



Leading learning and skills

Birmingham  
and Solihull  
Learning and  
Skills Council  
Annual Plan  
2006-07

May 2006

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

BIRMINGHAM AND SOLIHULL  
LOCAL ANNUAL PLAN 2006-07

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## Our Vision

We are pleased to present Birmingham and Solihull's annual plan for 2006-07.

We have an ambitious vision for Birmingham and Solihull and over the next three years we will drive this forward to achieve a transformed learning and skills sector across the area. By 2009, we will have developed a sector that has become more responsive to current and projected employer and economic demand. Every 14-19 year old will be guaranteed an entitlement to a broad range of learning opportunities. An increasing number of adults will be able to take up high quality learning and training. The sector as a whole will be making an even greater contribution to raising the skills base of the area and positioning it as one of the main strategic city regions in Europe.

This annual plan builds on the LSC's National Statement of Priorities which was first published in November 2005. It takes account of the objectives outlined in the LSC's Agenda for Change and is also set within a new funding context, following the publication of our "Priorities for Success" document which outlines the Government's funding priorities for the sector.

"Agenda for Change" is shaping both how post 16 education and training is planned and delivered and the way in which the LSC will provide the leadership needed to ensure that our goals are reached. Already, we have considerable successes on which to build. We are making good progress towards achieving a "clear line of sight" between national and regional LSC priorities and the plans of individual colleges and training providers. Through the use of more sophisticated economic intelligence and performance data we are refocusing funding on priority sectors and areas where we know that there will be a need for skills at all levels. Through our Colleges of Vocational Excellence (CoVEs) and identified vocational specialisms we are developing coherent provision which offers high quality learning in world class buildings right across Birmingham and Solihull.

The already established 14-19 collegiate model in Birmingham and Solihull positions us well to deliver the Government's 14-19 Implementation Plan. We are working in close partnership with both Local Authorities on this. We are also working closely with Birmingham City Council on the Local Area Agreement, and aligning targets and funding to secure greater impact on skills and employment. We will be working with Solihull MBC in the development of the Local Area Agreement.

We are proud of our progress to date in increasing 16-18 participation and we have made step changes in increasing Entry to Employment (E2E) progression and links to Apprenticeship programmes. However there are some young people who do not participate in any form of learning post-16 and we must focus our efforts on them more energetically.

We have already exceeded our Skills for Life targets and will continue to do so this year, as we increase the percentage of provision that is accredited. Over the last two years our providers have moved away from large numbers of short courses which do not lead to progression, resulting in a shift in the pattern of adult enrolments towards longer courses offering accreditation. In 2006/7 we will prioritise funding more sharply in maintaining progress on Level 2 and increased progression to Level 3, within our priority sectors. We plan to embed the new National Employer Training Programme "Train to Gain" to increase the skills base of the workforce.

We recognise the significance of demographic changes for Birmingham and Solihull, and the importance of ensuring that the changing labour force particularly ethnic minority

groups and older workers are equipped with the skills to be more competitive in the labour market.

We recognise that we can only deliver our agenda with the proactive engagement and support of key partners. Through work with our partners in economic development regeneration, we continue to make progress in improving employment rates with key groups in targeted wards. Our work with partners on the MG Rover crisis offers a model of good practice in focussing on the integration of employment and skills. We will now take forward this approach to align initiatives and funding with the learning, skills and employment agenda established through Local Area Agreements.

The development of Local Area Agreements, and Children and Young People's Trusts in Birmingham and Solihull, offers us more opportunities for collaboration with our two local authorities. We will also work closely with the emerging Sector Skills Councils to ensure that the skills priorities identified in sector skills agreements will be used to develop and deliver training provision that is more responsive to the needs of employers.

The growing demand for higher level skills means that we must strengthen further our work with the Higher Education sector, building on our specialist networks to develop foundation degrees and other higher level qualifications which will be needed for the economy. Our work with the regional skills partnership will be an important vehicle for this. We are involved in the planning and development of a lifelong learning network, which will enable all partners to develop coherent progression routes together, in locally important sectors of Health & Social Care, Construction and High Technology Engineering, ensuring employer responsiveness and higher level skills.

During the coming year we will look to all partners to work more cohesively. This will help us to make the most of local energy and resources as part of a fully integrated strategy for learning, skills and employment.

**Mike Beasley**

**CHAIR**

**Gill Howland**

**DIRECTOR BIRMINGHAM AND SOLIHULL  
OFFICE**

## **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 West Midlands**

The regional priorities outlined below demonstrate the LSC's contribution to the work of the Regional Skills Partnership and the delivery and success of the Regional Economic Strategy by:

1. Using a data driven approach to develop a detailed understanding of the changing nature of the labour market in terms of the supply of and demand for skills
2. Aligning the supply of training and related support to the needs of individuals
3. Matching the supply of training and related business support to the demands of employers and the wider economy
4. Ensuring that employers and individuals fulfil their role in the investment in skills and training

## **Partnership Working**

To achieve these priorities, the LSC in the West Midlands will continue to work in partnership with all stakeholders across the region through the alignment of plans and funding. Key partners include:

- Advantage West Midlands
- Connexions
- Jobcentre Plus
- Sector Skills Councils
- Higher Education Institutions/Higher Education Funding Council
- Business Link

## **Learning Priorities – the impact on Providers**

Colleges, schools and training providers are critical to the successful achievement of these regional priorities. Actions agreed in their three year development plan will address the priorities outlined in the local LSC annual plan and will ensure that LSC funding is

focused upon key areas. Achievement of the priorities depends upon high quality provision that is:

- Closely engaged with employers to understand their needs
- Aligned to the skills priorities of the region
- Able to meet the required range of specialist skills across the region
- Central to the delivery of the regional and local economic agenda
- Aligned with the work of other partners to deliver an accessible and comprehensive service to employers and individuals
- Able to develop and exploit opportunities for leveraging in increased levels of investment by employers into training
- Providing learning and skills opportunities that lead to nationally recognised qualifications and opportunities for progression
- Committed to continuous quality improvement and the attainment of recognised accreditation standards

### **Planning Priorities for 2006/07**

The following planning principles were agreed through the Regional LSC/FE/AoC Consultative Forum to be applied against the allocations for 06/07:

- A minimum of 60% accredited Skills for Life provision as a milestone towards the 80% target for 2007/08
- A maximum of 10% partnership, sub contracted or franchised provision (if current level is below 10%, there should be no increase)
- A minimum of 10% of the Adult participation budget, at the level of the individual (general) FE college, to support activity that delivers full level 2 qualifications to part-time adults, with a year on year increase in funding committed to part-time adult full level 2 provision (guide of 5%)
- The LLSC will agree with each provider a proportion of this funding that will be committed to Train to Gain type activity
- Increase in participation of adults on full level 3 qualifications to a 10% minimum in areas of Specialisms/CoVEs

## Our Targets

### Under priority 1, for young people:

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

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

In **Birmingham and Solihull**, 10,295 or 63% of young people had achieved the target by 2004, below the national average of 66% and the regional average of 64%. This has resulted in the identification of the area as a Level 2 “hotspot” by the DfES. Birmingham and Solihull LSC is currently focusing activities to raise Level 2 achievement by three percentage points to 66% by 2006, and another three percentage points to 69% by 2008.

Therefore, an additional **1,500** young people to gain a Level 2 in 2007/08 compared to 2003/04.

### Under priority 2, for adults:

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

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

In **Birmingham and Solihull**, we plan to deliver **4,687** full Level 2 achievements for adults through further education and work-based learning in 2006/07, that is an increase of **318** compared to 2005/06,

In addition, we will also deliver **1,290 first** full Level 2 achievements through NETP.

### Under priority 2, for adults:

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

In **Birmingham and Solihull**, by 2003/04 a cumulative total of **26,713** learners achieved Skills for Life that count towards the target. The target to 2007 is **36,007**. Since 2004, a further **5,679** learners have achieved Skills for Life qualifications, totalling **41,201** and 114% against the 2007 target. However, the pace needs to be maintained, so that more learners particularly from deprived wards achieve qualifications that count towards the target.

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

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

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



In **Birmingham and Solihull**, we aim to raise the number of completions to **1,280** in 2006/07.

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

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

## Our Values

Our values set out for us the way we work.

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

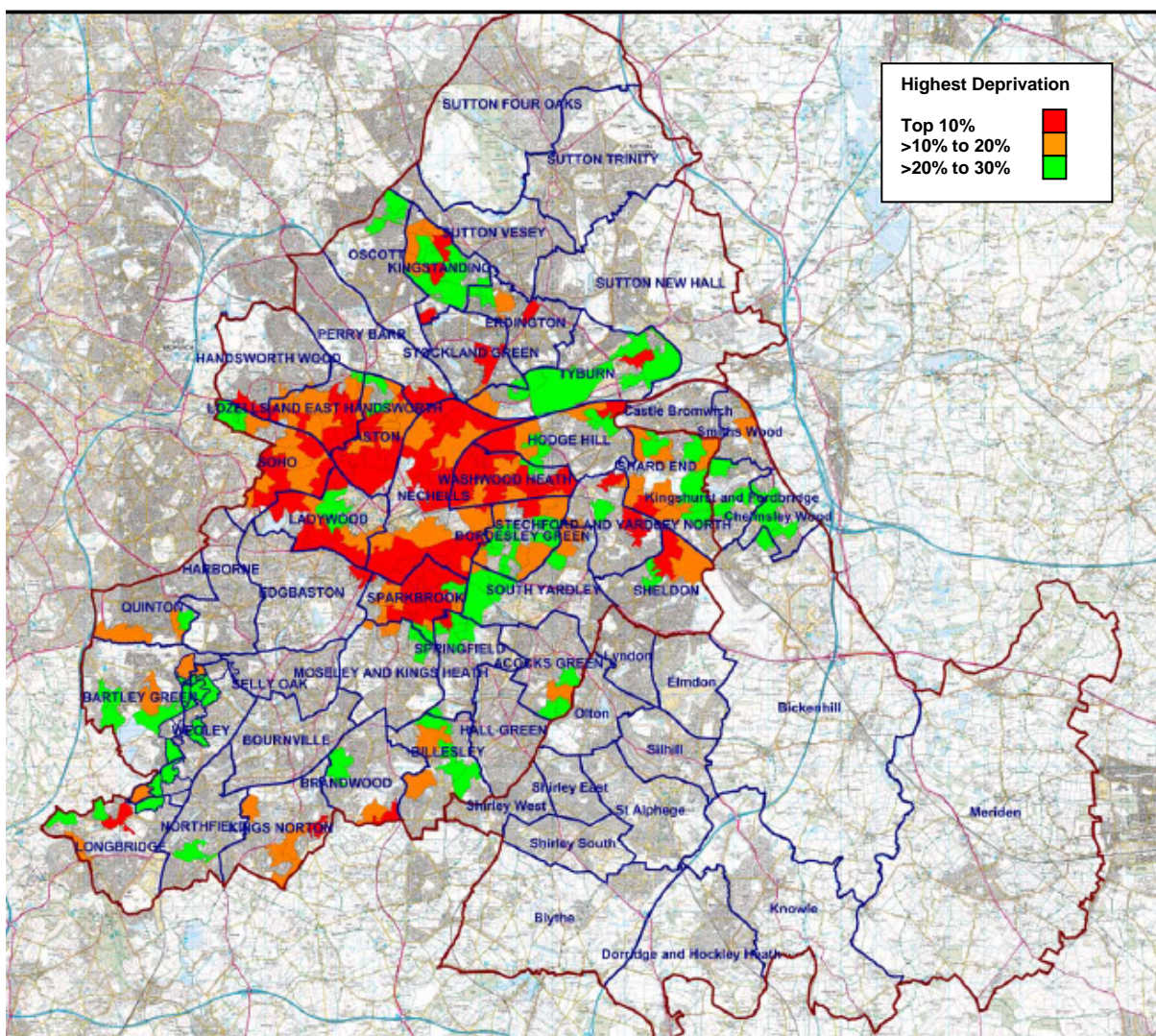
Together, our four values will ensure the LSC can provide leadership and direction at a time of great change.

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

## A Context for Delivery

**Location** : Birmingham and Solihull lies at the heart of the West Midlands, the most central of the UK regions. The area includes urban, suburban, and rural areas within its boundaries and is the main centre for public administration, financial & business services, retailing, culture and higher education in the West Midlands, and serves 5.3 million people. It is located at the centre of the UK's motorway network, sitting within the confluence of the M5, M6, M40 and M42 motorways. Most of the population in Britain is within a few hours travel by road or rail. Birmingham International Airport is the West Midlands region's main air terminal with scheduled flights to destinations in Europe, Asia and North America. The current population is 1.1 million forecast to increase to 1.2 million by 2010. 31% of the population in Birmingham and 5% in Solihull is of ethnic minority origin. The largest groups are Pakistani, Indian, and African-Caribbean concentrated in the central and northwest areas.

### Birmingham and Solihull – Combined Domain Score – Highest 30%



Source: *Index of Multiple Deprivation, 2004 – Office of the Deputy Prime Minister*

The above map highlights the top 30% of areas in Birmingham and Solihull with highest deprivation scores in 2004<sup>1</sup>. The Index of Multiple Deprivation measures deprivation for

<sup>1</sup> Source: Index of Multiple Deprivation, 2004 – Office of the Deputy Prime Minister. Research conducted by Social Disadvantage Research Centre, Department of Social Policy and Social Research, University of Oxford.

every local authority area in England. It combines indicators across seven domains into a single deprivation score and rank. The domains are : income (affecting children and older people), employment, health and disability, education, skills and training, barriers to housing and services, living environment and crime. There is greater deprivation in the central and north-west wards such as Sparkbrook, Nechells, Handsworth, Soho and Ladywood, where residents from minority ethnic groups are also concentrated.

**Working age population:** The structure<sup>2</sup> of the available labour force is changing markedly, with the result that groups such as minority ethnic groups and residents aged 50+, most likely to be unemployed or economically inactive will account for a growing share of the available labour force in the future. During the period to 2010, the working age population will increase by 13% in Birmingham but decrease by 3% in Solihull. The 25-44 year old population will decrease by 1.8%, 16-24 year olds will increase by 1%, but those aged 50 and over will increase by 1%. The proportion of the working age population that is white is likely to decline particularly in Birmingham where a decline of 2.6% is forecast. The population from minority ethnic groups is forecast to increase, with growth particularly evident within the Pakistani community, increasing by 1.3%. As a result, these groups will account for a third of the total population.

**Economic Activity:** Birmingham has significantly lower economic activity rates (74%) compared to the West Midlands (78%) and England & Wales (78%).<sup>3</sup> This contrasts with Solihull, which is characterised by economic activity rates above the regional and national average, at 82%. Overall economic activity rates mask very significant variations at a ward level. These vary from over 80% in Lyndon ward in Solihull to below 44% in Sparkbrook in Birmingham.

**Employment :** The percentage of the working age population in employment varies from 67.1% in Birmingham to 78.2% in Solihull. This compares with 74.5% in England and Wales and 73.8% in the West Midlands. Of those in employment, 22% work on a part time basis and 10% are self employed. Levels of employment in particular wards in Birmingham are significantly below the Birmingham and UK average:

% Working age population in employment

Sparkbrook	34%	Nechells	35%
Aston	37%	Lozells and East Handsworth	38%
Washwood Heath	38%	Bordesley Green	41%
Soho	45%	Ladywood	46%
Kingstanding	58%	Shard End	61%
Tyburn	61%		

Source: 2001 Population Census

Many of these wards are synonymous with Black and Minority Ethnic (BME) groups. They are also characterised by large numbers of residents who have no qualifications and low levels of basic skills. As a consequence, these are priority wards, and key targets have been set to achieve improvements in the employment rate. The achievement of these targets will need to be supported by both large scale Regeneration Zones covering the Birmingham and Solihull area and smaller more localised area based initiatives eg. New Deal for Communities and recent initiatives, such as Fair Cities. The LSC is a partner in these programmes, often playing a lead managing agent role or thematic lead for education, skills and employability.

<sup>2</sup> Source: West Midlands Regional Observatory (WMRO) – Projections, November 2005

<sup>3</sup> Source: Labour Force Survey, March 2003 – Feb 2004

Local unemployment has decreased considerably since the 1980s, but the rate at 9% in Birmingham is still higher than the regional average of 5.2%. The rate in Solihull is 4.6%. This is a legacy of low qualification levels in deprived inner city and outer council estates.

<b>Qualifications of working age population:<sup>4</sup></b>			
<b>%</b>	<b>Birmingham</b>	<b>Solihull</b>	<b>West Midlands</b>
NVQ4 and above	20.7 (17.9)	28.5 (26.0)	21.1 (20.7)
NVQ3 and above	37.6 (33.8)	47.1 (46.0)	38.8 (38.2)
NVQ2 and above	53.5 (50.4)	66.2 (65.7)	57.0 (57.2)
NVQ1 and above	68.8 (65.4)	80.1 (79.6)	72.7 (72.3)
Other qualifications	9.2 (10.9)	7.9 (7.0)	8.6 (9.0)
No qualifications	22.0 (23.6)	12.0 (13.3)	18.7 (18.7)

Source: Labour Force Survey (March 2003-Feb 2004); ( ) March 2002-Feb 2003

The local area labour force survey (March 2003 – Feb 2004) reports an increase in the proportion of the working age population qualified to NVQ2 and above, NVQ3 and above and NVQ4 and above, and a slight decrease in those with no qualifications. However, 22% of Birmingham’s residents have no qualifications, above the West Midlands average of 18.7%. Just 53.5% of the working population in Birmingham is qualified to NVQ2, below the regional average of 57.0%. Most recent employment growth has been in highly qualified occupations, therefore the continuing challenge is to improve the qualification levels of residents so that all can benefit from the forecast growth in jobs.

**Economy and occupational trends**

There are over 38,000 businesses in Birmingham and Solihull, over 80 percent of which employ less than 10 people. The public sector, including Health and Education provides 25 per cent of all local employment, with a further 23 per cent in financial and business services, 20% in distribution, hotels and restaurants, 10% in manufacturing and 6% in construction. Employment growth has been assisted by commercial activity in Birmingham City Centre, local town centres, and the creation of large business parks close to the motorway network and airport. These have also helped to secure substantial private sector led investment and growth. Successes include the Bullring and Touchwood shopping centres, Brindleyplace, together with Birmingham and Blythe Valley business parks. The Eastside project next to Birmingham City Centre is a redevelopment scheme that will be of an unprecedented scale and will take ten years to complete. Birmingham & Solihull is still a nationally important manufacturing centre, despite the recent collapse of MG Rover, with major employers including Cadbury Schweppes in confectionery, and Jaguar and Land Rover in the automotive sector.

**Priority sectors**

The following key sectors have been prioritised because of the contribution made to and the effect they have on the local economy.

- Manufacturing, in particular Engineering - to remain competitive new skills are needed focusing on value added and the development of new processes and materials.
- Construction - most new jobs are taken by outsiders. Birmingham and Solihull residents need the skills to compete for these jobs.
- Retail, Hospitality, Tourism and Leisure - provides new jobs for many residents but higher skill levels are needed to add value and maintain competitiveness.

<sup>4</sup> Source: Labour Force Survey, March 2003 – Feb 2004  
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- Business and Professional Services - is a critical core of the areas future prosperity. Demand for labour is intense and skill levels are increasing.
- Public Services (including Health and Care) – has numerous key jobs with increasing skill demands throughout the sector. There is a crucial need to replace labour in a sector with a predominantly older workforce.
- Creative Industries – whilst relatively small in employment terms offers increasing value to the local economy. Demand for learning has increased rapidly though access to and opportunities in the market remain modest.

Total employment is forecast to increase by around 5% during the period to 2015 to just over 701,000. The majority of this growth will be in the Business & Professional Services sector. Other growing sub-sectors will be Retail, Hospitality, Tourism & Leisure, and Public Services, Health & Care. The sectors forecast to decrease in employment are construction, and manufacturing mainly motor vehicles and parts, electrical engineering and metal goods.

#### Employment growth in priority sectors 2005-2015

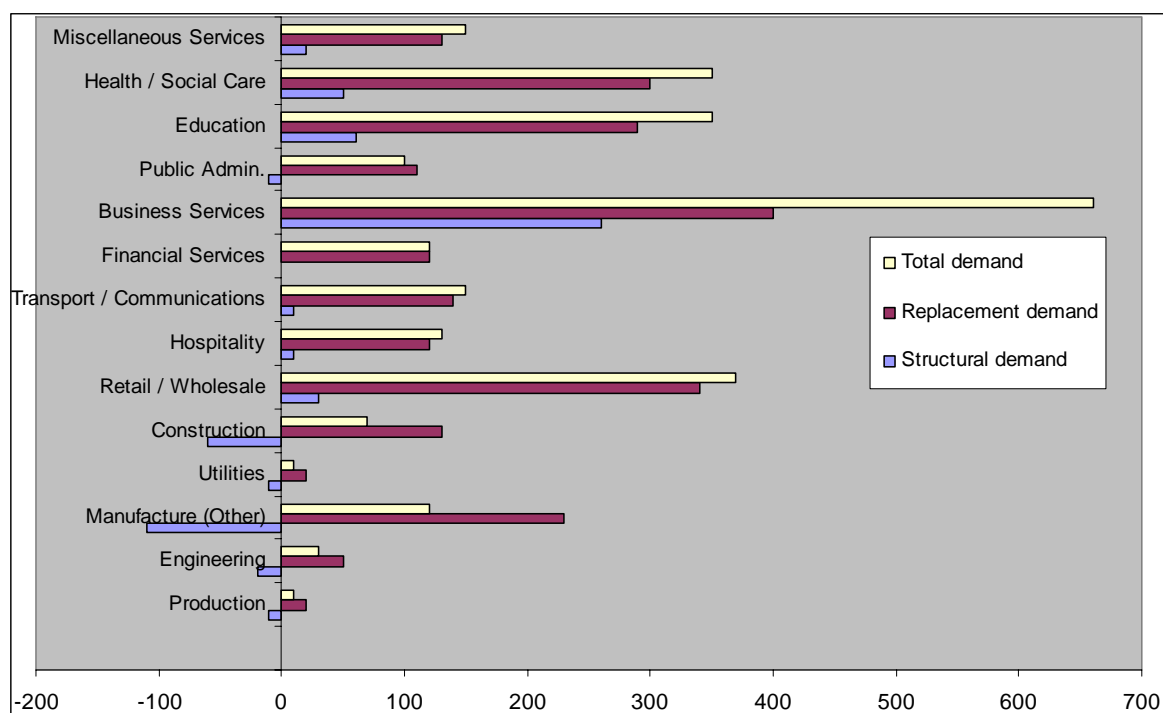
	2005	2015	Change %
Construction	42,362	36,419	-14
Engineering	63,943	56,926	-11
Public Services, Health & Care	162,773	170,641	+5
Retail, Hospitality, Tourism & Leisure	129,547	135,697	+5
Business & Professional Services	157,211	186,683	+19
Craft, Creative, Arts & Design	7,900		+
All sectors	664,394	701,082	+5.5

Source: SSDA/LSC Working Futures, Projections 2005

Managerial, professional and associate professional/technical occupations are forecast to increase by 34,000 over the next ten years. These jobs increasingly demand degree level qualifications. Personal and customer service occupations forecast to increase by 31,000, demand lower levels of qualifications and can offer a range of entry level and flexible employment opportunities. Childcare and other caring occupations are forecast to account for 55 per cent of the employment increase in these service occupations.

**Labour demand** - During the period to 2015, in addition to structural demand of 22,000 jobs generated by employment growth, there will also be replacement demand due to retirement, turnover, migration and other factors. This will have an impact on all sectors and in all occupations of the economy, and will account for a total of 240,000 additional jobs in all sectors of the economy particularly in engineering/manufacturing, construction, retail/wholesale distribution and business services.

## (Employment change to 2015 – replacement and structural demand)<sup>5</sup>



Source: SSDA/LSC Working Futures, Projections 2005

The economy of Birmingham and Solihull is becoming progressively stronger and the future prospects are much brighter than at any time since the 1960s. Trends in the large services sector, the “knowledge” economy, development investment and skills are all generally positive for improved growth relative to the UK. The next decade will be characterised by economic restructuring, significant changes in the occupational structure of the local labour market – demanding higher level skills, and major changes in the demographic composition of the workforce. There will be challenges in ensuring an adequate supply of highly qualified workers to meet the needs of employers, and that local residents benefit fully from this growth in terms of jobs and remuneration. This will involve making those currently without qualifications more employable through training.

### Local Planning Areas in Birmingham and Solihull:

Birmingham and Solihull has been divided into local planning areas, to spatially target key LSC and partner funded programmes in relation to identified needs.

#### Local Planning Areas<sup>6</sup>

	Wards	Population	Key characteristics and providers
Central	Washwood Heath, Sparkbrook, Nechells, Springfield, Bordesley Green.	146,800	Predominantly ethnic minority; Refugees mainly Somali, Iraqi and Yemeni; High levels of economic inactivity; Low levels of post 16 participation; Covered by East Birmingham and North Solihull Regeneration Zone; Central Collegiate; South Birmingham College; Matthew Boulton College; City College; Joseph Chamberlain SFC;

<sup>5</sup> Source: SSDA/LSC Working Futures, Projections 2005

<sup>6</sup> Source: Local Inclusion Plans 2004/05, Birmingham and Solihull LSC

East	Acocks Green, Hodge Hill, Shard End, Sheldon, Stechford & Yardley North, Tyburn, Sutton New Hall, South Yardley.	193,200	White working class ageing community; Covered by East Birmingham and North Solihull Regeneration Zone; East Collegiate; City College;
North	Kingstanding, Oscott, Erdington, Stockland Green, Sutton Trinity, Sutton Vesey, Sutton Four Oaks.	160,100	Predominantly white; Sutton, Great Barr and Josiah Mason Collegiate; Josiah Mason SFC; Sutton Coldfield College;
North West	Aston, Perry Barr, Handsworth Wood, Lozells and East Handsworth, Ladywood, Soho.	143,000	Some relatively affluent with severely deprived wards. Large percentage of ethnic minorities; Growing numbers of refugees and asylum seekers primarily Somalian and Yemeni; Covered by Aston Pride (New Deal for Communities), SRB6 and South Black Country and West Birmingham Regeneration zones; North West Collegiates A&B; City College;
South	Brandwood, Billesley, Bournville (part), Hall Green, Moseley & King's Heath, Edgbaston (part).	120,800	Covered by New Deal for Communities, SRB5 and A38 High Tech Corridor; South Collegiate; Bournville College; Cadbury SFC; South Birmingham College;
South West	Bartley Green, Edgbaston (part), Harborne, Longbridge, Northfield, Quinton, Selly Oak, Weoley, Bournville (part), Kings Norton.	213,300	Covered by SRB 5 and A38 High Technology Corridor; South West Collegiates (SWAN & Edge); Bournville College
North Solihull	Castle Bromwich, Smith's Wood, Kingshurst and Fordbridge, Chelmsley Wood.	50,600	Covered by East Birmingham and North Solihull Regeneration Zone; North Solihull Collegiate; The SFC, Solihull; Solihull College;
South Solihull	Bickenhill, Blythe, Dorridge and Hockley Heath, Elmdon, Knowle, Lyndon, Meriden, Olton, St Alphege, Shirley East, Shirley South, Shirley West, Silhill.	149,000	South Solihull Collegiate The SFC, Solihull Solihull College

Source: Local Inclusion Plans 2004/05, Birmingham and Solihull LSC

### Learning Infrastructure

Birmingham and Solihull has a very wide range of post-16 education provision. There are 44 maintained schools with sixth forms, including 7 selective grammar schools, 10 independent schools, a City Technology College, 11 special schools which accept students up to 18 years of age, and one independent specialist college. There are 15 Further Education providers, including 4 sixth form colleges, 6 general further education colleges, and Birmingham Adult Education Service. One former FE College is now in the HE sector. There are also 45 providers of work-based learning, most of which offer

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Apprenticeships programmes at Level 2 or 3; 16 WBL providers offer the Entry to Employment (E2E) programme.

A review of FE Assets, completed by external consultants in June 2002, as part of the Strategic Area Review highlighted the need for higher standards of accommodation and resulted in the use of LSC Capital Funds for the development of accommodation, and relevant state of the art facilities either in individual institutions or on a collaborative basis. This has involved the rebuilding, refurbishment or relocation of an increasing proportion of the FE Estates in Birmingham & Solihull. By 2005, a total of £159 million had been invested, with a contribution of £47million from the Learning and Skills Council

<b>Key Issues:</b>
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- |  |
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| <ul style="list-style-type: none"><li>• Local employers need to understand the demographic changes relevant to their sector.</li><li>• Reskilling of residents to meet replacement demand across all sectors.</li><li>• Spatial targeting of LSC and partner funded programmes in relation to identified needs.</li><li>• Employment levels of residents in deprived wards.</li><li>• Adult Level 2 achievement.</li><li>• Need to increase delivery and performance at Level 3 to address critical skill shortages, and increase progression routes from Level 2.</li><li>• Need for adequate supply of highly qualified workers at Level 3 upwards to meet the needs of employers.</li></ul> |
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## **ACHIEVEMENT – WHERE WE ARE NOW**

### **National Priority One: Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities**

Across all the priority areas and targets, there has been an improvement at headline level, with particular successes in increasing the participation of 16-18 year olds in learning, and there has been a steady increase in the numbers of 19 year olds achieving a Level 2 qualification. Despite these improvements the participation and achievement of young people remains below the national average. Furthermore, the headline targets mask the very low achievement for particular groups of young people and for particular wards. Therefore, activities for 2006/07 and beyond will be focussed more sharply on these areas. FE success rates indicate improvement in some sectors but overall these are still below the national benchmark, and level 2 achievement for 19 year olds must be an urgent priority. Birmingham Local Authority area has been identified as a Level 2 “hotspot” by the DfES and focussed activity is underway to secure rapid improvement of Level 2 achievement at age 19.

## 16-18 Participation<sup>7</sup>

	2002/03	2003/04	% change 02/03 to 03/04	2004/05	% change 03/04 to 04/05	2005/06	% change 04/05 to 05/06
FE	23,733	24,267	+2.3	24,553	+1.2	27,162	+10.6
WBL	3,006	2,367 <sup>8</sup>	-21.3	2,400	+1.4	2,377	-1.0
School Sixth Forms	8,066	8,296	+2.9	8,227	-0.8	8,080	-1.8
E2E	none	1,827		1,854	+1.5	1,920	+3.6
<b>Total</b>	<b>34,805</b>	<b>36,757</b>	<b>+5.6</b>	<b>37,034</b>	<b>+0.8</b>	<b>39,539</b>	<b>+6.8</b>
<b>% 16-18 cohort</b>	65%	69%		70%		75.0	
<b>National %</b>	74.7	75.5		80.0			

Source: LSC Administration data

There was a 0.8% increase in participation in 2004/05, with growth in FE, WBL and E2E. Provisional figures for 2005/06 indicate an increase of 6.8%, mainly in FE and E2E. However, overall participation of 16-18 year old young people in 2004/05 was still low at 70%, compared to the national average of 80%. There is need to rationalise and develop more flexibility in provision to meet the needs of particular groups of young people, particularly those unable to be engaged in full-time education/training activities.

## FE 16-18 Enrolments by priority sector<sup>9</sup>

	2003/04	2004/05	Change
Construction, Planning and the Built Environment	1,426	1,196	-16
<i>Level 2 and 3</i>	<i>618</i>	<i>797</i>	<i>+29</i>
Engineering and manufacturing technologies	1,607	1,622	+0.9
<i>Level 2 and 3</i>	<i>1,035</i>	<i>973</i>	<i>-9</i>
Health, Public Services and Care	4,139	3,995	-3
<i>Level 2 and 3</i>	<i>2,278</i>	<i>2,503</i>	<i>+9</i>
Retail, Hospitality, Tourism & Leisure	3,473	4,049	+17
<i>Level 2 and 3</i>	<i>2,310</i>	<i>2,442</i>	<i>+6</i>
Business & Professional Services (including ICT)	10,650	9,097	-15
<i>Level 2 and 3</i>	<i>8,154</i>	<i>8,122</i>	<i>-0.3</i>
Craft, Creative, Arts & Design	2,289	2,167	-5
<i>Level 2 and 3</i>	<i>1,837</i>	<i>1,832</i>	<i>-0.3</i>
All sectors	74,434	72,856	+2
<i>Level 2 and 3</i>	<i>51,042</i>	<i>51,405</i>	<i>+0.7</i>

Source: ILR 2003/04 F05; 2004/05 F05

<sup>7</sup> Source: LSC Administration Data

<sup>8</sup> Reduction in Work-based learning due to removal of NVQ learning locally. Overall, an increase in participation due to the commencement of E2E.

<sup>9</sup> Source: ILR 2003/04 F05; 2004/05 F05

There has been a slight increase in total enrolments during the past two years, and a decrease in some priority sectors as “other provision” has decreased. However, Level 2 and 3 enrolments have increased in construction, health/public services, retail/hospitality, reflecting the switch to provision that meets the qualifications framework and employer needs. Level 2 and Level 3 enrolments have decreased by 9% in engineering, and marginally in business/professional services/ICT and crafts/creative.

#### FE 16-18 Success rates by priority sector <sup>10</sup>

	2002/03	2003/04	2004/05
Construction, Planning and the Built Environment	30%	41%	45%
Engineering and manufacturing technologies	53%	61%	57%
Health, Public Services and Care	63%	70%	72%
Retail, Hospitality, Tourism & Leisure	48%	61%	62%
Business & Professional Services (including ICT)	50%	56%	58%
Craft, Creative, Arts & Design	68%	66%	66%
All sectors	58%	64%	65%
Level 2	49%	57%	62%
Level 3	64%	68%	71%
<b>Benchmark Success Rate</b>	<b>61%</b>	<b>64%</b>	<b>64%</b>

Source: ILR 2003/04, F05

Success rates have increased steadily in the priority sectors since 2002/03, but are low particularly in Construction and need to be improved. Level 2 and Level 3 success rates have also increased during the past three years.

#### Level 2 at 19<sup>11</sup>

	Birmingham & Solihull	West Midlands
Number of learners who had reached the level 2 threshold by age 16 i.e. by end of 2000/01	7,241	32,548
Number of learners who had reached the level 2 threshold by age 17 i.e. by end of 2001/02	8,527	37,643
Number of learners who had reached the level 2 threshold by age 18 i.e. by end of 2002/03	9,539	41,664
Number of learners who had reached the level 2 threshold by age 19 i.e. by end of 2003/04	10,295	44,631
Cohort aged 19	16,341	69,736
%	63%	64%

Source: LSC/Fisher Family Trust Administrative Dataset, 2004

Since 2000/01, there has been a steady increase in the number of young people attaining Level 2 at age 19, a total of 10, 295 by 2003/04. However, this is just 63% of learners, below the national average of 66%, and the regional average of 64%, resulting in the

<sup>10</sup> Source: ILR 2001/02, 2002/03 F05, 2003/04 F04

<sup>11</sup> Source: LSC/Fisher Family Trust Administrative Dataset, 2004

identification of the area as a Level 2 “hotspot” by the DfES. Birmingham & Solihull LSC will focus on activities during 2006/07 to raise Level 2 achievement by three percentage points to 66% by 2006, and another three percentage points to 69% by 2008.

In 2004, the percentage of school leavers achieving five or more GCSE passes at grades A\*-C was 51.2% in Birmingham and 60.2% in Solihull. In 2005, this has risen to 55% and 62% respectively. However, there are variations in the achievement of particular groups of young people, particularly Pakistani (27%), Bangladeshi (30%), African-Caribbean boys (19%) and African-Caribbean girls (31%), all with below average achievement rates. It is a continuing challenge to improve the achievement rates of these groups, as they form an increasing proportion of the 16-18 population cohort.

<b>Young people not in education, employment or training (NEET)</b>			
	<b>July 2004</b>	<b>July 2005</b>	<b>Change</b>
NEET	2898	2464	-434
% NEET	9.9	8.6	-1.3
% not known	24.7	8.4	-16.3

Source: Connexions

A total of 2,464 young people were identified as NEET (not in education, employment or training) in July 2005, a 15% decrease since July 2004. The percentage of NEET young people has decreased by 1.3 percentage points since July 2004, and not known by 16.3 percentage points. However, the percentage of NEET young people was the highest in the region, and above the regional average of 8.9%.

<b>Entry to Employment (E2E)</b>		
	<b>Starts</b>	<b>Positive progression rate</b>
2003/04	1,827	31%
2004/05	1,854	39%

Source: ILR 2004/05, FO5

The Entry to Employment (E2E) programme continues to be the LSC’s main programme for addressing the NEET group. The progression rate was 31% in 2003/04 and 39% in 2004/05 compared with 38% and 43% in the West Midlands region and needs to be improved. During 2006-7, a range of activities need to be developed to target and engage this group of young people, to provide them with appropriate social and employability skills so as to progress to positive destinations.

### **Case Study: Uplift Project**

*Over the past three years over 3000 young people who were not in education, employment or training (NEET) have taken part in learning, achieved qualifications or moved in to long term education, employment or training.*

*The Uplift project was launched in January 2003 to respond to the needs of young people in the NEET group. The project is aimed at 14-24 year olds and adopts a flexible approach taking education to the young person through partnership working between learning providers, Connexions and voluntary and statutory organisations.*

*Learning is designed to meet individual needs and often takes the form of short practical courses with embedded basic skills, delivered one-to-one or in small groups. However courses can range from a single day to one year depending on individual need and start any time through out the year, providing young people with the skills and qualifications to progress into long term education, employment or training.*

## Work Based Learning

### WBL16-18 Average in learning by priority sector <sup>12</sup>

	2003/04	2004/05	2005/06
Construction, Planning and the Built Environment	240	180	147
Engineering and manufacturing technologies	308	356	381
Health, Public Services and Care	454	473	527
Retail, Hospitality, Tourism & Leisure	724	765	750
Business & Professional Services (including ICT)	615	559	473
Craft, Creative, Arts & Design	None		
All sectors	3,325	3,311	3,273

Source: WBL ILR data, 2005/06

### Apprenticeship PSA Starts (16-18) year old first time entrants)

The total starts on apprenticeship programmes in 2004/05 was 2,819, 98% of the target of 2,888, the highest in the West Midlands region. These starts are mainly in business and professional services, administration/management, health and social care and Retailing, Hospitality, Tourism & Leisure. There is a need to align available resources to priority sectors and introduce programme led pathways in vocational qualifications more fully in FE institutions.

	2002/03	2003/04	2004/05
Total framework achievements	434	502	684
Total NVQ achievements	442	318	236
Full framework success rate	30%	33%	39%

Source: LSC Administration Data

### WBL16-18 Framework Completion Rates by priority sector

	2003/04	2004/05	2005/06
Construction, Planning and the Built Environment	19%	23%	34%
Engineering and manufacturing technologies	27%	39%	37%
Health, Public Services and Care	17%	30%	29%
Retail, Hospitality, Tourism & Leisure	32%	12%	0
Business & Professional Services (including ICT)	35%	36%	48%
Craft, Creative, Arts & Design	None		
All sectors	17	13	6

Source: WBL 2005/06 ILR data

Full framework completion rates in priority sectors have been increasing progressively since 2003/04. However, these rates remain low and need to be improved. Framework completion rates for young people from minority ethnic groups are also lower than average, an issue to be addressed.

<sup>12</sup> Source: WBL ILR data 2005/06

## Case Study : Collegiates in Birmingham and Solihull

The LSC and LEA local area planning arrangements, driven by the area-wide inspection action plan, and the development of a distinct 14-19 phase, will rely upon increasing collaboration between schools and colleges to rationalise and develop the curriculum, broaden choice, and drive up standards. Other elements of government policy aimed at improving standards are leading to increased collaboration and mutual support between schools. The 14-19 Education and Skills White Paper shows a clear steer in this direction, and the Implementation Plan acknowledges that "delivering the entitlement will require diverse and autonomous institutions to work in collaboration to achieve more together than any single school, college or training provider can achieve on its own".

The LSC approach to co-ordinating local policy on this has been through the development of collegiates in each of the six Excellence in Cities (EiC) areas in Birmingham and the two areas of north and south Solihull. A collegiate is defined as a collaboration between all schools and colleges in a particular geographical area that seeks to more effectively implement government policy on the 14-19 phase. Essential core activities are:

- The involvement of all schools and colleges within a defined geographical area
- Common timetabling
- Shared management.

Collegiate developments are intended to:

- (1) produce significant improvements in students' achievements at KS4 and retention/progression post 16.
- (2) broaden the choices for students at this stage, both within and outside their schools.
- (3) provide better-informed choices and more effective support for vocational options, promoting inclusive learning and raising learner motivation to achieve.
- (4) bring school and college staff into formal co-working relationships.

13 collegiates are now established in Birmingham and Solihull, and most schools are members of an existing or planned collegiate. All Excellence in Cities (EiC) areas have appointed a 14-19 local area co-ordinator, funded by the LSC, who has a key role in helping to work with schools and other partners to develop collegiate proposals, audit curriculum and plan collaborative activity. This role is sometimes challenging, but it brings extra resource to the partnerships. The collegiates will be reviewed in Spring 2006.

### Key Challenges for Birmingham and Solihull:

- Increase participation, learning pathways, achievement and progression with client groups in identified wards;
- Increase participation and success rates in apprenticeships and key priority sectors;
- Improve the strategic fit of local 14-19 provision to priority sectors.

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

During the past year, much progress has been made to ensure learning is more relevant to the needs of employers and adults, by using non-core funds to develop or pump prime initiatives or training that are timely and focussed. Examples of activities in 2005/06 are:

- ESF Objective 2 funding has assisted the British Institute of Art and Design at University of Central England to deliver NVQ3 units in Digital Media for SMEs.
- ESF Objective 2 funding for the Technical Innovation Centre at University of Central England to deliver units of the Professional Certificate in management and Training at NVQ 3/4 for companies in the Creative Sector.
- LIDF resources have been used to address Skills for Life needs and develop solutions for Birmingham International Airport. This covered a broad occupational range from baggage handlers and other routine grades to office staff. These

developments took account of the best times to deliver learning fitting in with staff hours and how to address the needs of potential employees.

- The LSC, working with Business Link, has utilised LIDF resources to test out the notion of using IIP as a tool to prepare Automotive SMEs for gaining and sustaining the global quality standard TS 16949. This TS standard will be a basic requirement for SMEs who wish to supply the automotive sector post 2006. IIP has been used to change the culture of the SMEs before they embarked on the TS path, thus improving the likelihood of gaining and sustaining TS.
- Non-core funding has been used in the retail, tourism and leisure sectors, to support training provision for employers in the Bullring and new investors moving into the city.

Overall Adult participation in learning, particularly in FE has decreased in recent years, as provision has shifted away from shorter courses to those leading to accredited qualifications. Success rates overall have increased, although some curriculum areas require improvement. The Employer Training Pilot “train2gain” has exceeded its targets, supporting 1,200 employers and over 7,200 learners by 2004/05.

<b>Participation of adults aged 19+</b>			
	<b>2003/04</b>	<b>2004/05</b>	<b>% change</b>
FE	115,182	107,863	- 6
WBL	1,841	1,983	+ 8
ETP	3,892	6,413	+ 65
ACL	15,450	18,481	+ 20
Skills for Life	26,713	16,684	-
<b>Total</b>	<b>163,078</b>	<b>151,424</b>	<b>-7</b>
Full Level 2 participation	7,115	6,614	-
Full Level 3 participation	4,313	4,174	-

Source: LSC Administration Data

#### **FE Adult Enrolments by priority sector**

	<b>2003/04</b>	<b>2004/05</b>	<b>Change</b>
Construction, Planning and the Built Environment	2,861	2,851	-0.3
<i>Level 2 and 3</i>	<i>1,840</i>	<i>1,815</i>	<i>-1</i>
Engineering and manufacturing technologies	7,135	3,454	-52
<i>Level 2 and 3</i>	<i>2,592</i>	<i>2,162</i>	<i>-20</i>
Health, Public Services and Care	35,970	36,894	+2
<i>Level 2 and 3</i>	<i>14,243</i>	<i>15,217</i>	<i>+6</i>
Retail, Hospitality, Tourism and Leisure	8,690	8,602	-1
<i>Level 2 and 3</i>	<i>3,875</i>	<i>4,204</i>	<i>+8</i>
Business & Professional Services (including ICT)	44,272	37,920	-14
<i>Level 2 and 3</i>	<i>12,587</i>	<i>10,997</i>	<i>-12</i>
Craft, Creative, Arts & Design	2,600	2,709	+4
<i>Level 2 and 3</i>	<i>999</i>	<i>1,128</i>	<i>+13</i>
<b>All sectors</b>	<b>172,508</b>	<b>170,548</b>	<b>-1</b>

<b>Level 2 and 3</b>	<b>48,509</b>	<b>45,895</b>	<b>-5</b>
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Source: ILR 2003/04 FO5; 2004/05 FO5

Total adult enrolments have been decreasing during the past two years, the result of a shift in provision from shorter to more substantial accredited qualifications leading to improved employability. Accordingly, enrolments at Level 2 and Level 3 have increased in some priority sectors i.e. Health, Public Services & Care, Retail, Hospitality, Tourism & Leisure and Craft, Creative, Arts & Design. Level 2 and L3 enrolments have decreased by 20% in engineering, and marginally in construction and retail, hospitality, tourism & leisure.

#### FE Adult Success rates by priority sector

	<b>2002/03</b>	<b>2003/04</b>	<b>2004/05</b>
Construction, Planning and the Built Environment	54%	51%	57%
Engineering and manufacturing technologies	73%	79%	77%
Health, Public Services and Care	79%	80%	80%
Retail, Hospitality, Tourism and Leisure	68%	74%	63%
Business & Professional Services (including ICT)	43%	51%	53%
Craft, Creative, Arts & Design			
All sectors	62%	69%	68%
<b>Level 2</b>	<b>44%</b>	<b>51%</b>	<b>58%</b>
<b>Level 3</b>	<b>45%</b>	<b>50%</b>	<b>55%</b>
<b>Benchmark success rate</b>	<b>69%</b>	<b>73%</b>	<b>73%</b>

Source: ILR 2003/04 FO5

Adult success rates in FE and work based learning have been increasing during the past three years, and this upward trend should continue. There are lower success rates in construction, and Business and Professional Services (including ICT) and these need to be improved. Level 2 and Level 3 success rates have increased during the past three years.

#### WBL Adult Average in learning by priority sector

	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>
Construction, Planning and the Built Environment	66	61	68
Engineering and manufacturing technologies	131	127	165
Health, Public Services and Care	418	489	482
Retail, Hospitality, Tourism & Leisure	570	610	514
Business & Professional Services (including ICT)	625	692	735
Craft, Creative, Arts & Design			

Source: WBL ILR Data 2005/06

#### WBL Adult success rates by priority sector

	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>
Construction, Planning and the Built Environment	28%	52%	41%
Engineering and manufacturing technologies	41%	43%	37%
Health, Public Services and Care	11%	21%	29%
Retail, Hospitality, Tourism & Leisure	31%	35%	32%



Business & Professional Services (including ICT)	39%	49%	37%
Craft, Creative, Arts & Design	38%		
All sectors	25%	34%	41%

Source: WBL ILR Data 2005/06

## Adult and Community Learning

There were a total of 18,140 adult enrolments on Adult and Community (ACL) Learning provision in 2004/05, an increase of 5% since 2003/04. Enrolments by priority sector are as follows:

### ACL enrolments by priority sector

	2003/04	2004/05	Change
Construction, Planning and the Built Environment	222	212	-5
Engineering and manufacturing technologies	154	9	-94
Health, Public Services and Care	694	770	+11
Retail, Hospitality, Tourism and Leisure	6,539	5,859	-10
Business and Professional services (including ICT)	462	894	+94
All sectors	17,326	18,140	+4.7

ACL Differentiation report, Birmingham and Solihull LSC, January 2006

### ACL success rates by priority sector

	2003/04	2004/05
Construction, Planning and the Built Environment	73%	34%
Engineering and manufacturing technologies	84%	67%
Health, Public Services and Care	81%	80%
Retail, Hospitality, Tourism and Leisure	78%	76%
Business and Professional services (including ICT)	81%	77%
All sectors	77%	73%

Source: ACL Differentiation report, Birmingham and Solihull, January 2006

Total enrolments have decreased in construction and engineering and so have success rates. 81% of enrolments in 2004/05 were females and 19% males, highlighting the need to attract more males into this provision. Also, 75% of enrolments are from learners of white origin with 25% from minority ethnic groups, mainly Pakistani and Indian. It would be useful to explore the reasons for the unattractiveness of this provision to minority ethnic groups and address the issues highlighted.

### **Train to Gain (employer training pilot)**

	<b>2002/03</b>	<b>2003/04</b>	<b>2004/05</b>
Learners	1,561	4,347	7,210
Successes	1,042	3,013	4,048
Early Leavers	518	1,196	722
On programme	1	165	2,440
Skills for Life	352	1,325	2,199
NVQ	1,209	3,022	4,873
VQ			138

Source: LSC Train to Gain monitoring data

The Employer Training Pilot in Birmingham and Solihull has exceeded its targets. A total of 1,200 employers have been supported since September 2002, 65% with less than 50 employees, 18% with 50-249 employees and 17% with over 250 employees. Train To Gain, the new National Employer Training Programme (NETP), will build on the lessons learned to deliver training to employers in Birmingham and Solihull.

### **Case Study: MG Rover**

#### **Rail Sector Job Guarantee Programme**

*The ongoing safety of the rail network has been boosted recently, with over 60 former MG Rover workers swapping the car production line for the rapidly expanding field of track maintenance. Ex-Longbridge employees have utilised a groundbreaking training programme, which not only equips them with two new qualifications, but actually guarantees them a long-term job at the end of it. Funded by Birmingham Learning and Skills Council and delivered by Train'd up Railway Resourcing, the 'Get on Track initiative' harnesses close relationships with a number of rail contractors to offer people an intensive 3-week customised course and then a conditional full-time position if everything is passed successfully. All of the successful candidates had to pass medical, drug and alcohol screening and then a two week programme of employability skills, personal track safety (PTS) and basic track induction. Once established with the new companies, they will be able to take additional training and move through the ranks to become supervisors and team leaders. " 'Get on Track', which also runs a similar Bus Driver initiative, is about to start the second round of courses, which will see another 38 MG Rover workers embark on a new career in the rail industry.*

#### **Key Challenges for Birmingham and Solihull:**

- Improve the basic skills and first Level 2 achievement of Birmingham and Solihull employees through the successful implementation of the Train to Gain programme.
- Ensure FE Colleges and training providers in Birmingham and Solihull engage employers on a sector basis and particularly to meet the needs identified in Sector Skills Agreements.
- Increase the number of people in Birmingham and Solihull with higher level qualifications, particularly at Level 3 and progressing to Level 4 to meet the needs of employers.
- Encourage more Birmingham and Solihull employers to invest in training and workforce development.

### **National Priority Three: Transforming the learning and skills sector through agenda for change**

The introduction of a more sophisticated analysis of provision has enabled the LSC and colleges in particular to understand the extent that current provision is matched to need, and the ongoing strategic area reviews have led to the rationalisation of provision or development in new areas of demand. Lead vocational specialisms have been agreed for individual colleges within a structure linked to a development programme leading to the achievement of Centre of Vocational Excellence (CoVE) status.

Reviews of the 2005-08 provider development plans and analysis of the first OFSTED/ALI inspection cycle shows that the achievement and success rates of learners have improved, but many providers have a “coasting” performance. The recent introduction of the new measures of success is developing a system to assess the value-added and distance travelled by learners as part of the annual performance of providers, and trends will be analysed.

Birmingham and Solihull will continue to develop and embed priorities for success for its providers through effective development planning, self-assessment and the agreement of robust quality improvement indicators eg. Level 2 achievement at 19. This will be evidenced by an improved OFSTED/ALI inspection grading profile within the current inspection cycle.

The LSC will continue to work in close partnership with the two Local Authorities and Connexions to develop the thirteen 14-19 Collegiates, Early in Spring 2006, it will conduct a review of the Collegiates to evaluate their level of development, contribution to 14-19 provision, funding and management. Quality Improvement developments for the Collegiates will be through the continued embedding of the collegiate quality framework, collegiate performance targets and joint development planning. The LSC working with partners will investigate and pilot collaborative funding models to support the sustainability of the Collegiates.

<b>Key Challenges for Birmingham and Solihull:</b>
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- |   |
|---|
| <ul style="list-style-type: none"><li>• Implement Agenda for Change and Priorities for Success in Birmingham and Solihull.</li><li>• Continue to improve the learning infrastructure in Birmingham and Solihull</li></ul> |
|---|

### **National Priority Four: Strengthen the role of the LSC in economic development so that we provide the skills to help individuals into jobs**

Birmingham and Solihull LSC continues to play a major role in partnerships seeking to address high levels of unemployment. The Employment Strategy Group, a sub-group of the Local Strategic Partnership, provides a co-ordinated approach to addressing unemployment. The LSC with its partners has integrated its objectives into Block 4 of the Local Area Agreement (LAA) for Birmingham. As a consequence a commitment has been made to achieving two outcomes:

- A narrowing of the gap in the employment rate between Birmingham and the UK and for priority disadvantaged groups and areas;
- An improvement in the skills of the local workforce and potential workforce to better meet the emerging needs of the Birmingham economy.

The wards with low levels of employment (identified on page 10) have been designated as priority wards. The LSC is the lead agency in the achievement of key targets for skills in these wards related to achieving improvements in the employment rate:

Indicator	Baseline	Target	
Number of working age adults achieving a basic skills qualification	2003/04 2980 achievers	2004/05 3,576 2005/06 4,291 2006/07 5,149 2007/08 6,179 2008/09 7,415	Targets set at 20% increase per annum in achievements of qualifications.
Number of working age adults achieving a Level 2 qualification	2003/04 5173 achievers	2004/05 5,432 2005/06 5,703 2006/07 5,988 2007/08 6,288 2008/09 6,602	Targets set at 5% increase per annum in achievements of qualifications.
Number of working age adults achieving a Level 3 qualification	2003/04 3517 achievers	2004/05 3,623 2005/06 3,731 2006/07 3,843 2007/08 3,958 2008/09 4,077	Targets set at 3% increase per annum in achievements of qualifications.

The achievement of these targets will need to be supported by the two Regeneration Zones covering the Birmingham and Solihull sub-region and smaller more localised area based initiatives (e.g. New Deal for Communities) and recent initiatives, such as Fair Cities. The LSC is again a partner in these programmes, often playing a lead managing agent role or thematic lead for education, skills and employability.

The LSC has played a significant role in the alignment of the Zone's funding to support the development of the infra-structure for learning and the provision of learning support in areas of low provision and greatest client need.

Development	Area	Regen Zone/ABI Funding	LSC Capital Funding
1. South Birmingham Construction Centre	Bordesley Green	EBNS Zone £3,250,000	£13,265,242
2. Muath Welfare Trust	Sparkhill, Sparkbrook	EBNS Zone £1,900,000 ERDF £1,900,00	
3. North Solihull Learning Village	North Solihull	EBNS Zone £2,200,000	£2,693,196
4. Aston Academy	Aston	ERDF £1,548,000	£941,000
5. Small Heath Academy	Small Heath	EBNS Zone £900,000 Sure Start £680,000 ERDF £1,250,000	£488,736
6. Sparkhill Adult Education Centre	Sparkbrook		£754,720

Zone funding is also delivering learning hours. However, the present availability of capital funding means that it is important that discretionary revenue spending of the LSC is targeted at key spatial priority areas and to align wherever possible with Zone Capital Funding. This is particularly the case with LSC European Social Fund Co-financing. ESF is a major tool in the LSC's role in economic development. To date it has delivered:-

### ESF Outcomes

Outcomes	Total
Basic Skills Qualifications	2,660
Progression to NVQ	26
Level 1	436
Level 2	1,015
Level 3	629
Achievement of NVQ units 2,3 and 4	170
Jobs	1,323

Source: LSC Administration Data

In the last year of the present ESF prospectus increased spatial targeting of funding will be carried out in forthcoming commissioning.

### Skills for Life enrolments

	Total	Cumulative
2000/01	14,533	14,533
2001/02	21,356	35,889
2002/03	20,139	56,028
2003/04	26,713	82,741
2004/05 (to date)	16,082	98,823

Source: LSC ILR Data 2004/05, FO5

### Skills for life qualifications

	Counting towards National Target	
	Annual Total	Cumulative
2000/01	7,595	7,595
2001/02	8,009	15,604
2002/03	8,358	23,962
2003/04	11,560	35,522
2004/05 (to date)	5,679	41,201
Target to 2007		36,007
% achieved		114

Source: LSC ILR Data 2004/05, FO5

Birmingham & Solihull exceeded the 2004 Skills for Life target, achieving 125% by 2004. Current trends indicate that the 2007 target of 36,007 will also be exceeded, as 41,201 qualifications have been achieved to date, 114% of the 2007 target.

## Case Study: Regeneration Project – the SRB 5 Programme

*Birmingham & Solihull LSC was a partner in the original group that designed the SRB5 programme and has been central to the activity, managing the Training and Education Theme and being responsible for delivering the related outputs. The Dell Meadow Centre, in Druids Heath, used to be the deserted nursery attached to The Oaks Primary School. The SRB 5 project rebuilt the nursery inside the school building and refurbished the old nursery as a Family Support and learning Centre.*

*In addition to the management staff located there by the college, the Centre houses three Parent Partnership and four Community Link Workers. These Workers are working effectively in the Community, creating interest in the Centre, and bringing in centre-users. A training programme, the OCN-accredited Community Family Worker course (Paraprofessionals), is made available for them and there is evidence that the personal development of the individuals concerned is substantial.*

*A range of services that are related to Family Support are provided in and from the Centre. South Birmingham College has been successful in promoting courses both in the Centre and in other local venues. Apart from this, numerous agencies operate in and from the Centre some having staff based in the building. The Centre has been successful in providing a wide range of local services, with some 14 different organisations currently operating from the premises. A childcare facility was incorporated into the design of the Centre which now links to the established Children's Centre at the Little Bells Neighbourhood Nursery. Some of the activities provided by the Centre relate to access to employment. Advice sessions are available, and projects/courses such as NVQ Childcare and the Community Family Worker course (Paraprofessionals) can lead to progression in terms of both employment and more advanced training. A particular initiative when the Centre first opened, to recruit staff for a newly built Sainsbury store, which operated from the Centre, led to 88 people finding work.*

### **Key Challenges for Birmingham and Solihull:**

- Through the Local Area Agreements and City Region Developments, improve the economic activity and employability of identified underachieving client groups and in particular areas of Birmingham and Solihull.
- Ensure that LSC learning & skills priorities are embedded in local regeneration programmes.
- Increase participation and achievement of Birmingham and Solihull residents in Skills for Life to enhance and improve lifelong employability.
- Address the challenges of the demographic changes in Birmingham and Solihull for key sectors e.g. manufacturing and for key client groups.

### **National Priority Five: Improve the skills of workers who are delivering the public services**

The Public Service sector is a major local employer in Birmingham and Solihull, employing around 175,000 people across Public Administration, Defence, Education and Health and Social Work. This combined workforce accounts for approximately 25% of all employees in Birmingham and Solihull. Both Education and Health are forecast to increase by about 6,000 employees for each sector by 2014, with replacement demand in the area of Public Administration and Defence being around 10,000 in the same period.

The Government's Public Service Reform Agenda will cause a significant shift in skills requirements across the sector. Employees in public service will increasingly be expected to deliver services suited to 21 Century requirements and which offer more choice, higher standards, more flexibility and the capacity to deliver a range of solutions to complex problems.

The sector's profile for 2004 shows that 65% of the workforce is qualified at Level 3 or above whilst 6% (more than 10,000 people) have no qualifications. Forecasts to 2014 indicate that sector will require 78% of its workforce (including replacement demand) to be qualified at Level 3 or above with capacity to offer opportunities to those with no skills reduced to 1% (less than 2,000) people. The effect of this is clear – that fewer people with little or no skills will be able to secure employment in this sector. In order to ensure people have access to opportunities they are likely to require, as a minimum, a level 2 qualification.

Through the work of the Public Service Compact partnership of 28 employers, some critical issues for the sector have been identified. An ageing workforce, coupled with the changes in local demographics outlined elsewhere, mean that recruitment of staff with the right qualifications is becoming increasingly difficult. The Compact has been working with employers to raise and improve the profile of working in the sector. Programmes such as the Diploma in Public Service Leadership and the Apprenticeship in Public Service Administration have demonstrated that joint working to develop programmes which fit the needs of employers can be very successful. Employers and providers recognise there is much more work to be done, particularly in the area of recruitment from ethnic minority communities and new approaches to this issue will be supported through the Local Area Agreement.

### **Case Study: Public Services Compact**

*The Public Service Compact is a local partnership of employers in the Public Service sector in Birmingham and Solihull. Over the past two years the Partnership has been working together to look at Apprenticeships within the sector. Attracting and recruiting young people into public service are key issues for the sector. Current profiles suggest that around 45% of the sector's employees are aged 40 or over, whilst less than 6% are aged under 24. The Public Service Compact recently undertook a study into the perceptions that young people have of Public Service. The full report of this work is available at [www.publicservicecompact.org](http://www.publicservicecompact.org). One young person described work in Public Service as "boring and looked down on, and there is not a wide variety of jobs" whilst another felt that there is "Loads of paperwork, loads of hours and they don't get a lot of respect".*

*During 2004/05 the Public Service Compact hosted a series of meetings for providers and employers which explored, in some detail, delivery of apprenticeships within the public service sector and engagement in the programme by employers. Employer's feedback on apprentices ranged from no experience to very positive experiences with current arrangements. A working group was established which identified that the Public Service sector had potentially a significant range of roles that could be undertaken as Apprenticeships. It was agreed that initially, **administrative** roles, which were generic across a wide range of employers, would be an appropriate area to investigate employers needs more specifically. One of the key areas identified by employers in terms of skill competencies required included, "underpinning knowledge that is transferable which raises knowledge and understanding of the sector as a whole." Specific areas identified were: understanding the changing demographics and economic drivers for Birmingham and Solihull; understanding finance in a Public Service context; the importance of understanding and responding to the needs of local communities; and understanding the role of other organisations delivering Public Service and how they integrate with each other.*

*The outcome of the initial work has concluded that the current framework for Business Administration delivered many of the competencies that employers are looking for. However the whole framework required "contextualisation" as would the learning and support materials to ensure that they are relevant and appropriate to a Public Service sector environment. Moreover, it was recognised that the "missing" elements included underpinning knowledge that is sector specific and specific to working in the sector within the sub-region of Birmingham and Solihull. Of particular*

relevance would be learning around the Changing Face of Birmingham, the economic diversity of the area, regeneration and cultural diversity. In response the Public Service Compact has developed an Apprenticeship in Public Service Administration, targeting 16-24 year olds who currently work in, or wish to join, the Public Service sector. The Apprenticeship has been designed by Public Service employers to ultimately ensure the future of the service is secured by maximising training opportunities and encouraging more young people into the sector. Great interest has been shown across the region for the Apprenticeship, not just with the Public Service Compact partners but other Public Service employers. A first cohort of 20 learners started in September 2005 and a further cohort of 20 is expected to start the programme early in 2006.

### Key Challenges for Birmingham and Solihull:

Through the Public Services Compact:

- Engage Public Service employers to undertake training & development through the Train to Gain programme with particular reference to basic skills and first Level 2 achievements.
- Encourage and facilitate Public Service employers to identify joint opportunities for investment in skills & development.
- Encourage and facilitate Further Education Colleges and Work based Learning Providers to identify joint opportunities for delivery to public service employees.
- Address recruitment issues & skills levels within the public service sector and continue to increase the diversity of the public service workforce.

### National Priority Six: Strengthen the capacity of the LSC to lead change nationally, regionally and locally

#### Key Challenges for Birmingham and Solihull:

- Through regional and local partnership activities, influence the development of new initiatives that progress the learning and skills agenda.
- Partnership in the context of new initiatives e.g. Local Area Agreements, City Regions.
- Ensure Birmingham and Solihull LSC maintains its position as the lead organisation on learning and skills.
- Seek to influence available funding in order to focus activity on identified learning and skills priorities
- Continue to develop the LSC as an exemplar organisation on Equality and Diversity practices for its own workforce.

### Birmingham & Solihull: Skills Priority and Provision Analysis Matrix 2004/05

Under 19	High		Medium		Low		Total	
	Budget	Enrol	Budget	Enrol	Budget	Enrol	Budget	Enrol
Likely to contribute	£27,154,520 (90%)	35,322 (84%)	£18,174,618 (96%)	17,728 (96%)	£8,579,739 (92%)	10,656 (44%)	£53,908,877 (92%)	63,706 (75%)
Potential to contribute	£2,352,034 (8%)	4,124 (10%)	£611,674 (3%)	694 (4%)	£618,629 (7%)	12,178 (50%)	£3,582,337 (6%)	16,996 (20%)
No longer eligible for LSC funding	£507,963 (2%)	2,389 (6%)	£10,240 (1%)	44 (*)	£113,029 (1%)	1,419 (6%)	£631,232 (2%)	3,852 (5%)



Total	30,014,517	41,835	18,796,532	18,466	9,311,397	24,253	58,122,446	84,554
<b>19 and over</b>	<b>Budget</b>	<b>Enrol</b>	<b>Budget</b>	<b>Enrol</b>	<b>Budget</b>	<b>Enrol</b>	<b>Budget</b>	<b>Enrol</b>
Likely to contribute	£36,589,487 (59%)	65,423 (52%)	£7,559,348 (67%)	13,219 (74%)	£5,762,983 (56%)	8,049 (23%)	£49,911,818 (60%)	86,691 (48%)
Potential to contribute	£19,592,366 (31%)	41,928 (33%)	£3,528,013 (31%)	3,918 (22%)	£3,593,887 (35%)	14,963 (43%)	£26,714,266 (32%)	60,809 (34%)
No longer eligible for LSC funding	£4,087,965 (9%)	18,948 (15%)	£165,404 (2%)	630 (4%)	£807,478 (8%)	11,682 (34%)	£5,060,847 (8%)	31,260 (17%)
Total	£60,269,818	126,299	£11,252,765	17,767	£10,164,348	34,694	£81,686,931	178,760

**Under 19:** In 2004/05 75% of enrolments and 92% of budget was in provision likely to contribute to LSC targets and/or priorities. However, of this 55% enrolments and 49% budget is in High Skills Priority provision.

**19 and over:** 48% of enrolments and 60% of budget was in provision likely to contribute to LSC targets and/or priorities. Of this, 75% enrolments and 73% of budget is in High Skills Priority provision.

**All provision :** 60% of enrolments and 73% of funding was in provision likely to contribute to LSC targets and/or priorities. Of this 65% of enrolments and 61% of budget is in High Skills Priority provision.

The rolling development planning and review process with providers will ensure that more enrolments and budgets continue to shift towards priority sectors and provision that meets the National Qualifications Framework (NQF).

**Franchising:** In 2004/05, 12.4% of enrolments (2.9% of 16-18 enrolments and 16.7 % of 19+ enrolments) were from franchised provision i.e. provision delivered by a partner, franchised on a community basis without discount or franchised to private sector training organisations. There has been a decrease of 0.12 percentage points since 2003/04. However, this is still above the regional average of 10.5% and needs to decrease further.

**Other Provision:** Other Provision enrolments i.e. externally or internally accredited or non-certificated accounted for 42% of total enrolments in 2004/05. The figure for 16-18 enrolments is 24% and 50% for learners aged 19 and over. These enrolments have reducing significantly during the past two years, from 56% in 2002/03 and 47% in 2003/04, but there is still a need to decrease further.

## The key changes needed

In order to respond effectively to the national and regional priorities and the challenges identified for Birmingham and Solihull the following key changes will be needed in the balance and mix of provision:

### 1. FE/ Other Provision/Franchising

1.1 Prioritise FE adult funding on full Level 2, particularly in the priority employment sectors for Birmingham and Solihull, and link this provision more closely into targeted areas of high unemployment and low skills.

#### Adult Level 2 Enrolments and Funding

	Adults Level 2 2004/05		2006/07 target
	Enrolments	Funding	Enrolments
Construction, Planning and the Built Environment	1,046	£1,614,859	TBA Including OSAT
Engineering and Manufacturing Technologies	1,344	£1,274,079	TBA including BIT NVQ
Health, Public Services and Care	8,813	£3,291,552	TBA Including school support staff
Retail, Hospitality, Tourism and Leisure	2,808	£2,007,257	TBA
Business & Professional Services	7,772	£3,524,477	TBA including ITQ
Craft, Creative, Arts & Design	742	£532,462	TBA

### 1.2 Continue to reduce 'other' provision

Other Provision i.e. externally accredited, internally accredited or non-certificated

	2003/04	2004/05	2006/07 target
<b>16-18</b>			
Enrolments	22,721 (26.1%)	20,696 (24.4%)	15%
<b>19+</b>			
Enrolments	102,666 (56.7%)	89,337 (49.9%)	30%
<b>Total</b>			
Enrolments	125,387 (46.8%)	110,333 (41.8%)	20%

Source: LSC Corporate Reports

### 1.3 Continue to reduce partnership and franchised provision

#### Partnership and Franchised provision

	2002/03	2003/04	2004/05	2006/07 target
<b>16-18</b>				
Funding	£6,633,889 (12.48%)	£9,541,501 (15.5%)	£11,285,960 (16.67%)	12%
<b>19+</b>				
Funding	£15,807,094 (19.33%)	£14,886,985 (17.97%)	£17,624,447 (21.53%)	18%
<b>Total</b>				
Funding	£22,440,983 (16.63%)	£24,428,486 (16.91%)	£28,910,407 (19,33%)	16%

Source: LSC Corporate Reports

## 2. 14-19 Level 1 and Level 2

**2.1** Improve achievement of Level 2 at 19 and focus particularly on wards where there are lowest levels of participation and achievement.

Current position: In 2003/04, 63% of young people had achieved NVQ Level 2 by age 19. The target for 2005/06 is 66% and 68% by 2006/07.

**2.2** Target funding for Skills for Life provision towards accredited qualifications that contribute towards the target.

Current position 2004/05	55%
Target for 2006/07	60%
Target for 2007/08	80%

**2.3** Reduce volumes of Level 1 provision for 16-18 year olds where there is no clear progression to Level 2

## 3. 14-19 Implementation Plan

**3.1** In partnership with the two Local Authorities, lead the delivery of the national 14-19 implementation plan to increase 14-19 choice, participation, achievement and progression at all levels

## 4. Quality

**4.1** Improve quality and success rates in priority sectors particularly Construction and Business/Professional Services.

### FE Success rates by priority sector

	2004/05		2006/07 target	
	16-18	19+	16-18	19+
Construction, Planning and the Built Environment	45%	57%	47%	59%
Engineering and manufacturing technologies	57%	77%	59%	79%
Health, Public Services and Care	72%	80%	74%	82%

Retail, Hospitality, Tourism & Leisure	62%	63%	64%	65%
Business & Professional Services	58%	53%	60%	62%

Source: LSC Corporate Reports

**4.2** Agree differential improvement indicators where provision is below floor targets to ensure Priorities for Success are achieved.

## 5. Partnership

**5.1** Change partnership working arrangements and systems to achieve further integration of employment and skills through vehicles such as Local Area Agreements, with alignment and pooling of funding to achieve joint targets.

Indicator	2004/05	2006/07 target
Number of working age adults achieving a basic skills qualification	3,576	5,149
Number of working age adults achieving a Level 2 qualification	5,432	5,988
Number of working age adults achieving a Level 3 qualification	3,623	3,843

## 6. Skills/specialisation

**6.1** Ensure specialist provision through CoVEs and specialist providers drive forward Level 2 and Level 3 achievement through targeted funding, focusing on sector priorities particularly those identified through Sector Skills Agreements. Train to Gain and Level 3 trials will be used to support this change in progression and achievement.

Priority sector	CoVE/specialism	Provider	L2 and L3 enrolments 2004/05
Construction/Built environment	Construction Centre – specialism	South Birmingham College	L2 906 L3 213
Engineering and Manufacturing	Integrated Manufacturing Technology – CoVE	Sutton Coldfield College	L2 314 L3 90
	Electrical Services (Construction and Engineering) – CoVE	City College	L2 123 L3 86
	Motor Vehicle Technology – specialism	City College	L2 203 L3 76
Health, Public Services and Care	Adult Care Partnership – CoVE	Bournville College; Josiah Mason College; Solihull College	L2 451 L3 242

	Vocational Medical Sciences CoVE	Matthew Boulton College	L2 400 L3 1,025
	Childcare Training – CoVE	South Birmingham College	L2 309 L3 436
Business and Professional Services	Centre for Business Education in Birmingham - CoVE	Josiah Mason College; Sutton Coldfield College; Bournville College; Matthew Boulton College	L2 1,169 L3 1,101
Retail	Regional Retail Academy – CoVE	Solihull College	L2 227 L3 36
Hospitality, Sport and Leisure	Catering and Hospitality – CoVE	Birmingham College of Food	L2 L3
	Hair Beauty and Complementary Therapies – CoVE	Birmingham College of Food	L2 L3
Creative Industries	Print Media and Design – CoVE	Matthew Boulton College	L2 92 L3 121

Source: LSC Monitoring Data

### Full Level 2 and Level 3 Success Rates

	2004/05		2006/07 Target	
	Starts	Success Rate	Starts	Success Rate
<b>16-18</b>				
Level 2 (FE)	3,081	53%	3,509	62%
Level 2 (WBL)	1,704	28%	1,922	41%
Level 3 (FE)	7,644	49%	9,055	66%
Level 3 (WBL)	538	14%	596	26%
<b>19+</b>				
Level 2 (FE)	6,559	59%	5,956	61%
Level 2 (WBL)	1,190	32%	1,451	41%
Level 3 (FE)	3,350	54%	6,354	59%
Level 3 (WBL)	719	18%	859	32%

Source: LSC Corporate Reports

## Sector Skill Agreements (SSAs)

The LSC's commitment within the SSAs is to ensure that the provision purchased addresses the skills priorities within the Agreements. The following priority qualifications/areas have been identified:

- OSAT
- Business Improvement Techniques
- ITQ
- School support staff

### 1. Construction Skills

The On site Assessment and Training (OSAT) delivery model for construction provision has been one of the most successful sector pilots. National funding will not continue beyond September 2006 and OSAT delivery now needs to be incorporated into mainstream provision. The figures identified below are the Construction Skills projections for the number of workers requiring an NVQ L2 within the region.

	2006/2007	2007/2008	2008/2009	2009/2010
W. Midlands	3,214	4,046	3,503	3,503

### 2. SEMTA

UK companies lag behind competitors on the implementation of lean manufacturing and high performance working particularly SMEs. SEMTA have identified the Business Improvement Techniques (BIT) NVQ as a key qualification in their Agreement which will progressively replace the NVQs in Performing Engineering Manufacture. The figures identified below are the projections for the number of employees requiring an NVQ L2 & L3 within the region over the coming year.

Region	L2	L3
W. Midlands	10,800	1,350

### 3. E- Skills

The SSA priorities focus on NVQ L2 and above for IT users and L3 and above for IT professionals delivered through ITQ. This provides a highly flexible framework to enable individuals to achieve a qualification. It is intended that ITQ will replace all IT User qualifications by September 2006. The target ITQ is for 750,000 ITQ by 2008 and the regional target is shown below.

Region	06/07	07/08
W. Midlands	17,600	22,400

### 4. Additional Priorities – School Support Staff

School support staff work across a number of occupational areas, often with multiple roles. Job roles include administrators, teaching assistants, technicians and pupil supervisors.

The figures identified below are the sector's projections for the number of employees requiring an NVQ L2 within the region over the next two years 06/07 & 07/08.

Region	06/07	07/08
W. Midlands	1550	1550



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)	In-year achievement / Volume (%)				Volumes of learners	In-year achievements (volume)	In-year achievement / Volume (%)				Volumes of learners	In-year achievements (volume)	In-year achievement / Volume (%)				
FE Total Learners	24380					£71,294,407	24796					£76,223,738	25830						£79,932,111
<i>of which</i>																			
Learners on Skills for Life target qualifications	6786	3729	55.0%				7326	4481	61.2%				8117	5160	63.6%				
Learners on a full level 2 qualification	3428	2054	59.9%				3963	2574	65.0%				4199	2681	63.8%				
Learners on a full level 3 qualification	9177	3405	37.1%				9959	3805	38.2%				10399	4272	41.1%				
School sixth form	0					£0	0					£0	0						£0
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AIL (%)				12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AIL (%)				12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AIL (%)				
WBL Total Learners	2244					£8,178,921	2203					£4,450,014	2522						£8,662,541
<i>of which</i>																			
Learners on an Apprenticeship	1704	483	28.3%				1734	620	35.8%				1922	780	40.6%				
Learners on an Advanced Apprenticeship	538	75	13.9%				469	110	23.5%				596	155	26.0%				
Entry to employment	Learners					Learners					Learners								
	Volumes (starts)	Numbers in learning	Average length of stay (weeks)	Positive destinations		Volumes (starts)	Numbers in learning	Average length of stay (weeks)	Positive destinations		Volumes (starts)	Numbers in learning	Average length of stay (weeks)	Positive destinations					
All E2E	1368	2316	17.8	595		£7,357,099	1424	2268	15.7	764		£5,933,383	1883	2539	16.3	937		£6,544,004	

Summary of Adults (19+)	2004/05						2005/06						2006/07						
	Learners					Funding £	Learners					Funding £	Learners					Funding £	
	Volumes of learners	In-year achievements (volume)	In-year achievement / Volume (%)				Volumes of learners	In-year achievements (volume)	In-year achievement / Volume (%)				Volumes of learners	In-year achievements (volume)	In-year achievement / Volume (%)				
FE Total Learners	112739					£87,306,973	113485					£88,654,009	115392						£87,165,843
<i>of which</i>																			
Learners on Skills for Life target qualifications	7070	6960	98.4%				6257	7180	114.8%				7231	4096	56.6%				
Learners on a full level 2 qualification	7151	3951	55.3%				6496	3896	60.0%				6774	4094	60.4%				
Learners on a full level 3 qualification	4766	2159	45.3%				5588	3058	54.7%				6091	3406	55.9%				
Adult & Community Learning	14723					£5,912,631	14564					£6,642,249	14348						£6,077,943
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AIL (%)				12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AIL (%)				12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AIL (%)				
WBL Total Learners	1933					£4,715,158	2232					£2,914,172	2593						£4,061,578
<i>of which</i>																			
Learners on an Apprenticeship	1190	376	31.6%				1261	473	37.5%				1451	593	40.9%				
Learners on an Advanced Apprenticeship	719	132	18.4%				781	208	26.6%				859	270	31.4%				
Learners on Skills for Life target qualifications (ALL AGES)	1312	559	42.6%				1365	770	56.4%				1618	1038	64.2%				
ETP/NETP	Volumes of learners	In-year achievements (volume)	In-year achievement / Volume (%)				Volumes of learners	In-year achievements (volume)	In-year achievement / Volume (%)				Volumes of learners	In-year achievements (volume)	In-year achievement / Volume (%)				
	2000	741	37.1%				2713	1513	55.8%				4081	2382	58.4%				



Summary of Other	2004/05		
	Learners		
	Volumes of learners	In-year achievements (volume)	In-year achievement / Volume (%)
Discrete* activity, eg fully ESF, and LIDF funded provision	8,817	2,585	29.3%

2005/06		
Learners		
Volumes of learners	In-year achievements (volume)	In-year achievement / Volume (%)
6,825	3,029	44.4%

2006/07		
Learners		
Volumes of learners	In-year achievements (volume)	In-year achievement / Volume (%)
6,648	2,386	35.9%

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administrati on	Other Programme Budgets
2004/05	£170,707,600	£14,437,838	£7,473,570	£40,659,760	£5,328,298	£6,198,230	£7,603,570	£1,130,340	£3,458,863	£17,668,830
2005-06	£174,099,008	£13,500,000	£7,000,000	£41,723,000	£5,833,000	£6,910,000	£8,172,000	£1,636,000	£3,494,000	£15,026,000
2006-07	£0	£0	£0	£0	£0	£0	£0	£0	£0	£0

**Notes:**

All budgets are Academic Year budgets.  
This workbook ends at 2006/07.

\*Discrete funded activity - i.e. activity which is solely ESF funded (not co-financed) and is not already included in FE, or any other activity not recorded in the FE, WBL or ACL Toolboxes and not ESF funded, e.g. LIDF or discrete project

## Key actions

<b>National Priority 1: Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.</b>		
Key challenges for Birmingham and Solihull:		
<ul style="list-style-type: none"> <li>- Increase participation, learning pathways, achievement and progression with client groups in identified wards.</li> <li>- Increase participation and achievement in apprenticeships in key vocational sectors.</li> <li>- Improve the strategic fit of local 14-19 provision to priority sectors.</li> </ul>		
	<b>Local actions</b>	<b>Measures of Success</b>
1.1 <b>RP2</b>	Encourage a broad range programmes to improve participation and raise achievement of 14-19 year olds in FE, WBL, SSF and E2E	Total participation increased by 4% to 25,380 in 2006/07.
	Increase the number of young people who gain a level 2 at age 19.	In 2006, 66% of young people in Birmingham and Solihull to achieve Level 2 by age 19 and 69% by 2008.
	Agree through the allocations process, an improved range of Apprenticeships focusing on priority sectors in Birmingham and Solihull	2,518 learners on apprenticeship and advanced apprenticeship programmes 1 280 achievers.  Frameworks achieved with an overall framework achievement of 43% and overall success rate of 55%
	Strengthen the role of E2E to ensure it provides a pre-apprenticeship style offer for those learners requiring it.	Maintain a minimum across all providers of 10% progression from E2E to apprenticeship programmes, especially among Ethnic Minority Learners
	Strengthen links between regeneration areas, Fair Cities and DiverCity to improve participation from minority ethnic groups. Groups	2% increase in the number of minority ethnic learners starting apprenticeships
	Work proactively with Connexions to continue to reduce the proportion of 16-18 young people who are NEET, and the proportion whose situation is not known  Deliver ESF co-financed projects focusing on NEET i.e. NEET into learning, Active Start Plus, Youth Aspire.	NEET reduced to 10% by November 2006, and 9% by November 2007.  Situation not known reduced to 5% by November 2006.  Projects delivered and outcomes agreed
1.2 <b>RP2</b>	Use the 14-19 Partnership Groups to develop the local response to the 14-19 Implementation Plan in Birmingham and	Task groups established to develop the 14-19 strategy and through partnership working contribute to the Local Area Agreements, Joint

	Solihull	Area Reviews, Building Schools for the Future, Collegiate Development and the New Diplomas.
	Work in close partnership with the two Local Authorities and Connexions to continue the development of the thirteen 14-19 Collegiates, monitoring delivery plans, embedding the quality framework and achieving outputs.	Collegiate plans for 2006/07 approved by September 2006.
	Consolidate offer of E2E at Key Stage 4 within collegiate plans and into the proposed Schools Engagement Programme (SEP).	Programme offer made available to collegiates through the local provider network.
	Continuation of apprenticeships at Key Stage 4 in vocational areas not available though young apprenticeships.	Minimum of 30 pupils with places in at least 2 vocational areas. Additional 5 sectors made available to learners not accessing young apprenticeships
	Expand and embed Learner Entitlement Applications Process (LEAP)	LEAP embedded with at least 1 school in each collegiate area.
	Conduct an evaluation of impact of 14-19 collegiates and develop strategy for sustainability as development funding is reduced.	Evaluation completed and Sustainability plans developed and in place by December 2006
1.3 <b>RP1</b>	Produce Area Prospectus explaining learning opportunities for young people in Birmingham & Solihull, incorporating current collegiate web-based information to enable them to make appropriate career choices	Prospectus produced by December 2006.
1.4 <b>RP3</b>	Use 14-19 competitions to develop new capacity where appropriate and target low participation and achievement through collaborative provision.	Statement of Need completed by end June 2006; Bids through the stakeholder panel by December 2006.
1.5 <b>RP3</b>	Establishment of Birmingham, Black Country and Solihull Lifelong Learning Network of FECs, HEIs, Aim higher and key stakeholders to increase vocational progression to Higher Education.	Local Articulation Agreement for credit transfer developed with FE/HE institutions by July 2006, for implementation during 2006/07
1.6 <b>RP2</b>	Manage merger of Josiah Mason and Sutton Coldfield Colleges with the continued development of new facilities, enhanced learner opportunities and collaborative partnerships.	Merger completed by August 2006. Facilities development through ongoing collaborative partnerships.

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

Key challenges for Birmingham and Solihull:

- Improve the basic skills and first Level 2 achievement of Birmingham and Solihull employees through the successful implementation of the Train to Gain programme.
- Ensure FE Colleges and training providers in Birmingham and Solihull engage employers on a sector basis and particularly to meet the needs identified in Sector Skills Agreements.
- Increase the number of people in Birmingham and Solihull with higher level qualifications, particularly at Level 3 and progressing to Level 4 to meet the needs of employers.
- Encourage more Birmingham and Solihull employers to invest in training and workforce development.

	<b>Local actions</b>	<b>Measures of success</b>
2.1 <b>RP3</b>	Use the rolling development planning and review process to ensure we fund provision that is more responsive to employers needs and recognises their contribution to Sector Skills Agreement targets.	<p>882 employers engaged in Employer Training Programme (ETP) locally.</p> <p>6579 employees start on a first full Level 2 qualification through ETP, with 1290 successfully achieving their qualification.</p> <p>108 employees start on a Skills for Life qualification through ETP.</p> <p>Clear targets for Adult Level 2 and 3 qualifications agreed in rolling development plans:</p> <ul style="list-style-type: none"> <li>- BIT qualifications</li> <li>- OSAT qualifications</li> <li>- ITQ qualifications</li> <li>- School support staff qualifications</li> </ul>
2.2 <b>RP3</b>	Develop regional sector specialist networks to bring together CoVES/Specialist providers, Sector Skills Councils and key stakeholders to address sector skills needs.	<p>Specialist provider networks set up for priority sectors including:</p> <ul style="list-style-type: none"> <li>- Construction</li> <li>- Manufacturing/engineering</li> <li>- Business and professional services</li> <li>- Retail, hospitality, Tourism and Leisure</li> <li>- Public Service Sector (including Health and Care)</li> </ul>

2.3 <b>RP3</b>	Support the contribution of sector employer groups for priority sectors locally and/or regionally to consult on strategy, actions and employer engagement and investment in training.	Employer groups/Taskforce supported in : - Retail, Hospitality, Tourism and Leisure - Public Service Sector (including Health and Care) - Business and Professional services
2.4 <b>RP3</b> <b>RP2</b>	Develop and support Level 3 mature apprenticeships through ESF to tackle critical skills gaps	2000 employees start on a full first NVQ Level 3 qualification through Level 3 trials.  500 employees start on a full first NVQ Level 3 qualification through ESF
2.5 <b>RP3</b>	Target support to adults progressing from Level 2 in ETP to Level 3 and 4 qualifications	25% of learners completing ETP (t2g) to progress to Level 3 and 4
2.6 <b>RP4</b>	Work alongside FE Colleges and Work Based Learning providers to review and assess employers investment in training and workforce development and facilitate joint working on delivery for employers in prioritised sectors.	Ongoing delivery as part of the provider contract management process
2.7 <b>RP2</b>	Develop a mechanism to enable learners to contribute their views to the LSC and provider network, to better inform the planning of provision in their local area.	Establishment of a local forum in each LAPG area by June 2007
2.8 <b>RP1</b>	Work with regional skills and data teams to further refine understanding of the skill needs of priority sectors	Sector data communicated internally and through the provider network by October 2006
<b>National Priority 3: Transform the learning and skills sector through agenda for change</b>		
Key challenges for Birmingham and Solihull: - Implement Agenda for Change and Priorities for Success in Birmingham and Solihull. - Continue to improve the learning infrastructure in Birmingham and Solihull.		
	<b>Local actions</b>	<b>Measures of success</b>
3.1	Improve planning and performance by implementing the Business Cycle	Final Local Annual Plan completed and submitted to National Office by

		<p>end May 2006;</p> <p>Provider rolling development plans completed and agreed by end May 2006;</p> <p>Operational Plans developed by each Directorate and performance monitored quarterly.</p>
3.2 <b>LP</b>	Through the alignment of planning and resources, implement robust improvement indicators in providers where provision is considered "poor"	<p>Holistic SARs to required standards produced by providers;</p> <p>Improvement in self-assessment grades and subsequent inspections;</p> <p>Reduction in the number of providers below framework achievement benchmark for their sector of delivery.</p>
3.3 <b>LP</b>	Provide support to Voluntary and Community Sector providers to achieve quality standards PQASSO, Matrix.	Increase of 10% in the number of VCS providers achieving quality standards.
3.4 <b>RP3</b>	Continue to implement the recommendations from Strategic Area Reviews, including the development of delivery strategies.	<p>Childrens' Workforce Review completed by September 2006, and by December 2006 dissemination conference held to publicise findings to stakeholders and agree joint implementation actions.</p> <p>Delivery strategy developed by ICT and Art &amp; Design Planning Groups by June 2006</p>
3.5 <b>RP3</b>	Support NETP and skills brokerage, rollout nationally approved quality mark to providers.	Quality mark in place by September 2006.
3.6 <b>RP4</b>	<p>Implement the funding priorities within <b>Priorities for Success</b>, to fund more 16-18 provision, accredited Skills for Life provision, and Level 2 for adults.</p> <p>Agree targets for all FE providers as a measure of employer responsiveness.</p>	<p>Increased employer investment in Level 3 and Level 4 provision.</p> <p>Fee income targets agreed and monitored through the business cycle.</p>
3.7 <b>RP2</b>	Work regionally to produce draft regional and local capital strategies from 2006 onwards	<p>Birmingham and Solihull Capital strategy completed and approved by local council by June 2006.</p> <p>IN 2006/07 approximately 7 major capital bids submitted for national approval approximately</p>

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

Key challenges for Birmingham and Solihull:

- Through the Local Area Agreements and City Region Developments, improve the economic activity and employability of identified underachieving client groups and in particular areas of Birmingham and Solihull.
- Ensure that LSC learning & skills priorities are embedded in local regeneration programmes.
- Increase participation and achievement of Birmingham and Solihull residents in Skills for Life to enhance and improve lifelong employability.
- Address the challenges of the demographic changes in Birmingham and Solihull for key sectors e.g. manufacturing and for key client groups.

	<b>Local actions</b>	<b>Measures of Success</b>
4.1 <b>RP2</b> <b>RP3</b>	Implement the “Skills for life” action plan, specifically to negotiate and agree with providers to shift the balance to 80% NQF by 2007.	13,459 Skills for Life qualifications delivered by 2007.  Provider plans demonstrate milestones towards 80% target by September 2007.  Increase in percentage of enrolments that count towards a Skills for Life target qualification
4.2 <b>RP2</b>	Target activities on the 11 NRF wards (Aston, Lozells and East Handsworth, Sparkbrook, Washwood Heath, Nechells, Soho, Ladywood, Bordesley Green, Shard End, Kingstanding and Tyburn) to reduce unemployment rate differentials with Birmingham and UK average.	Residents from the 5 wards of highest unemployment gaining employment;  Residents from 11 NRF wards gaining employment;  1.5% reduction in the unemployment differential between the 11 NRF wards and the Birmingham average;  Achievement of floor targets, reduction in unemployment for BMEs, lone parents and those aged 50 and over;
4.3 <b>RP2</b>	Targeted activities to improve skills of residents within the 11 NRF wards, thereby enabling the local workforce and potential workforce to meet the needs of the economy;	5,149 adults of working age achieving basic skills qualifications;  5,988 adults of working age achieving Level 2 and 3,843 achieving Level 3 qualifications;  IAG delivery (Next Steps) to residents from key wards, particularly those without a Level 2 qualification.

4.4 <b>RP2</b>	Commissioning of ESF co-financing to address gaps in provision and meet the needs of identified underachieving groups in the labour market	Spatial targeting of provision; Take-up of provision by identified underachieving groups;
4.5 <b>RP2</b> <b>RP3</b>	Build the capacity of the Voluntary and Community sector capacity to deliver an engagement role and first rung provision within the employment strategy.	Voluntary organisations achieving matrix standard; Refugee voluntary organisations developed to deliver IAG; Enhanced outreach delivery; Improved progression and referral of beneficiaries to accredited learning and employment support provision;
4.6 <b>RP3</b>	Through the Welfare to Workforce development, the Access trials and the Adult Learning option, deliver new deal for skills, ensuring that skills and employability are integrated.	
4.7 <b>RP2</b>	Implementation of Fair Cities Initiative to reduce BME unemployment levels.	Integration of Fair Cities with the Employment Strategy for Birmingham; Adults of working age from identified BME groups accessing training and/or employment in Birmingham.
4.7 <b>RP2</b>	Take forward the new responsibilities for the planning and funding of provision for offenders in custody and in the community	Contracts in place to ensure smooth transition of responsibility from the Home Office to the LSC
4.8 <b>RP4</b>	Implementation of Integrated Employment Plan for Birmingham and Solihull	Establishment of employer panel for Birmingham and Solihull; Completion of Employment Plan by June 2006.
4.9 <b>RP2</b>	Rollout Level 2 entitlement for all adults, by linking to Adult Learning option with Jobcentre Plus	
4.10 <b>RP2</b>	Developmental activities to support learners with learning difficulties and/or disabilities back into training and employment	Integration of activities with Employment Hub development; Increased recruitment of LLDD individuals to major job opportunities



## National Priority 5: Improve the skills of workers who are delivering public services

Key challenges for Birmingham and Solihull:

Through the Public Services Compact:

- Engage Public Service employers to undertake training & development through the Train to Gain programme with particular reference to basic skills and first Level 2 achievements.
- Encourage and facilitate Public Service employers to identify joint opportunities for investment in skills & development.
- Encourage and facilitate Further Education Colleges and Work based Learning Providers to identify joint opportunities for delivery to public service employees.
- Address recruitment issues & skills levels within the public service sector and continue to increase the diversity of the public service workforce.

	Local actions	Measures of success
5.1 RP2 RP3	Continue development of Public Service Compact to engage employers and coordinate recruitment from under-represented groups, with a particular emphasis on age and ethnicity.	Increase membership of Compact by 10% to 30 organisations. 500 public service jobs to be filled. Public Service Compact engaged in the delivery of 5 employability programmes. 10 recruitment events.
5.2 RP3	Support the roll out of NETP by working with local employers, brokers and providers.	1000 Level 2 qualifications achieved. 200 Skills for Life qualifications achieved.
5.3 RP2 RP3	Support the delivery of priorities and targets in relation to the Public Services Sector, focusing on local employment and regeneration	Measures of success outlined under National Priority 4
5.4 RP2 RP3	Work with employers, providers and range of Sector Skills Councils relevant to public services to identify joint opportunities for learning and investing in learning across the sector and where appropriate across geographical boundaries.	40 Diploma in Public Service Leadership 50 Apprentices 50 exchanges for individuals between organisations
5.5 RP1 RP4	Work with key stakeholders to deliver the Strategic Area Review of Children's Workforce Training Provision	Review completed by September 2006. Dissemination conference held to publicise findings to stakeholders by December 2006. Joint implementation plan agreed. Ensure National strategy is reflected at a local level in the review and

		implementation plan.
5.6 <b>RP3</b>	Develop a local demand-led delivery plan by working with key providers in Birmingham & Solihull who work with public service employers.	Establish specialist network of public service sector providers and develop action plan.
<b>National Priority 6: Strengthen the capacity of the LSC to lead change nationally, regionally and locally</b>		
Key challenges for Birmingham and Solihull:		
<ul style="list-style-type: none"> <li>• Through regional and local partnership activities, influence the development of new initiatives that progress the learning and skills agenda.</li> <li>• Partnership in the context of new initiatives e.g. Local Area Agreements, City Regions.</li> <li>• Ensure Birmingham and Solihull LSC maintains its position as the lead organisation on learning and skills.</li> <li>• Seek to influence available funding in order to focus activity on identified learning and skills priorities</li> <li>• Continue to develop the LSC as an exemplar organisation on Equality and Diversity practices for its own workforce.</li> </ul>		
	<b>Local actions</b>	<b>Measures of success</b>
6.1 <b>RP3</b>	Develop new Partnership Teams to deliver first class leadership and management, supported by new business processes through Agenda for Change Theme 7.	Partnership Teams developed by September 2006
6.2 <b>RP3</b>	Implement the Race Equality Scheme locally.  Provide race equality support to the LSC and providers through the Birmingham Race Action Partnership	Race Equality Scheme implemented.  Support continued during 2006/07.
6.3	Agree challenging Equality and Diversity Impact Measures (EDIMS) with providers, and ensure that Equality and Diversity is embedded in all LSC programmes and functions.	Targets and improvement measures set by September 2006.
6.4 <b>RP3</b>	Continue to position the Skills and Employment agenda as a major driver in the overall City Region strategy	Integrated employment and skills strategy developed by ???  Employer driven employment programme developed to provide training and employment opportunities for disadvantaged groups and communities across the city region.
6.5 <b>RP3</b>	Continue to work in partnership with Birmingham City Council in developing the	

	2006-2009 Local Area Agreement (LAA) Work in partnership with Solihull Metropolitan Borough Council in developing the Local Area Agreement (LAA)	
6.6 <b>RP1</b>	Develop local recognition as the authoritative source of data and intelligence on the supply and demand of skills	Up-to-date skills supply and demand data produced by the LSC reflected in the plans of local partners.

## **Our Delivery Resources**

### **Partnership Working**

Excellent inter agency partnerships are now well established with learning and skills and the LSC's role fully integrated into all aspects of employment, business support, economic development and regeneration. Examples of the trust and confidence of partners in the LSC is our leadership role in the development of the Public Service Compact and the pivotal role we have played in the shaping of the Fair Cities initiative. The depth and maturity of partnership working are also reflected in a range of joint implementation strategies e.g. Employment Strategy, involving substantial pooling of resources and budgets.

A selection of key local partners:

Advantage West Midlands

Government Office for the West Midlands

Job Centre Plus

Connexions

Business Link

Birmingham City Council and Solihull Metropolitan Borough Council

### **City Region**

The City Region work in the West Midlands brings together 7 local authorities including Birmingham and Solihull with key stakeholders including the West Midlands Regional Assembly, the Local Government Association, Advantage West Midlands, JobCentre Plus and the Learning and Skills Council. A City Region is essentially about the economic, social and environmental reach of a core city into its district.

Birmingham and Solihull, Coventry and the Black Country LSCs have taken an active role to position the skills and employment agenda as a major driver in the overall City Region strategy. Aligning the work with the Local Area Agreement plans, it aims to develop an integrated employment and skills strategy and close the employment and inactivity gap between the most deprived communities and the rest of the City Region. With the planned development of a City Region Skills and Employment Board, the LSC with Jobcentre Plus and other key partners, plan to implement an "employer driven" employment programme to provide training and employment opportunities for those in the most disadvantaged groups and communities across the City Region.

### **European Social Fund**

The six Learning and Skills Councils in the West Midlands have joined together for the first time to manage the UK's first regional co-financing scheme to deliver the European Social Fund (ESF). During 2006/7 we will seek to procure activity worth approximately £60m across the region. This funding will be used to address both regional and local skills issues.

ESF focuses on improving people's skills and employment opportunities. It is aimed at helping three key groups:

- Social minorities and excluded groups – including, helping long term unemployed, people with disabilities, ethnic minorities’, ex-offenders and people lacking basic skills needed to get a job.
- Businesses – helping to boost workforce productivity and the West Midlands economy by supporting the Regional Skills Partnership aim to develop a highly and appropriately skilled workforce.
- Local communities – helping to cut unemployment and benefit claims, upskilling communities and helping them to become more sustainable in the long term.

## **Local Council**

Birmingham & Solihull’s Council members have been directly involved in the development of this plan. The role of the Council members in championing individual areas of work (eg chairing Employer Task Forces) has contributed significantly to the development of our plan. They will in turn play an important role in its dissemination through our partnership networks.

Over the next 12 months, our Council Sub-Boards will use the key policy objectives from the 14-19 and Skills White Papers as the template against which to review and develop the next plan. The intention is to strengthen the involvement of stakeholders in the process by co-opting key partner representatives (e.g. employers, voluntary/community sector representatives’ institutional heads) onto the Sub-Boards.

## **Engagement with College Corporations**

We have engaged with college corporations directly in matters concerning mergers, feedback from inspections and subsequent requirements of post inspection action plans. Chairs of Corporations are also invited to strategic briefings. In addition, we have attended college corporation away days and residentials, at their request, to give an LSC input.

We are currently reviewing our mechanisms for engagement with colleges and corporations, and we are proposing to introduce regular joint meetings of the Local Office leadership team with college principals and chairs.

## **Equality and Diversity**

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

Birmingham and Solihull LSC has six local Equality and Diversity Impact Measures (EDIMs) as follows:

1. To address gender, ethnicity, age and disability participation imbalances in participation in learning;
2. To improve FE gaps in achievement between different ethnic groups at Level 2 and 3, for learners aged 16-18 and 19+;

3. To ensure that employees from different ethnic groups, age, disability and gender access all LSC funded activities;
4. To address gender, ethnicity and disability participation imbalances in work-based learning;
5. A achieve a 10% year-on-year reduction of “not knowns” in work-based learning and FE Individual Learner Records;
6. Ensure that all providers achieve a minimum category of strong/good for the contributory element of equal opportunity at provider inspection.

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

The Region has commissioned a review of provision and support for learners with Learning Difficulties and Disabilities. This Review, chaired by the Executive Director for Coventry and Warwickshire, will bring forward recommendations for the development of provision to better meet the needs of learners within the region, as far as is possible, for the further development of the network of specialist providers to meet the needs of those who need specialist and residential provision, and for development work to improve the ability of mainstream providers to meet the needs of a wider range of LLDD learners.

In addition, the region is working with the RNIB to develop a support strategy for learners with visual impairments and is hosting a secondee from NIACE to coordinate the West Midlands Mental Health Network.

### **Provision for offenders in custody and in the community**

The West Midlands region assumes responsibility for learning and skills in custody from the 1<sup>st</sup> of August and already has responsibility for the offenders in the community. The rationale for the transfer of responsibility to the LSC is to create an integrated approach to the delivery of Learning and Skills. This is to be achieved by improving the quality and consistency of provision and in custody, to deliver learning equivalent to the mainstream. The region is divided into three partnership sub areas in order to manage the new arrangements. There is also a regional board and operational group linked to the cross government priority of reducing re-offending. Each local office currently has an ‘offender lead’ who has been working with the Regional Team to establish effective partnerships in custody and the community. There are thirteen prison establishments and four probation areas in the region.

### **Sustainable Development**

The LSC has a huge opportunity to make a difference to sustainable development. If the messages and actions of our own organisation; those with which we work; and the learners which we fund could be adapted, then we have a strong role to play. In 2005, we published a strategy for sustainable development, *From Here to Sustainability*.

Our vision is that the learning and skills sector will proactively commit and contribute to sustainable development through its management of resources, the learning opportunities it delivers and its engagement with communities.

In order to do this we must address the issues around environmental sustainability and use our influence, funding and approaches to achieve this vision. Although sustainable development is about much more than halting climate change and environmental considerations, tackling this agenda will go along way to making the LSC’s vision a reality.

The West Midlands is playing a strong lead in ensuring that the issues are addressed in a robust and meaningful way as follows:

- Ensuring that our own, and our provider's internal ways of working are environmentally sustainable e.g. converting to more environmentally friendly fuel options, adopting the principles of reducing, reusing and recycling waste.
- Ensuring that the principles of sustainability are embedded into the curriculum and qualifications which we fund e.g. by requiring learners to undertake the sustainability option where there is currently a choice within the qualification. Further examples relate to using each curriculum area to further learners understanding of climate change issues through relevant issues within their chosen vocations e.g. better construction methods, treatment of chemicals for hairdressers.
- Ensuring that we are building the principles into our skills strategy by making the link between sustainability and the industries important to it. For example, recognising the need of employers within the renewable energy sector.
- Sourcing examples of good practice and using this as a basis for further awareness raising.

Staffordshire LSC is taking the lead on this issue regionally and is the representative for all local offices on the national implementation group.

## Health and Safety

The health and safety of learners is a fundamental value for the Learning and Skills Council. We believe that learners are entitled to learning that takes place in a safe, healthy and supportive environment. Our policy is to adopt a "best practice" role with regard to the promotion of learner health and safety, by applying the following four core principles:

- To expect that colleges and other providers funded by the Council will fully meet their legal obligations and "duty of care" to learners;
- To seek assurance that colleges and other providers have suitable and sufficient arrangements for learner health and safety;
- To take appropriate action where expected standards are not met or maintained;
- To promote the raising of standards for learner health and safety through support, and challenge, as appropriate.

## INTERNAL RESOURCES

### Funding

The main budgets to support the implementation of our plan are summarised:

Budget	Notes	£
Further Education	Provisional allocation	170,267,000
Learner Support Funds	Provisional allocation	6,121,000
Work Based Learning	Provisional allocation	19,687,000
Adult Community Learning	Provisional allocation	4,508,000
Scholl Sixth Forms	Provisional allocation	41,671,000
Local Intervention Fund	Provisional allocation	3,428,000

Source: Provisional Allocations paper 10/1/06

In addition we will continue to improve the alignment of other, non-LSC funds with regional/local priorities:

- Single Objective 2 (regional) ESF with LSC skills and AWM Cluster Priorities.
- New Objective 3 regional Co-financing Plan aligned with emerging RSP and LSC priorities.
- Leverage of RDA capital and European Regional Development Fund.

It is estimated that ESF funding of £22m may be available in 2006/07

### **Business Efficiency**

We have developed a set of financial measures that are used to assess the performance and plans of our colleges. We are working closely with NLSC to use our work to inform the business efficiency project.

The financial health of our colleges is reviewed on a regular basis. We use their financial statements and plans to identify their performance against key measures. These are then discussed with the senior management in each college. Reference is also made to their annual internal audit reports and management letters. Summaries of main issues are reported to our audit committee. Where a college is in financial difficulty we work with them to understand the issues, develop an action plan and monitor progress.

### **Financial and Performance Management**

To manage these resources effectively and efficiently the following will apply:

- Delivery of our plan will be supported by detailed operational team plans;
- Staff's own personal development plan will link to their team plans. Through this approach it will be clear to our people how their personal contribution adds to the delivery of our business.
- Budgets will be allocated to Directors where they can best be controlled.
- Management information will be issued on a monthly basis so as to inform budget reviews between each Director and the Director of Finance.
- Quarterly performance reviews will be held to monitor progress against our plan.

### **Human Resources**

We recognise that our staff are the key to our success. The Learning and Skills Council is undergoing significant change in the way that we deliver our business. We will:

- Implement "Agenda for Change" working closely with Regional and National Office colleagues.
- Implement the re-organisation under the Theme 7 project as well as we can within the constraints that apply. Making sure that we listen to our staff and work closely with them.
- Enhance our expertise by reviewing the needs of staff and provide the training and development that they need to fulfil their roles.
- Continue to build the trust of our partners by working closely with them in every thing that we do.
- Work to meet our goals and objectives, we are ambitious for the communities we serve including employers and individuals in education and training.
- Embed drive and urgency into our work, tackling long standing issues swiftly and professionally and being responsive to change and fast- moving.
- Develop progressively a local organisation which more appropriately meets the needs of the communities it serves.
- Encourage innovation and new ways of working.
- Continue to appoint staff on merit and as a result of open competition.



- Build closer links with our partners through secondments where these will support personal development and the delivery of our, and the partner organisation, business objectives.

### **Procurement**

We can only deliver our plan by working closely with our providers. We will:

- Seek to ensure that best practice is applied in the procurement of all services purchased from Learning Providers.
- Strengthen our contract management to ensure that the outputs required are delivered at the agreed price.
- Improve our management information systems to better inform our dialogue with providers.
- Apply the highest possible standards of legal and ethical behaviour in our procurement activity. This to include compliance with European Union procurement regulations.

### **Risk Management**

We are committed to the effective and timely management of risk. This includes:

- Identifying and regularly reviewing significant risks relating to the successful delivery of our corporate objectives and targets.
- Identifying barriers, which prevent the achievement of our objectives and evaluating the probability and impact of these.
- Evaluating our controls that are in place and identifying the further action required to manage the residual risk.
- On-going senior management monitoring. Our senior management team will meet every 2 weeks. Partnership, performance, resource and external relations issues will be standard items for discussion and action planning.

The Director for Birmingham and Solihull is responsible for ensuring that adequate systems of internal control, risk management and governance are in place. In accordance with best practice a Statement of Internal Control needs to be completed and submitted to the Chief Executive at the end of the financial year.

### **Audit**

The audit arrangements for 2006-07 will be:

- Audit plans will be compiled by our national Internal audit and regional Provider Financial Assurance teams in conjunction with staff and the senior management team.
- Audit reports will be produced for each review, findings agreed with management and action plans agreed.
- Progress against plans and the audit findings will be reported to our audit committee each quarter.
- Both audit teams will complete annual reports at the end of the financial year.

### **Audit Committee**

Our audit committee is a sub group of our Council:

- The committee's membership consists of 3 Council non executive members.
- It will meet every 3 months during the financial year.
- Meetings are attended by the Director, Director of Finance, Internal Audit and Provider Financial Assurance representatives.
- Business to include audit plans, key financial issues, college's financial position, etc.

- The committee will report to the Council once during the year.

### **Special Purposes Committee**

Our second sub group of our Council is the Special Purposes Committee:

- The committee's membership consists of 4 Council non executive members.
- The committee assesses applications for capital grants before they are submitted to National Office for approval.
- A number of projects will be considered to 2006-07 as our capital investment strategy is taken forward.

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