

# Learning and Skills Council

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## Local Strategic Plan 2002-05

Gloucestershire



Learning+Skills Council  
Gloucestershire

## **About the LSC**

The Learning and Skills Council Gloucestershire is responsible for planning and funding all post-16 education and training in the county, excluding higher education. It brings together for the first time responsibility for planning and funding further education, work based learning, adult and community learning and sixth forms.

In addition to formal education and training, the Council provides financial support for a wide range of activities aimed at encouraging lifelong learning and development across the county.

We currently work with 5 colleges of further education, 3 specialist colleges, the University of Gloucestershire, 31 other training providers, 28 sixth forms and a wide range of other partners (see Appendix 1).

The LSC is a national organisation with 47 local Learning and Skills Councils across England and the national office in Coventry.

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# Welcome

I am delighted to present the first strategic plan for the Learning and Skills Council Gloucestershire. Our consultation on the draft plan was extremely constructive. This document includes the feedback and comments received and outlines our plans for the next three years.

The Learning and Skills Council was formed in April 2001. We are tasked with achieving major changes in post-16 education and training and we will do this by local decision making within a framework of national targets and objectives. A Council of local volunteers guides an excellent team of professional officers in Gloucestershire. Council members have wide experience of business, employment, trades unions, sixth forms, further education colleges, local authorities and other organisations.

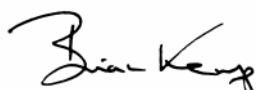
This strategic plan sets out the key challenge for Gloucestershire and the four major themes we will pursue during 2002-05. A separate business plan will explain the work we will carry out from 2002 until 2003. Both plans emphasise vocational training and workforce development, actions to raise standards of provision and the availability of information, and imaginative ways to reach communities, employers and individuals.

The LSC brings together for the first time all the strands of post-16 learning and skills in the county. There are many aspects that are excellent and these must be encouraged to flourish with the minimum of bureaucracy and interference. However, we need to focus and direct activities for greater participation wherever possible. We will bring together the appropriate partners so that we concentrate resources on a common agenda for maximum effectiveness.

It is still early days for the LSC. We have a very broad agenda in support of national targets for learning and skills. For our plans to succeed, we need funding arrangements that provide the flexibility to shift expenditure and resources to meet local needs. For example, we need to increase the low funding for workforce development and basic skills in relation to full time education. We need to build a learner database and information systems to support providers, inform learners and target our limited resources. We need greater scope for local discretion.

This strategic plan is a local plan, developed by local people. We will focus on the main areas in Gloucestershire where high quality learning and skills can be developed.

I welcome your further comments and look forward to working with all our partners to deliver lasting, local progress.



**Brian Kemp**  
Chair, Learning and Skills Council Gloucestershire  
May 2002

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# Introduction

I would like to thank everyone whose input has helped shape our strategic plan for 2002-2005.

The plan sets out our priorities and key challenges in the context of both local circumstances in Gloucestershire and the national objectives of the Learning and Skills Council. Like other local strategic plans, it will play a vital role in determining local action and in helping to shape the national direction of the LSC.

With the establishment of the LSC, we have an unparalleled opportunity to bring about radical and lasting change to the education and training system and to transform the prospects for learners. For the first time, responsibility for all post-16 education (except higher education) has been brought together in one body. The challenges are enormous but so too is the potential to develop a system with the learners' needs at its heart.

To judge whether we are working in the interest of learners, we will set ourselves two key tests:

- We must make sure that every 16-19 year old in Gloucestershire is able to follow the path of education and training – be that academic, vocational or work based – that suits them best and offers them the best chance of success and progression to higher education or employment. Young people should also be able to make their choices on the basis of the fullest impartial advice and guidance.
- We must make sure that learning opportunities for adults – whether in the workplace or in the community – are relevant, meaningful and take place at times and places to suit them.

These tests sound deceptively straightforward and few would dispute them. To put them into effect will require the LSC, in tandem with our partners, to review the current patterns of education and training for both 16-19 year olds and adults and to develop innovative ways of delivering education and training.

Our plan sets out in detail some of the directions we need to take if we are not only to maintain the high levels of attainment and achievement enjoyed by many people in Gloucestershire but also to extend the best possible opportunities for education and training to everyone in the county.

As our plan makes clear, meeting our targets and our ambitions is not a task we can achieve alone. We look forward to working with all our partners as we further develop and implement this plan to create a learning society in Gloucestershire.



**Roger Crouch**

Executive Director, Learning and Skills Council Gloucestershire  
May 2002

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## Vision

Our vision is a learning society in which everyone in Gloucestershire has the opportunity to go as far as their talents and efforts will take them.

We want to make sure that:

- Young people and adults gain higher levels of qualifications
- All adults achieve essential literacy and numeracy skills
- Employers can recruit the skilled employees they need
- Everyone can learn in ways and places that suit them

We are committed to:

- Equality and diversity
- Working in partnership
- Economic, social and environmental sustainability
- Quality and excellence

## Mission

Our mission in Gloucestershire is to bring together all aspects of post-16 education

and training in the interests of learners. To do this, we will plan, fund and improve services to make sure that the learning and skills needs of learners, employers and communities are met.

# Learning and skills needs in Gloucestershire

The key facts on the current position in Gloucestershire are given below.

## Supply of skills

This section looks at the achievements and qualifications of the residents of Gloucestershire, as well as their involvement in the labour market.

- 74% of year 11 pupils (16 year olds) chose to stay in full time education in 2000, compared with 76% in 1999 and 73% in 1998.
- 63% of those commencing courses in year 12 study A/AS levels. In 2000, 46% of those leaving sixth forms went on to enter higher education.
- During 2000-01, 66% of young people participating in work based learning programmes gained an NVQ qualification, an increase from 56% in the previous year.
- Around 600 young people leave school with limited or low levels of qualifications and move immediately into unemployment or jobs without training.
- From 1998 to 1999 the total number of employees in Gloucestershire increased by 1.3% to 240,100. The county has relatively low levels of unemployment compared to the national average. In January 2002, unemployment stood at 2.3% compared to 3.3% for Great Britain.
- The economically active population of the county is expected to rise from 301,000 in 2001 to 308,300 in 2010. Over this period, the labour force will have an increasingly ageing profile: by 2010 42% will be over 45 years old.
- The economic activity rate of women of working age has increased steadily since 1988. In 2001, 80% of women of working age were economically active.

## Demand for skills

The 1999 employer survey indicated that Gloucestershire's economy performed strongly compared to the South West as a whole, and that business confidence is high in the short term.

Almost all businesses identified constraints on performance or growth, the most common being competition, market conditions, bureaucracy, recruitment difficulties and skills shortages.

The types of skills employers are now looking for are communication, team building, numeracy and an awareness of Information and Communication Technology. The vast majority of employers have supported staff training in the last 12 months, and over half have increased the volume of staff training over the last three years. Awareness of Modern Apprenticeships and NVQs (National Vocational Qualifications) is high, although the proportion of employers involved with them is significantly lower.

Local economic forecasts suggest that the Gloucestershire economy will continue to grow steadily over the next decade, although lagging behind the South West as a whole with regard to growth in employment and disposable income. Almost half of the county's employees work in the local authority districts of Cheltenham and Gloucester City. Recent employment growth has been strongest in Tewkesbury borough, where strategic employment sites have been developed.

The county's employment structure is made up of four major sectors – Distribution, Hotels & Restaurants (24% of employees); Public Administration, Education & Health (23%); Manufacturing (20%); Banking, Finance & Insurance etc (19%).

The county has a higher proportion of manufacturing employment than regional and national averages (both 16%), potentially making it more vulnerable than many other areas to the further restructuring that is forecast for this sector.

## Learning Provision

In Gloucestershire, we currently work with 5 colleges of further education, 3 specialist colleges, the University of Gloucestershire, 31 other training providers, 28 sixth forms and a wide range of other partners (see Appendix 1).

The inspection statistics collated so far show that 72% of learners are involved with providers that are rated as good or better. However, the remaining 28% are with providers where there are concerns about the provision of learning.

More detail on facts and figures relating to Gloucestershire can be found on page 33.

## Gloucestershire's Key Challenge

This analysis leads us to focus on one key challenge and four priority themes.

In Gloucestershire, 70,000 adults have trouble with reading, writing or numbers. Our key challenge is to raise literacy and numeracy levels throughout the county. We intend that 10,000 Gloucestershire residents with low levels of basic skills will have improved their literacy and numeracy skills by 2004.

## The four themes

- Raising aspirations
- Reaching new learners
- Listening to learners and employers
- **Providing the best**

## Planning Assumptions

The following assumptions underpin this plan:

- The Learning and Skills Council Gloucestershire will have available the necessary funding to meet local needs and targets
- The constraints of separate budget streams will be removed progressively to allow greater flexibility and discretion locally
- The economic context in which we work will be as currently predicted
- The network and coverage of providers and the supply of tutors can be expanded as required
- Our partners will continue to operate within their current broad policy and budgetary frameworks

In some areas of the plan little statistical evidence is available currently. We recognise that more research needs to be undertaken. Where gaps exist, the business plan will define areas where baselines need to be measured, from which specific targets can be set.



## Summary of key challenge, themes and priority areas for action

Basic skills	Raising aspirations	Reaching new learners	Listening to learners and employers	Providing the best
<p>More precise profile of people in Gloucestershire with low levels of basic skills</p> <p>Increased capacity to deliver a significant change in basic skills training and uptake within our strategic partnerships</p> <p>Reach out to people with low levels of basic skills in our communities and workforce</p> <p>Raised awareness of the impact that low levels of basic skills have on performance and competitiveness</p>	<p>Young people get the best out of a wide range of learning opportunities</p> <p>Vocational, work based and academic learning are equally valued</p> <p>More people will participate in higher education</p> <p>Improved availability of high quality vocational education that relates to key sectors of Gloucestershire's economy</p> <p>More adults with improved skill levels</p> <p>The role of learning promoted within community regeneration</p> <p>Learning perceived as fun, attractive, enjoyable and rewarding</p>	<p>Local strategic partnership plans recognise the importance of involving non-traditional learners</p> <p>Education agenda makes a significant contribution to local regeneration</p> <p>Family Learning Networks extended</p> <p>New learners attracted by use of Information and Communication Technology</p> <p>Shortfall of e-skills technical expertise addressed</p> <p>Information on learning choices easily accessible to all learners</p> <p>Barriers to access removed</p> <p>Learning needs of adults with disabilities met</p> <p>Opportunities for learners to participate when and where suits them</p>	<p>Up to date intelligence and research to respond to the needs of key employment sectors</p> <p>The supply of vocational training meets the needs of businesses in key sectors</p> <p>User friendly mechanisms to gain feedback from learners on their needs and experiences</p> <p>More employees recognise the benefit of developing staff and offer opportunities to learn in the workplace</p> <p>All employees will have opportunities to learn within the workplace</p>	<p>Improved quality of teaching and learning</p> <p>Quality of all providers funded by the LSC monitored and reviewed and action plans developed as appropriate</p> <p>All teachers/trainers qualified to industry and professional standards</p> <p>Accommodation for learning improved and accessible to all</p> <p>Post-16 providers work together to make it easier for learners to benefit from, and progress through, the learning experience</p> <p>Providers and employers work together for the benefit of the learner and employer</p> <p>Information and Communication Technology used to deliver more training</p>

## Basic Skills

In Gloucestershire it is estimated there are around 70,000 adults with poor levels of literacy or numeracy. The ward-by-ward analysis on page 33 demonstrates that this need is concentrated in particular areas of the county. In order to target resources and support we need more precise data on the nature and needs of this key customer group.

The level of basic skills is an important national issue, with huge significance within the county, where it is estimated that low levels of basic skills cost the local economy some £50 million each year. The need to improve the low levels of basic skills is the single most important issue of education and social inclusion facing the Learning and Skills Council in Gloucestershire. The target we set ourselves and our partners in this area reflects the priority and is appropriately ambitious and challenging. For this target to be achieved, the volume of activity locally and the supporting funds will need to increase significantly.

The availability, skills and experience of tutors and the detailed information to inform the targeting of activity will be key factors. Addressing basic skills within the employed workforce will create additional demands for tutors who will need a range of skills to work with employers.

Our strategy seeks to address these issues at the same time as building the strategic partnerships needed to deliver the levels of improved basic skills we are aiming for in Gloucestershire.

### Basic Skills: Gloucestershire's Target

By 2004, 10,000 Gloucestershire residents with low levels of basic skills will have improved their literacy and numeracy skills.

Priority area	Actions	Outcomes	Target dates
Develop a more precise profile of the people in Gloucestershire with low levels of basic skills	Carry out research to: <ul style="list-style-type: none"> <li>Establish more accurate information about the pattern of low basic skills in Gloucestershire and incorporate findings in the local basic skills delivery plan</li> <li>Identify baseline statistics and mechanisms to monitor progress</li> </ul>	A more focused and targeted action plan to inform service delivery and to enable more robust evaluation and monitoring of progress	2002
Develop the capacity to deliver a significant change in basic skills training and uptake within our strategic partnerships	Identify the contributions of all partners to meet the key challenge of increased basic skills throughout Gloucestershire	Local initiatives established to deliver a tenfold increase in the level of basic skills activity	2005
	Establish a County Basic Skills Unit, which will support the training and development of basic skills tutors and trainers; raise the status and supply of basic skills trainers; and, contribute to the increased volume of activity across all providers and locations	<p>A fully operational basic skills tutor and curriculum development unit established</p> <p>An increase in the number and range of basic skills tutors available throughout the county</p>	<p>2003</p> <p>2005</p>

Priority area	Actions	Outcomes	Target dates
		100% availability of basic skills tuition across all sectors and employment groups	2005
Reach out to people who have low levels of basic skills in our communities and workforce	Actively promote innovative delivery of basic skills teaching (venues, styles and methods) by disseminating good practice and training	Minimum of three training events run Good practice guide published	2002 2002
	Raise basic skills awareness amongst learner representatives	100% of learner representatives trained to identify basic skills needs	2003
	Evaluate the role of incentives in encouraging new learners, building on the findings of the Pathfinder initiative	Pilots established to test the impact of incentive schemes on the take-up of learning	2003
	Target specific sectors, such as wards, communities, employers, and occupations	2,000 new learners identified from Gloucestershire's target groups	2002
	Ensure basic skills are embedded throughout all Learning and Skills Council funded activities	10,000 Gloucestershire residents with low levels of basic skills will have improved their literacy and numeracy skills	2004
	Allocate funding for a basic skills quality improvement initiative	An increase in the quality of basic skills provision across the county	2005
Utilise all promotion opportunities to raise awareness of the impact that low levels of basic skills have on performance and competitiveness	Ensure that all opportunities are taken to promote the value of training and addressing basic skills needs in the workforce through our contract and partnership with Business Link	More employers involved with basic skills delivery	2005
		More employers signed up to Investors in People	2004

## Raising Aspirations

Low aspirations and expectations are evident throughout the county. There are significant numbers of young people and adults who feel that learning has limited value or relevance. Far too many people start work with the minimum of skills and qualifications and undertake no further learning and development. In a recent survey, only half the workforce in Gloucestershire had undertaken work related training in the previous twelve months.

There is clear evidence that there are certain groups within the county whose experiences of education and training are unsuccessful, unsatisfactory or non-existent. For example, each year around 600 young people, out of a cohort of over 6,000, leave school with limited or low levels of qualifications and move immediately into unemployment or jobs without training. Although further research is needed to understand fully the choices and destinations of these young people, there is evidence to suggest that they have developed a pattern of low achievement that persists throughout their lives and has a negative effect on their work and life choices.

There are also nationally identified key target groups where the local picture is in line with the national situation. Examples include young people in public care where Gloucestershire's profile confirms national evidence that the educational needs of these young people are not being sufficiently well addressed. Another key target group is those involved in the criminal justice system. Evidence highlights the extent to which some offenders have unmet learning needs and other educational difficulties that may be a factor in their patterns of offending behaviour.

Britain has the worst record of teenage pregnancy in Europe. Although the conception rate for women under 18 in 1996-98 in the county was lower than the national rate, that in Gloucester City was the highest in the South West. Rates were also high in parts of Cheltenham and Tewkesbury. The correlation between rates of teenage pregnancy and socio-economic and educational disadvantage is very strong and has clear implications for the Learning and Skills Council in promoting inclusion.

Too many young people lose interest in education, and the present system is unable to offer them attractive alternatives. Recent proposals mean that young people from the age of 14 will be able to learn not only in schools and colleges but also in workplaces.

## Raising Aspirations: Gloucestershire's share of the National Learning and Skills Targets

84% of 16-18 year olds will participate in structured learning (currently 77%)

### Gloucestershire's Target

50% of 18-30 year olds will have participated in higher education (currently below 39%)

Priority area	Actions	Outcomes	Target dates
Young people will get the best out of a wide range of learning opportunities	Ensure that there is a more effective response to the diverse learning needs of 14-19 year old learners through collaboration with our partners	A clear local LSC strategy for 14-19 year old learners that includes diversity of supply to meet learner needs and is committed to by our partners	2003
	Improve and enrich the flow of information to young people, particularly about opportunities in the employment growth sectors of the economy, through labour market information and the Connexions Service	Increased take-up of the training opportunities in the employment growth areas of the economy  Increased attainment, particularly at levels 3 and above, to 59%	2004  2004
	Promote greater collaboration between schools and other providers of post-16 education and training to ensure effective curriculum co-ordination and student support	Improvement in participation, retention and attainment of 16-19 year old learners so that the Forest of Dean and Gloucester City reach the county average	2005
Vocational, work based and academic learning are equally valued	Raise the awareness of training, qualifications and opportunities available through promotional activities such as the Skills Festival and our work with industrial sectors  Build on the proposals of the Green Paper "14-19: extending opportunities, raising standards"	Improved flow of information so that employers, teachers, parents and young people are better informed about education and training opportunities and qualifications	2002
	Carry out research amongst young people to identify people and agencies who influence their decisions and, particularly, to identify the factors influencing the decisions of young people not to participate in education and training post-16	Increased participation including a higher take up of work based and vocational learning opportunities including vocational GCSEs and foundation degrees  Reduce by 25% the numbers of young people not going into education and training post-16	2005  2004
	Build a strong partnership with the Connexions Service	Partnership protocol agreed with Connexions Service  Young people have improved access to high quality and relevant information and learning opportunities	2002  2002

Priority area	Actions	Outcomes	Target dates
More people will participate in higher education, full and part time	Ensure that all young people and their parents are aware of higher education opportunities (academic and vocational) and understand the progression routes	19-21 year old learners have level 3 qualifications and can access higher education	2005
	Promote higher education opportunities within under-represented groups in the county through partnerships with schools and community organisations	Clear progression routes into higher education established and promoted Increased participation and achievement of under-represented groups in higher education	2004 2005
	Encourage higher education institutions to increase the availability of foundation degrees relating to key employment sectors	An increase in the take-up of foundation degrees in key sectors of the economy Increased number of learners studying foundation degrees	2005 2005
	Encourage employers to consider employee development through participation in higher education, by increasing their awareness of more flexible approaches to securing higher level qualifications	Increased level 4 and above qualifications amongst the workforce of the county	2005
Improve the availability of high quality vocational education relating to key sectors of Gloucestershire's economy	Develop Centres of Vocational Excellence (CoVEs) supporting key economic sectors in ways that promote: <ul style="list-style-type: none"> <li>• Effective collaboration between schools, colleges, training providers and employers</li> <li>• Wider participation of learners from under-represented groups</li> <li>• Responsiveness to local needs</li> </ul>	One CoVE in each college strongly supported by employers e.g. equine, computer technician/advanced technology, care, tourism and hospitality, new media/digital.	2004
		One national/one regional CoVE established	2003
		Sound links established between CoVEs and specialist schools	2003
		Improved progression at level 3, 4 and higher education	2004
		Clearer understanding of skills needed in each key sector	2002
		Business to business mentoring panels established in each CoVE	2004
More adults will improve their skill levels	Promote the use of new learning venues in non-traditional locations such as the flexible learning centre in Tetbury	An increase in the number of flexible learning centres taking learning opportunities into communities and businesses	2005
	Develop more flexible approaches to meeting the needs of learners Increase the number of learning opportunities available at evenings and weekends Increase access to Information and Communication Technology supported learning opportunities	Increased adult participation and attainment	2005

Priority area	Actions	Outcomes	Target dates
Actively promote the role of learning within community regeneration	<p>Embed the value of learning in all local strategic partnership plans</p> <p>Ensure district and county councils are clear about their contribution to meeting skills needs</p>	<p>The Learning and Skills Council plays a full role in 7 Local Strategic Partnerships:</p> <ul style="list-style-type: none"> <li>• Cheltenham</li> <li>• Cotswold</li> <li>• Gloucester City</li> <li>• Forest of Dean</li> <li>• Stroud</li> <li>• Tewkesbury</li> <li>• Gloucestershire</li> </ul>	2003
Learning is perceived as fun, attractive, enjoyable and rewarding	<p>Find out from learners (existing and potential) what would motivate them to learn through methods such as focus groups</p> <p>Target more promotion of learning and achievement to under-represented groups</p> <p>Be more innovative in our promotion of learning and more creative in identifying learning opportunities building on the success of the Skills Festival</p> <p>Celebrate the success evident in many of our communities through awards such as Adult Learners Week and the Neighbourhood Projects Awards</p>	<p>Accurate baselines established and levels of participation, retention and attainment increased by 20%, especially in areas that are under-represented or have low participation</p>	2005

# Reaching New Learners

Gloucestershire has a deserved reputation for high levels of academic achievement. However, this success hides pockets of non-participation and underachievement.

Access to learning, and the extent to which individuals have real choices about the options they take up, are influenced by many factors. Key barriers to participation include geographical location, low income and physical or learning disabilities. As a county with significant rural areas, the issue of geographical location, especially for residents of the North Cotswolds, parts of Tewkesbury and the Forest of Dean, is of great importance in relation to access and equality. There are also wards within the county (parts of Gloucester City, Cheltenham and other urban areas) where low income and community deprivation play a significant role in limiting participation in education and training. Issues of low income are not confined to urban areas: parts of the Forest of Dean have lower income rates than most other parts of the county, and some residents in Cotswold District have been identified as having the lowest average wage in Gloucestershire.

A recent local study showed that whilst 74% of the young people interviewed were keen to continue their studies after the age of 16, there was a worryingly high level of misunderstanding of the difference between, and role of, further and higher education. Without this understanding young people are not in a position to make informed decisions.

Barriers arise also where levels of skill provide an inadequate foundation for participation and success in learning. Significant numbers of Gloucestershire residents have low general skills, and some individuals have low or very low levels of literacy and numeracy. There is often a mismatch between individuals' skills and the needs of the local labour market, and low understanding by families and employers of the benefits of lifelong learning.

Limited availability of affordable childcare, and transport difficulties create barriers to participation by disadvantaged groups and communities. There are indications that parents of children with disabilities and special needs and parents from minority ethnic groups experience particular difficulty in accessing appropriate childcare.

Other groups we intend to prioritise include young people and adults with disabilities and special educational needs, and members of minority ethnic groups who are disproportionately disadvantaged within education and training. Of particular concern are the attainment levels of boys of African-Caribbean and dual-heritage backgrounds. These are significantly over-represented amongst those excluded from schools in Gloucestershire and are consequently ill-equipped to participate fully in education and training as young adults.



## Reaching New Learners: Gloucestershire's contribution to the National Learning and Skills Target

The national LSC will develop new ways of measuring participation in learning and set a target for improvement.

Priority area	Actions	Outcomes	Target dates
The plans of the local strategic partnerships in Gloucestershire recognise the importance of involving non-traditional learners	Champion the role that learning and skills can play in transforming communities through our involvement in local strategic partnerships	All local community plans include positive and purposeful activities to identify and address local learning issues	2003
	Promote increased participation in education and active citizenship as key contributors to local regeneration  Build on the success of neighbourhood projects to engage more people in our disadvantaged communities in education and training opportunities	Accurate baselines established and local participation and skills levels increased	2004
The education agenda makes a significant contribution to local regeneration	Target Local Initiative Funding (LIF) to build capacity in local community organisations	500 new learners from identified priority groups (e.g. young offenders, teenage parents, young people leaving school without qualifications, long-term unemployed, young people leaving public care)	2004
Family Learning Networks are extended	Develop family learning strategy for Gloucestershire with the Adult Education Service	At least 10 family learning programmes in place in disadvantaged communities  Family Learning Action Plan included in Adult Learning Plan	2003
Residents of Gloucestershire are increasingly more committed to lifelong learning	Encourage employers to develop more in-house learning	50 organisations signed up for Gloucestershire's People Potential Programme	2003
New learners will be attracted through the availability and use of Information and Communication Technology (ICT)	Ensure that the county ICT strategy focuses on access by learners and delivery in non-traditional venues	Network of access points throughout the county available for education and other uses  50% more learning routes/centres established	2003
	Establish accessible, effective systems for sharing good practice and spreading information about what works and why	Increased number of new learners accessing learning locally through use of ICT	2003
	Develop a model for ICT learner support to maintain the engagement of reluctant or less confident learners	Model developed for ICT learner support, baselines established and retention and achievement of community based learners increased	2005
	Through our work with key sectors of industry establish the precise nature of the skills gap in ICT and tailor a more responsive approach	10 additional access points/learning centres in employers' premises 200 employees accessing work based learning	2003 2005

Priority area	Actions	Outcomes	Target dates
Shortfall of e-skills technical expertise is recognised and addressed	Develop appropriate local training through colleges and other providers	At least 1 ICT college-based CoVE	2003
		5 new e-skills courses available locally	2004
		ICT skills profile that matches local employers' needs	2004
Information about the learning choices available will be easily accessible and supportive to all learners	Develop new ways of promoting vocational and alternative forms of learning	Skills Festival programme fully established following a review of the first Skills Festival in February 2002	2003
	Seek to extend delivery of adult Information, Advice and Guidance (IAG) into new areas by building on best practice	Accurate and comprehensive information about local learning opportunities available throughout the county	2003
	Develop approaches to target excluded adults		
Barriers to access for learners in all parts of Gloucestershire are removed	Develop a more coordinated response to tackling access issues across the county (e.g. transport and childcare shortages) with the Local Education Authority and other partners	Affordable childcare provision available to all learners in Gloucestershire	2010
		Measures in place across the county to address transport difficulties for learners	2005
		Promote new developments in ICT to exploit fully the potential for reducing dependence on transport for access to education	Increased use of mobile learning approaches which take learning to the learner
The learning needs of adults with disabilities are met	Identify barriers to learning for specific groups e.g. people with poor mental health and difficult family situations	Appropriate models developed which extend access for groups throughout Gloucestershire	2005
	Ensure that all providers are fully aware of SEND (Special Educational Needs and Disabilities) and address access issues affecting adults with disabilities	100% accessibility for learners with mobility difficulties	2005
There will be opportunities for learners to participate at a time and in a place to suit them	Support, coordinate and plan the transition arrangements for pupils with Special Educational Needs (SEN)	5% increase in the number of Gloucestershire residents with disabilities whose further educational needs can be met locally	2004
	Encourage providers to develop outreach provision and explore the scope to develop new provision where and when there is none at present	Increased participation in learning, particularly amongst currently excluded groups	2005

## Listening to Learners and Employers

The county's employment structure is broadly similar to that of the South West region and the nation as a whole. Slightly more people work in manufacturing and slightly fewer work in public administration, education and health, banking and finance compared to the national average. The publication *The Economy of Gloucestershire 2001*, produced by the Gloucestershire Labour Market Information Unit (GLMIU), provides a comprehensive analysis of the current situation and sets the context for this theme.

Structural changes in Gloucestershire's economy are likely to accelerate over the next decade and it is vital that the county adapts to these changes. Manufacturing and agricultural industries, in particular, will shrink but are also predicted to emerge as robust and higher skill sectors. The service sector is likely to see a rapid growth in new employment.

It is estimated that there will be a net increase of more than 19,000 new jobs in Gloucestershire by 2010, in addition to replacement jobs in all sectors. These new jobs comprise: 2,700 fewer in manufacturing; 5,800 more in retail and business and professional services; 2,700 more in distribution, hospitality and catering; 1,900 more in public administration, education and health; 1,800 more in construction. Local businesses increasingly compete in a global market.

Recent events suggest that some of the changes described above have already started but may be accelerated by any slowdown in the world economy. An increasing number of jobs will be in professional, managerial and technical operations within the global market and will require high-level skills. People from Gloucestershire will be competing for jobs with individuals from outside the county and will need to improve their range of skills and competencies if they are to secure employment in the growth sectors.

Surveys show that the skills employers are looking for are communication, team building, number ability and an awareness of Information and Communication Technology. We must ensure that the education and training system is attuned to these needs so that people entering the world of work are equipped well to succeed.

Gloucestershire has a comprehensive network of organisations providing employment advice, guidance and work related experience to young people of school age. The formation of the Gloucestershire Education and Business Link Consortium and the requirement for schools to produce work related curricula have begun to provide a more strategic framework. This will also be supported by the formation of Connexions.

The Learning and Skills Council will work to ensure that these activities complement each other so that young people and adults receive the advice, guidance and experience to prepare them for a successful future.

## Listening to Learners and Employers: Gloucestershire's contribution to the National Learning and Skills Target

The national LSC will develop ways of measuring:

- how many employers are involved in training and set a target for improvement.
- the views of learners and set a target for improvement.

Priority area	Actions	Outcomes	Target dates
Up to date intelligence and research to respond to the needs of key employment sectors will be available	Identify a common framework as a basis for responding to the learning and skills needs of the county	Clear map of county needs established Priority order of sectors and skills needs agreed with employers	2002
The supply of vocational training meets the needs of businesses in key sectors	Develop a strategy to address the needs of the local economy. This will include the development of a sector approach to address the needs of employers, in conjunction with Gloucestershire First	The provision of vocational learning matches more clearly the needs of the economy	2005
	Identify and implement practical solutions to sector issues by holding sector summits which will bring together employers and training providers in key sectors of the economy	Sector summits held in key sectors of the economy and sector development plans agreed Agreed solutions included in partners'/providers' plans	2004 2005
User friendly mechanisms to gain feedback from learners on their needs and experiences	Establish a range of tools to assess learner satisfaction	All learners receive programmes that are reviewed effectively and respond to their needs	2003
	Publish an annual review detailing learner experience and satisfaction across all providers, programmes and sectors	Standardised learner review used for all providers	2003
More employers recognise the benefit of developing staff and offer opportunities to learn in the workplace	Develop key sector workforce development plans	Range of training activities jointly developed by employers and providers	2004
	Pilot programmes that address the main barriers to learning	Baselines established for level 3 and 4 qualifications and incrementally increased	2003
	Target new activities to provide advice and information to companies about occupational standards and people development frameworks	More people working for companies that adopt best practice in the area of people development	2003
	Increase the number and range of employers offering Modern Apprenticeships	10% more Modern Apprentices	2005
	Promote the value of learning to employees through close liaison with the TUC	Increase the number of union learner representatives by 40	2003

Priority area	Actions	Outcomes	Target dates
All employees will have opportunities to learn within the workplace	Increase effective information, advice and guidance within all workplaces	Increase in the number of employees engaged in learning	2003
	Increase opportunities for learning within the workplace	Increase of at least 10% in local expenditure on workforce development	2005
	Promote the benefit of employee development programmes	More learning associated with SMEs (small and medium enterprises)	2005

## Providing the best

At its best, the provision of post-16 education and training in Gloucestershire is good and compares well with the rest of the country. Whilst much of the provision is satisfactory or better, inspection evidence reveals some poorly performing providers and pockets of poor quality within provision that is otherwise satisfactory. Every learner is entitled to high quality learning wherever they learn. At present 72% of learners are in provision rated as good or better. We will give prime importance to bringing the standard of delivery up to that of the best in further education colleges, specialist colleges, school sixth forms, and other training providers.

We undertake regular reviews with training providers to improve the quality of delivery continuously. However, early indications suggest that too many of our learners continue to be in provision that is less than satisfactory. Our aim is to bring all of the provision up to the standards of the best and to achieve consistency in the quality that we expect for our learners.

Inspection evidence also confirms that current delivery is disjointed and this can make it difficult for learners to find their way around the system. Previous methods of funding created a climate of competition that made this worse. With the formation of the Learning and Skills Council there is an opportunity to encourage greater collaboration, for example, between school sixth forms and further education colleges.

Continuing to raise the level of competence of trainers and teachers in post-16 education and training is a vital part of our drive towards raising standards. Although inspection reports highlight some excellence in teaching practice this is not consistently found throughout the post-16 sector. We wish to move to a situation where all teachers and trainers have obtained appropriate professional qualifications. This will enable us to provide continuous professional development across the range of post-16 providers.

Evidence from recent inspection reports by Ofsted, the Adult Learning Inspectorate and others have been critical of some aspects of the teaching environment. Learning should take place in the best possible environment with up to date equipment and technology. Currently this is not always the case. We are particularly concerned about the amount of provision taking place in temporary buildings and in accommodation that is inaccessible to people with disabilities.

In all of this we are committed to putting the learner at the heart of the system. We must engage more with our learners and listen to, and act on, what they say.

## Providing the Best: Gloucestershire's share of the National Learning and Skills Targets

87% of 19 year olds will achieve level 2 qualifications (currently 81%)

59% of 19 year olds will achieve level 3 qualifications (currently 54%)

55% of adults will achieve level 3 qualifications (currently 49%)

100% of learners will receive education and training from learning providers rated as satisfactory or better (currently 72%)

Priority area	Actions	Outcomes	Target dates
Providers of post-16 education and training will continuously improve the quality of teaching and learning so that retention and attainment are enhanced	Undertake research to find out from learners how they rate the quality and effectiveness of their learning	At least 80% of providers to be rated as good (or better) by learners	2004
	Develop a county wide plan for sixth form provision in the school and college sector which is quality led	Criteria established for a review of provision, consultation processes developed and a blueprint produced for the future	2004
	Apply a proactive approach to area post-16 inspection through the 16-19 joint policy group, and help respond to the recent Ofsted inspection of the Local Education Authority (LEA)	Area post-16 inspection produces ratings graded as good or better	2003
	Develop local capacity to deliver higher level vocational qualifications for those in employment in all occupational sectors	New opportunities developed for key employment sectors within Gloucestershire e.g. construction, engineering, care and hospitality	2003
	Encourage the sharing of best practice, particularly the delivery of key skills and the technical certificate	Increase to 50% the completion rate of the Modern Apprentice Frameworks (currently 39%)	2003
	Develop appropriate monitoring systems internally and for providers Invest in and support management information systems	Effective regulatory systems in place	2002 2005
The quality of all providers funded by the LSC will be monitored and reviewed and action plans developed as appropriate	Ensure continuous quality improvement and develop systems for ceasing to fund poor provision	Continuous improvement in the quality of provision and outcomes for learners	2002
		Learning and Skills Council ceases to fund poor provision	2005
	Maintain satisfactory internal and external systems of quality assurance	2002	
Develop common approaches to working with education and training providers, with Jobcentre Plus	Providers have consistent requirements from funders	2005	
Sector Summits become an established forum for employers where their future workforce needs are identified and strategies developed for meeting them	Employers rate the forum as helping them to improve the skills of their workforce	2003	

Priority area	Actions	Outcomes	Target dates
	Publish information about provision and quality in a user friendly format	Learners and employers are aware of the training opportunities within the county and their relative standards of provision	2004
All teachers/trainers will be qualified to industry and professional standards	Allocate funding for continuing professional development and monitor outputs from these funds	Increased quality of provision, increases in retention and achievement of learners	2005
Accommodation for learning will be improved and accessible to all	Commission consultants to undertake a post-16 accommodation review Use findings to plan capital investment	Accommodation for all post-16 education to be fit for purpose and existing facilities used effectively	2005
Post-16 providers will work together to make it easier for learners to benefit from, and progress through, the learning experience	Encourage collaboration and sharing of best practice Allocate funds to programmes that encourage greater collaboration Develop systems for monitoring the numbers of learners accessing collaborative provision	Increased number of provider networks delivering learning programmes and increased learner choice	2005
Providers and employers will work together to harness technical expertise and resources for the benefit of the learner and the employer	Allocate standards funds and other initiative funds to support partnership working	Increasingly skilled workforce with relevant skills	2005
	Encourage employers to carry out training needs analyses	Employers have improved understanding of training needs	2004
ICT (Information and Communication Technology) will be used to deliver more training	Encourage the development of ICT facilities by local providers	20% of training provision to be available through ICT	2004



# The way we want to work

## In partnership

None of this will be possible without the development of partnerships with organisations that have complementary objectives to those of the LSC. This will include the private and public sectors as well as statutory, voluntary and community organisations (see Appendix 1). Since our launch in April 2001 we have benefited from the support of a wide range of effective partnerships across the county. We will maintain and develop these relationships to deliver this plan through active engagement with these partners.

We want to create a system that is genuinely inclusive, promotes equality and diversity and ensures basic skills for all. This will be supported through our developing strategies on Basic Skills, Equality and Diversity, Quality Improvement and Workforce Development.

## Through consultation

In developing this plan, we have undertaken a wide reaching consultation process. The first draft was initially compiled through consultation with our key partners: Business Link, Connexions, Employment Service, Gloucestershire First, Gloucestershire Local Education Authority, the Government Office for the South West, Gloucestershire Learning Partnership, and the Regional Development Agency.

The plan was then launched in December 2001 with a six-week consultation period. Over 1,000 copies were sent to individuals and organisations all over the county and our staff were given the opportunity to comment. The draft plan was available via the Internet with the opportunity to feed back comments electronically. Different language versions and a large print copy were also available.

All responses received were very constructive and broadly supportive of the contents and aim of the plan. Responses were received from a wide range of individuals and organisations, including employers, training providers, schools, colleges, the voluntary sector and government organisations. Interest has also been shown in the plan through the Internet with the site having received over 2,000 hits.

Offers of presentations were sent out with the draft plan and a number of organisations accepted. Both Council members and officers of the Learning and Skills Council attended these presentations.

We want to continue to work in this open and consultative way.

## Safely

We will operate to maintain high standards of health and safety both within our own organisation and with all our contracts.

We will select, review and guide our providers to deliver learning in a safe and healthy environment. While it is the prime responsibility of providers and placements to ensure that learning takes place without risk we will review and seek to influence providers to raise health and safety standards.

To achieve this, providers will be expected to design and operate systems to eliminate injuries and to review and improve these systems through self-assessment. We will ensure that providers have appropriate levels of competence to deliver and oversee the learning process.

As well as providing a safe learning environment, providers will be expected to give learners a high standard of training in health and safety issues.

## By listening

We will listen to the voices of our customers: the learner, employer, employee, communities and our staff to develop and support programmes that meet local needs.

## The learner

- We will seek to understand more about the barriers to learning and will aim to achieve choice, access and opportunity for learners.

## The employer

- We will work with employers to develop innovative approaches to their recruitment and training needs. We need to find out more about skills needs and circumstances that might act as barriers to providing learning opportunities.

## The employee

- We will work with trades unions and other employee representative bodies to establish links with local workforces and promote the development of work based champions for learning. We will also explore the contribution that workforce surveys can make to develop future training opportunities that suit the needs of the learner.

## Communities

- We will establish strong relationships with community leaders, the voluntary sector and interest groups within disadvantaged communities and agree targets for future activities within their communities and groups. We will integrate what we do with emerging community strategies by actively supporting local strategic partnerships.

## Our staff

- As our most important resource, we will recruit and develop our staff to make sure they have the skills and resources needed to help deliver this plan.

## Through research and information gathering

The Learning and Skills Council brings together for the first time all post-16 providers (excluding higher education and statutory provision for unemployed people who are claiming benefits). This gives us a unique opportunity to gather and analyse accurate and comprehensive information on the sector as a whole. We will reduce duplication that currently exists by establishing coherent information systems. This plan also highlights the need for more detailed research in a number of areas such as the needs of learners and employers and the best ways to improve basic skills, as well as evidence that will allow us to develop further local priorities.

## By making our resources go further

Each year the Learning & Skills Council Gloucestershire will invest an estimated £50 million into skills and learning opportunities in the county.

This investment supports a range of provision covering school sixth forms, work based learning, further education, adult and community learning, workforce development and much more. The resources of the Learning and Skills Council are crucial ingredients in driving forward the learning agenda within Gloucestershire.

Our budgets complement a wide range of learning and skills initiatives led by partner organisations and stakeholders for the county and will help to gain substantial funding from external sources for the county. Gloucestershire needs all the key agencies to

work together to secure the maximum level of resources to meet the needs of our communities and businesses.

The Council has many budget streams that are dedicated to a particular type of provision. We currently have limited freedom to move funds between these streams. In order to implement this plan, we will develop local solutions to meet local learning and skills priorities and to allocate the money where it is needed.

There is much, however, that we can still do with the resources that we currently have:

- We will break down the artificial barriers that exist between elements of post-16 provision, particularly for young people, to help learners make a more balanced and informed choice between the options available.
- We will encourage closer working between our providers and the network of Information, Advice and Guidance agencies to help build a comprehensive and universal service to learners.
- We will use our discretionary funds, which include money from the European Social Fund, to gain additional resources to support innovative local projects and enhance existing provision.
- We will encourage bids from community based and voluntary organisations.

To achieve the change in learning our vision demands, we will focus sharply on the needs of our communities and businesses and deploy our resources accordingly. We pledge that resources will follow the learner and will support meaningful, relevant and high quality learning. In all this, we will seek to achieve value for money for the learner and the taxpayer. We will provide more details on the resources, which will be available each year in our annual business plan.

## Monitoring

We will monitor and evaluate our progress against the targets set and the issues identified in this plan. We will publish an account of the progress we have made each year in our annual review. This will include the measurement of our progress against the targets and describe how they relate to different groups and sectors. We want to measure the difference we make and show where real changes have happened. We must also ensure that reaching our targets does not reduce our effectiveness in areas where people are already participating and achieving.

# Gloucestershire's contribution to the National Learning and Skills Targets

Key Challenge	Target
Raising basic skills	<ul style="list-style-type: none"> <li>Alongside its contribution to the national targets (still to be finalised) the LSC Gloucestershire has set itself and its partners a key challenge to reach 10,000 residents with low levels of basic skills to improve their literacy and numeracy skills</li> </ul>

Themes	Targets
Raising aspirations	<ul style="list-style-type: none"> <li>84% of 16-18 year olds will participate in structured learning (currently 77%)</li> </ul>
Reaching new learners	The national LSC will develop new ways of measuring participation in learning and set a target for improvement
Listening to learners and employers	The national LSC will develop ways of measuring: <ul style="list-style-type: none"> <li>How many employers are involved in training and set a target for improvement</li> <li>The views of learners and set a target for improvement</li> </ul>
Providing the best	<ul style="list-style-type: none"> <li>87% of 19 year olds will achieve level 2 qualifications* (currently 81%)</li> <li>59% of 19 year olds will achieve level 3 qualifications** (currently 54%)</li> <li>55% of adults will achieve level 3 qualifications (currently 49%)</li> <li>100% of learners will receive education and training from learning providers who are rated as satisfactory or better (currently 72%)</li> </ul>

\* Level 2 = equivalent to 5 GCSEs at grades A\* - C, an Intermediate GNVQ or the equivalent, or an NVQ 2.

\*\* Level 3 = equivalent to 2 A Levels, Vocational A Levels or the equivalent, or an NVQ 3.

On all the agreed indices the LSC Gloucestershire will exceed the national targets.

We intend to achieve these targets by 2004

## National Learning and Skills Targets

Key objectives	Targets for 2004
Extend participation in education, learning and training	80% of 16-18 year olds in structured learning (2000: 75%) Set baseline and target for adults in next year's Plan
Increase engagement of employers in workforce development	Develop measure of employer engagement in next year's Plan
Raise achievement of young people	85% at level 2 by age 19 (2000: 75%) 55% at level 3 by age 19 (2000: 51%)
Raise achievement of adults	Raise literacy and numeracy skills of 750,000 adults % of adults at level 2: target to be set in next year's Plan 52% of adults at level 3 (2000: 47%)
Raise quality of education and training and user satisfaction	Set baselines and targets in next year's Plan

The Secretary of State has asked the Learning and Skills Council to:

- Raise participation and achievement by young people
- Increase demand for learning by adults and equalise opportunities through better access to learning
- Raise skill levels for national competitiveness
- Improve the quality of education and training delivery
- Improve effectiveness and efficiency

## National Learning and Skills Mission

The Learning and Skills Council's mission is to raise participation and attainment through high-quality education and training, which puts learners first.

## National Learning and Skills Vision

The Learning and Skills Council's vision is that, by 2010, young people and adults in England will have knowledge and productive skills matching the best in the world.

# Gloucestershire Facts and Figures

This section provides the evidence on which we have based much of our planned activity. The publication *The Economy of Gloucestershire 2001* (produced by the Gloucestershire Labour Market Information Unit partnership; LSC, County Council and Business Link) is the key reference document from which much of the information is sourced and provides our baselines for analysis.

Where baselines are not yet available, we recognise that more research is needed and will use our business plan each year to outline what this will be.

## Basic Skills

"The need to improve the low levels of basic skills throughout the county is the single most important issue of education and social inclusion facing the Learning and Skills Council in Gloucestershire."

This plan recognises that one of the key problems to be tackled is the lack of accurate data. Figures taken from the Basic Skills Agency research shown below are the most up to date available. They are based on a statistical model that uses figures from a national survey and relates them to local areas using deprivation indicators. We are currently engaged in research to produce a more accurate picture. Nonetheless, the data demonstrate the concentration of disadvantage in certain communities and highlights the need for precise targeting of our response.

## Gloucestershire population with poor literacy

Key Challenge	Total population ages 16-60	Group A Low Literacy	Group B Lower Literacy	Group C Very Low Literacy	Total with Poor Literacy
Forest of Dean	45503	6821 14.9%	1964 4.3%	1757 3.8%	10542 23.1%
Tewkesbury	45684	6526 14.2%	1745 3.8%	1456 3.1%	9728 21.2%
Cheltenham	63862	9264 14.5%	2519 3.9%	2223 3.4%	14006 21.9%
Stroud	63906	8897 13.9%	2489 3.8%	2030 3.1%	13416 20.9%
Gloucester City	63244	9463 14.9%	2799 4.4%	2472 3.9%	14735 23.3%
Cotswold	47168	8321 17.6%	1293 2.7%	1628 3.4%	11243 23.8%
Gloucestershire	329367	49292 14.9%	12809 3.9%	11566 3.5%	73670 22.3%

## Gloucestershire population with poor numeracy

Key Challenge	Total population ages 16-60	Group A Low Numeracy	Group B Lower Numeracy	Group C Very Low Numeracy	Total with Poor Numeracy
Forest of Dean	45503	5548 12.2%	3033 6.6%	2345 5.1%	110926 24.0%
Tewkesbury	45684	4892 10.7%	2672 5.8%	1860 4.0%	9424 20.6%
Cheltenham	63862	6893 10.7%	3928 6.1%	3001 4.7%	13822 21.6%
Stroud	63906	7005 10.9%	3728 5.8%	2561 4.0%	13294 20.8%
Gloucester City	63244	7854 12.4%	4034 6.3%	3180 5.0%	15068 23.8%
Cotswold	47168	4305 9.1%	3105 6.5%	2444 5.1%	9854 20.8%
Gloucestershire	329367	36497 11.0%	20500 6.2%	15391 4.6%	72388 21.9%

Source: The Basic Skills Agency Learning and Skills Council Briefing South West Region Spring 2001

Definitions	
Group A	LOW SKILLS - these adults will be regarded as on the borderline of functional literacy & numeracy, and may need little if any direct instruction to reach the national average. Many of these will reach the threshold through private study, through basic skills support or through a short course.
Group B	LOWER SKILLS - adults in this group will have some literacy & numeracy skills already, although these may be fragile. They would be expected to have difficulties in coping with at least some of the everyday literacy requirements.
Group C	VERY LOW SKILLS - most of this group will need intensive instruction to bring them up to the basic skills threshold. Some may never reach the threshold, particularly if they have significant learning difficulties.

## Raising aspirations

"Far too many people start work with the minimum of skills and qualifications and undertake no further learning and development."

Despite a buoyant economy, significant numbers of individuals have found difficulty in gaining employment. 20% of the county's unemployed population have been out of work for a year or more. Equally, there are signs that unemployment is increasingly affecting older workers with almost half of the county's unemployed people aged between 35 and 60.

Source: Gloucestershire Labour Market Information Unit 2001

## The twenty most deprived wards in Gloucestershire, 2000

Ward Name	District	Rank (out of 8414) 1=most deprived
Barton	Gloucester	518
Westgate	Gloucester	718
Matson	Gloucester	1033
St Mark's	Cheltenham	1369
Eastgate	Gloucester	1407
Hester's Way	Cheltenham	1646
Tewkesbury Prior's Park	Tewkesbury	1768
Cinderford	Forest of Dean	1775
Littledean	Forest of Dean	1888
Podsmead	Gloucester	1893
Brockworth Moorfield	Tewkesbury	1895
Awre	Forest of Dean	1936
Linden	Gloucester	1937
St Paul's	Cheltenham	2368
Pittville	Cheltenham	2369
Alvington & Aylburton	Forest of Dean	2439
Lydbrook	Forest of Dean	2512
Brockworth Glebe	Tewkesbury	2634
Eastington	Stroud	2730
Innsworth	Gloucester	2892

Source: Gloucestershire Labour Market Information Unit (GLMIU) 2001

## Gloucestershire wards with highest unemployment, January 2002

Ward	District	Persons	Rate (%)
Westgate	Gloucester	362	10.4
Innsworth	Tewkesbury	49	7.1
Matson	Gloucester	208	5.7
St Paul's	Cheltenham	217	5.3
Dursley	Stroud	143	5.2
Tewkesbury Prior's Park	Tewkesbury	96	5.1
Eastgate	Gloucester	203	4.8
Cinderford	Forest of Dean	169	4.5
Hester's Way	Cheltenham	208	4.3
Ruardean	Forest of Dean	27	4.2

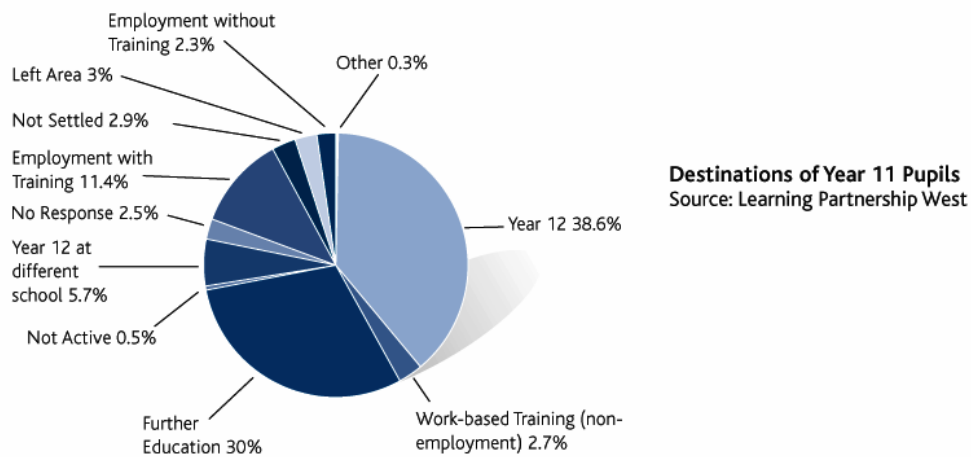
Source: ONS (Office for National Statistics) NOMIS



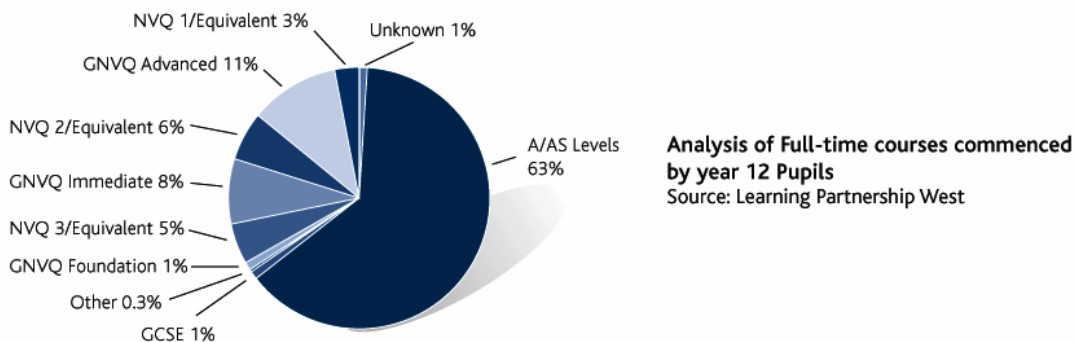
## School Leaver Destinations 2000

Around 600 young people leave school with limited or low levels of qualifications and move immediately into unemployment or jobs without training.

### Destinations of year 11 pupils (15-16 year old learners) in Gloucestershire 2000 (excluding Independent Schools)



### Analysis of full-time courses commenced by year 12 pupils (16-17 year old learners)



## Population Change in Gloucestershire

These tables illustrate the predicted changes and growth in the population and the immediate growth in the numbers of young people that will be coming through the school system into the post-16 sector.

### Population changes 1991-2000 (thousands)

Area	1991	2000	Actual Change	Change (%)
Cheltenham	108.1	106.5	-1.6	-1.5
Cotswolds	75.1	84.1	9.0	12.0
Forest of Dean	75.9	78.5	2.6	3.4
Gloucester City	104.7	109.9	5.2	5.0
Stroud	104.4	109.6	5.2	5.0
Tewkesbury	71.1	76.2	5.1	7.2
County	539.3	564.8	25.5	4.7

Source: Gloucestershire County Council

## Pupils of statutory school age in Gloucestershire schools

	January 1996	January 2001	Change (%) 1996-2001	January 2006	Change (%) 2001-2006
Maintained primary schools (4-10)	45,659	46,256	1.3	43,592	-6.1
Maintained secondary schools (11-16)	30,164	33,152	9.9	34,895	5.0
Total	75,823	79,408	4.7	78,487	-1.2

## Reaching new learners

"Gloucestershire has a deserved reputation for high levels of academic achievement. However, this success hides pockets of non-participation and underachievement."

At mid 2000 the population of Gloucestershire was 565,000. It is likely to grow to 576,000 by 2006.

Although Gloucestershire is often characterised as a wealthy county, there is evidence of acute deprivation in certain parts. The national picture shows that unemployment in Gloucestershire is below the UK average but is marginally above the figures for the South West. In January 2002, unemployment in the county was 2.2%. Figures at a ward level, however, reveal a very different picture with a number of areas having unemployment rates well above the national average. Indeed, seventeen of the county's most deprived wards have unemployment rates that are greater than the national average.

**Source: Gloucestershire Labour Market Information Unit (GLMIU) January 2002**

Ethnic minority male unemployment in Gloucester stands at 17% (120% higher than the local white population, 385% higher than the county average, 200% higher than the national average); ethnic minority female unemployment in Gloucester is 14% (160% higher than the local white population, 800% higher than the county average, 500% higher than the national average).

**Source: Gloucester City Council**

Research undertaken in 2000 reveals that disabled people in Gloucestershire are significantly less well qualified than able-bodied people. This may be partly due to their older age profile and different occupational profile. However, their qualification disadvantages will undoubtedly restrict their chances of further development and promotion.

**Source: Prism 2000**

## Listening to Learners and Employers

"Structural changes in Gloucestershire's economy are likely to accelerate over the next decade and it is vital that the county adapts to these changes."

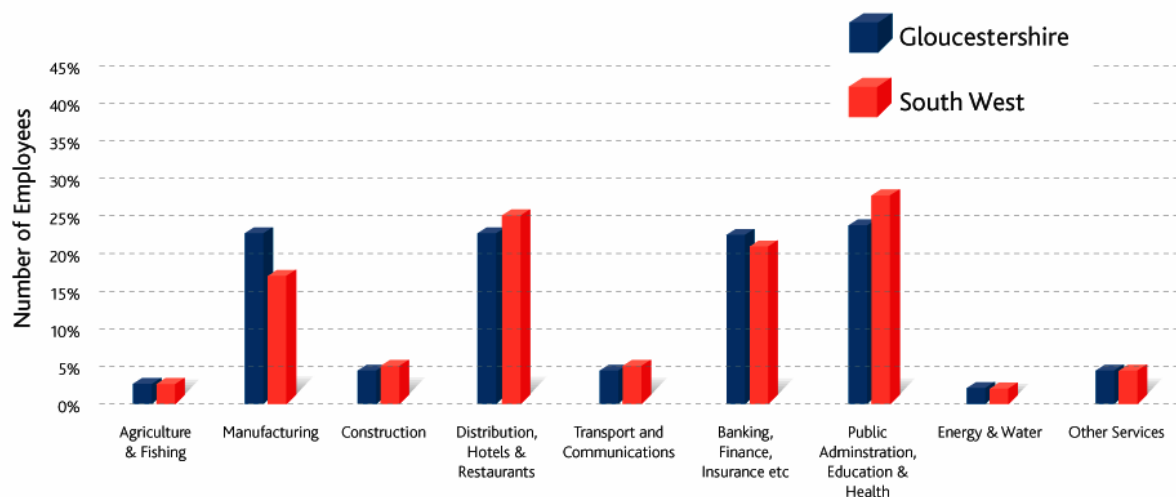
### Key Sectors

Our plan recognises that much more research needs to be carried out to establish the key sectors of employment within Gloucestershire and hence where our resources need to be focused. We can currently use the following information as a basis from which to start.

The Gloucestershire Community Profile report reveals that, of those employees in Gloucestershire who were employed in 2000, 86% were concentrated in four industries:

- Distribution, Hotels and Restaurants
- Public Administration, Education and Health
- Banking, Finance, Insurance etc.
- Manufacturing (including Advanced Engineering)

### Gloucestershire employees in employment by industry 2000



Source: ONS (Office for National Statistics) NOMIS

By 2006 the Institute for Employment Research (IER) forecasts rapid growth in the Distribution, Hotels and Restaurants (26%) and Other Services (36%) sectors; a similar growth rate is expected in Banking, Finance, Insurance etc. However, a decline is anticipated in Gloucestershire's manufacturing employment of 8.5% during the **same period.**

Small and medium enterprises account for 99% of the business base. Within this figure, the overwhelming majority of businesses employ fewer than 50 people. Making inroads into workforce development relies heavily on penetrating this sector. The table below illustrates the size of employers by number of employees.

### Gloucestershire's Business Base

Size (No's. of employees)	Cheltenham	Cotswold	Forest	Gloucester City	Stroud	Tewkesbury	Total
1-49	4677	4498	2978	3503	4541	2747	22944
50-99	104	55	36	118	77	39	429
100-299	66	29	24	65	46	33	263
300+	21	5	3	19	8	14	70
Totals	4868	4587	3041	3705	4672	2833	23706

### Occupational Trends

The Economy of Gloucestershire 2001 reveals that the demand for labour has undergone dramatic changes in recent years, and continues to do so. This has led to a growth in demand among employers for 'knowledge workers' i.e. managers and administrators, professional and technical staff.

#### Occupational structure of employment 2002: Gloucestershire, South West and UK

	Gloucestershire	South West	UK
<b>Major Standard Occupational Classification</b>	<b>%</b>	<b>%</b>	<b>%</b>
Managers & Senior Officials	13.4	13.3	13.9
Professional Occupations	9.9	11.3	11.7
Associate Prof. & Technical	14.7	13.9	13.7
Administrative & Secretarial	13.9	12.4	13.2
Skilled Trades	13.2	13	11.9
Personal Service	7.7	7.5	7.0
Sales & Customer Service	8.3	8.1	7.9
Process Operatives	8.7	8.2	8.4
Elementary Occupations	10.2	12.3	12.1

Source: ONS (Office for National Statistics) NOMIS  
 Source: Labour Force Survey Winter 2001-02 (includes self-employed)

The previous table shows that, while broadly similar to the regional and national structures, Gloucestershire has a higher proportion of Associate Professional/Technical and Process Operatives (due to the comparatively large manufacturing sector in the county) but lower proportions of Skilled Trades. This trend in the nature of employment demand is likely to continue into the next decade.

**Source: Gloucestershire Labour Market Information Unit (GLMIU)**

## Self-Employment

The Labour Force Survey's most recent estimates state that 35,000 people are self-employed in Gloucestershire (Spring 2001), which represents 12.5% of the workforce in employment. This figure for Gloucestershire has fluctuated over the last few years and the forecast trend is for a slight decline to 34,000 by the year 2010, representing 12% of employment.

This growth in self-employment is expected to account for around half of all employment growth between 2000 and 2010. One of the main reasons for this expected increase is the increasing level of contracting out, especially in the rapidly growing IT sector.

With such growth expected, it is increasingly important to the economy that mechanisms are in place to support the sectors' learning and development needs. Currently the self-employed find it difficult to find time for directed training and rely on self-tuition and on-the-job learning in order to develop the necessary competencies to stay in business. Provision needs to become more flexible to respond to their needs.

**Source: Economy of Gloucestershire 2001**

## Providing the best

"Every learner is entitled to high quality learning wherever they learn. We will give prime importance to bringing the standard of delivery up to that of the best."

**In Gloucestershire, we currently work with 5 colleges of further education, 3 specialist colleges, the University of Gloucestershire, 31 other training providers, 28 sixth forms and a wide range of other partners (see Appendix 1).**

## Provider Quality

**The inspection statistics collated so far show that 72% of learners are involved with providers that are rated as good or better. However, the remaining 28% are with providers where there are concerns about the provision of learning.**

## Provider performance review October 2001

Data by overall category, by number of learners

Provider type	Excellent	Good	Satisfactory	Some concerns	Serious concerns	Total
College		45 (WBL) 5520	734 (WBL) 39595	270 (WBL) 10230		56394
Local Authority Department		20		40		60
Public Sector Organisation				8		8
Private Sector Provider (employer)			127		31	158
Private Sector Provider (training/education specialist)		44	255	89		388
Voluntary Organisation			104	15		119
National Learning Provider		74	587	31		692
<b>Total</b>		<b>5703</b>	<b>41402</b>	<b>10683</b>	<b>31</b>	<b>57819</b>

This information is based on the LSC reviews of further education and work based learning providers. The provider review process is in its early stages and the process is subject to public consultation. WBL is work based learning.

## Local Council Members

Local Council members represent a powerful alliance of key stakeholders in the local educational and economic communities and provide a wealth of talent and experience. This combination of local knowledge and partnerships with the backing and resources of the national Learning and Skills organisation will be a major force for change.

Clive Ainsworth	former Managing Director of Krone UK
David Brech	Chairman of Agenda for Change
Nigel Costley	South West Regional Development Agency
Chris Creswick	former Chair, Gloucestershire Health Authority
Roger Crouch	Executive Director, Learning and Skills Council Gloucestershire
Mark Gale	Gloucestershire Neighbourhood Projects Network
Joy Greenwood	Assistant Head Teacher, Beaufort School
Robin Grist	Network Gloucestershire
Brian Kemp	Chair, LSC Gloucestershire, member of South West Regional Development Agency
Jackie Longworth	South West Trades Union Council Executive Member and British Energy
Joyce Redfearn	Chief Executive, Gloucestershire County Council
Greg Smith	Principal, Gloscat
John Thurston	Chairman, Watts of Lydney Group Ltd
Dame Janet Trotter	Principal, University of Gloucestershire
Malcolm Wharton	Principal/Chief Executive, Hartpury College

## Appendix 1: Our Partners

- Adult Continuing Education and Training (ACET)
- Adult Learning Inspectorate (ALI)
- Avon, Dorset, Gloucestershire and Wiltshire NHS Workforce Development Confederation
- Basic Skills Providers
- Business Link
- Confederation of British Industry (CBI)
- Chambers of Commerce
- Cheltenham Learning Town
- Colleges
- Connexions
- County Strategic Forum
- Disability Groups
- District and borough councils
- Education Action Zone (EAZ)
- Employers
- Employer organisations
- Fair Play South West
- Federation of Colleges
- Federation of Small Businesses
- Gloucestershire Association of Secondary Heads
- Gloucestershire County Council
- Gloucester Learning City
- Gloucestershire Education and Business Link Consortium (GEBLC)
- Gloucestershire First
- Gloucestershire Labour Market Information Unit (GLMIU)
- Gloucestershire Learning Partnership
- Gloucestershire Neighbourhood College
- Health and social care agencies
- Higher Education Institutions
- Higher Education Institutions delivering Further Education
- Information Advice and Guidance Partnership (IAG)
- Jobcentre Plus
- Learndirect
- Learning Partnership West
- Local community councils
- Local Education Authority (LEA)
- Local Strategic Partnerships
- National Learning and Skills Council
- Neighbourhood Projects
- New providers engaging with excluded groups
- Office for Standards in Education (Ofsted)
- Other local Learning and Skills Councils where providers deliver in more than one area
- Parental support agencies (e.g. Parent Partnership)
- Prison service
- Probation service
- Providers within scope for provider review
- Regional Development Agency
- Regional Observatory
- Schools
- Sector Skills Councils
- Training Providers
- Trades Unions and other employee representative bodies
- Trades Union Council (TUC)
- Youth offending teams
- University for Industry (Ufi)
- University of Gloucestershire
- Voluntary and community sector





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May 2002



**Learning+Skills Council**  
Gloucestershire