA priorities are met 	<ul style="list-style-type: none"> • 200 Advanced Apprenticeships in the Construction, Engineering Manufacture and Automotive sectors • 100 unit accreditations with employers in target sectors • 500 Level 2 qualifications via ESF funded sector initiatives including OSAT and Business Improvement Techniques • 300 Level 3 qualifications via ESF funded sector initiatives • 2 new passports (Social Care/Early Years) • Sector priorities integrated into provider development plans • Target ESF/Train to Gain activity on sector priorities (including OSAT NVQ 2/3 and BIT)
Increasing informed demand: Union Learning	<p>Drive up employer demand for accredited training at Level 2, Level 3, Skills for Life, and Apprenticeships:</p> <ul style="list-style-type: none"> • Training Union Learning representatives to increase the demand for learning and skills development in the regional workforce through the delivery and continued support for 'Driving Demand for Learning', the Northern Trade Union Contract 	<ul style="list-style-type: none"> • 4,200 adults advised and assisted by ULRs • 1,000 adults briefed on learning opportunities • 500 Adults referred to Level 2 • 150 Adults supported to achieve a first Level 2 qualifications • 100 Adults referred to Level 3 • 625 Adults referred for Skills for Life • 150 Adults achieve National Test in literacy • 125 Adults achieve National Test in numeracy

		<ul style="list-style-type: none"> • 100 ULRs involved in project management and supporting adult learning needs training • 200 employers not currently engaged in lifelong learning with a trade union contacted • 150 employers introduced to LSC/Business Link portfolio for Workforce Development • 200 ULRs trained through TUC OCN accredited training at levels 2 and 3
Increasing informed demand: ETP and Train to Gain	<p>Improve the take-up and achievement of Level 2, Level 3 and Skills for Life provision in the local workforce, as part of ETP and Train to Gain:</p> <ul style="list-style-type: none"> • Deliver integrated support package to all local employers • Engage with employers, employees, the Information and Advice service, Business Link and the TUC promoting the need for employees to improve their essential skills • Deliver a flexible and responsive information and advice (IA) service in employer's premises through New Pathways Advisors 	<ul style="list-style-type: none"> • 6,000 learners participating in learning • 5,314 first Level 2 starts • 3,286 learners to gain first Level 2 qualifications • 922 learners engaged in Skills for Life training • 875 learners to gain Skills for Life qualifications • 16 Level 3 qualifications achieved
Increasing informed demand: Train to Gain and Skills brokerage	<p>Manage the effective transition from ETP to the implementation of 'Train to Gain' ensuring strong performance in driving up employer and workforce engagement is maintained and improved</p> <p>Deliver an independent and impartial high-quality Skills brokerage service advising on the best local training to support employers and which supports delivery of 'Train to Gain'</p>	<ul style="list-style-type: none"> • Additional 950 employers engaged in Train to Gain through Skills Brokerage service • 450 of those 950 being traditionally 'hard to reach' employers
Specialist vocational provision	<p>Develop appropriate specialist vocational provision which offers integrated training programmes for employers and individuals, strengthening the local and regional network of Centres of Vocational Excellence (CoVE), and ensuring they link closely to National Skills Academies and Beacons:</p> <ul style="list-style-type: none"> • Support linkages and integration of CoVEs and other specialist provision with developing National Skills Academies in sectors of regional significance • Develop new specialist Apprenticeship provision with employers through local sector development work (see Delivering Sector Needs) • Deliver collaborative initiatives between providers and employers targeting specialist skills needs in priority sectors through ESF and Single Programme funded activity (See Delivering Sector Needs) 	<ul style="list-style-type: none"> • Local sector development work to deliver 600 Level 3 places and 400 Level 3 achievements targeting the Construction, Retail, Engineering Manufacture, and Health and Social Care sectors • Local sector development work to create 80 new adult Apprenticeship places targeting key local sectors • Assess regional CoVE network in line with national timescales involving relevant SSCs
Equality and Diversity	<p>Influence and support provision to ensure Equality & Diversity is embedded in all learning delivery:</p> <ul style="list-style-type: none"> • Address inequalities in participation, success and progression rates • Establishing EDIMs targets for Ufi, E2E, and Train to Gain 	<ul style="list-style-type: none"> • WBL Framework achievement rates for LLDD learners within 7% points of the overall achievement rate • WBL Framework achievement rates for BME learners within 4% points of the overall achievement rate

	<p>Continue to support specific learner groups in Tyne and Wear so that they can enter and stay in learning and achieve what they are capable of:</p> <ul style="list-style-type: none"> • Implement national LSC guidance for supporting older learners • Inform and influence the regional protocol for meeting the learning and skills needs of refugees, asylum seekers, and migrant workers • Work with regional mental health networks to improve opportunities and support for individuals with mental health problems 	<ul style="list-style-type: none"> • Increase WBL participation rate for BME learners to 2.8% • Increase non traditional gender participation in Apprenticeships by 50% • Increase the proportion of male FE learners to 46% • Ufi, E2E and Train to gain EDIMs agreed by Oct 06 • Baseline and future targets for participation and success rates for older learners agreed by Oct 06 • Baseline and future targets for participation and success rates of refugees and asylum seekers agreed by Oct 06 • Baseline and future targets for participation and success rates of learners with mental health problems by Oct 06
LSC priority 3: Transform the learning and skills sector through <i>agenda for change</i>		
Issue	Action	Measure of Success
Quality and success	<p>Continue to lead on the implementation of the <i>Success for All</i> reform strategy supporting sustained improvements in the quality and success of local provision:</p> <ul style="list-style-type: none"> • Strengthen quality assurance and improvement activities; • Implement a more robust and comprehensive self assessment process for all providers working closely with the Quality Improvement Agency (QIA) 	<ul style="list-style-type: none"> • Improve FE success rates by 2% • Improve WBL success rates by 5% • All Self Assessment Reports reviewed and written feedback issued within 4 weeks of receipt • All Post Inspection Action Plans reviewed and written feedback issued within 3 weeks of receipt • All Providers failing inspection offered one-to-one consultancy support with 100% take-up • 30% of providers use National Learner Survey as benchmarking tool • Increase the ratio of Management Inspection Grades at 1 or 2 by 5% from Mar 06 • Reduce the ratio of Management Inspection Grades at 4 or 5 by 5% from Mar 06
Capital development	<p>Support the development of high class accommodation aligned to excellent provision through mainstream capital and Single Programme investment in a long-term strategy of modernisation of FE provider estate:</p> <ul style="list-style-type: none"> • City of Sunderland College Usworth 6th form development and refurbishment of Hylton Centre for on-site vocational curriculum • Gateshead College development of new sports academy, and relocation of Durham Road main campus to Baltic Business Park • Newcastle College new School of Beauty, Sport and Tourism • Deliver regional capital investment strategy reflecting priority sectors identified in the Regional Skills Action Plan 	<ul style="list-style-type: none"> • 8% point contribution to long-term strategy of modernisation of FE estate in Tyne and Wear leading to an overall 30% point reduction in FE estate classed as poor quality by 2010

LSC priority 4: Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs and lifelong employability

Issue	Action	Measure of Success
Skills for Life	<p>Increase local performance in delivering Skills for Life qualifications, and support an increase in local capacity:</p> <ul style="list-style-type: none"> • Increase Skills for Life achievements by agreeing with local FE providers an increase in the proportion of Skills for Life provision that contributes to the national target • Increase the area's capacity to deliver Skills for Life quality provision through the Single Programme funded Tyne & Wear Learning Partnership Basic Skills Group's Challenge Project • Deliver a recruitment initiative through the ESF funded Tyne & Wear Learning Partnership Basic Skills Group's Skills for Life for the Voluntary and Community Sector (S4L 4 VCS) project • Manage the transfer and delivery of Jobcentreplus (JCP) Skills for Life provision (including ESOL), ensuring LSC Tyne and Wear becomes the lead body purchasing basic skills and ESOL training 	<ul style="list-style-type: none"> • 5% increase in FE Skills for Life provision that contributes towards the target • Increase the FE Skills for Life provision mix which counts towards the national target: does not count towards the target to a ratio of 73%:27% • 250 Skills for Life trainers to have been involved in relevant Continuing Professional Development activities • 2,500 individuals referred into Skills for Life accredited provision <p>In the period Jan 2005 to Dec 2006:</p> <ul style="list-style-type: none"> • 1,000 individuals to achieve Skills for Life accreditation that contributes to the national target through S4L 4 VCS
Local Area Agreements	<p>Influence the content and development of Local Area Agreements and lead on the implementation of learning and skills elements in the context of economic development through local strategic partnerships</p>	<ul style="list-style-type: none"> • Tyne and Wear Local Area Agreement Block 1 and Block 4 targets and measures aligned with LSC Tyne and Wear's targets and in-year milestones
Worklessness and Disadvantaged communities	<p>Enable those who are excluded from the labour market to access learning and sustainable employment:</p> <ul style="list-style-type: none"> • Implement activity as part of Worklessness projects and Single Programme funded initiatives, working closely with Local Authorities, Tyne & Wear Together, City Region groups, and ONE North East • Engage and progress adults to Level 2 and above through ESF funded projects and influence on Ufl provision • Enhance the availability and effectiveness of learning in disadvantaged communities through close partnership working and influencing of Local Authorities and Local Strategic Partnerships 	<ul style="list-style-type: none"> • 200 starts and 150 achievements of IAG NVQs (Level 2 and above) through Newcastle College ESF project • 340 learners without a Level 2 recruited, and 43 progressing to start a full Level 2 qualification through Workers' Educational Association ESF project • Increase UFI learner completions of pre-Level 2 learners by 1,822 compared to 2004/05 • All Community and Neighbourhood Renewal Strategies reflect LSC priorities
Voluntary and community sector	<p>Strengthen the Voluntary and Community Sector (VCS) contribution to learning, skills and economic development through delivery of LSC Tyne and Wear's <i>Working Together</i> action plan and ESF funding</p>	<ul style="list-style-type: none"> • Increase VCS membership of <i>Working Together</i> Tyne and Wear consortium to 100 • 250 employees/volunteers engaged & upskilled through ESF
Information, advice and guidance	<p>Embed high quality Information, Advice and Guidance (IAG):</p> <ul style="list-style-type: none"> • Implement the strategy for adult IAG, using ESF funds to support the evaluation and development of an expanded service for adult IAG • Ensure IAG contracts give priority service to Jobcentreplus (JCP) disadvantaged clients 	<ul style="list-style-type: none"> • 45,577 adults to have received information • 7,081 adults without a Level 2 qualification to receive advice • 45% adults who received IAG progress to Level 2 • 3,785 adults from target groups to receive advice and 1,000 JCP disadvantaged clients to receive IAG

LSC priority 5: Improve the skills of the workers who are delivering public services		
Issue	Action	Measure of Success
Public sector skills needs	<p>Improve the skills of local workers in the public services and better meet the needs of local public sector employers:</p> <ul style="list-style-type: none"> • Implement 'Train to Gain' providing learning, advice and training for those without a Level 2 and with basic skills needs in the public sector • Influence Local Government Workforce Development Planning through strategic working with NE Employers Organisation and the Improvement Partnership for NE Local Government • Increase the number of school support staff with a Level 2 contributing towards LSC National Support Staff Targets in collaboration with LAs • Implement key recommendations from the local review of public services to better meet local needs, improve the mix of provision on offer, and address gaps in supply and issues in raising demand • Target the promotion of Investors in People (IiP) as an effective organisational development tool across the public sector, specifically to those not already working with the IiP standard 	<ul style="list-style-type: none"> • Increase take of Apprenticeships in local authorities from 2004 Employee Apprenticeship survey baseline • 200 qualifications at level 2 or above from school support staff • 500 employees covered by new commitments • 500 employees covered by recognitions • 10 schools to achieve IiP for the first time • 20 schools to undertake a review against IiP • All five local authorities to have developed and published a Workforce Development Plan • Implement at least one pilot testing appropriate skills analysis toolkits • Increase number of local authorities signed up to Government Office awards including appointment of a champion and strategy to address Skills for Life needs
LSC priority 6: Strengthen the capacity of the LSC to lead change nationally, regionally and locally		
Issue	Action	Measure of Success
Leadership	Strengthen the leadership capacity of LSC Tyne and Wear by restructuring the organisation and securing the high-level skills needed to transform the learning and skills sector	<p>By end of June 2006:</p> <ul style="list-style-type: none"> • Restructure completed and key staff in post • 5 Tyne and Wear local partnership teams in place • 1 economic development team in place • 1 regional support office in place
Equality and Diversity	Embed equality and diversity in LSC Tyne and Wear by developing and disseminating good practice, and ensuring the LSC workforce better reflects the profile of the learners it represents	<ul style="list-style-type: none"> • Appropriate regional targets to be set in the context of the national policy following completion of LSC restructuring
Council members	Utilise the skills and knowledge of our local Council members to further enhance the influence and reputation of LSC Tyne and Wear	<ul style="list-style-type: none"> • Members interests, skills and experience on LSC database • Members appointed as ambassadors for key strategic areas

Our Delivery Resources

Partnership Working

The LSC in Tyne and Wear is proud of its strong record of effective partnership working at regional, sub-regional and local level. We are also proud of the success this has brought in helping us improve local provision so that it better meets the needs of the local and regional economy. As stated earlier in this plan the changes we will put in place under Theme 7 of the LSCs *agenda for change* reform programme aim to strengthen the interface with partners at all levels. Bringing this even stronger focus on partnership working is imperative if we are to meet the challenges we have set in transforming learning and skills through *agenda for change*. In meeting this challenge the LSC will interface with partners in a number of ways:

- The regional support team will strengthen our engagement with strategic partners at the regional level. Through the **Regional Skills Partnership** and its Regional Skills Action Plan the LSC will continue to work with OneNorthEast, Business Link and Jobcentre Plus to maintain a structured and co-ordinated approach to strategic planning regionally.
- The five local partnership teams in Tyne and Wear will interface with local strategic partners such as **Local Authorities** to enhance the level of support in meeting the challenges of the 14–19 agenda. The new partnership teams will also liaise with the Local Authorities on Children's Trusts and Local Area Agreements.
- LSC Tyne and Wear has developed a strong strategic relationship with both the **Tyne and Wear Learning Partnership** and its five local 'arms'. The new local teams will continue to support this strong collaborative approach and partnership working in strengthening the strategic delivery of local 14-19 action planning.
- Building on our partnership work with **Connexions Tyne and Wear** will be fundamental in meeting the 14-19 agenda, and in helping us identify and address the needs of young learners both in learning, and those not in education, employment or training (NEET).
- Strong collaborative working with **Business Link Tyne and Wear** will play a key part in helping the LSC meet the needs of employers and adults, and raise local skills.
- As part of the delivery of the National Employment Panel (NEP) recommendations joint planning arrangements with **JobCentreplus** will continue to be strengthened through implementation of our joint delivery plan.
- As Chair of the Employment and Skills Panel for the **TyneWear Partnership** the LSC is central in helping to determine the key priorities for learning and skills in Tyne and Wear and is accountable for all activities supported by the Partnership with respect to learning and skills. The LSC will maintain its active role in the partnership and support the delivery of the Tyne and Wear Economic Strategy. We are also actively engaged in exploring how we best align our planning and resources in the context of the proposals for City Regions currently being developed.
- The economic development teams in the new LSC structure will be working closely with **Local Strategic Partnerships** (LSP) to support the on-going economic regeneration of the area. Our continued commitment to the five LSPs will be important in strengthening the links between learning, community development, and neighbourhood renewal.
- LSC Tyne and Wear work on sector skills needs covers a range of sectors of strategic importance in the area, and involves a strong strategic interface with Skills for Business, the Sector Skills Development Agency, and the relevant **Sector Skills Councils**. The new sector teams will ensure sector needs and the Sector Skills Agreements fully inform the strategic purchasing of LSC funded provision.
- We will also work with partners such as the **Regional Language Network (RLN) North East**, Train for Gain brokers and language skills providers to develop a programme of language and cultural skills for business, including a programme aimed at training the brokers themselves. This will help them identify situations where employers could benefit

from having staff trained in language and cultural skills and to understand and identify appropriate language skills provision. RLN North East will then set this work in the context of the Northern Way by working with RLN North West and RLN Yorkshire & Humberside to partner appropriate organisations in the other two northern RDA areas.

- LSC Tyne and Wear will meet regularly with **College Governors** to discuss LSC priorities and the strategies colleges are adopting to address them.

Train to Gain

Train to Gain, formerly known as National Employer Training Programme, became operational across the whole region with effect from 1st April 2006. Contracts with the existing ETP Phase 4 providers, including ESF providers, have been extended to allow new learners and employers to be engaged from the period 1st April to 31st July 2006.

The LSC will work with employers, skill brokers, the Regional Skills Partnership, and Sector Skills Councils to discuss and agree the provision required to meet employers skills needs within regional priorities. An open and competitive procurement exercise will be completed in spring 2006 to contract the 'planned but subject to employer choice' element of Train to Gain.

Local targets set out in this Plan support the delivery of Regional targets for 2006/07 of:

- 13,989 First Full Level 2 starts
- 3,205 Level 2 achievements
- 2,425 Skills for Life starts
- 270 Skills for Life completions

Regional Skills Brokerage Service

Extensions to the existing Business Link Contract(s) have been made for the period 1st April – 31st July 2006, subsequently one Regional contract will be agreed for the period 1st August 2006- 31st March 2009, subject to annual review. The service will be impartial and independent and will meet the needs of local employers.

Local Planning

At the heart of the local planning process is the LSC's core business cycle which is embedded in the practices of all our local work and is the key driver for all local activity. The Local Annual Plan is an important part of this driver. All local activity is also underpinned by a commitment to the LSC values of 'Trust, Expertise, Ambition and Urgency'.

The key actions outlined in this plan will drive the operational activities at a local level to ensure that all LSC Tyne and Wear's work and resources focus on the delivery of our priorities. A formal review of progress against the local targets and measures in the plan will take place with the Regional Director on a six-monthly basis.

College Financial Health

The LSC is required, under its financial memorandum with the Department for Education and Skills (DfES) to monitor the financial health of FE providers and as part of this duty, keep their level of balances under review. Monitoring will be carried out according to the provider's financial health. Those in category A will require the minimal level of monitoring while those in category C represent a significant risk to learners' interests and will require their financial health to be frequently monitored.

Local Council

Our local Council Members play a strong role in helping us develop, support and drive forward this plan, as well as in shaping the vision, priorities, and actions. Support and scrutiny in driving forward the delivery of the plan is also provided on an on-going basis through dedicated Council sub-groups. These include Skills & Participation, Equality & Diversity, Performance, Capital Development, Learners with Learning Difficulties and/or Disabilities, and the Regional Skills Partnership.

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 LSC 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). The actions and activities which are covered in this plan will be underpinned by and reflect the Council's Race Equality Scheme.

We will continue to carry out local activity to ensure the effective implementation of the LSC's Equality & Diversity Strategy. In 2005 we reviewed our Equality & Diversity Impact Measures, and identified the following priorities:

- Improve the participation and success rates for Black and Minority Ethnic learners in Work Based Learning
- Improve the Apprenticeship Framework Achievement rates for learners with a learning difficulty or disability
- Address gender stereotyping in Apprenticeships
- Improve the participation rates for male learners in Further Education

The LSC is also committed to increasing the diversity of its own workforce and ensuring that they also have the skills to promote equal opportunities. At present the diversity of our workforce does not reflect the profile of the learners we represent. We have therefore set a range of targets against national benchmarks to support greater organisational diversity. The local office will work in partnership with colleagues at Regional and National level to support the process of Equality Impact Assessments across all functional areas. Nationally, our targets for 2010 are to increase the:

- Proportion of women in senior roles (Bands 3-5) to 51%
- Proportion of men in administrative and support roles (Bands 1 and 2) to 27%
- LSC's workforce coming from ethnic minorities to 9.1%
- Proportion of staff from ethnic minorities in senior roles (Bands 3-5) to 7.2%
- Proportion of LSC employees who consider themselves to have a disability or limiting illness to 6.8%.

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 (LLDD). 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. As part of Strategic Area Review LSC Tyne and Wear undertook a comprehensive review of LLDD provision in the area. The recommendations and outcomes of this review were published in the summer of 2005/06 and these are currently being taken forward with partners as part of the planning cycle.

The findings of this local review also fed into the National review of LLDD provision which was published in November 2005. This review provides the focus for the LSC in its key activities in this area for at least 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 LDD across the post-16 learning and skills sector that is high quality, learner centred and cost effective.

We have a number of areas of activity planned for 06/07 to respond to both the local and national reviews of LLDD provision. These include:

- a programme of awareness and skill building for post-16 lecturers working and supporting learners with learning difficulties and/or disabilities
- the development of an information pack for young people and their parents/carers to ensure an increased awareness of all post 16 options available to them
- an examination of vocational opportunities for learners with learning difficulties and/or disabilities which will include recommendations for possible solutions and good practice

In addition, we have secured ESF co-financing funding and will offer tendering opportunities to partners and providers for this activity early in 2006. Potential areas of focus include addressing the outcomes of the examination into vocational provision and tackling local provision gaps through testing collaborative activity. These activities will be based upon strong partnership within each local-authority area. Full details will be confirmed with partners once funding has been secured.

Reducing Reoffending through Learning and Skills

Each year within the North East, there are approximately 4,500 offenders in custody of which over half return to live in the region, 15,000 offenders in the community together with 14,000 juvenile referrals to the Youth Offending Service.

Offenders are one of the most disadvantaged groups in terms of access to employment and learning and skills. 52% of men and 71% of women do not have any qualifications, with 80% having numeracy needs below Level 1 and 65% having literacy needs below Level 1. In addition, juvenile offenders form a significant group within the NEET group.

The acquisition of skills and qualifications which promote access to employment has been proven to have a positive impact on the likelihood of re-offending.

In December 2003, Ministers agreed that responsibility for the planning and funding of offender learning and skills should transfer to the Learning and Skills Council and in August 2005, the LSC in the North East became one of three Development Regions responsible for implementing and developing the New Integrated Offender Learning and Skills Service.

The priorities for 2006/2007 are to continue to improve both the quality and range of provision within custody ensuring that it reflects identified skill shortage areas and employer needs. to increase access to mainstream learning and skills provision for offenders in the community and to drive improvement in terms of learner participation, retention and achievement .

Sustainable Development

Sustainable Development is based on the premise that the five capitals (natural, human, social, manufactured, financial) are being used up at a rate which will severely compromise the ability of future generations to meet their needs. Sustainable development therefore predicates the prudent management of resource to ensure that we live off the interest of investment in these capitals.

In practical and strategic terms the LSC will work to influence and transform the post-16 education and training sector to embed sustainable development in the learning opportunities provided, resources management and through effective community engagement. The LSC will plan with sustainability as an integral element of strategy from 2007 aiming to ensure all activity has sustainability at its core from 2010.

Sustainable Development is a challenge both for the LSC and the sector, but success in its implementation will result in: social progress that recognises the needs of everyone; effective protection of the environment; prudent use of (diminishing) natural resources; and high, stable levels of economic growth and employment. Indications that sustainable development is embedding and impacting in the sector will be found where:

- providers and learners understand sustainable development and expect it to be standard practice
- Strategy, planning, policy and practice of LSC and its partners is based upon sustainable actions
- Standard risk assessment and planning will anticipate and expect sustainability as integral to all activity.

LSC Tyne and Wear endeavours to follow good practice with respect to sustainable development. This will continue once the re-organisation has been re-structured.

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. LSC policy is to adopt a 'best practice' role with regard to the promotion of learner health and safety, by applying the following four core principles:

- to expect that colleges and other providers funded by the 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.

Delivering Sector Needs

This outlines the main sector activity LSC Tyne and Wear is undertaking in better meeting the skills needs of local employers, sectors and the local economy.

Energy Cluster

The LSC has lead on the development and endorsement of the regional Energy Cluster Skills Action Plan (ECSAP). The ECSAP consists of 5 themes each designed to address a range of interrelated sector issues which restrict training and workforce development within the Energy Cluster and general engineering manufacturing. The LSC is responsible for implementing 2 of 5 ECSAP Themes. Implementation is being taken forward through 3 projects entitled:

- FE College and employer Engagement
- Develop and Implement a Recruitment Company Strategy to Engage and train the Temporary Labour Market.
- Develop Supply Chain Approaches to Facilitate an Increase in Trade Union Learning Representative Workplaces

Each project contributes towards the RSP Skills Action Plan, Sector Skills Agreements and Agenda for Change

Electronics

- SEMTA, the Sector Skills Council for Science, Engineering and Manufacturing Technologies, has undertaken research to inform the development of a Sector Skills Agreement for the Engineering Manufacture sector. Regional research into the needs of the Electronics sector has also been commissioned. LSC Tyne and Wear will be meeting with partners to agree priorities for action in light of the Sector Skills Agreement.

Automotive

A regional automotive plan is being developed in partnership with the North East Productivity Alliance (NEPA) and the following action is in place in response to needs:

- Link the Automotive Centre of Vocational Excellence (CoVE) at Gateshead College into regional developments in the sector i.e. NEPA.
- Establish the North East spoke of the National Virtual Automotive Academy.
- Assess the feasibility of developing a local multi-skilled technician training programme based on international best practice.

Aviation & Avionics

- Explore the future development of the Aviation Academy at Newcastle International Airport, including potential expansion into a multi-discipline school encompassing all aspects of aviation training and related ancillary skills, incorporating the Centre of Vocational Excellence at Newcastle College
- Work with the Aviation Academy to improve governance arrangements and develop a five-year strategic plan.
- Increase the number of Advanced Apprenticeships in the sector and support progression to Foundation Degrees.
- Assess the level of demand for ancillary workers and the extent of additional provision required to meet needs.

Clothing & Textiles

- Further develop the NE Clothing & Textile Consortium which provides a long term approach based on the ESF co-financing and ETP combined project delivering sector specific National Vocational Qualifications (NVQs) at Level 2 and Level 3 in order to support the technical and generic skills needs of the workforce.
- Work with key partners to further the strategy for a Clothing and Textile Development Centre as agreed in the North East Clothing and Textile Sector Action Plan.

Food & Drink

- Rollout the pre-employment programme (Fastport) across the region, to enable employers to access support for recruitment activities.
- Support the North East Food and Drink Network and the Seafood Training Centre to achieve their aims and objectives.
- Enable Small to Medium-sized Enterprises (SMEs) to meet the new Hazard Analysis Critical Control Point (HACCP) regulations through development of a framework of technical certificates within appropriate NVQs.
- Develop a Food Technologists project to provide progression to Apprenticeships.
- Facilitate activities in partnership with Jobcentreplus to support employers to access an alternative pool of labour through innovative training solutions.

Chemicals

- Develop a regional sector position statement with recommendations for local provision.
- Continue to play a pro-active role in the employer forum, the North East Chemical Industries Training Organisation.
- Deliver First Line Management, Business Improvement Techniques and Adult Apprenticeships through regional co-financing projects.
- Support the Regional Skills Development Unit funded by OneNorthEast.
- Support Cogent in the engagement with regional employer groups and the Centre of Excellence for Process Innovation in developing strategies and action plans.

Energy & Utilities

- Develop the Energy & Utilities Group with representation from LSC Tyne and Wear, Energy & Utility Skills, Jobcentreplus, the North East Employers Coalition, Business Link Tyne and Wear and the sector's employers with a remit to promote employment and skill opportunities.
- Develop regional research to identify key skills issues resulting from the growth in renewable energy and the demands of the Decent Homes Standard in the Office of the Deputy Prime Minister's Sustainable Communities Plan.
- Rollout of the Gas Network Engineering Management NVQ Level 4 in the North East.

Construction

- Implement the recommendations of the Sector Skills Agreement locally.
- Increase training/assessor capacity within the workforce.
- Continue to work with the five local authorities to maximise learning opportunities for local people through the Building Tyne & Wear strategy.
- Work with CITB-Construction Skills to review learning frameworks and qualifications, including Young Apprenticeships and Adult Apprenticeships.

- Work with partners and employers on recruitment issues in order to improve the image of the sector among potential and new entrants, and increase employer engagement.
- Work with Newcastle College and City of Sunderland College to develop the Construction COVEs.

Encourage **Retail**

- Learning providers to share best practice and develop their knowledge through the Tyne & Wear Provider Network in order to raise the overall standard of training provision, and encourage collaboration for future Retail projects in better meeting sector needs.
- Extend the successful Retail Routeway programme (currently running in the Metro Centre) to other major retail centres to create a consistent progression pathway leading to the attainment of appropriate NVQs at Levels 1, 2 and 3.
- Promote the use of a qualification passport to record achievement that can be recognised and transferred between employers.
- Work with Skillsmart, the Sector Skills Council, to map qualifications in order to identify career paths and progression routes.

Hospitality & Tourism

- Continue to work with People 1st to encourage the implementation of the new qualifications framework and improve the quality of provision in order to improve recruitment and career progression in the sector.
- Continue to work with schools, employers and regional partners to disseminate the best practice of the completed 14-19 Hospitality, Tourism and Leisure Awareness Raising project, extend work experience and develop a routeway programme onto Apprenticeships.
- Improve recruitment and retention by developing career progression routes, and work with key partners to develop a Tourism and Hospitality route way programme from pre-entry to Level 2 and above, including a staff-mentoring programme.
- Promote the requirement for a dedicated careers advisory service to encourage jobseekers to consider work in the sector, raise sector profile, and promote the progression routes that are available.
- Encourage learning providers to share best practice and develop their knowledge through the Tyne & Wear Provider Network.

Transport & Logistics

- Continue to collaborate on the development of a Career and Skills Framework to help individuals in the industry identify opportunities for progression and skills requirements.
- Continue to develop specialist training provision focusing on the capacity and quality of approved training organisations through work with Logistics Excellence North East.
- Work with the Sector Skills Council to promote the need for a specialist careers advisory service for the sector.

Rail

- Support the development of Rail Partners North East Consortium delivering sector specific National Vocational Qualifications (NVQs) at Level 2 and Level 3 in order to support the technical and generic skills needs of the workforce.
- Improve the uptake of nationally recognised qualifications within the local workforce, working with Nexus and other major employers on in-house training and development strategies.

ICT, Digital & Media

- Work closely with Skillset and Eskills to agree local actions in implementing the priorities identified in the Sector Skills Agreements.
- Work with micro-businesses and SMEs to upskill ICT professionals.
- Provide ICT professionals with instructor training to support the delivery of ICT related end-user training.
- Develop professional progression routes to management level through the qualification framework.
- Develop a regional partnership including the LSC, Jobcentre Plus and OneNorthEast, and subsequent Skills Dialogues, in order to produce a Skills Partnership Action Plan, which will identify the key skills priorities for the region.
- Develop a Centre for Excellence in Digital Technology and Media through the Codeworks initiative.
- Develop accredited training provision through the New Technology Institute.

Customer Contact Centres

- Work closely with e-skills UK to agree local actions in implementing the priorities identified in the Sector Skills Agreements.
- Support the flow of recruits into the industry and retention, through working in partnership with Jobcentre Plus and the Sector Skills Council to promote the recently piloted pre-employment training programme which delivers a Level 1 Vocationally Related Qualification (VRQ) and includes the basic skills national test and key skills.
- Promote the Career and Skills Framework to employers in order to improve retention through focusing on occupational standards, career paths and the learning and development opportunities available to the existing workforce.
- Continue to develop, pilot and evaluate the Bespoke Diploma (Adult Apprenticeship) aimed at employees aged 25+ in team leadership/management roles.

Public Administration

- Continue to work with public sector organisations, particularly the five Local Authorities in Tyne & Wear and the North East Regional Employers' Organisation (NEREO), on strategies for workforce development and achievement of Investors in People.
- Monitor and review progress and outcomes of the "Developing Workforce Capacity" working group of the Improvement Partnership
- Encourage the uptake of the Employer Training Pilot and 'Train to Gain', with the LSC acting as the Learning Champion for the public sector, to address first Level 2 qualifications and basic skills needs.
- Work with providers to increase flexibility in responding to workforce development needs.
- Explore the possibility of accreditation for in-house Management and Leadership programmes.

Education & Training

- Implement the LSC's National School Support Sector Plan by increasing the skills of school support staff, particularly at Level 2 and in basic skills.
- Engage more schools in achieving Investors in People accreditation through local learning champions.

- Extend the use of continuous professional development tools, including on-line assessment and learning systems.
- Implement the new Level 2 qualification for support staff.

Health & Social Care

- Support the Regional Health and Social Care Partnership regional group in the development of new activity and promoting the development of new strategies.
- Increase the uptake of Apprenticeships in the NHS, by moving funds towards a regional contract.
- Increase basic skills activity through collaboration between the NHS Workforce Development Confederation and Skills for Care
- Work with the Strategic Health Authority through a dedicated widening access post to address Level 2 and basic skills needs and increase the uptake of Investors in People and the Small Firms Initiative by contractors.
- Support the development of the CoVE for Adult Social Care and Healthcare sectors.
- Support the Tyne and Wear Care Employer Alliance as the vehicle for engaging SMEs in workforce development.

Childcare

- Support the expansion of the childcare workforce by addressing the poor image of the sector and maximise recruitment.
- Raise the aspirations of those seeking careers in childcare and promote it as a career of choice through partnership with Jobcentre Plus Childcare Programme Managers.
- Support achievement of the targets for play workers and early years workers at Levels 2 and 3 by 2006.
- Address gaps in provision in relation to assessors and verifiers.
- Support the work of the five Early Years Partnerships in Tyne & Wear in developing the workforce and achieving targets at Levels 2 and 3.
- Support the Childcare Centre of Vocational Excellence through the Northern Care Training Alliance.
- Continue to work with local FE providers through the Childcare Sub-Group to advise on skill needs and inform curriculum developments.

Culture & Creative Arts

- Work closely with the Skillset to agree local actions in implementing the priorities identified in the Sector Skills Agreements.
- Continue to work with OneNorthEast in relation to cluster development activities for the Creative Industries including representation on the Music Industry steering group.

Voluntary & Community

- Participate in the regional VCS group to inform and shape the sector action plan.
- Develop and implement plans at both the Tyne & Wear and regional levels in response to the LSC's '*Working Together*' strategy.
- Support the '*Working Together*' Tyne and Wear Learning Consortium to build capacity of VCS organisations to access mainstream funding for upskilling activities.

Learning and Skills Council
National Office
Cheylesmore House
Quinton Road
Coventry CV1 2WT
T 0845 019 4170
F 024 7682 3675
www.lsc.gov.uk

© LSC May 2006
Published by the Learning and Skills Council.

Extracts from this publication may be reproduced for non-commercial educational or training purposes on condition that the source is acknowledged and the findings are not misrepresented.

This publication is available in an electronic form on the Learning Skills Council web site:
www.lsc.gov.uk

If you require this publication in an alternative format or language please contact the LSC Help Desk: 0870 900 6800

Publication reference: LSC-P-NAT-060365