

**West Yorkshire
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

Our Vision

Our Priorities

Our Targets

Our Values

A Context for Delivery

What we have delivered and our planned changes for 2006/07

Skills Matrix

The Key Changes needed

Key Actions

Our Delivery Resources

Partnership Working

Local Council

Equality and Diversity

Learners with Learning Difficulties and / or Disabilities

Sustainable Development

Health and Safety

Our Vision

We have an important leadership role, providing drive and direction to the delivery of world-class learning and skills in West Yorkshire. But we cannot do it alone.

Our providers continue to drive up participation and achievement among priority groups of learners – for example we have the highest ever number of achievements in our vocational learning programme, Work Based Learning, with over 2,000 young people achieving a framework. And, crucially, well-over 46,000 adults have improved their reading, writing and numeracy skills. But there is much more to do in 2006/7 and beyond. Ultimately, the responsiveness of our providers to our priorities is going to be the key to our success.

The need to further develop and implement collaborative arrangements in each local authority district will continue to be a key driver in our efforts to raise participation and achievement for 14-19 year olds.

Our Employer Training Pilot has attracted over 1,500 employers but there are many more employers that must be persuaded of the benefits of skills development. The successful roll out of Train to Gain, the national service that will help diagnose business need and source appropriate training, will be vital in this process.

Too many individuals do not have the skills they need for work or to achieve the quality of life they want. We have a duty to support social inclusion as well as economic competitiveness. Our actions will be underpinned by a concerted effort to help a significant proportion of the adult population achieve their first Level 2 qualification.

We have already made some tough decisions and more will be necessary in 2006/7. Demand can be limitless, but resources are finite. We have to choose where we invest public money to deliver the skills employers and individuals need, and be able to effectively manage expectations. It is vital our partners share ownership of this challenge.

Clive W Leach CBE
Chair of Council

Margaret E Coleman
Executive Director

Our Priorities

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

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

Delivering the National Priorities in Yorkshire and the Humber

In Yorkshire and the Humber we have some key challenges that set the context for the delivery of the national priorities. They are to:

- Improve Level 2 attainment at 16, at 19 and in the work place;
- Successfully implement Train to Gain, the National Employer Training Programme, using the lessons learned from the Employer Training Pilot;
- Deliver in our key sectors of Construction, and Health and Social Care;
- Implement the Regional Strategic Framework for 14-19 Collaboration;
- Improve achievement of Skills for Life Qualifications, including English for Speakers of Other Languages;
- Support the successful implementation of the regional Equality and Diversity Plan and ensure progress against local Equality and Diversity Impact Measures.

Our Targets

Under priority 1, for young people:

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

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

Locally we need an additional **1,014** young people to gain a Level 2 in 2007/2008 compared to 2005/2006.

Under priority 2, for adults:

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

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

Locally we plan to deliver **6,487** full Level 2 achievements through further education and work-based learning in 2006/07, that is an increase of **467** compared to 2005/06, In addition, we will also deliver **6,865*** first full Level 2 achievements through NETP.

Under priority 2, for adults:

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

Locally we need **11,500** learners to achieve Skills for Life qualifications in 2006/07.

Underpinning both priorities 1 and 2, for Apprenticeships:

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

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

Locally we aim to raise the number of completions to **2,465** 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.

* This comprises of 4,800 ETP achievements and a notional cut of 2,065 achievements from Train to Gain performance within Yorkshire and the Humber.

Our Values

Our values set out for us the way we work.

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

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

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

A Context for Delivery

- The 2001 Census records the **West Yorkshire population** at just over two million people. Characteristics include a growing minority ethnic population of 11.4%. In 2006/07, the 16-18 year old cohort is estimated at 89,760 compared to 89,040 in 2005/06.
- The **West Yorkshire economy** remains the key driver for the regional economy, accounting for over 40% of the Yorkshire & Humber Gross Domestic Product. The business profile is diverse and not reliant upon one sector.
- The Annual Business Inquiry 2002 found that West Yorkshire has 950,000 **jobs**. 26% are in public administration, health and education, whilst 18% are in banking, finance and insurance. Construction has almost 5%.
- Employment is forecast to grow in the **service sector** by over 24,000 to 2012, and by nearly 10,000 in 'Other Services'. Most significant growth is expected for health professionals (31%).
- The LSC has identified seven sectors of critical importance to West Yorkshire. They are construction, childcare, social (adult) care, manufacturing, transport and distribution, travel and tourism and the voluntary and community sectors. The LSC also leads on activities to address skills needs within **clusters** important to the region. These are advanced engineering and manufacturing, chemical & bio-science and digital industries.
- West Yorkshire has 83 **secondary schools with sixth forms** with a total of 16,500 young people, a 3% increase on the previous year. Most schools provide a predominantly A' level curriculum, although there is a small but increasing number of others offering a broader curriculum for students with lower GCSE grades.
- There is a diverse **Further Education (FE) structure** ranging from highly specialist to general FE colleges. 24 institutions receive funding from LSC West Yorkshire. In 2004/05, there was a 4% decrease in 16-18 participation to 28,300 students. For those aged 19+ in 2004/05, participation increased by 4% to 124,200. Early indications for 2005/6 show a 4% rise compared to the previous year.
- Budgetary constraints and changes to provision offered by **FE institutions** are restricting capacity to address all demands, including some of our wider agendas, e.g. social inclusion, community engagement, working with people with disabilities, sustainable development and quality of life. Managing these expectations is proving a significant challenge.
- There is a rich infrastructure of **Work Based Learning (WBL) providers**. 59 organisations received funding in 2004/05 for 6,300 learners aged 16-18 years, a 3% decrease on 2003/04. There were 3,500 learners aged 19+ in 2004/5, a 5% decrease on the previous year. In addition, the National Employer Service (NES) provided opportunities for a further 1,650 learners aged 16-18 and 700 aged 19+.

- **WBL recruitment** in 2005/06 is slower than last year, partly due to budgetary constraints. This is supported by the 2005 Review of WBL, which quotes 'funding or programme inflexibility doesn't match demand, so providers are turning employers and learners away.'
- Four providers in West Yorkshire delivered 3,000 starts on the **Entry to Employment programme (E2E)** in 2004/05.

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

- The number of **year 11 leavers** who have stayed in learning over the past 4 years has risen to 86%, compared to 85% nationally for 2005. The number of males staying in education is now equal to that of females, although there are differences within the sub-region (Careers Services' Destination Reports 2005).
- According to Connexions, there were 8,350 young people (9.8%) in West Yorkshire **not in employment, education or training** (NEET group) in November 2005, compared to a national figure of 7.7%. In addition, there were 6,150 (8.1%) whose situation was 'not known' in West Yorkshire, compared to 6.8% nationally. When compared to November 2004, West Yorkshire has seen reductions in NEET of 0.2%, and the 'not known' group of 0.5%.
- West Yorkshire experienced a 7% increase to 36%, in the number of **E2E leavers into a positive destination** in 2004/05. This was 1% below the regional average and 7% below the national average. Locally, the average length of stay was 22 weeks, just below the regional and national averages.
- According to Area Inspections and the Strategic Area Review (StAR) there are too few learning **opportunities available for young people at Entry Level and Level 1**. The introduction of the Entry to Vocational Learning (e2v) programme, designed to provide vocational learning opportunities for young people not ready to enter E2E, has helped improve the situation in 2005/6 but further opportunities still need to be created.
- We have identified an uneven distribution of **WBL provision** across the sub-region, with Wakefield particularly affected. Additional contracting in the last few months to create new opportunities should address this situation.
- **Education Maintenance Allowance** (EMA) take up rates have been disappointing until recently, but performance is now 5% above the national average at 101% of DfES projected take-up. Low take up rates were previously identified in former pilot areas, among learners from Black and Minority Ethnic backgrounds and in pockets of deprivation, although this is now less of an issue.
- According to the Fischer Family Trust, 64% of young people had achieved a **Level 2 at 19** in West Yorkshire in 2004/5, a 4% increase on 2003/4 but still 6% below performance nationally. The West Yorkshire figure reduces to 39%, against 45% nationally, for those who have a Level 2 with a good GCSE pass in both English and mathematics. 41% of those aged 19 in 2004/05 had achieved a **Level 3 at 19** in West Yorkshire, an increase of 3% on the previous year. This is 5% below the national average.

- In 2004/5, DfES figures show that 50.5% of pupils in maintained schools achieved **5 or more A*-C GCSEs**, an increase of 4% on 2003/04. Wakefield is the best performer at 56%, and Bradford the weakest at 46%, despite a significant increase of 6% in 2004/05. Performance by girls is 8-9% higher than boys, with the gap widest in Wakefield at 13%.
- All local authority districts, with the exception of Wakefield, have shown an increase in the **average point score** per entry for GCE/VCE A/AS candidates in the last 12 months. West Yorkshire's performance of 75 points is 2 points below the national average. Girls outperformed boys by 5 points.
- In 2003/04 the **Further Education (FE) success rate** for 16-18 year olds was 71%, above both the regional and national averages. Success rates for Long Level 2 were 58% and 75% for Long Level 3.
- **WBL success rates** for 16-18 year olds have improved by 6% in the last 12 months to 48%, but remain 3% below the national average. Success rates for Apprenticeships are 44% and 51% for Advanced Apprenticeships.
- The number of learners completing an **apprenticeship framework** rose to 2,200 learners in 2004/05, an 87% increase on 2002/03. This is a good sign in our efforts to increase completions by 75% in 2007/08. However, this could be threatened if participation continues to fall and there is not a corresponding increase in success rates.
- Good progress is being made in the implementation of **14 to 19 strategies** in each local authority district. Each district has been assessed against our published 'Collaborative Framework for 14-19 Education and Training in West Yorkshire,' with management, governance and quality assurance identified as being the least well-developed.

Our key challenges locally for this priority are:-

1. To reduce the number of young people not in employment, education or training (NEET)
2. To increase the proportion of E2E leavers who progress into a positive destination.
3. To ensure we have sufficient WBL provision to meet demand and our apprenticeship completion target in 2007/8.
4. To continue to drive up success rates across all provision.

National Priority 2 – Making learning truly demand-led so that it better meets the needs of employers, young people and adults.

- Our **Employer Training Pilot (ETP)** continues to be successful with 8,500 starts by January 2005, compared to a target of 9,000 by March 2006. The FE sector has delivered 26% of this total, which is insufficient given the future expectations of the sector in the rollout of Train to Gain in 2006.
- There have been 2,800 **leavers from our ETP**, with a completion rate of 80%. However, there are a significant number of learners who have gone beyond their planned end date.

- **FE capacity and capability to respond to change** is an issue. Whilst some institutions have reacted positively to the new agenda by strengthening services to business, there are also a number whose actions have been disappointing to date. Currently we have only 5 FE institutions delivering more than 10% employer facing provision, characterised by Mode 2 and Mode 3.
- The **Quarterly Broker Reports** to December 2005 shows 81% of employers questioned felt strongly that they did not have any influence over the content of training and delivery mechanisms to meet their needs. Additionally, timing of delivery can be inflexible and there are gaps in provision for re-skilling at Level 2.
- **Sector Skills Agreements** have identified Level 2, Skills for Life and Management & Leadership as priorities, and West Yorkshire has responded to these through its ETP. We need to ensure that these priorities are reflected in discussions with providers for new development plans.
- One priority of the **Regional Strategic Partnership (RSP)** is to jointly fund Level 3 and Level 4 qualifications. Key performance indicators show a 4.5% increase of economically active adults qualified to NVQ Level 4 between 1998/99 and 2003/04, and a 6.7% increase for adults qualified to NVQ Level 3.
- Analysis carried out on **employer engagement** from the National Employer Skills Survey (NESS) 2003 and 2004, shows that West Yorkshire has seen the largest year on year improvements in 5 of the 10 key performance indicators, when compared to both the region and England. For 2005, only 4 of the same measures have been carried forward, and of these, West Yorkshire has the second highest improvements in 3 of the 4 measures, compared to the region and England.
- 73% of **West Yorkshire companies funded on or off the job training** for employees in the 12 months to August 2005, similar to figures for the region and England. Of these, 38% used FE colleges to provide the training. 83% of these employers were satisfied with the training supplied.
- The opportunities available through **LSC funded Adult & Community Learning (ACL)** has changed significantly in response to priorities since 2001/02, as we target those with the greatest economic need. In managing the mix of provision, we continue to have difficulty balancing community expectations against what the public purse is willing to fund. The latest figures show that although there has been a decrease of 3,400 learners (10%) in the participation target for 2004/05, the actual number remained static at 34,000.
- The **'Nextstep' advice services for adults** show delivery against targets as very positive. 103% of the information sessions' target, and 107% of advice sessions to clients without a Level 2, have been delivered. There is some slippage in Enhanced Services delivery mainly linked to staffing issues, but plans are in place to redress this situation.
- **FE success rates**, at age 16-18 years, are 74% for females and 67% for males. At age 19+ they are 71% for females and 69% for males. A breakdown by ethnicity at age 16-18 years shows the strongest performance by the Indian sub-group at 75%, and the weakest from the Bangladeshi sub-group at 60%.

- In **WBL**, a breakdown by ethnicity at age 16-18 years shows the strongest performance from the Indian sub-group at 59%, and the weakest from the Black African sub-group at 20%.

Our key challenges locally for this priority are:-

1. To strengthen FE services to business.
2. To continue to drive up success rates across all provision.

National Priority 3 – Transform the learning and skills sector through agenda for change.

- West Yorkshire FE providers collected 41% of the theoretical **fee income** in 2004/05, a 6% fall on the previous year. Only three institutions collected 100% or more, and four collected less than a third. The shortfall is mainly accounted for in the high levels of local fee remission.
- Two of the 18 FE Colleges have recently been assessed as inadequate by inspectors, affecting 4,500 learners. There has been continuing improvement in WBL with all providers inspected now judged adequate. Two years ago 23% of all providers received less than satisfactory grades for **leadership and management**. In 2004/05, this was 11% and is now only 3%.
- Sound progress is being made towards achieving the Success for All **‘teaching qualifications’** target to 2006. Currently 77% of full-time and 53% of part time staff in FE are qualified or enrolled on an appropriate course.
- According to ALPS, between 2002 and 2005, the percentage of institutions within West Yorkshire, achieving the highest **Value Added** points score (Grades 1-3) in teaching and learning has increased by 9.4%. However, this overall improvement masks significant differentiation between institutions.
- The region has adopted **Better Deal for Business principles and the ‘Customer First’ standard**, and has supported a wide range of providers and brokers to achieve accreditation. Better Deal for Business aims to ensure that business support services are coherent and will aid the achievement of economic success. This is underpinned by Customer First, which compliments the new quality standards being developed within Train to Gain and we hope it will enable those organisations who have achieved it to be accredited against the new standards without much additional work.
- Over £40m has been invested in the **FE estate** in the last few years and a further £60m is planned as many buildings remain inadequate. Unfortunately, a number of these projects are under threat because the revenue stream is so weak within the sector.
- The **financial well-being of the FE sector** remains a challenge. The major issues are colleges’ general financial management and the impact of refocusing of budgets on our priorities. Overall, the position is weakening with one college in financial category C and another pending. Also, there is some downward movement of colleges from category A to category B.

- Similarly, **WBL providers** who fail to recover contributions from employers and deliver predominantly 19+ provision may have future viability issues. This is because of the reduced funding rate for 19+ learners with employers expected to make up the shortfall. Also, changes to the delivery of Jobcentre Plus provision may destabilise pockets of WBL provision. The LSC is working with Jobcentre Plus and the providers that are affected.
- There are 16 Centres of Vocational Excellence (CoVEs) in West Yorkshire, with a further proposal to be submitted in 2006. All have individual targets, including increased participation, level 3 enrolments and achievements, increased employer engagement and sponsorship, sharing good practice, attracting other funds e.g. from the RDA, working relationships with Sector Skills Councils and obtaining their support in developing new qualifications and delivery methods.

Our key challenges locally for this priority are:-

1. To improve FE providers' collection of theoretical fee income.
2. To raise the quality of provision, particularly within FE, to ensure future inspections are satisfactory or better.

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

- **West Yorkshire basic skills needs** are above the national average. The Basic Skills Agency reported in 2000 that there were an estimated 136,000 people aged 16-60 with low literacy skills and 182,000 people with low numeracy skills in the sub-region.
- West Yorkshire exceeded its **Skills for Life target** for 2004 by 10%, and had achieved 49% of the interim target (July 2004 to July 2007) by July 2005.
- 64% of **Skills for Life enrolments counted towards the target** in 2004/05, 2% higher than the national average, although still below the 80/20 split. Some of the reasons for this are that teachers still need to be trained to deliver Skills for Life in the workplace at Level 3 and 4, and vocational tutors need to gain basic skills teaching qualifications.
- Work with **University for industry (Ufi)** to place greater emphasis on Skills for Life testing and accreditation has produced 1,950 passes by January 2006 against an annual target of 2,400 by July 2006.
- The West Yorkshire Household Survey 2005 reports that around 25% of economically active residents (approximately 253,000 people) have **no qualifications or qualifications below NVQ Level 2**.
- The breakdown of **enrolments in FE** for those aged 19+ years, shows 39% were at Level 1 and below, 23% for Level 2 and 21% for Level 3. This profile has not changed in the two years to 2004/5.
- West Yorkshire has a greater proportion of its FE enrolments and funding targeted at **national qualification framework (NQF) and equivalent provision** than national averages. However, this is still only 60% of enrolments and 74% of funding.

- **FE success rates** for those aged 19+ rose to 73% in 2004/05, the same as the national figure. At Level 2, the success rate in West Yorkshire institutions is 67%, again, equal to the national figure.
- **WBL success rates** increased to 52% in 2004/05 for the 19+ cohort, 2% below the national figure. At Level 2, the success rate is 50% against 55% nationally.

Our key challenges locally for this priority are:-

1. To increase the proportion of adults with a Level 2 qualification.
2. To raise the proportion of Skills for Life enrolments that count towards the target.
3. To increase the number of appropriately qualified Skills for Life teachers.
4. To better align the mix and balance of adult provision to meet needs, priorities and targets.

National Priority 5 – Improve the skills of the workers who are delivering public services.

- The 2001 Census recorded that 24% of the West Yorkshire workforce was accounted for by the **public sector**, and that 28% of local government employees have no qualifications or qualifications below Level 2. This is compared to national figures of 25% and 27% respectively.
- Our Employer Training Pilot has nearly 1,200 starts from the **public sector workforce**, 16% of the total.
- The **Regional Skills Partnership** has identified health and social care and construction as the areas where it will initially concentrate activity to meet the Skills Strategy.
- In 2003/04, for those in FE studying programmes in **health, social care and public services**, the success rate was 62.6% for Level 2 and 51.7% for Level 3. The position is reversed in **construction**, with Level 2 weak at 41%, but strong at Level 3 with 83.5%.
- In WBL success rates in 2004/05, were much improved in **health, social care and public services**, at 58% for Apprenticeships and 59.7% for Advanced Apprenticeships. In **construction** performance was weak for Apprenticeships at 48.2%, but much stronger for Advanced Apprenticeships at 63.5%.
- The LSC and the **NHS Workforce Development Confederation** have established a compact to encourage a strategic approach to education and learning opportunities for non-professional NHS staff. Objectives include improved partnership working, a pro-active approach to staff development and NHS participants to 'sign up' to LSC national schemes.

Our key challenge locally for this priority is:-

1. To ensure all our programmes are responsive to the needs of public service workers and that the sector itself is actively engaged.

National Priority 6 – Strengthen the capacity of the LSC to lead change nationally, regionally and locally.

- As part of the **Regional Skills Partnership (RSP)**, LSC West Yorkshire and other key partners will bring greater coherence to planning, investment and delivery of skills related to business in the region. The aim is to support the Regional Economic Strategy (RES) and to implement the Skills Strategy in Yorkshire & Humberside.
- The **City Regions** partnership has been established and is led by the 13 Local Authorities involved. The LSC is working with them to develop a Skills Action Plan along with other partners who have a key role in skills and employment e.g. Jobcentre Plus. A City Regions Skills Group has been set up to undertake an Economic Assessment with a focus on skills to inform the action plan.
- We continue to build mature, open and effective **relationships with stakeholders**. The planning of 14-19 provision and post-16 learning continues to test these arrangements, as collaboratively we seek to develop provision that best meets priorities. We anticipate this dialogue will ultimately strengthen our relationships with key partners but there will be challenges along the way.
- The structural changes being undertaken as part of **Agenda for Change** will enable the LSC to lead the transformation of post-16 learning delivery as well as better meet the needs of employers. Continuing Professional Development will be a key feature of the new structure as we ensure all staff continue to develop the knowledge and skills necessary to deliver our challenging agenda.
- Recent national policy changes have seen **local authorities** charged with the responsibility for providing stronger local strategic leadership to meet the priorities of local people. Developments such as the Children and Young People's Plans and Local Area Agreements will be key drivers in meeting the learning and skills needs in each district and LSC West Yorkshire needs to be fully engaged in these processes.

Our key challenges locally for this priority are:-

1. To continue to ensure our plans are aligned with the RES.
2. To quickly and effectively introduce the new LSC structure.
3. To develop closer and more effective working relationships with each of our local authorities.

Sub-Regional Skills Priority and Provision Analysis Matrix 2004/05

This matrix gives an overview of the match between FE provision on offer in West Yorkshire in 2004/5 and priorities and targets, and is a useful tool in our efforts to increase the proportion of available funding for priority learners. The high, medium and low classification along the horizontal axis refers to the degree of importance of learning aims to the region. The 'likely to contribute' and other headers in the vertical axis refer to the strength of contribution to national targets.

Analysis below this level is necessary to identify specific issues that require action.

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	40,672,821 68904	47%	13,245,197 9039	15%	15,641,251 15856	18%	69,559,268 93799	81%
Potential to contribute	3,992,917 5900	5%	780,309 989	1%	547,491 694	1%	5,320,717 7583	6%
No longer eligible for LSC funding	979,801 3472	1%	27,285 74	0%	18,498 288	0%	1,025,583 3834	1%
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%	9,926,804 N/A	12%	9,926,804 N/A	12%
Totals	45,645,540 78276	53%	14,052,790 10102	16%	26,134,044 16838	30%	85,832,373 105216	100%

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	37,844,253 70609	46%	7,068,819 11395	9%	8,179,199 13845	10%	53,092,271 95849	65%
Potential to contribute	18,634,335 50519	23%	4,477,231 16852	5%	1,307,704 3810	2%	24,419,270 71181	30%
No longer eligible for LSC funding	3,610,769 23467	4%	57,956 50	0%	509,283 9472	1%	4,178,008 32989	5%
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%	212,508 N/A	0%	212,508 N/A	0%
Totals	60,089,357 144595	73%	11,604,006 28297	14%	10,208,694 27127	12%	81,902,057 200019	100%

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

Assessment of the Balance and Mix of FE Provision in West Yorkshire

Under 19 - there has been significant progress in the last two years in shifting FE provision to meet our priorities. Overall, 81% of provision is likely to contribute to targets, 19% higher than two years ago. 47% is in areas of learning of high importance to the region, 12% higher than 2002/3. The biggest concern is the low priority learning aims (30%), although 12% is in the 'entitlement' category and is provision we intend to retain. The bulk of the remaining 18% covers AS/A2/A levels on courses such as general studies, history, law, geography and accounting, and full Level 2 or full Level 3 qualifications in subjects like customer service, administration and accounting. This is not provision we are looking to remove as it helps achieve our targets, as well as facilitates progression to HE.

19 and over – provision for adults has also changed significantly since 2002/3 and there is now a much stronger correlation between provision and targets (29% improvement to 65% for provision likely to contribute to targets). This will improve further in 2006/7 as LSC funding is withdrawn for provision no longer eligible for support. In West Yorkshire's case this is predominantly internally certificated English for Speakers of other Languages (ESOL) provision, which will be replaced by nationally recognised qualifications that contribute towards our Skills for Life target.

73% of provision is of high importance to the region, only 2% above 2002/3 performance but, nevertheless, still quite strong. Providers are being encouraged to offer more courses in high and medium priority areas of learning but some provision will remain in low priority because the qualifications facilitate progression e.g. Access to HE courses.

The Key Changes 2006/07

We will:

- Ensure that, overall, there is a 2% (550 young people) increase in 16-18 year old participation in FE in 2006/7. This increase will help establish 10% (600) more places at Foundation and Level 1 for 16-18 year olds.
- Ensure there is a 1.25% (84 young people) increase in 16-18 year old participation on Apprenticeships in 2006/7.
- Increase E2E positive destinations to 50% in 2006/7.
- Raise success rates in both FE and WBL as follows:

FE (long programmes only) –	16-18	- a 1% increase to 72%
	19+	- a 1% increase to 65%
WBL (frameworks only) –	16-18	- a 5% increase to 47%
	19+	- a 5% increase to 45%

This will help achieve 2,465 framework completions in 2006/7.
- Successfully introduce Train to Gain by delivering 10,500 starts in 2006/7.
- Develop and embed the LSC: NHS compact to enable 500 employees to take-up learning via Train to Gain in 2006/7.
- Increase to 9,100 (31% increase on 2004/5 performance) adult participation on full Level 2 programmes in FE in 2006/7.
- Seek for all relevant FE institutions to collect a minimum of 50% of their theoretical fee income in 2006/7.
- Raise to 70% the proportion of Skills for Life enrolments that count towards the target, as part of our actions for adults to achieve 11,500 Skills for Life target qualifications, including ESOL, in 2006/7.
- Develop a Skills Academy for the Built Environment in support of the CITB Construction Skills Round 1 bid or through the submission of a bid under Round 2.

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

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05				Funding £
	Learners		Learning Aims Success Rates		
	Volumes of learners	In-year achievements (volume)			
FE Total Learners	28,245		N/A		£87,023,625
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	10,659	6,730	63.1%		
<i>Learners on a full Level 2 qualification</i>	4,490	3,019	67.2%		
<i>Learners on a full Level 3 qualification</i>	10,962	6,931	63.2%		
<i>Learners on 2 or more A2 quals</i>	2,679	2,413	N/A		
Discrete* activity, e.g. fully ESF, or LIDF funded provision	12,720	6,945	54.6%		
School sixth form	16,348				£73,816,568
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate		Funding £
WBL Total Learners	6,306		N/A		£18,847,573
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	N/A	N/A	N/A		
<i>Learners on an Apprenticeship</i>	4,121	1,044	25.3%		
<i>Learners on an Advanced Apprenticeship</i>	2,186	404	18.5%		
Entry to Employment	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
All E2E	3,182	3,074	13.0	1,203	£12,108,921

2005/06				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		
27,764		N/A		£96,103,947
10,280	6,275	61.0%		
4,939	3,506	71.0%		
11,800	7,408	62.8%		
2,811	2,530	N/A		
9,200	5,060	55%		
16,571				£79,099,000
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
6,353		N/A		£18,766,138
N/A	N/A	N/A		
4,154	1,334	32.1%		
2,199	563	25.6%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
2,544	2,611	7.3	1,346	£12,187,091

2006/07				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		
28,863		N/A		£102,124,867
11,032	6,746	61.1%		
5,365	3,800	70.8%		
12,046	7,852	65.2%		
2,832	2,555	N/A		
7,760	4,268	55%		
16,900				£27,919,000
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
6,685		N/A		£21,031,725
N/A	N/A	N/A		
4,269	1,769	41.4%		
2,418	640	26.5%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
2,602	1,735	7.6	1,126	£9,318,769

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete

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

SUMMARY OF ADULTS (19+)	2004/05			
	Learners		Learning Aims Success Rates	Funding £
	Volumes of learners	In-year achievements (volume)		
FE Total Learners	123,941		N/A	£77,063,592
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	10,523	7,090	67.4%	
<i>Learners on a full Level 2 qualification</i>	7,413	4,514	60.9%	
<i>Learners on a full Level 3 qualification</i>	5,008	2,563	51.2%	
<i>Learners on 2 or more A2 qual.</i>	130	102	N/A	
Discrete* activity, e.g. fully ESF, or LIDF funded provision	9,400	5,312	54.6%	
Personal & Community Dev't Learning	29,353			£6,812,927
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
WBL Total Learners	3,558		N/A	£6,427,360
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	624	204	32.7%	
<i>Learners on an Apprenticeship</i>	1,699	529	31.1%	
<i>Learners on an Advanced Apprenticeship</i>	1,562	305	19.5%	
ETP / NETP	Volumes of learners	In-year achievements (volume)		Funding £
<i>Of which...</i>				
Level 2	2,370	1,505		N/A
Skills for Life	3	1		N/A

2005/06				
Learners		Learning Aims Success Rates	Funding £	
Volumes of learners	In-year achievements (volume)			
	102,983		N/A	£75,508,411
	10,673	7,465	69.9%	
	7,843	4,356	55.5%	
	6,104	2,894	47.4%	
	116	91	N/A	
	6,800	3,740	55%	
	29,257			£7,520,578
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
3,099		N/A		£6,384,275
	2,371	1,099	46.4%	
	1,470	685	46.6%	
	1,504	396	26.3%	
Volumes of learners	In-year achievements (volume)			Funding £
	3,801	2,452		N/A
	617	454		N/A

2006/07				
Learners		Learning Aims Success Rates	Funding £	
Volumes of learners	In-year achievements (volume)			
	95,013		N/A	£67,782,349
	10,987	7,985	72.7%	
	9,228	5,734	62.1%	
	5,613	2,758	49.1%	
	118	93	N/A	
	5,740	3,157	55%	
	29,280			£7,011,000
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
2,974		N/A		£6,064,206
	1,968	982	49.9%	
	1,444	711	49.2%	
	1,515	499	32.9%	
Volumes of learners	In-year achievements (volume)			Funding £
	4,356	2,540		N/A
	698	508		N/A

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05	£177,652,252	£30,133,061	£11,799,754	£73,816,565	£7,496,940	£1,709,500	£17,933,893	£2,651,464	£3,924,314	£6,209,484
2005/06	£182,547,000	£31,629,000	£11,523,000	£79,099,000	£7,538,963	£7,106,500	£18,034,467	£1,406,992	£3,966,000	£4,926,000
2006/07	£183,264,431	£32,739,000	£9,389,000	£27,919,000	£6,998,000	£2,228,333	£6,738,000			£7,499,000

Key actions

Priority	Action	Measure of Success
NP1, NP2	Discuss and agree with partners and providers a wider and more appropriate 14-19 curriculum that better meets the needs of learners and employers in each Local Authority District (LAD). In particular, seek an increase in Foundation and Level 1 provision.	FE/WBL allocations agreed - May 2006 School 6 th Form allocation notified – Dec 2006 1% reduction in NEET to 8.8% - Nov 2006 Key changes 2% (550 young people) increase in 16-18 year old participation in FE in 2006/7. 10% (600) more places at Foundation and Level 1 for 16-18 year olds. 2% increase in 16-18 year old participation on Apprenticeships.
NP1	Continue to develop diversity in the 14-16 curriculum for school pupils through the Increased Flexibility and Young Apprenticeship partnerships.	13 new cohort 5 projects with minimum of 390 participants - begin September 2006. 2 new Young Apprenticeship programmes with 80 participants - begin September 2006
NP1	Increase the focus of work experience placements on career selection. Apprenticeship opportunities in key sectors and clusters to be promoted by Skills Brokers.	24,500 work placements 8,000 enterprise activities 500 teacher professional developments
NP1	Further develop collaborative arrangements based on 14-19 strategies, including planning and preparation for delivery of specialised diplomas from 2007 onwards. Regular review of progress through StAR Monitoring Group.	Identify delivery providers for first 5 Specialist Diplomas in each LAD – January 2007 Monitoring Group meetings – quarterly
NP1	In conjunction with Local Authorities, Connexions and providers, draw up a prospectus for each LAD that sets out programmes on offer to young people, and also, takes account of cross-boundary learner movement.	Prospectus developed and disseminated – November 2006.
NP1, NP2	In partnership with Local Authorities, develop implementation plans that detail how the new national entitlement is to be developed and delivered for each LAD. Ensure each plan reflects regional LSC strategic framework and supports targets.	Draft local implementation plans in place in each LAD – April 2006. Key actions for all partners identified – March 2007. Each plan evaluated against regional 14-19 framework – October 2006.
NP1, NP2, NP3, NP6	As part of implementation plan arrangements, further develop effective data management, reporting and sharing that support improved quality and more learner-focused approach to learning.	Data protocols agreed in each LAD – October 2006.

Key actions (cont)

Priority	Action	Measure of Success
NP1, NP2	Implement Learning Agreement pilot delivery plan. In collaboration with Connexions and the Careers Services, identify young people in jobs without training and initiate action to increase take-up of learning. Support Connexions in delivery of Activity Agreement pilot.	Identify young people in jobs without training – ongoing, concentrated in late summer/autumn. 1,960 Learning Agreement pilot participants – March 2007
NP1	Increase participation, retention and achievement through targeted use of Educational Maintenance Allowances. Activity focussed on those most at risk, including NEET group.	100% of DfES projected take-up – July 2006
NP1	Develop the 'September Guarantee' offer and embed targets across all areas of work e.g. 14-19 strategies, Local Area Agreements etc.	Establish a September Guarantee delivery model – July 2006
NP1, NP2	Improve positive destinations from E2E through targeted activity focused on partial achievers. Continue to utilise ESF to offer a pre E2E programme (e2V) for young people unable to progress to E2E.	Key change - increase E2E positive destinations to 50% in 2006/7. 500 e2V participants – March 2007
NP1	Develop a Programme Led Pathway (PLP) in Construction.	65 learners progress to an apprenticeship programme - August 2006
NP1	Work with partners to implement the Regional Level 2 at 19 action plan. Actions include cohort tracking and closer alignment of contracts to target, by setting clear Level 2 improvement with providers. Also, work with Connexions, in GCSE results week, to identify year 11 leavers without a full Level 2.	Identify underperforming cohorts, groups and 'hot spot' LADs using 2004/5 data – May 2006 Identify year 11 leavers without a full Level 2 – August 2006. 66% reach Level 2 at 19 in 2005/06 69% reach Level 2 at 19 in 2007/08
NP1, NP2	Reduce weak provision across both FE and WBL by reallocating to providers with strong performance. Also, introduce new providers to respond to identified gaps in provision.	Contracts/Financial memorandum agreed – May 2006 Minimum of 2 new providers introduced – August 2006 Our Target - 2,465 framework completions – July 2007 Key changes - raise success rates <ul style="list-style-type: none"> • FE (long programmes only) <ul style="list-style-type: none"> 16-18 - a 1% increase to 72% 19+ - a 1% increase to 65% • WBL (frameworks only) <ul style="list-style-type: none"> 16-18 - a 5% increase to 47% 19+ - a 5% increase to 45%

Key actions (cont)

Priority	Action	Measure of Success
NP1, NP2	Continue to implement the Bradford, Leeds and Wakefield area inspection action plans.	Strategy groups meet - ongoing Submission of Post Inspection Action Plan Reports to DfES - January 2007
NP1	Ensure local 14-19 collaborative arrangements and plans reflect the LSC Higher Education Strategy to be published in March 2006. Through West Yorkshire Aimhigher Steering Group ensure the revised Aimhigher plan actively promotes partnership working and is targeted at groups most under-represented in higher education (HE).	Local 14-19 collaborative plans revised to reflect HE Strategy - July 2006. Sub-regional Aimhigher Plan approved - July 2006. Activity begins in each local authority district - September 2006.
NP1, NP2, NP4	Implement findings of review of provision for learners with learning difficulties and/or disabilities (LLDD) aged 14 to 25 years.	Review completed and action plan developed - September 2006 Implementation commences - Sept 2006.
NP1, NP2, NP4	Develop and implement local authority Equality and Diversity Action Plans. Commission activity to address key priorities identified.	Action Plans agreed – April 2006 Implementation commences – May 2006
NP1, NP2, NP4	Implement activity to address the recommendations from the Colleges Consortium and Learning Providers Equality Impact Measures research.	Best practice identified – April 2006 First collaborative projects agreed – July 2006
NP1, NP2, NP4	Implement local and regional Race Equality Scheme Action Plan, with key actions taken through the provider equality network. Activity to include legislation and diversity conferences.	2 diversity conferences – March 2007 Equality and Diversity Impact Measures (EDIMs) – <ul style="list-style-type: none"> • 62% participation of young males in post Level 1 provision • 76% Level 3 FE success rate for young males • 31% Level 2 WBL framework achievement for young males • 68% success rate for BME learners aged 16 – 24 in FE • 13% participation of LLDD aged 16 – 24 in Level 1 and above provision All by March 2007
NP2	Expand Tele-brokerage service to Train to Gain providers, particularly those from FE sector. Enhanced Business Gateway and WYTAP integrated into service.	10,000 'hits' per month on Tele-brokerage service.

Key actions (cont)

Priority	Action	Measure of Success
NP2	Brokers in place for Train to Gain and handover agreed from ETP. Dual running of existing and new brokers to June 2006, ensuring employers receive support they need throughout the handover. New service underpinned by Better Deal for Business principles	14 new brokers in place – April 2006. 51% of hard to reach employers involved in Train to Gain – March 2007.
NP2	Train to Gain commissioning process developed, providers selected and volumes agreed. Principles for sub – contracting for non mainstream providers agreed.	Contracts awarded – June 2006. Key change - successfully introduce Train to Gain by delivering 10,500 starts in 2006/7. Our Target - 6,865 first Level 2's – March 2007.
NP2	Engage with employers / employee organisations, providing information sessions on LSC skills agenda including Train to Gain.	First event held – June 2006
NP2, NP5	Agree volumes of Train to Gain provision for the public sector (NHS trusts, Local Authorities, Police, Fire Service, schools, FE and HE).	Identify scope of provision to be delivered by providers – June 2006. 500 school support staff achieve first level 2 – March 2007.
NP2, NP3	Further support for Customer First and improved understanding of Better Deal for Business.	All FE and WBL providers and Train to Gain Brokers achieve Customer First accreditation – March 2007
NP2, NP4	Introduce skills boards or strategic investment plans in cities and develop a model for smaller local authority districts.	Leeds and Bradford Skills Boards in place – September 2006 Arrangements agreed for Calderdale, Kirklees and Wakefield – March 2007
NP2, NP3	Increase employer engagement within FE, including “employer facing” provision. LSC brokerage of strategic collaborations between institutions with effective employer engagement and those with weak engagement. Presentations to all FE colleges, targeting senior staff, including chairs of governors.	Minimum of 10% of adult participation budget to support employer facing (Mode 2 & 3) full Level 2 qualifications in 2006/07. All FE Colleges to develop an Action Plan using LSC Employer Engagement Handbook – April 2006. Regional programme of support established – June 2006.
NP2, NP3, NP4	Raise level of fee income collected, through targeted action at under performing providers, whilst ensuring those that cannot afford to pay fees in full are not disadvantaged. Barriers identified during APR and support strategies put in place.	Identify barriers and establish support strategies – June 2006. Key change - seek for all relevant FE institutions to collect minimum of 50% of theoretical fee income in 2006/7.

Key actions (cont)

Priority	Action	Measure of Success
NP2, NP3, NP4	Contribution to adult Level 2 delivery agreed from “mainstream” funds with FE and WBL providers through APR and development plan process.	FE Financial Memorandum agreed – June 2006 Key change - increase to 9,100 (31% increase on 2004/5) adult participation on full Level 2 programmes in FE in 2006/7. Our Target – 6,487 full Level 2 qualifications.
NP3	Continued scrutiny on responsiveness of all FE colleges to Agenda for Change.	Report for Council – December 2006
NP2, NP4, NP5	Further develop LSC: NHS compact to increase engagement of NHS employees in learning and to establish key engagement targets to support achievement of LSC targets. In particular, develop a strategy for development of support staff. Also, develop action plans around 8 priority areas.	30 Apprenticeships 60 Skills for Life awards achieved 100 first Level 2s and 20 first Level 3s 30 managers developed All - March 2007 Key change - develop and embed the LSC: NHS compact to enable 500 employees to take-up learning via Train to Gain in 2006/7.
NP2	Respond to regional construction strategy by continuing to develop hub and spoke model. Specific actions to be determined by the scope of CITB’s Skills Academy bid, although focus will include attention to skills that compliment the bid.	Identify additional activities and respond accordingly – from June 2006. Key change - develop a Skills Academy for the Built Environment in support of the CITB Construction Skills Round 1 bid or through the submission of a bid under Round 2.
NP2	Deliver against regional construction action plan through support for On-site Assessment & Training (OSAT).	1,000 learners achieve Level 2/3 – March 2007.
NP1, NP2, NP3, NP4	Complete series of reviews to inform future provision planning. Reviews to cover adult provision, WBL, LLDD and 16-19 provision in Leeds.	<ul style="list-style-type: none"> • Adult review completed – Sept 2006 • WBL review completed – April 2006 • LLDD review completed – June 2006 • Leeds 16-19 provision review completed – August 2006 Actions agreed within 3 months of review completion.
NP1, NP2, NP3, NP4	Undertake strategic analysis of mix and balance of provision. Seek shift for 2007/8 in response to key findings through agreement with providers during APR process.	Analysis completed – Sept 2006 Key areas for change identified – October 2006 Changes agreed – March 2007
NP3	As part of Agenda for Change, develop leadership and management skills of all providers through use of the Centre for Excellence in Leadership and other partners.	First West Yorkshire providers achieve new Quality Mark – March 2007

Key actions (cont)

Priority	Action	Measure of Success
NP1, NP3	Support providers' self-assessment through facilitating peer review, leading to closer match with inspection findings. Support collaborative working through Regional Improvement Partnership and Quality Improvement Agency.	75% of LSC funded organisations involved in peer review partnerships – March 2007
NP1, NP3, NP6.	Respond to emerging strategy for dealing with poor provision, with emphasis on early identification of issues. Activity to include use of data from new measures of success and the information from Agenda for Change data simplification to identify high/poor quality provision.	Provider development plans include actions to ensure delivery of high quality provision – April 2006. Provider actions monitored – monthly to 6 monthly reviews according to level of risk.
NP3	Respond to Regional Capital Investment Strategy. In particular, consider relevance of ideas prior to submission of proposal, and rigorously appraise new applications to confirm viability and affordability.	Reject inappropriate ideas/proposals - ongoing Recommend appropriate bids - ongoing
NP3	All West Yorkshire CoVEs to complete self-assessment forms, including actual performance outcomes. Develop the proposal for a new Entrepreneurship and Business Skills CoVE.	All CoVE self-assessment forms completed – April 2006. Reconfirmation of CoVEs completed in conjunction with SSCs – Sept 2006. Entrepreneurship and Business Skills proposal submitted – April 2006
NP2	Work closely with the Sector Skills Councils on the introduction and delivery of new qualifications, e.g. ITQ and BIT.	New qualifications introduced – September 2006.
NP3	Continue to monitor financial status of provider network and respond quickly and effectively to issues that arise.	FE health assessments completed – October 2006 WBL financial assessments completed – ongoing
NP3, NP4	Improve the balance and mix of provision offered within Skills for Life (S4L), including ESOL, to allow all individuals to work towards nationally recognised qualifications. Also include the integration of basic and vocational skills. Issues to be raised through the APR process and actions to introduce the new qualifications and withdraw others to feature in provider development plans.	Key change & Our Target – adults achieve 11,500 Skills for Life target qualifications, including ESOL, in 2006/7. Key change - raise to 70% the proportion of Skills for Life enrolments that count towards target in 2006/7. All providers delivering new ESOL qualifications – September 2006

Key actions (cont)

Priority	Action	Measure of Success
NP3, NP4	Local learning covering offenders in prison and in the community incorporated into a new regional contract.	Contract in place – August 2006 2,000 offenders engaged in Skills for Life learning – March 2007 500 offenders achieve literacy or numeracy qualification – March 2007
NP2	Implement safeguard for funding Personal and Community Development Learning (PCDL) as part of a tighter focus on ACL, with more provision delivered at full cost, and a significant increase in fees.	Agree indicative allocations with each ACL provider – May 2006
NP2, NP4	Launch the Adult Learning Grant to all West Yorkshire providers and those eligible for an award.	Launch Conference – April 2006 Roll out of Adult Learning Grant in West Yorkshire – September 2006
NP3, NP4	Also improve the capacity and capability to deliver Skills for Life qualifications, including ESOL, by increasing the number of appropriately qualified tutors and trainers. Specific actions to feature in provider staff development plans, including use of “Golden Hellos”.	30 tutors and trainers achieve ESOL Level 4 qualifications 90% of Skills for Life tutors hold appropriate Level 4 qualification All inspections and/or re-inspections awarded a minimum grade 3 All – July 2007
NP2, NP3, NP4.	Ensure all Train to Gain providers have capacity and capability to deliver Skills for Life qualifications, and that all learners without a first Level 2 qualification have a S4L initial assessment to underpin their vocational learning.	40 providers able to deliver S4L qualifications within workplace setting; 80 tutors /trainers gain specialised skills to deliver in workplace; 3,000 employees achieve a S4L target qualification. All – July 2007.
NP4	Review and agree new Action Plan for 2006/07 with Working Together Steering Group. Feed into Regional Action Plan. Contract and implement key initiatives funded through ESF. Roll out implementation of West Yorkshire activity across the region.	Plan adopted by CVS partners, and at regional level – April 2006. All projects contracted – June 2006. Key activities identified for roll out – July 2006 Funds secured – July 2006
NP4	Extend Co-financing Plan to Humberside and North Yorkshire to ensure LSC maximises ESF funding from Objective 2. Integrate all regional LSCs co-financing plans and measure applications into one.	Plan agreed by GOYH and additional funds allocated - June 06. Plans agreed by GOYH and responsibilities transferred to regional working arrangements - October 2006.

Key actions (cont)

Priority	Action	Measure of Success
NP4	LSC to lead on Skills in the West Yorkshire Economic Partnership (WYEP) as part of the Sub Regional Investment Plan (SRIP). West Yorkshire Skills Group (WYSG) to review and update the 5 local and the sub-regional Action Plans. RDA and ESF funding fully aligned and integrated. Monitor and review contracted provision. Accountable bodies established to lead on local Skills Action Plans.	<p>Alignment of all SRIP activity to LSC priorities and activity - ongoing.</p> <p>Plans agreed and adopted by WYSG, RDA and WYEP - October 2006</p> <p>All commissioned activity contracted and implemented – September 2006.</p> <p>Contracts agreed with 5 accountable bodies for 3 years - April 2006</p>
NP4	Collaborative working with Jobcentre Plus to engage the unemployed in learning. Specific activity includes the production of regional Welfare to Workforce Development Plan, and involvement of Jobcentre Plus in Train to Gain.	Welfare to Workforce Development Plan completed - April 2006
NP5	Work with the Local Authorities and Sector Skills Councils to develop and pilot a Public Service Compact, aimed at linking Public Sector learning and skills needs with LSC provision.	<p>Wakefield pilot begins – Sept 2006</p> <p>Pilot with Skills for Justice SSC underway – December 2006</p> <p>Second stage plan developed and activities expanded – March 2007.</p>
NP5	Work with the Regional Public Service Forum to develop a public services employer 'offer'.	Offer developed – September 2006.
NP6	Manage successful transition to new LSC structure ensuring roles and responsibilities and ways of working between regional and local teams are successfully embedded	<p>Regional and local functions defined and communicated – June 2006</p> <p>Protocols agreed for regional/local partnership interface – Sept 2006.</p>
NP4, NP6	Enhance skills of people in new structure through staff development programme. Programme to include supporting the whole organisation approach to improving adult literacy, numeracy and language skills.	<p>Staff development plan agreed – September 2006</p> <p>Training and development commences – October 2006</p> <p>2 training events on S4L – December 2006.</p>
NP6	Maintain strong and effective relationships with partners and providers through the transition, ensuring clear understanding of new ways of working.	Communication with stakeholders throughout transition - ongoing

Key actions (cont)

Priority	Action	Measure of Success
NP6	LSC to play a key role in leading on developing the plan for skills within City Regions (CR). Co-ordinate and provide labour market information to inform the Skills Development Plan. Help organise Skills Summit for employers and stakeholders.	Align activity with LSC priorities - April 2006 Skills Development Plan agreed and adopted by the CR Board - July 2006. Skills Summit arranged – Sept 2006
NP1, NP2, NP4, NP6	Work with our five local authorities to implement Children and Young People's Plans, respond to Joint Area Reviews and develop Local Area Agreements.	Local Area Agreements include relevant LSC priorities – March 2007. All action plans address LSC priorities - ongoing

Our Delivery Resources

Partnership Working

At a regional level our work with Yorkshire Forward, the Regional Skills Partnership and the Regional Skills Alliance is crucial in determining and agreeing action to address skills needs in Yorkshire and the Humber.

Relationships with Yorkshire Forward have developed further as we continue to establish strategic coherence and there is now a very strong correlation between the updated Regional Economic Strategy and this latest Annual Plan. We are a key partner in the West Yorkshire Economic Partnership and lead on the skills theme in the Sub-Regional Investment Plan (SRIP). We have also facilitated cooperation between the districts, in establishing district action plans linked to the sub-regional action plan.

Membership of the Regional Skills Partnership and the Regional Skills Alliance are other important steps in ensuring the clarity and vision for learning and skills development in the region.

Sub-regionally our relationship with Connexions West Yorkshire continues to develop as we seek to enhance young people's future prospects. These relationships will be further enhanced in 2006/7 as we implement the Learning Agreement and Activity Agreement pilots.

Collaboration with Jobcentre Plus remains crucial in our efforts to meet the needs of employers and adults. Joint planning with Jobcentre Plus is increasingly important with both organisations contributing to the same national targets.

Our work at a district level is significant, as we seek to ensure we have the right solutions for each local authority district. The new LSC structure will see the continuation of Partnership Teams for each of our five local authority districts. This will provide a strong overview of geographically based issues, as well as ensuring appropriate links between learning and other social and economic issues.

Recent policy developments have seen the need for the LSC to work much more closely with its **local authorities**. Developments such as Local Area Agreements will be important in meeting the learning and skills challenges in each district. Also, we recognise the strength of working relationships with our local authorities will be tested as we seek a coherent and integrated approach to the planning of 14 - 19 provision, and post 16 learning in general.

Our role is one of a catalyst, not a provider, and as such we need to continue to work with our delivery network. Regular meetings between the Executive Team and representatives from schools with sixth forms and work based learning providers will continue, but the greatest attention will be on our Further Education network. Agenda for Change is already having a significant impact on the sector and further change is necessary if we are to respond effectively to the challenges set by central government. Contact with College Governors will be a particularly important aspect of this work, as we ensure they are fully briefed on our direction of travel.

Local Council

Our Council is instrumental in supporting, challenging and driving forward our plans. We continue to make full use of their contacts with local authorities, learning providers, employers, the voluntary and community sectors and trade unions, to ensure our priorities are effectively communicated to key stakeholders. Also, they are keen to be engaged in key aspects of delivery. Members have been very active in supporting one of our colleges in financial difficulty recently and in 2006/7 their work will extend to focus on NEET and scrutinising the responsiveness of our FE colleges.

Equality and Diversity

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

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

Locally, a key driver in our actions to promote equality of opportunity is our Equality and Diversity Impact Measures (EDIMS). Following a detailed examination of performance across our mainstream programmes our measures have been updated as follows:

1. Raise Participation of Young Males on Post Level 1 Programmes
2. Raise Long Level 3 Success Rate of Young Males in FE
3. Raise Level 2 Framework Achievement Rate of Young Males in WBL
4. Raise the Success Rate For Black and Minority Ethnic Learners Aged 16-24 in FE
5. Raise Participation of Learners Aged 16-24 in FE With Learning Difficulty and/or Disability on Level 1 or above Programmes

Performance will be monitored throughout 2006/7 as we continue to take action to bridge the gap between our strongest and poorest performing groups.

HR Business Partners monitor our workforce composition to ensure it reflects agreed local workforce diversity goals. Given our location, the primary issue is our ethnicity breakdown. This shows 10% of staff have a BME background, corresponding to the target we set for 2005/6. However, more work is required to bring the profile up to the BME population in Bradford and West Yorkshire. Further analysis by other characteristics identifies 4% of staff with a disability, a figure lower than we aim to achieve. The workforce composition will need to be reviewed with restructuring in the coming months. The composition of the Local Council is worthy of note. Membership comes from a good cross section of the community.

Learners with Learning Difficulties and / or Disabilities

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

The recently published consultation document 'Through Inclusion to Excellence': The Report of the Steering Group for the Strategic Review of the LSC's Provision for Learners with Learning Difficulties and/or Disabilities across the Post-16 Learning and Skills Sector highlights the need for a co-ordinated partnership approach to the planning, funding and delivery of provision.

Locally, we seek to ensure that provision is developed across all the funding streams through our annual contracting processes and innovative solutions are built upon to respond to individual need. In addition, we continue to support specialist residential provision by agreeing placements for learners who meet the Council's criteria and whose educational needs cannot be met locally.

Sustainable Development

In September 2005 the LSC published a strategy for Sustainable Development entitled 'From Here to Sustainability' which is built on the concept of ensuring a better quality of life for everyone, both now and for generations to come. The strategy promotes a vision that the learning and skills sector will proactively commit and contribute to sustainable development through the management of resources, the learning opportunities it delivers and its engagement with communities. Locally the LSC is establishing an action group to translate the vision into action. Also, it will identify and train champions to support implementation once the new structure is in place.

Health and Safety

The health and safety of learners is a fundamental value for the Learning and Skills Council. We believe that learners are entitled to learning that takes place in a safe, healthy and supportive environment. Our policy is to adopt a "best practice" role

with regard to the promotion of learner health and safety, by applying the following four core principles:

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

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-060370