



Leading learning and skills

# Berkshire Learning and Skills Council Annual Plan 2006-07

## May 2006

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

<b>Contents</b>	<b>Page</b>
<b>Our Vision</b>	<b>3</b>
Our Priorities	5
Our Targets	6
Our Values	8
<b>A Context for Delivery</b>	<b>9</b>
Skills Matrix	17
The Key Changes needed	19
What we have delivered and our planned changes for 2006/07	21
Key Actions	23
<b>Our Delivery Resources</b>	<b>30</b>
Partnership Working	30
Local Council	30
Equality and Diversity	31
Learners with Learning Difficulties and / or Disabilities	31
Sustainable Development	31
Health and Safety	31

## Our Vision

Our vision for Berkshire is of high performing learning and skills provision that matches the strong economy of the area, addresses its diversity and responds to the changing needs of its employers and individuals. Of particular importance to realising this vision will be to transform, firstly, the range and quality of vocational opportunities for young people and, secondly, the responsiveness and flexibility of learning and support services for employers and their employees.

Berkshire benefits from high levels of economic productivity and employment, comparing favourably with most other parts of the country. Job prospects remain good and the quality of life is generally high. Yet we cannot be complacent. Our productivity lags international competitors and higher levels of skills are needed. Parts of the area suffer from persistent economic and social disadvantage.

Overall, performance of learning and skills provision is high, with strong participation and achievement rates post-16, but there are significant differences across Berkshire and a number of major challenges - with a quarter of young people not achieving a Level 2 by age 19 and many 16-18 year olds being outside learning and employment.

Providers have made good progress in responding to adult and employer needs, with improving achievements in Skills for Life and also in overall success rates. Many are engaging more closely with employers although still more effort is needed to raise skill levels and meet the challenges of higher productivity.

A strong focus on standards has resulted in distinct improvements in provision. This needs to be maintained so that the quality and responsiveness can match the high expectations of Berkshire's employers, individuals and communities.

In looking forward, the policy implications of the DfES 14-19 Strategy, the Foster and Leitch reviews and Agenda for Change are significant. It is a challenging time for providers – to achieve ever higher quality and meet the multiple, and at times differing, needs and policies, within a very tight budget settlement.

In light of this, our aims for the next three to five years, which build on those of the last two years, are to:

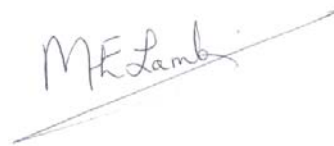
- Implement the Berkshire Strategic Framework for 14-19 learning – leading to a wider range of high quality opportunities, supported by comprehensive and impartial advice and guidance
- Work with providers to respond significantly and more effectively to employers' skill needs, with a focus on sectors key to the local and regional economies
- Develop a wider range of high quality Apprenticeships, which meet the needs of employers and young people and achieve higher rates of completion
- Increase the proportion of young people achieving a Level 2 by age 19 and meet the 2008 target

- Address the needs of low or unskilled individuals, some with learning difficulties and/or disabilities, to develop employability skills and improve access to the labour market
- Further improve the quality of provision, so that all learners experience provision that is satisfactory or better
- Develop innovative capital and collaborative projects, including vocational centres, which will build capacity to deliver higher performing learning and skills provision.

During the coming year we will also respond to two major challenges. Firstly the establishment of the new LSC structure and secondly the management of a tight financial settlement.

Our new structure will include a stronger regional office combined with a new Thames Valley area merging LSCs Berkshire and Milton Keynes, Oxfordshire and Buckinghamshire. Localness will be retained through area based partnership teams based in Reading and Oxfordshire.

Though this year is likely to be demanding, we are confident that by working closely with providers and partners we can respond increasingly effectively to the local needs of employers and learners.



Martin Lamb  
Executive Director



Tom Melvin  
Chairman

March 2006

## Our Priorities

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

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

## Our Regional Priorities for the South East

Our regional priorities set out in the LSC South East Regional Statement of Priorities<sup>1</sup> for 2006-07 respond to the national priorities above. It is, however, important to set out a small number of key priorities which will form the cornerstones of our regional approach. Our four key priorities for 2006-07 and beyond are:

1. To develop the number, range and quality of **Apprenticeships and other vocational opportunities** - in skill centres and elsewhere - to increase the number of young people reaching Level 2 qualifications and above by the age of 19
2. To build a **network of 30 accredited Action for Business Colleges** as the core network of high quality, flexible providers of choice for delivering 'Train to Gain' and meeting employers' needs
3. To implement a **£1.4 billion capital improvement strategy** to ensure that further education takes place in buildings fit for the 21st century and to improve quality and levels of participation and achievement
4. With a view to 2007-08 and beyond, to develop an **Action for Communities model** with providers and other partners to ensure that there is a wide range of accessible learning provision in the community and that LSC funding reaches those most in need, including economically inactive people who wish to work.

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<sup>1</sup> LSC South East Region Regional Statement of Priorities, January 2006

## **Our Targets [as of 26<sup>th</sup> May 2006]**

### **Under national priority 1, for young people:**

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

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

In 2003/2004, 79% of 19 year olds in Berkshire had achieved a Level 2 compared with 67% nationally. Locally, we need an additional 310 young people to gain a Level 2 in 2006/2007 compared to 2005/2006, bringing the total to 9,020 in 2006/07. We intend that 82% of 19 year olds in Berkshire should have achieved Level 2 in 2005/06 and 83% by 2007/08.

### **Under national priority 2, for adults:**

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

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

In Berkshire, 30% of the workforce lacks a Level 2 qualification compared with 34% nationally. Locally, we plan to deliver 2,020 full Level 2 achievements through further education and work-based learning in 2006/07.

In addition, we will also deliver 1,000 first full Level 2 achievements through NETP.

### **Under national priority 2, for adults:**

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

In Berkshire we have already achieved 60% of our milestone for 2006/07 compared with 50% achievement nationally and 52% regionally. Locally, we need 3,500 learners to achieve Skills for Life qualifications in 2006/07 to progress towards our 2007 target of 10,496.

### **Underpinning both national priorities 1 and 2, for Apprenticeships:**

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

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

Locally, we aim to raise the number of completions to 1,490 in 2006/07. The improvement this represents will be 55% between 2002/03 to 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 (NEET) by two percentage points by 2010
- Increase participation in Higher Education towards 50 per cent of those aged 18 to 30 by 2010.

## Our Values

Our values set out for us the way we work.

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

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

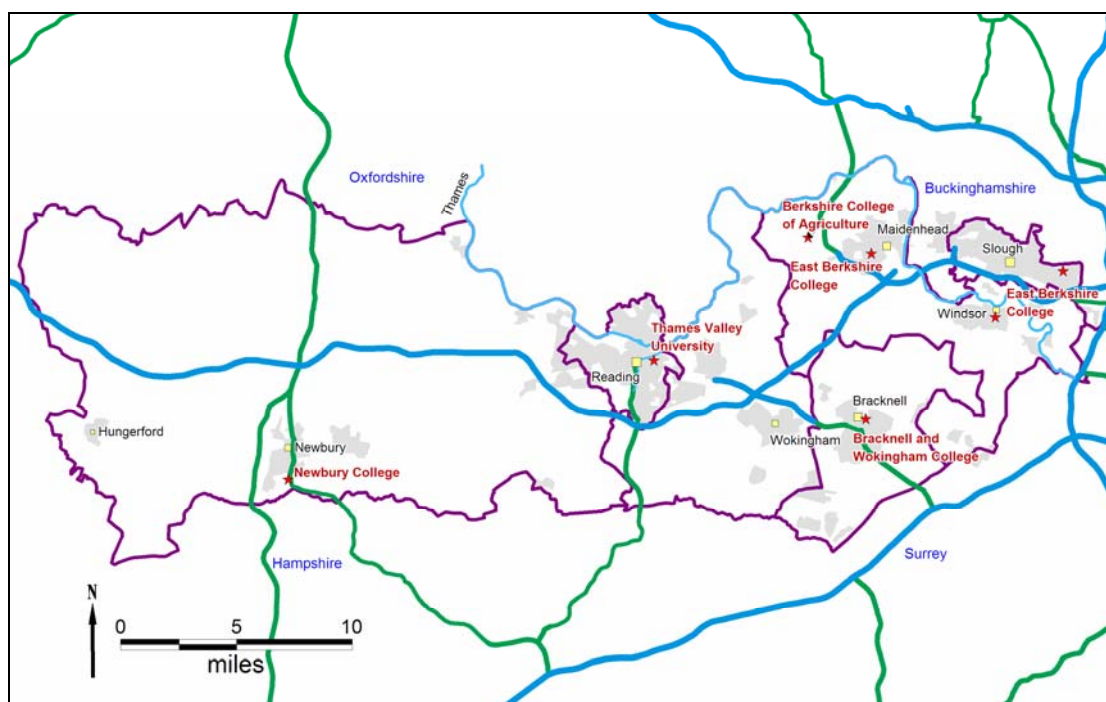
Our plan sets out how we will deliver our national and regional priorities in a local context highlighting what actions will be critically important in local delivery and what our contribution to the national targets will be.



## A Context for Delivery

### Regional and Local Overview

1. Berkshire is one of the most productive parts of the **South East**. The region is characterised by continued high economic productivity which is critical to the nation's prosperity. However, higher quality and more responsive learning and skills provision that meets employer and individual needs is fundamental to driving up productivity. The learning and skills sector in the region needs to take account of the key characteristics of the region, in particular: rising economic productivity, high levels of growth and development and significant diversity. Sustained economic growth is core to the revised Regional Economic Strategy (RES) in which skills, significantly, are identified as one of the top drivers for raising productivity in the region, supporting the development of a world class region, based on sustainable productivity. Although there are currently no designated Core Cities in the South East, eleven smaller cities and towns have been identified as areas where the principles of Core Cities might be considered, to improve economic and social performance, recognising their significant impact beyond their boundaries.



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2. **Berkshire**<sup>2</sup> is a prosperous area comprising six unitary authorities. Its total population is close to 806K of which 54K are aged 15-19. There are 38K businesses in the area, 300 of which have more than 200 employees and these employ close to a third of employees. Major sectors include business services, with a high proportion of computing and related activities. Ever-increasing global competition requires Berkshire's businesses and people to have improved work-related skills to sustain and improve economic output and

<sup>2</sup> Learning and Skills Needs Assessment and Local Profiles  
([www.lsc.gov.uk/berkshire/Documents/SubjectListing/Research/default.htm](http://www.lsc.gov.uk/berkshire/Documents/SubjectListing/Research/default.htm))

productivity<sup>3</sup>. The area is diverse – ranging from Slough, which is akin to a London borough, to the semi rural area of West Berkshire. There is significant movement of learners and workers within and outside of Berkshire.

3. There is a significant growth agenda and the South East Plan identifies high rates of house building to 2026 in Berkshire (as part of the growth area of the Western Corridor and Blackwater Valley<sup>4</sup>). In the shorter term population projections<sup>5</sup>, indicate a slowing of local population growth to below the regional rate, highlighting a need to make full use of available skills in the workforce to support employment growth<sup>6</sup>. Learning and support services must also meet the needs of Berkshire's diverse and changing population, with above national and regional average proportions of black and minority ethnic groups and a younger age and more highly skilled profile than the South East region<sup>7</sup>. 15% of the local population live in areas amongst the 20% most deprived in the South East region for Education, Training and Skills<sup>8</sup>.

The post-16 learning and skills provider network includes 48 school sixth forms (excluding independent schools), five main Further Education providers, 20 locally based Work Based Learning Providers and seven organisations delivering Adult and Community Learning.

## Young people

### Progress and performance

4. Proportions of **young people in learning** (16-18 year olds) in Berkshire have been comparatively high for the past decade. In 2003, 18,200 (85%) of 16 and 17 year olds were in education or LSC funded WBL, well above national (79%) and regional (80%) rates. 2,900 of these were in independent school sixth forms<sup>9</sup>. Overall, participation rates have kept pace with a slowly increasing cohort. Increases have been seen in school sixth forms and FE, and the 2005 Apprenticeship Public Service Agreement (PSA) starts target of 3,060 was at 110%.
5. To increase the proportion in learning from such a high base is challenging. It will require a strong focus on those **Not in Employment, Education and Training** (NEET) as rates remain stubbornly high (almost 8% in November 2005 – 1,750)<sup>10</sup>. Ongoing hotspots are Slough, Reading and Bracknell.
6. Impartial, comprehensive **information, advice and guidance** on the full range of post-16 opportunities is one of the keys to continuing in learning. This has been identified locally as needing attention, including improving the availability of full information in some institutions<sup>11</sup>.

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<sup>3</sup> Headline gross value added (GVA) per head by NUTS3 area at current basic prices 1995 to 2002, Office for National Statistics Website

<sup>4</sup> South East England Regional Assembly Website

<sup>5</sup> 2003-based sub-national population projections, Office for National Statistics Website

<sup>6</sup> Working Futures 2 – SEDA/LSC - unpublished

<sup>7</sup> Census 2001, Office for National Statistics Website

<sup>8</sup> ODPM, Indices of Deprivation 2004, Education, Skills and Training domain

<sup>9</sup> DfES Statistical First Release (SFR 11/2005)

<sup>10</sup> Connexions Berkshire, December 2005

<sup>11</sup> StAR and Reading Area Inspection 2005

7. As in other parts of the region, there are shortages, of **vocational provision at Levels 1 and 2** and well paid low skilled local job opportunities remain widely available. Retention rates vary significantly and require close monitoring in some school sixth forms and in some FE and Apprenticeship providers.
8. **Level 2** is recognised as the starting point for much employment. In 2005, 57% of 16 year olds attained this level, on a par with the region and national averages<sup>12</sup> (though the figure drops to 49% when English and maths are included). It is noticeable that the region has caught up with Berkshire, as local performance had exceeded the regional average in recent years. It is also significant that in both 2004 and 2005 close to 3,900 16 year olds (over 40%) did not achieve this level.
9. The picture is similar for Level 2 achievement by age 19. In 2004, 74% reached this level in Berkshire, compared with 67% nationally and 72% in the region<sup>13</sup>. There are however great variations across the area and clear areas for improvement<sup>14</sup>, including increasing value added at Level 2 post-16, addressing the overall poor performance of GCSE maths and English and further improving success rates in some providers, especially FE.
10. There has been a steady increase in FE success rates over the three years to 2004/05, although the overall rate remains below the regional and national averages. Improvements are evident at all levels and especially on long courses. Significant rises have been in occupations including construction, ICT, retail and media/arts. Decreases have occurred in the year to 2004/5 in agriculture, leisure related and preparation for life and work.
11. **Level 3** performance, including independent schools, is above average overall with 292 points/student at GCE/VCE A level compared with 278 nationally in 2005 and over 50% of 19 year olds achieved a Level 3 in 2004. The local value added project indicates that increasing numbers of institutions are now reaching the “aspirational benchmark”. In 2005, 42% were in the top quartile when compared with national value added benchmarks (up from 19% in 2004) and there was a small reduction in the number of providers in the lowest quartile nationally (now 19%). Key concerns include the small number of institutions which have performed poorly in value added for several years and the need to raise the quality of teaching and learning and the overall quality in particular subject areas, including maths, science, ICT and health and social care. Where there are small group sizes, value added tends also to be low.
12. **Apprenticeship framework** completion rates continue to improve. 1,350 were achieved in 2005 (47% of leavers) - an improvement of over 50% in two years. Rates vary significantly by provider and occupation. Improved assessment and review techniques together with on line testing contributed to this increase. Particular attention is needed in care and construction, to further improve quality within FE provision and to embed key and basic skills in provision. **E2E progression rates** have also improved and recently reached over 50%. There remains a significant gap in provision for those who are not yet ready for E2E.

<sup>12</sup> GCSE and Equivalent Results for Young People in England, 2005

<sup>13</sup> A Clear Direction, LSC Annual Report and Accounts, 2004/05

<sup>14</sup> GCSE and Equivalent Results for Young People in England, 2005 (Provisional), 2003/04 data from matched administrative dataset, DFES/LSC - unpublished

13. Effective **partnership working** by the LSC, providers and partners is key to improving participation and success. A Berkshire wide 14-19 Strategic Framework, underpinned by a learner entitlement, is being taken forward by local planning groups. Collaboration, particularly at Level 3, is increasing choice and improving cost effectiveness though there is scope to improve achievement. There needs to be a stronger focus on joint planning, delivering a broader and more appropriate 14-19 curriculum, preparing for the new Diplomas and further improving cost effectiveness, all linked with the DfES 14-19 Implementation Plan. There are potential benefits from coordination with the work of the emerging Children's Trusts and the development of Local Area Agreements. Issues to address include funding, consistency and commitment of school participation and more involvement of non-school providers. It will be important to build on the increasing success of the eight Increased Flexibility partnerships which are experiencing growing interest from 14-16 year olds and more schools involving more choice.
14. There are clear signs of improved transition planning and effective partnership working for those with **LLDD**. In the light of increasing need, especially autism, complex learning difficulties and mental health problems, there remains both a shortage of local capacity, including residential, and insufficient choice. Improved joint planning and investment are also priorities.

### **Key challenges**

- Implement the Berkshire wide and local 14-19 strategies, focusing on raising standards and developing collaboration between providers
- Develop vocational centres for 14-19 year olds, based around partnership working, to improve participation, achievement and progression
- Further increase participation rates through extending and coordinating provision - to improve choice and access, reduce NEET and motivate 14-16 year olds
- Improve the range, access and quality of provision at Levels 1 and 2 and in vocational areas
- Further increase retention and achievement on long courses in FE, especially at Level 2
- Increase range, participation and completion rates on Apprenticeships supported by more active promotion of opportunities
- Explore alternative provision for NEET young people, with progression to further learning
- Improve local capacity for provision for LLDD, including more relevant choice and better access to learning.

## Skills and adult learning

### Progress and performance

15. Berkshire is predicted a rise in **total employment** of 41,000 (8%) between 2004 and 2014 - a higher rate than in all but two local LSC areas<sup>15</sup>. Significant increases are expected in the health and social care sector (18%), wholesale (19%) and retail (8%), hospitality (13%) and in computing and related services (31%). A continuing shift in Berkshire's occupational profile is also forecast, requiring greater proportions of managers, senior officials and professionals and higher skill levels overall. Providers' learning and development services need to be increasingly focused on these changes.
16. It is especially important to increase the number of businesses providing training, in the local **priority sectors**, which are in line with those at regional level, (health/care, construction, retail/wholesale, engineering/manufacturing and business services) with the local addition of ICT in order to reduce above average levels of skills shortages and gaps, to respond to growing employment<sup>16</sup> and to increase employer and employee contributions to training costs. With very low unemployment, high economic activity rates, competition for skilled workers is intense and a third of local **job vacancies** are hard-to-fill<sup>17</sup>.
17. FE provision is changing to respond more effectively to employer needs. Five Berkshire FE providers are working towards accreditation of the regional **Action for Business** standard by May 2006. The local **Skills Advice Service** implementation plan has a focus on establishing delivery networks and brokerage arrangements which support employers in sourcing the best services to upskill their workforces. All FE providers are involved with **CoVEs**, with five in place locally - infrastructure technology, adult health and social care, early years care, business and finance, and motor vehicle training. The reassessment process which, will impact some CoVEs in Berkshire in 2006/07, will be challenging, in particular ensuring future sustainability.
18. The pilot **Employer Training Programme (ETP)** has provided training for over 10,000 learners in Berkshire since 2003, with a success rate of over 80%. This has particularly contributed to reducing the numbers of adults without a Level 2 and to meeting the skill needs in care, construction and education. Lessons learned include the importance of high levels of support for employers, especially through brokerage and of embedding both information, advice and guidance services and also Skills for Life delivery.
19. **Sector developments** in social care, retail, ICT and construction have included local partnerships of Sector Skills Councils, partners and employers. These have led to more people being trained in line with employers' requirements, with better succession routes and increased workplace delivery. An example is the Skills2Care Berkshire care sector brokerage service. This approach needs further development so that employers are able to commission

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<sup>15</sup> Working Futures 2 – SSDA/LSC - unpublished

<sup>16</sup> National Employer Skills Survey 2005 – LSC - unpublished

<sup>17</sup> Claimant Count and Annual Population Survey on Office for National Statistics Website, National Employer Skills Survey 2005 – LSC - unpublished

skills services, using a variety of funding, both public and private. Increased focus is also needed on **public services**, which employ over 18% of the Berkshire workforce and where successful projects have included qualifying school support staff and working with unitary authorities on their workforce development strategies for those working with children.

20. Overall, **adult participation** increased slightly in 2004/05, with close to 60K participating in LSC funded learning. Funding increasingly needs to be directed to those who will benefit most. This means more adult provision will need to contribute to national targets and to support regional skills priorities (see Skills Matrix in following section). There is some evidence that this shift has started and in FE there has been a significant increase in **participation on adult full Level 2 programmes** (20% in the past year).
21. Further improvements in **success rates** are needed in parallel with the changing shape of provision. Rates in FE improved to 74% in 2003/04 but decreased slightly to 69% in 2004/05, linked with a reduction on short courses. Long course success rates remain in line with regional and national rates (at 58%). Increases are evident on Level 2 and 3 courses and in some priority sectors such as business administration, whilst construction success rates remain above regional averages. Decreases have occurred on Level 1 programmes and, notably, in preparation for life.
22. Further efforts are needed to support **local people, who want to work**, into training and employment and to improve their social and economic well being<sup>18</sup>. For example, 18,400 are on incapacity benefits or disability allowances, 38% of adults lack Level 2 and 21% have no qualifications, approximately 375K adults of working age have numeracy and literacy levels at Level 1 or below and adults have no qualifications<sup>19</sup>. Economic migration from the expanded EU is increasing the need for English for Speakers of Other Languages (ESOL).
23. Performance towards the **Skills for Life** target is encouraging, with almost half of the 2004-07 target being achieved by 2005. This improvement results from a fundamental review of this provision in FE; higher proportions of provision leading either directly, or through progression routes, to target bearing qualifications and continuing to embed Skills of Life in FE provision. Changes to Skills for Life funding and qualifications may make the targets more challenging to achieve.
24. **Adult and Community Learning** provision is changing, with significant shifts, over the past year, towards more family learning, First Steps provision and community based learning. A sensitive balance is needed between this and personal and community development learning which is now safeguarded. These policy changes and limited resources mean that providers need to review their fee policies to ensure they continue to meet local individual and community demands.

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<sup>18</sup> Indices of Deprivation 2004, ODPM Website

<sup>19</sup> Census 2001, Office for National Statistics Website

25. There has been good performance towards some **Equality and Diversity** Impact Measures, particularly for learners with learning difficulties and/or disabilities. Some areas of Berkshire, however, have persistent and severe learning disadvantages, groups with employability needs which are not being met and there continues to be under participation and underachievement amongst some ethnic groups, especially those of mixed race, Black Caribbean and Pakistani origin. There is a well recognised need for more appropriate learning and support services outside of the workplace for those disadvantaged in learning and with low skill levels.

### Key challenges

- Further develop learning delivery to respond more effectively to employer needs including training at more workplace locations with flexible timing, accreditation of current skills and experience and focusing learning on key gaps
- Address sector skill needs in line with regional and local priorities
- Improve first Level 2 provision for adults in FE – range, volume and success rates, including embedding Skills for Life
- Further shift FE provision towards target bearing qualifications and regional skill sector priorities
- Continue to address Skills for Life needs, especially to improve flexibility of delivery and increase the proportion of learning leading to qualification
- Provide more appropriate learning and support services outside of the workplace for those disadvantaged in learning and with low skill levels.

### Quality and infrastructure

#### Progress and performance

26. A continued strong focus on **quality** by the LSC and providers over the past five years has resulted in successful reinspection in 2005-06 of three major FE providers and a reduction in the amount of poor provision in WBL<sup>20</sup>. Inspection grades in FE have improved to an average of 2.75<sup>21</sup> and success rates continue to increase (currently 67% overall). Providers have effectively used best practice to impact teaching and learning practices improving, especially, curriculum management, cross college consistency and prioritisation of areas for quality improvement. In most cases this has already led to higher success rates. It is notable that providers are required to respond to a wide variety of quality initiatives, including the inspectorates' and, increasingly, employer expectations.

27. This focus on quality has however meant that providers have not been able to give as much attention to new initiatives as in some other areas. Their **capacity to respond** to new policies and performance issues is now stronger, though it varies across the area. WBL providers continue to improve completion rates and to work effectively collaboratively, although they are

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<sup>20</sup> Newbury College is expected to be reinspected in March 2006. Monitoring visits have been positive

<sup>21</sup> Average of most recent Ofsted inspection reports for FE providers. Grades used were from 1 (outstanding) to 5 (poor). 3 was satisfactory.

impacted by poor and outdated perceptions of their programmes and shortages of staffing and resources. School sixth forms are strong overall, but a small number perform less well and may not be cost effective.

28. Over the past three years there have been significant improvements in facilities and estates through **capital developments** at Newbury College, East Berkshire College and Berkshire College of Agriculture. As recognised in the regional and local capital strategies<sup>22</sup> there is a need for further capital investment, coordinated and planned across Berkshire and neighbouring areas. In 2005, almost a third of FE estate was in poor condition and there are issues of both under and over capacity. Some premises need urgent refurbishment and significant adaptation to improve vocational learning facilities, enable more collaborative working, to be more appropriate for employer led training and to provide more community learning facilities.

### Key challenges

- Increase the proportion of good or better provision, both FE and WBL (only 12% of grades are 1 or 2)
- Further improve WBL delivery, particularly in FE providers
- Further improve curriculum planning and management to ensure that provision is relevant and is delivered in a way that meets employers and individuals needs
- Implement capital strategies to ensure FE estates and facilities are relevant, high quality and attractive to employers and individuals.

### Summary of participation and success rates (2004/05)

	FE (provisional figures)		School sixth forms	Apprenticeships	E2E	ACL
	Level 2	Level 3	All Levels	All Levels		
<b>16-18 Learner nos.</b>	1,570	2,090	11,640 inc Ind; 8,740 LA	3,710	340 starts	
<b>16-18 Success rates</b>	56%	61%	300 inc Ind; 280 LA	46%	48% positive destinations	
<b>19+ Learner nos.</b>	1,470	1,800	N/A	1,210	N/A	19,660
<b>19+ Success rates</b>	54%	58%	N/A	48%	N/A	N/A
<b>Total Learners</b>	3,040	3,890	11,460 inc Ind; 8,560 LA	4,920	340 starts	19,660
<b>Total success rates</b>	55%	60%	300 inc Ind; 280 LA	47%	48% positive destinations	

<sup>22</sup> Regional and Berkshire capital strategies 2005



## Skills Matrix

The LSCs in the South East have developed the **Provision Mix Matrix** to steer the allocation of FE 19+ funds (and NETP provision funds) and to ensure the prioritisation of public funding for national and regional policies, priorities and targets. The matrix will be used to inform our dialogue with providers, with a view to a better alignment of planning with funding. In particular, we would expect, over a period of time, to see a movement of investment towards higher priority (in terms of both target bearing and sector) provision.

The columns identify high, medium and low priority learning. In the South East, high priority learning includes learning in the five skills sectors determined by the Regional Skills for Productivity Alliance (Business & Financial Services, Health and Social Care, Construction, Engineering and Retail) and Foundation learning (including basic skills, provision for adults with learning difficulties and other programmes of learning designed to prepare adults for work or independent living).

The rows are defined in terms of national targets. The top row includes all provision that contributes, directly, to national targets, including Access courses; the second row includes provision that can be aggregated to contribute to national targets (ie GCSEs, AS and A levels); the third row includes all provision that does not contribute to a target (including National Qualification Framework (NQF) and Other provision at level 1 and level 4, and 'narrow' level 2 and 3).

*South East Matrix, shows total adult funding based on 2003-04 F05 data compared with 2004-05 F05 data.*

		High Priorities (eg: Construction, Engineering, Business, Health, Retail, Maths, English, SfL/BS/foundation)	Medium Priorities (eg: Land Based, Hospitality, Hairdressing, Science/Maths)	Low priority provision (eg: everything else)	Total
Provision contributes to National Target (i.e.: Skills for Life; full Level 2; full Level 3)	03-04	(17%) £37.85M	(6%) £12.74M	(3%) £6.46M	(26%) £57.04M
	04-05	(20%) £45.77M	(6%) £14.68M	(3%) £7.77M	(30%) £68.21M
Provision could contribute to National Target (eg: single GCSEs or A levels)	03-04	(0%) £1.06M	(1%) £1.58M	(3%) £5.53M	(4%) £8.17M
	04-05	(0%) £0.85M	(1%) £1.44M	(2%) £4.93M	(3%) £7.23M
Provision does not contribute to National Target (ie Basic Skills non target, Other and NQF)	03-04	(37%) £80.33M	(10%) £21.42M	(24%) £52.99M	(70%) £154.74M
	04-05	(37%) £84.91M	(9%) £20.84M	(22%) £49.92M	(67%) £155.67M
Total (Please note all percentages have been rounded)	03-04	(54%) £119.24M	(16%) £35.74M	(30%) £64.97M	£219.95M
	04-05	(57%) £131.54M	(16%) £36.96M	(27%) £62.62M	£231.11M

*Berkshire matrix shows total adult funding based on 2003-04 F05 data compared with 2004-05 F05 data.*

		High Priorities (eg: Construction, Engineering, Business, Health, Retail, Maths, English, SfL/BS/foundation)	Medium Priorities (eg: Land Based, Hospitality, Hairdressing, Science/Maths)	Low priority provision (eg: everything else)	Total
Provision contributes to National Target (i.e.: Skills for Life; full Level 2; full Level 3)	03-04	(14%) £3.33M	(5%) £1.05M	(5%) £1.27M	(24%) £5.65M
	04-05	(20%) £5.16M	(5%) £1.25M	(5%) £1.41M	(30%) £7.81M
Provision could contribute to National Target (eg: single GCSEs or A levels)	03-04	(1%) £0.15M	(1%) £0.21M	(2%) £0.58M	(4%) £0.94M
	04-05	(1%) £0.18M	(1%) £0.23M	(2%) £0.52M	(4%) £0.93M
Provision does not contribute to National Target (ie Basic Skills non target, Other and NQF)	03-04	(41%) £9.51M	(10%) £2.37M	(21%) £4.87M	(72%) £16.75M
	04-05	(38%) £9.84M	(7%) £1.72M	(22%) £5.76M	(66%) £17.32M
Total (Please note all percentages have been rounded)	03-04	(56%) £12.99M	(16%) £3.63M	(29%) £6.72M	£23.34M
	04-05	(58%) £15.18M	(12%) £3.19M	(29%) £7.69M	£26.07M

All Skills for Life qualifications appear within the leftmost column of the matrix i.e. high priority. Previously, non target Skills for Life qualifications had been coded to the bottom right cell (red) of the matrix, i.e. non target, low priority. These qualifications are within the bottom left cell of the matrix, i.e. non target, high priority. This reflects strategic policy development and begins to build upon funding changes recently announced within 'Priorities for Success'.

## The key changes needed

### National Priority 1

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

- Increase young people's **participation in learning** to 87% 16-17 year olds, and support Connexions in their target reduction of NEET to 5.2% (Nov 2006) with all areas below 7.0%
- Further increase the proportion of **19 year olds who have a Level 2** through implementing a more relevant and a wider choice of vocational curriculum at Levels 1 and 2, so that 340 more young people achieve a Level 2 in 2007 than 2006
- Work with providers and partners to implement **local 14-19 strategies** in all areas, in line with the Berkshire wide Strategic Framework
- Improve **Apprenticeship completion rates**, to achieve 1,490 completions in 2006/07 (52% completion rate), through maintaining provider focus on quality, especially amongst FE providers
- Work with LAs and providers to improve **access and advice to vocational opportunities** through working towards a network of 14-19 vocational centres in Berkshire, each with strong local employer links and sustainable collaboration

### National Priority 2

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

- Work with FE providers to better meet employers needs, with five achieving **Action for Business (AfB) accreditation** by the end of March 2007
- Manage the **transition from ETP to Train To Gain** and achieve 600 employer contacts and 1,000 Level 2s in the first year of operation
- Increase the proportion of **adults achieving full Level 2 qualifications**, working to a target of 2,020 in 2006/07, through introducing more appropriate learning experiences including improving the flexibility of delivery with particular attention to priority sectors including care, retail and construction
- Work with providers to shift the **balance and mix of provision** so that there is, approximately, a three percentage points increase in the proportion of funding in high skill priorities and which leads directly to achievements of targets

### National Priority 3

#### Transform the learning and skills sector through agenda for change

- Support providers to develop and implement transformational **capital projects**, so that projects are underway in at least three parts of Berkshire in the next two years (Bracknell, Wokingham and Reading)

- Further improve **FE success rates**, from 70% in 2005/06 to 72% in 2006/07, with a strong focus on:
  - for all ages: Level 2 and long courses, preparation for life and work, science and maths
  - for young people: construction, leisure and business admin
  - for adults: Level 1 and social sciences.

#### National Priority 4

Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs

- Maintain the improving trend in **Skills for Life achievements** so that 3,500 target bearing qualifications are achieved in 2006/07 with a focus on embedded provision and improving achievement rates, especially in key skills
- Develop **Action for Communities**, in collaboration with Local Area Agreement (LAA) partnerships, to build capacity for learning brokerage arrangements involving Community and Voluntary Sector Organisations (CVOs), other partners and learning providers, piloted in the Thames Valley

#### National Priority 5

Improve the skills of workers who are delivering public services

- Work with each Local Authority to develop a **workforce development strategic plan** to improve the skill levels of those working in the authorities' children, young people's and families workforces

### **Summary of provision**

The next two pages contain a summary of provision (as at 26<sup>th</sup> May 2006).

- *Volumes and funding for 2005/06* are based on planned figures which have been revised in some instances, to reflect estimates of end of year performance
- Local *Train to Gain* figures are disaggregations of regional targets and budgets, in proportion to potential employers in each local area. These will change in the light of final contract decisions.
- The SE is introducing regional lead arrangements for some *WBL providers* and the 06/07 budget reflects these arrangements
- *Capital and administration budgets (06/07)* are not yet known at a local level
- *The school Sixth Form budget (06/07)* is a local disaggregation of the regional budget based on split of budget in 05/06

The original Plan was submitted to NO in March 2006 in line with the planning timetable, before finalisation of budgets and provider negotiations. The summary tables have been updated in the light of this further work. Key targets and outcomes have been updated to reflect the changes but the detail of the original Plan has not been revised.

## 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				2005/06				2006/07						
	Learners			Funding £	Learners			Funding £	Learners			Funding £			
	Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates				
<b>FE Total Learners</b>	7,360		53	£24,758,100	7,546		64	£27,306,200	7,833		70	£29,830,300			
<i>of which...</i>															
<i>Learners on Skills for Life target qualifications</i>	3,040	1,560			3,260	1,920			3,490	2,360					
<i>Learners on a full Level 2 qualification</i>	1,570	970	46		1,830	1,130	58		1,990	1,200	63				
<i>Learners on a full Level 3 qualification</i>	2,120	810	54		2,380	1,040	63		2,530	1,180	67				
<i>Learners on 2 or more A2 quals</i>	210	180			170	140			180	150					
<b>Discrete* activity, e.g. fully ESF, or LIDF funded provision</b>	600				950				890						
<b>School sixth form</b>	8,740			£41,933,600	8,860			£44,709,000	8,970			£47,015,000			
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £			
<b>WBL Total Learners</b>	2,820		46	£9,483,300	2,610		51	£9,188,200	3,080		52	£10,755,600			
<i>of which...</i>															
<i>Learners on Skills for Life target qualifications</i>															
<i>Learners on an Apprenticeship</i>	1,780	700	52		1,640	770	55		1,960	810	57				
<i>Learners on an Advanced Apprenticeship</i>	1,000	90	24		950	140	39		1,100	140	39				
<b>Entry to Employment</b>	Learners				Learners				Learners						
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos'ive destinations	Funding £	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos'ive destinations	Funding £	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos'ive destinations	Funding £
All E2E	350	200	30.00	51	£1,930,900	330	190	30.00	51	£1,929,200	480	230	20.00	53	£2,068,300

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				2005/06				2006/07			
	Learners			Funding £	Learners			Funding £	Learners			Funding £
	Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates	
<b>FE Total Learners</b>	36,370		67	£25,049,800	30,684		72	£25,096,400	27,158		73	£22,751,300
<i>of which...</i>												
<i>Learners on Skills for Life target qualifications</i>	3,450	1,930			3,680	2,200			3,970	2,430		
<i>Learners on a full Level 2 qualification</i>	1,470	970	57		1,980	1,260	59		2,040	1,340	62	
<i>Learners on a full Level 3 qualification</i>	1,800	690	53		2,120	760	59		1,850	830	64	
<i>Learners on 2 or more A2 qualis</i>	70	50			60	40			70	50		
Discrete* activity, e.g. fully ESF, or LIDF funded provision	3,300				6,500				6,000			
Personal and Community Dev't Learning	19,160			£3,762,500	20,360			£3,723,200	19,570			£3,453,200
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
<b>WBL Total Learners</b>	2,000		48	£5,331,900	2,070		52	£5,214,100	2,010		53	£5,117,200
<i>of which...</i>												
<i>Learners on Skills for Life target qualifications</i>												
<i>Learners on an Apprenticeship</i>	800	330	53		790	390	59		790	390	60	
<i>Learners on an Advanced Apprenticeship</i>	1,140	230	43		1,160	210	43		1,180	240	44	
<b>ETP / NETP</b>	Volumes of Learners	In year achievements (volume)		Funding £	Volumes of Learners	In year achievements (volume)		Funding £	Volumes of Learners	In year achievements (volume)		Funding £
<i>of which...</i>												
Level 2	5,260	4,000		£5,461,200	3,360	2,500		£2,018,000	3,940	1,000		£3,649,200
Skills for Life	1,110	900		£1,198,800	980	800		£443,000	650	240		

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05	£46,722,177	£15,340,873	£1,700,013	£39,943,022	£3,739,667	£5,226,397	£5,535,994	£1,091,848	£2,364,143	£3,244,715
2005/06	£55,572,000	£15,559,000	£1,970,000	£43,611,000	£3,724,000	£8,776,000	£4,619,000	£1,035,000	£2,211,000	£1,618,000
2006/07	£56,732,000	£17,953,513	£2,536,116	£47,015,000	£3,561,000	£3,649,168	£3,091,000	tbc	tbc	£1,268,985

## Key actions

Priority	Action	Measure of Success [March '06 with key targets updated May '06]
<p><b>National priority 1</b></p> <p>Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities</p>	<p>1.1 Disseminate and implement the <b>14-19 Strategic Framework</b> to embed the learner entitlement in local arrangements and to promote access to provision at the organisation of learners' choice wherever they live. Establish firm links with Local Area Agreements and emerging Children's Trusts and continue close partnership working with local authorities and Connexions.</p>	<p>Local strategies implemented in all six local areas.</p> <p>Effective post inspection action plan in Reading</p> <p>Implementation of West Berkshire and Wokingham LAAs, including improving attainment of L2 at 16 and 19</p>
	<p>1.2 Working with local authorities and providers support the development of coordinated <b>curriculum and infrastructure planning</b> for 14-19 year olds across and between local areas with strong collaboration; to broaden provision (including vocational opportunities), raise success rates and improve value for money. Involve the two new Academies (Slough and Reading).</p>	<p>6 active partnerships involving all local 14-19 providers</p>
	<p>1.3 Further increase <b>participation of 16-19 year olds</b> through:</p> <ul style="list-style-type: none"> <li>• producing a Berkshire area wide prospectus to improve quality and accessibility of information on the full range of 16-19 opportunities by September 2006</li> <li>• building on recent research, trial new forms of individualised provision for young people who are, or are at risk, of becoming NEET</li> <li>• Implement an EMA engagement plan including introduction of EMAs for those on Work Based Learning (WBL)</li> <li>• Further develop partnership working with Connexions, especially learner tracking and improving IAG delivered by providers</li> <li>• Continued working with AimHigher and HE IFF providers to increase the proportion of young people accessing HE</li> </ul>	<p>Increase in participation exceeds growth in the cohort (20,360 learners in LSC funded provision in 06/07 – 7,830 in FE, 8,970 in SSF, 3,560 in WBL/E2E)</p> <p>5.2% NEET (7% or below in all UAs)</p> <p>Over 4,000 EMAs</p> <p>£1M learner support funds</p>
	<p>1.4 Improve the <b>range and access to Level 1 and 2</b> provision including vocational courses, with:</p> <ul style="list-style-type: none"> <li>• coordinated and collaborative provision, involving a full range of providers</li> <li>• engagement with 14-16 year olds, including those disaffected or at risk of NEET</li> <li>• curriculum developments, including preparation for Diplomas</li> <li>• involvement of employers including in curriculum design and delivery</li> </ul>	<p>Implementation of the local Level 2 action plan, including benchmarking Level 1 and 2 provision and learner numbers through the curriculum audit</p>

	<ul style="list-style-type: none"> <li>• a strong focus on retention and achievement</li> </ul>	
	<p>1.5 With providers and local authorities, start to develop <b>14-19 vocational centres</b> to improve participation and achievement rates and progression to employment, with the first projects in Reading (Vocational Pathways Project) and Wokingham.</p>	<p>Capital bids submitted for at least two centres for a total of c. 500 places</p>
	<p>1.6 Increase <b>Level 2 achievement</b> by age 19 through:</p> <ul style="list-style-type: none"> <li>• identifying and disseminating good practice in Level 2 curriculum development and delivery</li> <li>• improving initial assessment and subsequent learner support (including financial)</li> <li>• increasing range of appropriate provision</li> <li>• addressing areas with poor retention rates and low success rates, especially GCSE English and Maths</li> <li>• improving opportunities at Level 1 and progression routes to Level 2</li> <li>• encourage greater use of target setting with learners</li> <li>• with Connexions, tracking those who most need support to achieve a Level 2 by 19</li> </ul>	<p>8,880 19 year olds achieve a Level 2 (83%)</p> <p>Level 2 success rate in FE increased to 60% (long courses) from 56%</p> <p>Level 2 value added score increased from 1.11 to 1.15 (15% of learners exceed their target)</p>
	<p>1.7 Maintain participation and completion rates on <b>Apprenticeships</b>:</p> <ul style="list-style-type: none"> <li>• improve marketing and more proactively promote to young people and employers</li> <li>• further integrate into main FE structures</li> <li>• introduce new providers, where appropriate, to fill gaps in provision</li> <li>• further embed quality assurance processes to maintain improvements, including working through the Berkshire Training Provider Network (BTPN) and the Berkshire FE WBL consortium</li> <li>• continue to develop regional contracting arrangements for those with more than one local LSC in the region to improve efficiency and free up resource</li> </ul>	<p>3,080 in learning 1,580 completions (53%) Expanded opportunities in Reading</p>
	<p>1.8 Further develop <b>E2E</b> provision by:</p> <ul style="list-style-type: none"> <li>• extending work experience and improving employer engagement to develop employability skills and increase progression and retention</li> <li>• pilot alternative forms of delivery to widen range of provision</li> </ul>	<p>480 starts 53% of leavers progress to employment or learning</p>
	<p>1.9 Further increase <b>achievements at Level 3</b> through:</p> <ul style="list-style-type: none"> <li>• collaboration to provide breadth of choice, value for money and to maintain minority subjects</li> <li>• further developing the Level 3 value added project with a focus on those institutions which regularly perform poorly and subject specific networks in subject areas where there is variable performance including science, maths, psychology, ICT and health and social care</li> <li>• tackling small group size and achievement in value added terms through collaborative working and specialist centres.</li> </ul>	<p>Reduced number of institutions in lowest quartile for value added from 19% to 10%</p> <p>Increased Level 3 at 19 to 57%</p>



	<p>1.10 Increase volume and range of <b>vocational opportunities for 14-16 year olds</b> in partnership with local authorities and providers with stronger levels of employer engagement. In particular:</p> <ul style="list-style-type: none"> <li>• encourage higher school financial contributions to Increased Flexibility and greater partner involvement, including improvements in information, advice and guidance</li> <li>• establish two new Young Apprenticeship programmes (provisionally sport management and construction) and further develop those in health and social care, business admin and motor vehicle</li> </ul>	<p>8 Increased Flexibility partnerships, with 1,370 participants and 75% progression to education/training Four Young Apprenticeship programmes, with 130 participants</p>
	<p>1.11 Improve range, relevance and access to provision for LLDD, through <b>Action for Inclusion</b> (the South East framework for improving quality and capacity for inclusive learning) with:</p> <ul style="list-style-type: none"> <li>• continued improvement of transition processes for 14-25 year olds based on agreed protocols, with better use of demand information to shape supply and joint investment in learner support/care</li> <li>• increased local capacity with the development of residential provision and reviewing adult provision so that there is less repeat learning and more focus on employability skills</li> <li>• development of local and regional specialisms (locally to include autism and profound and complex learning difficulties), through provider networks</li> </ul>	<p>Increase representation of LLDD in FE, especially amongst female learners</p> <p>Increased capacity at Newbury College and BCA</p>
	<p>1.12 Implement the regional action plan of the <b>Race Equality Scheme</b> to address under participation and under achievement of some ethnic groups in learning, with a focus on:</p> <ul style="list-style-type: none"> <li>• building provider capacity, involving community groups and other partners such as parents</li> <li>• promoting Apprenticeship opportunities to those of BME origin</li> </ul>	<p>Maintain representation of BMEs in FE and improve in WBL – with a focus on those of Pakistani, Black African and mixed race origin</p>
<p><b>National priority 2</b></p> <p>Make learning truly demand-led so that it better meets the needs of employers, young people and adults</p>	<p>2.1 The South East will continue to work with SEEDA to develop <b>Action for Business Networks</b>, to improve the employability of adults, increase the demand for workforce development and continue the reform of the skills training infrastructure and to meet employers training needs. Locally provide:</p> <ul style="list-style-type: none"> <li>• more flexible and timely provision for employers</li> <li>• strong vocational specialisms, building on the CoVE network</li> <li>• appropriate networks, especially in priority skill sectors</li> <li>• provision that meet local employers' needs for Level 3 and higher level skills and generic skills where there are skills gaps (e.g. management and leadership) with appropriate fee policies</li> </ul>	<p>At least five AfB networks in Berkshire</p> <p>All CoVEs reassessments achieved</p> <p>By March 2007, 30 accredited networks in the region, each with a transformed FE college at its centre</p>
	<p>2.2 Implement <b>Train to Gain</b> with, at its core, an <i>independent and impartial skills brokerage</i>. This service will diagnose business skills needs and source appropriate training</p>	<p>600 employer engagements</p> <p>1,000 first full Level 2</p>

	<p>provision based upon comprehensive analysis of an employer's training needs. In addition the LSC will ensure that the provision purchased from providers meets the needs of employers. Critically employers will have:</p> <ul style="list-style-type: none"> <li>• easy access to relevant, flexible and high quality training</li> <li>• access to information and advice supporting the direction of their business plan</li> <li>• information, support and sign-posting to a wide range of training packages</li> <li>• funding for Skills for Life and first full level 2 training needs</li> </ul>	<p>achievements</p>
	<p>2.3 Improve provider responsiveness to regional and local <b>sector skills priorities</b>, in line with emerging Sector Skills Agreements, and including:</p> <ul style="list-style-type: none"> <li>• expansion of care sector initiatives – including the roll out the Skills2Care brokerage model (piloted in Berkshire) across the SE, establish a provider development programme and develop an e care passport</li> <li>• linking with the redevelopment of Bracknell town centre to provide training opportunities in construction, which will form a hub of the South East Construction Skills Academy</li> <li>• to deliver higher levels of NVQ Level 2 and 3 Construction qualifications via On-site Assessment and Training (OSAT), including through the use of NETP and ESF and to further increase local capacity across the region</li> <li>• increase delivery and stimulate demand for Business Improvement Techniques (BIT) qualifications, including through the Automotive Academy</li> <li>• build on the ITQ pilot to develop a best practice delivery model and contribute to the delivery of the new qualifications at Levels 1-3, with priority to target groups of learners</li> <li>• supporting the development of an ICT Skills Academy, led by e-skills SSC</li> </ul>	<p>Regional IAG service in place for care, linked with Train to gain</p> <p>Virtual one stop skills advice service in Construction operational in Bracknell Contribute c.2,000 qualifications towards CITB's regional target of 5,800 Level 2s Contribute to SEMTA's regional target of 76,000 Level 2s and 9,000 Level 3s Contribute to eSkills regional target of 27,750 eskills passport and ITQ journeys</p>
	<p>2.4 Further develop <b>Berkshire's LSfPA</b>, in partnership with Business Link, SEEDA and JobCentre Plus, to inform LSC workforce development activities and increase employer engagement in sector developments, work based learning and key initiatives such as Action For Business and Train to Gain. Strengthen linkage with Regional Skills for Productivity Alliance.</p>	<p>Review of sector skills priorities in Berkshire Improved employer engagement in WBL Involvement in 14-19 vocational development</p>
	<p>2.5 Increase the volume of <b>full Level 2 achievements</b> for adults through increasing provision and success rates, with a focus on:</p> <ul style="list-style-type: none"> <li>• developing range of provision (including priority sectors e.g. care, retail)</li> <li>• improving progression routes, especially from Level 1 to Level 2</li> <li>• focusing support measures (including financial) for learners at Levels 1 and 2</li> <li>• more flexible and appropriate modes of learning</li> </ul>	<p>1,730 adult full Level 2 achievements in FE/WBL Improve success rates to 62% on long Level 2 courses</p> <p>Work with Wokingham DC to increase by 1% pa (from 77%)</p>

		working age population with a Level 2 (LAA target)
	<p>2.6 Complete by September 2006 key projects with <b>Trade Unions</b> to:</p> <ul style="list-style-type: none"> <li>• provide training for Union Learning representatives</li> <li>• establish a learning centre for Skills for Life and ICT training</li> <li>• provide IAG for employees</li> </ul>	Action plan building on project outcomes to increase participation in learning and raise skill levels in the workplace
<p><b>National priority 3</b></p> <p>Transform the learning and skills sector through agenda for change</p>	<p>3.1 In line with the South East provision matrix, work with FE providers to <b>change the balance and mix of provision</b> so that:</p> <ul style="list-style-type: none"> <li>• there is growth in target bearing, high skills priority provision and no growth in low skill priority areas</li> <li>• fee policies are developed for low priority provision that doesn't lead to targets</li> <li>• FE funding does not support adult recreational learning</li> <li>• valuable LLDD provision is preserved</li> </ul>	<p>Increase from 20% to 23% funding share in high priority, target bearing provision</p> <p>Reduction from 22% to 20% funding for low priority non target bearing provision</p>
	<p>3.2 Implement the <b>local five year capital strategy</b> to:</p> <ul style="list-style-type: none"> <li>• improve the estates and facilities of FE providers with a focus on modernising and upgrading premises, especially vocational and improving flexibility and quality (including on site delivery for employers)</li> <li>• work with local authorities to develop 16-19 provision, including in vocational areas and collaborative ventures</li> </ul>	Successful capital application for rebuild of Bracknell and Wokingham College
	<p>3.3 Maintain a strong focus on improving the <b>quality</b> of provision, so that providers:</p> <ul style="list-style-type: none"> <li>• continue to improve quality of teaching and learning through improving staff skills</li> <li>• improve guidance pre and post enrolment to provide effective learner support</li> <li>• further develop sustainable and robust quality processes that are embedded within organisations</li> <li>• where new, quickly develop strong quality assurance processes and ensure prepare action for inspection</li> <li>• maintain good financial health, including monitoring of key indicators such as gearing, cash in hand and reserves</li> <li>• make effective use of data, especially the New Measures of Success, to review progress against target</li> </ul> <p>Also, work with ALI/Ofsted/QIA to target intervention and support where provision is unsatisfactory and review poor provision with a view to withdrawing provision where timely improvements are not made</p>	<p>All inspections result in satisfactory or better ratings</p> <p>Improve overall FE success rates from 70% to 72%</p> <p>All FE providers rated A or B for financial health</p>
<p><b>National priority 4</b></p>	<p>4.1 Further increase <b>Skills for Life</b> achievement rates, to:</p> <ul style="list-style-type: none"> <li>• improve the flexibility of delivery and testing methods: leading to more workplace</li> </ul>	<p>3,500 achievements</p> <p>In line with the LAA increase</p>

Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs	<p>learning, better progression routes from Entry 1/2 to target bearing qualifications and raised achievement rates</p> <ul style="list-style-type: none"> <li>• continue to support providers in addressing shortages of tutors via the Berkshire Skills Unit</li> <li>• embed basic skills throughout provider's curriculum</li> <li>• review the balance of provision to manage high demand for ESOL from Eastern European migrants</li> </ul>	<p>SFL uptake by 10% pa for three years in West Berkshire (baseline TBA)</p> <p>Reduce the proportion of enrolments not counting towards targets from 32% to 27%</p>
	<p>4.2 Work with providers and other partners, including local authorities and the Voluntary and Community sector to continue to develop <b>ACL</b> provision to:</p> <ul style="list-style-type: none"> <li>• review and balance provision to safeguard PCDL</li> <li>• build further family learning provision</li> <li>• strengthen links with neighbourhood and community learning</li> <li>• focus First Steps provision for LLDD and those with Skills for Life needs, maximising progression routes</li> <li>• support local provider reviews in Reading (working with Reading Borough Council to better meet local needs, more cost effectively) and Slough (to better meet high local demand)</li> </ul>	<p>19,570 learners, including:</p> <ul style="list-style-type: none"> <li>• 1,000 Family, Literacy, Language and Numeracy (FLLN) learners</li> <li>• 1,910 First Step learners</li> <li>• 1,270 in wider family learning</li> </ul>
	<p>4.3 Strengthen the <b>IAG network</b> and embed services in learning programmes with a focus on those without a Level 2 and assisting progression to employment</p>	<p>5,150 advice sessions 41,000 information sessions</p>
	<p>4.4 Work with <b>Ufi/Learndirect</b> to deliver a range of e-learning programmes through learning centres across the area, with a focus on learners without a full Level 2</p>	<p>630 Skills for Life test passes 63 full NVQ Level 2s</p>
	<p>4.5 Through <b>Action for Communities</b>, establish brokerages to provide community based learning opportunities for adults without a Level 2 or with other social or economic disadvantages. Establish local learning alliances to develop provision, bringing together providers (including FE and voluntary/community), unitary authorities and other partners and pilot the approach in the Thames Valley, building on the Area Investment Framework.</p>	<p>Pilot established by March 2007</p>
	<p>4.6 Manage the development of a regional <b>Offender Learning and Skills Service</b> (OLASS) as a comprehensive advice and learning service for those aged 15+ in custody and in the community working closely with partners and providers. Support local FE providers to link with the lead contractor, Milton Keynes College.</p>	<p>Regional service provided to c8,000 offenders in prison, up to 22,000 on probation and up to 2,500 juvenile offenders. Thames Valley commissioning plan launched Aug 06.</p>

	4.7 Through EQUAL funding, develop and test a variety of approaches to help <b>older workers</b> overcome barriers to learning/employment: including building mentoring skills and upskilling and expanding the role of older care workers.	Pilot resources and frameworks in place across the region to train and skill older workers
<b>National priority 5</b> Improve the skills of workers delivering public services	5.1 Develop and implement actions to improve skills of those delivering <b>public services</b> , including: <ul style="list-style-type: none"> <li>• continuing the school support staff programme</li> <li>• acting on the local research on working with unitary authorities on implementing their workforce development programme for those working with children</li> <li>• increasing the range of Apprenticeships opportunities within the public sector</li> <li>• developing provision to support public sector employees within TTG and Action for Business</li> </ul>	Contribute to the regional target of 2,250 qualifications for school support staff  An increased range of skills support and training including across mainstream provision
<b>National priority 6</b> Strengthen the capacity of the LSC to lead change nationally, regionally and locally	6.1 As part of the LSC's Agenda for Change deliver a smooth transition to the <b>new internal structure</b> . Establish Thames Valley LSC from the merger of LSC Berkshire and LSC Milton Keynes, Oxfordshire and Buckinghamshire and create area Partnership Teams and an Economic Development team. Communicate changes effectively and further develop relations with providers and key stakeholders. Support the new regional team in taking forward key regional actions.	New local team structure launched June 06  Local annual plans delivered

## **Our Delivery Resources**

### **Partnership Working**

Effective collaboration between LSC Berkshire and its partners is core to achieving the local vision and targets. Partners include all organisations that share a role in planning, organising and delivering post-14 learning, in particular providers who continue to strengthen in quality and responsiveness. Other key partners are those responsible for improving the range and quality of provision for young people, including those involved with Children's Trusts and Local Area Agreements, such as Connexions.

There will be an increasing emphasis this year on working with local authorities, to align objectives, targets and resources to improve the effectiveness and impact of learning and skills action.

In addition partnerships with employers will be critical this year to ensure a growing understanding of their needs and the responsiveness they require. Strong links with SEEDA, the LSfPA and Business Link are needed to achieve this.

Collaboration is also core to providing effective services for those disadvantaged in learning and skills, especially through close working with community and voluntary sector organisations and the wide range of local support agencies.

Further developing links with college governors will also be an important element of partnership working in 2006-07. Activities will include continued briefings on key issues, individual presentations to governing bodies, liaison with clerks and involvement of governing bodies in strategic planning.

Throughout this work the focus, led by our new local Partnership Teams, will be ensuring that partnerships are built on open, trusting and collaborative relations.

### **Local Council**

The Council of LSC Berkshire remains closely involved in developing and reviewing the local LSC plans and its associated strategies. A subgroup of the Council advises on the plan. Council members continue to play key roles in strategic activities through chairing Task and Network Groups (including the Local Skills for Productivity Alliance), representing the Council at workshops and conferences and providing advice on LSC activities.

The Council will continue to ensure that there is a system for the effective and timely management of risk and internal control. In the short term this will be undertaken by the local Audit Committee pending the establishment of the Regional Audit Committee.

## **Equality and Diversity**

The Council will ensure that planned activities take account of its duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations (Amendment) Act 2000, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age (due to come into effect in 2006). The actions and activities covered in this plan will be underpinned by and reflect the Council's Race Equality Scheme.

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.

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

Activity will focus on building capacity within the post 16 provider network to support more learners in local provision. This will be achieved by identifying and sharing expertise and good practice via the further development of Action for Inclusion networks of specialist and mainstream providers. The networks will concentrate on increasing the range and quality of provision for learners with profound and complex needs; developing local residential provision; filling gaps in provision for learners with behavioural and emotional difficulties; those with mental health difficulties and those with autistic spectrum disorder.

## **Sustainable Development**

Following publication of the LSC's strategy for sustainable development in September 2005, LSC Berkshire will commit to sustainable development. In 2006-07 the LSC will work and develop local implementation and, with providers, determine how best they can contribute to sustainable development. Capital projects will follow to the agreed regional guidelines on sustainable development set out in the Regional Capital Strategy.

## **Health and Safety**

The health and safety of learners is fundamental to the LSC. Learners are entitled to undertake provision that takes place in a safe, healthy and supportive environment. The 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 meet fully their legal obligations and "duty of care" to learners
- to take a risk- targeted approach to seeking 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.



## Annex A: National Provision Mix Matrix

### LSC Berkshire, 2004/05

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	10,119,801 12104	39%	4,173,246 2825	16%	6,139,495 4331	24%	20,432,542 19260	78%
Potential to contribute	1,521,424 767	6%	61,731 220	0%	760,443 1427	3%	2,343,598 2414	9%
No longer eligible for LSC funding	310,789 374	1%	42,781 53	0%	183,036 738	1%	536,606 1165	2%
Other (eg UFI and Unclassified)	0 0	0%	0 0	0%	0 0	0%	0 0	0%
Entitlement	0 N/A	0%	0 N/A	0%	2,803,876 N/A	11%	2,803,876 N/A	11%
<b>Totals</b>	<b>11,952,014</b> <b>13245</b>	<b>46%</b>	<b>4,277,758</b> <b>3098</b>	<b>16%</b>	<b>9,886,850</b> <b>6496</b>	<b>38%</b>	<b>26,116,623</b> <b>22839</b>	<b>100%</b>

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	10,057,859 12107	38%	1,608,272 2057	6%	5,448,539 10187	21%	17,114,670 24351	65%
Potential to contribute	3,642,090 5715	14%	413,538 795	2%	2,688,843 6767	10%	6,744,471 13277	26%
No longer eligible for LSC funding	1,566,779 3350	6%	137,430 194	1%	602,564 6593	2%	2,306,793 10137	9%
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%	130,648 N/A	0%	130,648 N/A	0%
<b>Totals</b>	<b>15,266,729</b> <b>21172</b>	<b>58%</b>	<b>2,159,239</b> <b>3046</b>	<b>8%</b>	<b>8,870,614</b> <b>23547</b>	<b>34%</b>	<b>26,296,582</b> <b>47765</b>	<b>100%</b>

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

## **Annex B: The Policy Context**

1. The policy context for 2006-07 is complex and wide ranging and is brought together in our national and regional statements of priorities outlined above on page 5.

2. The major policy drivers include:

From Government

- White Papers for Education, Children & Schools
- Foster Review of Further Education
- Leitch Review of Skills interim report Skills in the UK

Nationally

- Agenda for Change
- Public Service Agreement (PSA) Targets
- Skills Strategy
- Through Inclusion to Excellence
- The Little Review of LSC provision for learners with learning difficulties and/or disabilities (LLDD)

Regionally

- Capital Strategy
- South East Regional Economic Strategy

Locally

- Strategic Area Review
- 14-19 Strategies
- Local Economic Strategies
- Local Area Agreements
- Inspection reports including Joint Area Reviews
- Public Service Agreement (PSA2) Targets
- Capital plans

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