



Leading learning and skills

Bournemouth
Dorset and
Poole
Learning and
Skills Council
Annual Plan
2006-07

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

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Our Vision

We want Bournemouth, Dorset and Poole to be recognised as an area where the learning aspirations and needs of learners, communities and businesses are met through world class quality and responsive learning provision.

Introduction

We stated in our Annual Plan 2005/06 that we needed to focus resources on provision which meets our priorities and which clearly reflects the needs of local employers and individuals. We have made substantial progress against each of the six priorities but we still face significant challenges if we are to realise the potential of the learning and skills sector as an engine of economic progress and social reform. In this section we concentrate on our medium term vision for learning and skills in Bournemouth, Dorset and Poole. Details of what we aim to achieve in 2006/07 are covered in subsequent sections.

Transforming the post-16 landscape

Our vision is that learners and employers will be confident that local LSC-funded learning is of high quality and that planning is closely linked to quality. Our reform programme, *agenda for change*, will radically transform the post-16 learning sector under the following six themes:

- 1. We will work together with providers to ensure they are valued by local **employers** as the partner of choice for developing the **skills** they need.*
- 2. We will work together to improve the **quality** of provision, by funding excellence and promoting the very best providers to serve as beacons to others.*
- 3. We will radically simplify our **funding** methodology and allocation process, making it more transparent and more responsive to changing needs.*
- 4. We will sweep away the complexity that causes providers to divert resources to collecting **data** of variable benefit.*
- 5. We will develop our capital investment strategy to free back-office resources and support improved management systems and processes to thus improve our **business excellence**.*
- 6. We will work with providers to identify ways in which they can secure their **reputation** as pivotal to delivering the education and training needs of the UK.*

The seventh theme is focused on our own transformation, which will be covered at the end of this section.

Transforming young people's lives through learning

The Area Wide Inspection for Bournemouth and Poole in November 2004 was the springboard for implementing our 14-19 Shared Strategy and post-inspection action plan. We lead the 14-19 strategy and post-inspection action plan with our partners Bournemouth Borough Council, Dorset County Council, Borough of Poole and Connexions. Our vision is that by 2008, all young people in Bournemouth, Dorset and Poole will have the opportunity to realise their full potential and achieve success in learning, work and life. Every learner will be entitled to: a wide range of objective, impartial information, advice and guidance; an individual learning plan; choice from a broad curriculum matched to their needs; high quality flexible learning provision, delivered by appropriately qualified and experienced staff; and a choice of curriculum and progression not limited by location or resources.

We seek to improve employer engagement in 14-19 education and training by offering another 10,000 opportunities to young people through Education Business Link, and working with employers to influence the curriculum offer to ensure that it meets the needs of tomorrow's workforce.

Purchasing education and training that employers and individuals value

There is a growing demand from individuals and employers for high quality learning and skills. The regional skills strategy is developed through the South West Regional Skills Partnership. Its focus is ensuring that employers and businesses in the region have access to the skills they need to prosper and that individuals can get the training required to enable them to fulfil their career potential and ambitions within South West England. In particular by:

- creating dynamism and adaptability in the labour market
- repositioning target businesses and sectors in higher value markets
- integrating skills into the wider business development agenda
- raising demand for higher level skills
- expanding the labour market by engaging those who are currently excluded
- developing training provision to make it more appropriate, timely and flexible to meet employer and learner needs

We are responding to this demand and helping to improve the competitiveness of the local economy in particular, whilst contributing to regional and national economies. In the past year our main information, advice and guidance (IAG) contractor, Tribal plc, achieved excellent progress by meeting or exceeding all targets in delivering our IAG strategy to adults across Bournemouth, Dorset and Poole. We will build on this success to ensure that the local workforce is aware of the opportunities to develop their productive skills and knowledge.

The establishment of the Retail Skillshop in 2005, linking employer recruitment with individual career progression, was a pioneering development in the South West. We plan further ground-breaking initiatives in 2006/07 to meet the skills needs identified in Sector Skills Agreements which affect our priority sectors. We are in a partnership investigating the feasibility of developing a local state-of-the-art training facility in the aeronautical engineering sector. We are also investigating the feasibility of a career academy in the Finance sector, allowing young people to benefit from business mentoring and work experience whilst studying for business/finance qualifications. We are also partners in an innovative 'hotel school' being developed in Bournemouth, aimed at creating top-class hospitality and management skills in a real 4 star hotel environment.

Our 'Learning Champions' programme has succeeded in widening learning to historically under-represented groups and we will ensure that funding continues to allow those from disadvantaged communities to benefit from learning programmes tailored to their specific needs.

'Train to Gain' (the National Employer Training Programme) will be rolled out locally during 2006. This will help us to meet the skills needs of employers by offering real choice and flexibility in training that leads to qualifications up to Level 2.

Driving skills and education to improve productivity and to address inequalities

The latest data suggests that we are likely to achieve our challenging Skills for Life target. We expect that the recently established Skills for Life Unit will further enhance this dramatic improvement but we will continue to support the development of these skills, particularly in numeracy and English for Speakers of Other Languages (ESOL).

The 2012 Olympics sailing event in Weymouth and Portland offers significant and potentially sustainable economic development opportunities and we are leading the regional LSC response in identifying and addressing skills needs. We will also provide support so that the local workforce can take full advantage of opportunities such as the regeneration associated with the new multi-million pound bridge across Poole Harbour and the expansion of Bournemouth International Airport. We have a relatively ageing workforce so it is essential that we replace skills being lost through retirement. We will identify client groups and sectors where this activity needs to be focused and encourage adults to improve their employability skills.

Supporting those delivering the public services by improving learning to increase efficiency and impact

The public sector is a significant source of employment in the sub-region and we recognise the need to improve the skills of those working in the sector. Our vision is that all workers without Level 2 qualifications who are delivering public services are given the support they need to achieve them.

We will work closely with public sector organisations and those delivering public services, and with other relevant agencies, including the relevant Sector Skills Councils, to develop the skills of the staff delivering public services.

We will work together to establish comprehensive and integrated workforce development strategies at regional and at local level which recognise:

- that LSC funding directed towards public sector workforce development should complement, enhance and add value to other government departmental funding streams supporting public sector workforce development
- the potential synergy between work towards our national PSA targets (proportion of adult workers holding Level 2 qualifications, Level 2 at 19, *Skills for Life*) and work towards centrally and locally determined targets for public sector workforce development
- regionally agreed priorities, including *Skills for Life* within the public sector workforce
- the development of local priorities as set out in Local Area Agreements

We are working with the TUC and trades union representatives to encourage their members without a Level 2 qualification to engage in learning and training. We are working with the public sector to research their skills needs and enhance their organisational development programmes. A scheme to provide training for 600 taxi drivers in the Bournemouth and Poole conurbation to Level 2 is an example of our innovative partnership approach to improving public services. The impact of *Every Child Matters* will mean that more Level 4 qualified managers will be required in delivering children's services across Bournemouth, Dorset and Poole and we will be working with the three Local Authorities to support staff development in this vital area.

Transforming our capacity to work productively with our providers at strategic and curriculum level and with partners locally, regionally and nationally

Finally, the seventh theme of *agenda for change* addresses the need to change ourselves to deliver the sort of strategic transformation we expect from our partners. We will work with key providers at strategic level and actively engage our Council in meeting our priorities. We will be seeking to engage Governors in dialogue about our long-term direction of travel and demand for learning.

In addition the LSC will be going through a radical restructuring in the first half of 2006. Locally we will continue to transform the way we work to ensure that we can professionally manage relationships at every level internally and externally. We will continue to identify, develop and disseminate good practice in embedding equality and diversity in all that we do. We will also continue to review our business processes to reduce bureaucracy, improve efficiency and impact so that even more money can be directed to support front-line delivery.

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Our National Priorities

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

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

Our Regional Priorities for the South West

The South West region has identified six key priorities for 2006/07.

- Put into practice the vision and strategy for 14- to 19-year-olds within each local LSC area to improve involvement and achievement.
- Raise success rates in Skills for Life, with a particular focus on numeracy and English for Speakers of Other Languages (ESOL).
- Prioritise resources within provider plans for the specific sectors of construction, retail, health and social care, and engineering.
- Prioritise resources to help adults learn skills that will help them find jobs.
- Build on the success of the Employer Training Pilots to develop *Train to Gain* across the whole region.
- Build on existing work with the further-education sector to enhance its reputation for excellence and responsiveness.

Our Local Priorities for Bournemouth, Dorset and Poole

Taking account of the ageing workforce of Bournemouth, Dorset and Poole, we will also prioritise actions which help older learners gain employability skills and qualifications to allow them to succeed those retiring from the workforce, particularly in the local and regional priority sectors.

In addition we will continue to address skills needs in the finance and tourism sectors, both of which make a significant contribution to the local economy. The 2012 Olympics sailing events planned for Weymouth and Portland means that we need to understand what skills are required to support the events themselves and to capitalise on the potentially sustainable opportunities for tourism and other sectors in the area.

Our Targets¹

Under priority 1, for young people:

National Targets

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 19 year olds to gain a Level 2 in 2005/06 compared to 2003/04 and a further 22,000 in 2007/08 compared to 2005/06.

Local Targets

To contribute to the national target, Bournemouth, Dorset and Poole have agreed the following targets:

Increase Full Level 2 16-18 learners in FE colleges locally by 8% per annum between 2004/05 and 2006/07. Equivalent to an increase of 206 learners from 1,237 in 2004/05 to 1,443 in 2006/07.

Increase 16-18 Level 2 Average in Learning (excluding Wiltshire College) by 2% per annum between 2004/05 and 2006/07. Equivalent to an increase of 54 learners from 1,334 in 2004/05 to 1,388 in 2006/07.

Under priority 2, for adults:

National Targets

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 / 3 provision to 350,000. The roll out of the National Employer Training Programme will increase the LSC contribution to this target.

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

Local Targets

Increase adult (19+) participation on full Level 2 courses in FE colleges locally by 8% per annum between 2004/05 and 2006/07. Equivalent to an increase of 308 learners from 1,852 in 2004/05 to 2,160 in 2006/07.

Increase adult (19+) Average in Learning participation on Level 2 courses in the Work Based Learning (WBL) sector locally (excluding Wiltshire College) by 3% per annum between 2004/05 and 2006/07. Equivalent to an increase of 47 learners from 775 in 2004/05 to 822 in 2006/07.

An additional 12,907 learners to achieve Skills for Life qualifications which contribute to the PSA target between 2004/05 and 2006/07.

¹ These targets will be subject to change as the Local LSCs share of the regional targets and individual providers contribution to those targets are negotiated, and may well be further constrained by the resources available to achieve them.

Underpinning both priorities 1 and 2, for Apprenticeships:

National Targets

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.

Local Targets

Locally we aim to raise the number of completions from 1,101 in 2004/05 to 1,362 in 2006/07 (excluding Wiltshire College).

Increase Framework Completion rate by 1% per annum between 2004/05 and 2006/07 (excluding Wiltshire College) from 48% in 2004/2005 to 50% in 2006/2007.

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

Increase the proportion of young people and adults achieving a Level 3 qualification.

Reduce the proportion of young people not in education, employment or training (NEET) by two percentage points by 2010.

Increase participation in Higher Education towards 50 per cent of those aged 18 to 30 by 2010.

Local Targets

Increase Full Level 3 16-18 learners in FE colleges locally by 1% per annum between 2004/04 and 2006/07. Equivalent to an increase of 44 learners from 2,180 in 2004/05 to 2,224 in 2006/07.

Increase 16-18 Level 3 Average in Learning (excluding Wiltshire College) by 2% per annum between 2004/05 and 2006/07. Equivalent to an increase of 54 learners from 1,334 in 2004/05 to 1,388 in 2006/07.

Increase Full Level 3 19+ learners in FE colleges locally by 2% per annum between 2004/05 and 2006/07. Equivalent to an increase of 75 learners from 1,272 in 2004/05 to 1,323 in 2006/07.

Increase 19+ Average in Learning (excluding Wiltshire College) by 2% per annum between 2004/05 and 2006/07. Equivalent to an increase of 20 learners from 493 in 2004/05 to 513 in 2006/07.

Our Values

Our values set out for us the way we work.

Trust: the LSC has to be world-class at partnership working 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 aspire to have a 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.

Context for Delivery

Socio-economic profile

Bournemouth, Dorset and Poole's (BDP) economy displays marked differences between the urban centres of Bournemouth and Poole and the predominantly rural Dorset. The sub-region has been described as a "local economy with high employment levels and relatively low incomes; an economy less productive than it should be and characterised by inequality"².

BDP is made up of approximately 700,000 people. 57% are of working age (401,000), which is below both the South West (60%) and England & Wales (62%). Population growth over the past decade (1994-04) has been slightly lower than the South West (SW) average, 4.8% BDP versus 5.9% SW. In 2003 a quarter of people in BDP are of retirement age; that is higher than the SW (22%) and England & Wales (19%), and is set to grow over the next ten years.

As a measure of productivity, Gross Value Added (GVA) per full-time equivalent in 2002 in Bournemouth and Poole (£41,970) & Dorset (£41,140) show a positive trend over the period 1999-02. In 2002 Dorset almost reaches the SW level, while Bournemouth & Poole is higher than the region.

In common with the national and regional pattern, half of BDP's employees work in public administration, education & health, or distribution, hotels & restaurants. Employment in tourism is above average in Bournemouth and Dorset. Employment in the financial services sector is high in Bournemouth and Poole. Forecasts for the next ten years indicate that the employment structure will remain broadly the same.

Labour Market Profile

Between 1993 and 2003, there was a net increase of 60,400 jobs in the sub-region equating to a growth of 27 per cent. Over the same period, the working age population increased by just 26,550. Within the sub-region, the shift from full-time into part-time was above average. BDP has a lower unemployment rate of 2.7% of its working-age population (8,800 people) than both the South West (3.5%) and GB (4.8%). Since 2001/02 economic activity rates have shown an increasing trend. In 2003/04 this rate (81.6%) just exceeded the SW rate of 81.4%.

Skill shortage vacancies have reduced from 5% to 3% between 2003 and 2005. In 2003, employers in Retail and Tourism experienced the biggest proportions and volumes of skills gaps within the sub-region (41% and 26% respectively).

Employment forecasts indicate that approximately a quarter of the workforce will be leaving the workforce over the next ten years and will need replacing. The older workforce profile means there is strong replacement demand for workers to replace those retiring (119,000 jobs growth, between 2004 and 2014); almost nine times the expansion demand (14,000 jobs growth, between 2004 and 2014).

The forecast rate of growth in the adult population (19+) is higher (6-8%) than the forecast rate of growth of the workforce (4%) between 2004 and 2014. However all this growth is in the 20-24 and 60+ age groups, so it is likely that we can expect an increasingly ageing workforce and tighter labour market.

² Bournemouth, Dorset and Poole Economic Partnership Economic Development Strategy 2005-2016 'Raising the Game'.

The future

There are four events on the horizon for the sub-region that will impact on the skills and qualification requirements of the workforce. These include hosting the sailing events for the Olympics in 2012 in Weymouth and Portland. In Poole the Twin Sails Bridge is planned to open to traffic by 2008/09, construction for which could start in 2006/07. Bournemouth International Airport continues its expansion based on budget airlines. Finally, plans have been submitted for the Regional Assembly's consideration for 18,300 new homes in Bournemouth.

'Raising the Game', the sub-regional economic partnership's development strategy, identifies the issues to address if BDP is to deliver greater value for local people in terms of the quality of jobs available. These issues include: becoming recognised as a driver for economic growth in the region; raising productivity; addressing the low wage economy; addressing the significant skills gaps and shortages that may be made worse by a rapidly changing ageing population and an out migration of young people; investing in the sub-region's infrastructure; facilities and services in order for it to remain an attractive location for investment; and tackling the causes of multiple deprivation in both urban and rural areas.

The skills and qualifications needs of the key sectors

In construction the greatest future need will be for skilled construction trades, the majority of which will require a Level 2 or 3, including new entrants. On Site Assessment Testing (OSAT) is becoming increasingly important within the industry for existing staff, primarily for Level 2. CITB, the construction industry training board, highlight the need for Leadership and Management skills. English for Speakers of Other Languages (ESOL) provision is also required for migrant workers.

Retail is one of the bigger sectors of employment within BDP and the South West, which is continuing to grow. Its staff are characterised by a high proportion of part-time workers and micro-businesses. Employment projections suggest that sales staff, and to lesser extent managers, will be in greatest demand. The retail sector has a low proportion of its workforce that is qualified to Level 2 or above. 'Bite-sized' training rather than the traditional approach should be employed for 'Skills for Life', Level 2, and management and leadership training at Level 3 and above.

Financial Services are an important sector to BDP in terms of generated GVA. Establishments within this sector effectively plan, implement and review skills and training. The workforce is characterised by a large proportion of administrative staff and sales and customer service staff. The provision required for this sector is primarily at Levels 2 and 3 for numeracy. Employment projections for the next ten years suggest that the occupations with the greatest demand will be admin occupations and managers / senior officials.

BDP has a strong manufacturing, marine and advanced engineering base. The highest proportion of reported skills gaps were for operatives and clerical staff. There is also employer demand for generic skills, i.e. communication skills and problem-solving. Employment forecasts suggest that there will be a positive requirement for all but elementary occupations. SEMTA (the Sector Skills Council covering science, engineering and manufacturing technologies) and SummitSkill's priorities are for the delivery of Business Improvement Technique (BIT) primarily at Level 2, but also at Levels 3 and 4, and BIT assessors, Apprenticeships and Advanced Apprenticeships. Management and leadership skills are also required by employers.

Tourism continues to be a major employer. This is projected to grow through the development of current and new facilities for the area. In the SW, approximately one-third of the sector is made up of young people (16-24yrs). Many are part-time, there is a large staff turnover and almost half of the workforce is in elementary occupations. One-third of employees are not qualified to Level 2. This is against a backdrop of falling training budgets and the sector seemingly spending less time training. The majority of skills shortages in the SW and BDP are for elementary, skilled trades and managers. People 1st also consider customer handling skills to Level 2, managers' qualifications, and both Skills for Life and ESOL provision as priorities.

The SW establishments involved in Skills for Care & Development are very engaged in terms of the time and money spent on planning, training and reviewing of training and development. This most likely reflects the statutory requirement Level 2 in NVQ Health & Social Care. Given this background we should continue to grow NVQ Levels 2 and 3 to meet the expansion and replacement demands of the workforce in NVQ Health & Social Care. Projections of employment of the health and care sector suggest that the greatest demand over the next ten years will be for people in caring personal service occupations, implying a need for workers qualified to Levels 2 and 3.

The remit of the Early Years sector has recently grown to include 0-16 year age group. Locally we have met the minimum national requirement for Level 2 and 3s. However, this needs to be maintained in order to meet demand from turnover and growth from 34 new children's centres planned to open over the next five years, for which they will require staff trained to both Levels 2 and 3. The biggest need for this sector is 'Skills for Life' provision.

Within the sub-region the public sector is an important generator of economic activity. Employment projections predict a continuing growth amongst professional groups with a decline in elementary/secretariat. This is echoed by a similar growth in Level 3 and above, and a decline in those with a Level 2 or below. The South West can improve work-related training as this has been static. Apprenticeship activity is around 4% for the SW and showing a gradual but persistent decline.

We acknowledge the potential of the creative industries and land-based sectors to make significant contributions to the local economy and will continue to ensure that delivery high-quality local provision is appropriate in the context of demand and funding pressures.

Addressing the LSCs Priorities and Targets

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

The population of 15 to 19 year olds is projected to grow by 3% between 2005 and 2007 and decline by 8% between 2007 and 2020. In 2003/04 16 to 17 year old participation in the sub-region (82%) was higher than both the England (75%) and the South West rate (81%). In common with England and the South West, the sub-region has experienced a slight decline in participation since 2000/01. However, between 2003/04 and 2004/05 the LSC funded 16-18 participation rate grew by 2% and is planned to grow by a further 1.5% by 2005/06. Overall participation rates tend to be lower in Weymouth and Portland and North Dorset.

In 2003 there was insufficient impartial, consistent and co-ordinated information advice and guidance (IAG) for young people both pre- and post-Year 11 and a need for clearly defined progression routes for young people.

Of the young people leaving Year 11 in 2004, around 58% progressed onto a Level 3 qualification, similar to the proportion of young people achieving a Level 2 in Year 11. A

further 16% progressed on to Level 2 learning/training. The remaining 25% include 5% not in employment, education or training (NEETs), 5% in employment without training and 13% undertaking Level 1 or foundation training. Bournemouth schools have a 7% NEET outturn, somewhat higher than the 5% for the sub-region. For those young people leaving school without at least a Level 2 (5 GCSE's A*-C) there is poor access to Level 2 and foundation provision outside the college catchment areas. Rates of FE participation are significantly lower in those districts that are outside college catchment areas.

Given that numeracy and literacy are the essential building blocks required to achieve Level 2 and progress further, it could be argued that more could be done pre- and post-Year 11 to address the Skills for Life needs of young people.

The Level 3 curriculum choice offered by school sixth forms and colleges in the sub-region is satisfactory. However, our Strategic Area Review (StAR) found that added value was poorer in those schools that offered an over-ambitious curriculum choice, particularly Dorset schools.

There is an opportunity to increase the proportion of FE funding that directly or indirectly contributes to the targets and there is too much high volume and low success FE provision which constitutes a third of all Level 2 and Level 3 participation. However, the proportion of both FE and WBL participation in priority areas of learning has grown significantly between 2002/03 and 2004/05.

PSA Target: Increase the proportion of 19 year olds who achieve at least Level 2 by 3 percentage points between 2004 and 2006, and a further 2 percentage points between 2006 and 2008.

71% of 19 year olds in Bournemouth, Dorset and Poole achieved a Level 2 in 2003/04 compared to 67% in England (table 1). Looking forward, Year 11 attainment rates (5 or more GCSEs, grades A*-C) increased from 55.8% in 2000/01 (same cohort that were 19 in 2003/04) to 60% in 2004/05 (provisional data). In addition WBL and FE volumes and success rates have increased significantly since 2001/02.

Year 11 achievement contributes about 80% towards this target and therefore is by far the biggest influence on future performance. Of the cohort of 19 year olds that achieved a full Level 2 in 2003/04, 10%, 6% and 3% reached the Level 2 threshold between the age of 17 and 19 in the FE, school sixth form, and WBL sectors respectively.

Locally, the 16-18 full Level 2 participation rate in FE Institutions and WBL provision combined has grown from 9% in 2002/03 to 12% in 2004/05, just above the England rate of 11%. There is scope to improve Long Level 2 16-18 Success Rates in the FE sector which, although improving, was 3 percentage points lower than England in 2003/04. WBL 16-18 Level 2 Success Rates have been consistently higher than the England average.

The PSA target requires 5 percentage point growth across England. We will find it difficult to achieve similar growth as our current favourable position means that growth can only be achieved through reaching the more disengaged sections of the population. Given the negligible growth in Year 11 attainment since 2001/02, and its significance to the target, GCSE attainment rates must improve to make any significant progress against the target.

Achieved L2 at	19 at 2003/04	19 at 2004/05	19 at 2005/06	19 at 2006/07	19 at 2007/08
16	57%	60%	60%	60%	61%
17	63%	66%	67%	69%	
18	67%	71%	73%		
19	71%	75%			
Population	8,466	8,416	8,658	8,878	8,908
Baseline/Target	71%		74%		76%

Table 1. Level 2 at 19 progress 2003/04 towards 2007/08 PSA target

There is potential to engage the 25% of young people that don't progress on to either Level 2 or Level 3 studies/ training on leaving school, including the NEETs group and those in employment without training. There is greater potential to ensure that more entry to employment (E2E) learners progress on to a Level 2, either through full or part time learning or employment with learning. There may be an opportunity for the schools and colleges sector to do more to engage young people on the threshold of achieving a full Level 2 qualification (3-4 GCSE's grade A*-C), around 600 to 700 school leavers a year.

Although much could be done to contribute to this target through raising volumes, retention and completion rates in FE and WBL provision, this will have limited impact. Growth in the contribution that WBL makes to the Level 2 target might only be achieved by giving priority to those young people without that level. However this strategy may have an adverse effect on success rates, and prohibit those that already have a first Level 2 from acquiring a vocational qualification that would prepare them for the world of work.

PSA Target: Increase the proportion of young people achieving a Level 3 qualification

The numbers of Level 3 achievements in local provision as a percentage of the local 19 year old population is marginally higher locally (43%) than the England average (42.3%). Given the GCSE prior attainment, this relatively low rate may in part be due to the high net out-flow of 16-18 year olds studying their Level 3 qualifications outside the area. Performance against this target locally is projected to increase in future years due to a positive trend in success rates in the FE and WBL sectors. It should be noted that whilst out-flow of students affects our local performance figures, as a national organisation we do not see this as a problem. We are content that young people have the choice to consider learning options within or outside of the sub-region.

The schools' sixth form, FE and WBL learning sectors contribute around 60%-65%, 20% - 25% and 15%-20% to this target respectively. The numbers of young people participating in LSC funded full Level 3 provision locally as a percentage of the local 16-18 population is about 40%, somewhat higher than the England average of 34%. Hence, one would expect the 2003/04 performance against this target to be better than it is. This is due in part to the relatively low Level 3 16-18 success rates, lower than expected pass rates, and the high net out-flow of high achievers in the FE sector, and lower added value rates in Dorset sixth forms. Further improvements against the target might be brought about by a combination of increasing retention and achievement, rather than increasing the % participating in Level 3 provision.

The numbers of young people participating in full Level 3 FE provision locally as a percentage of the local population has remained around 8% between 2002/03 and 2004/05 compared to about 13-14% in England. This is largely due to the significantly

higher share of learners in both the school sixth form and WBL sectors and the high net out-flow to neighbouring FE colleges.

FE long Level 3 Success Rates locally (62%, 2003/04) are consistently lower than the England average (72%, 2003/04). However, when we take into consideration the prior attainment of their cohort of learners, it is clear that overall our FE providers offered satisfactory value added in 2003/04 due largely to the out-flow of learners with high prior attainment. However there is considerable scope for improvement in specific subject areas and an opportunity to increase pass rates.

The numbers of young people participating in Level 3 WBL provision locally as a percentage of the local population has remained around 7-8% between 2002/03 and 2004/05 compared to about 3-4% in England. WBL Level 3 Success Rates locally are consistently higher than the England average.

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

The demand for elementary occupations will continue to decline and higher level occupations will continue to increase. This will result in increasing demand for higher level qualifications and a significant reduction of jobs that require no qualifications.

The sub-region has relatively low adult resident based participation, particularly in Level 3 courses, in FE. The ageing of the workforce and therefore greater need for up-skilling and re-skilling due to replacement demand means that Level 2 and Level 3 provision will have to be stepped up. To meet this increased demand with finite resources requires that funding is increasingly directed at learning that contributes to the targets and those adults without a Level 2, Level 3 or Skills for Life qualification are given priority. The National Employer Training Programme ('Train to Gain') will offer a Level 2 entitlement from August 2006, and provide the opportunity to increase participation in both FE and WBL to meet priority targets. However, WBL adult participation growth will come under increasing pressure as funding is diverted to the more expensive areas of learning to meet our priority sector needs, and as the focus on funding for 16-18 year olds has an impact on 19+ WBL funding.

Adults with most need for Skills for Life, Level 2 and Level 3 skills are more likely to live in socio-economically deprived wards, be over 45, economically inactive, in lower order occupations and be traditional non-learners.

Although both the Further Education and Work Based Learning Sector have a considerable role to play in meeting adult targets the stocks of adults with Level 2, Level 3 and Skills for Life will also increase through other factors and contribution from non-LSC funded learning.

PSA Target: Improve the basic skills levels of 1.5 million adults between the launch of Skills for Life in 2001 and 2007, with a milestone of 750,000 by 2004

There is no shortage of need for Skills for Life qualifications across the region. 54% of adults do not have Level 2 skills in literacy (GCSE, grade A*-C) and 14% of adults only possess entry level literacy skills. 77% of adults do not have Level 2 skills in numeracy and 49% of adults only possess entry level numeracy skills. From a low baseline in 2003/04, we enjoyed the second highest rate of increase in Skills for Life achievements of the 47 LSC areas in the country in 2004/05 with 4,865 achievements against a target of 12,907 achievements between 2004/05 and 2006/07. Consequently we are on track to exceed the 2006/07 milestone.

PSA Target: Reduce by at least 40% the number of adults in the workforce who lack an NVQ Level 2 or equivalent qualification by 2010

Required changes to the stock of qualifications held by economically active adults based on occupational projections between 2004 and 2014 would suggest that by 2014 the labour market will require only 16.5% of adults without a Level 2 qualification from an actual baseline of 27% (+/- 1.8%) in 2004. The required decline in adults without a Level 2 is consistent with the target reduction and supports the need to address this target as a priority. The need for an increase in the number of adults with a Level 2 qualification as a result of both replacement and expansion demand will be around 24,000 between 2004 and 2014.

A 40% reduction from a 2000/01 baseline locally would suggest that we need to reduce the number of economically active adults without a Level 2 from 34% (+/- 1.8%) in 2000/01 to about 20% in 2010/11. Assuming the declining trend in the number of economically active adults without a Level 2 continues we are likely to meet the 40% reduction target by 2010/11. However, it might be that the reduction will bottom out as the stock of adults without a Level 2 become harder to engage. Given this, it is critical to put in place a strategy to increase our efforts over the short to medium term.

Full Level 2 LSC funded Adult Participation (FE and WBL) has grown by 75% between 2002/03 and 2004/05, but is still relatively lower than the regional average. Adult Long Level 2 Success Rates in the FE sector were 60% in 2003/04, 7 percentage points higher than the England average, a significant improvement on 2002/03. Work Based Learning 19+ Level 2 Success Rates have grown substantially from 37% in 2002/03 to 60% in 2004/05, 6 percentage points higher than the national average.

PSA Target: Increase the proportion of adults achieving a Level 3 qualification

Occupational forecasts would indicate that the stock of economically active adults with at least a Level 3 qualification will have to grow from the 49% in 2004 to around 63% in 2014. This equates to a growth of well over one percentage point per annum. The sub-region has experienced continued growth in the proportion of economically active adults with at least a Level 3 qualification in the last 4 years, from 41.3% (+/-1.8%) in 2001/02 to 45.1% (+/-1.8%) in 2004/05. Growth projections would suggest that we are likely to meet this target based on the current trajectory. However, as with Level 2 it may become progressively harder to engage adults to progress to a Level 3.

The increase in the number of adults that will need to have a Level 3 as a result of both replacement and expansion demand will be around 44,000 between 2004 and 2014. However, the proportion of adults participating in LSC funded full Level 3 provision locally is about a third lower than the south west region or England average and has been declining since 2002/03. This would suggest that there is a need to increase adult first Level 3 participation, which implies redirecting FE funding, and that employers and learners may need to contribute more.

Adult Long Level 3 Success Rates in the FE sector locally were 53% in 2003/04, the same as the England average. Work Based Learning 19+ Level 3 Success Rates have grown substantially from 39% in 2002/03 to 58% in 2004/05, 7 percentage points higher than the national average.

For further information about the strategic analysis and the sources used please contact:

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The key changes needed

This section outlines the key changes, improvements or shifts that are needed based on the strategic analysis outlined in the 'Context for Delivery' section and issues arising from our Annual Planning Review in February 2006, where these can be managed by the Learning and Skills Council Bournemouth, Dorset and Poole, our partners and providers. In general the Annual Planning Review revealed a strong and able mix of providers who are focused on LSC priorities. Improvements in success rates and increasing focus on our priorities were evident, but there were some key issues which we need to address if we are to fulfil the requirements of *Agenda for Change*. The tables below state what specific changes we have prioritised, and cross-reference is made to the key actions (p23). In more general terms we need to:

- Work with key providers at strategic level and engage our Council in meeting our priorities
- Encourage cross-sector collaboration to address long-term issues and barriers to addressing our priorities and targets
- Engage Governors in dialogue about the long-term direction of travel and demand for learning
- Ensure that Train to Gain is implemented successfully and encourage providers to engage and make the most of the opportunities it provides
- Engage the voluntary and community sector in improving access to learning for non-traditional learners

Key Changes needed	Cross reference to Key Action(s) (see pp 24-32)
Key change 1: Need for more clearly defined and accessible progression routes and improvements to the Information, Advice and Guidance offered to young people and adults.	1.2, 4.1, 4.3
Key change 2: Need to address the issue of poor access to Level 2 and foundation provision outside college catchment areas, including remote rural areas of Dorset, for the young people that don't achieve a Level 2 qualification at school by age 16.	1.1
Key Change 3: Through working with the Local Authorities we need to ensure a step increase in Year 11 attainment in order to impact significantly on the Level 2 by 19 PSA target. To do this by increasing the percentage of young people achieving at least 5 GCSE's in Year 11 from 59% in 2004/05 to 64% in 2006/07. In particular emphasis should be placed on improving Maths and English GCSE performance.	1.1
Key Change 4: Need to ensure that FE funding is increasingly directed at provision which directly or potentially contributes to the PSA targets and priorities.	2.3, 3.1, 3.2, 3.3, 3.4, 3.5

<p>Key Change 5: Need to improve value added (key stage 4 to key stage 5) in Dorset school sixth forms, Long Level 3 Success Rates and GCE/ AVCE pass rates in local FE colleges to drive up Level 3 achievement. This will be done by:</p> <ul style="list-style-type: none"> ensuring that Value Added in Dorset school sixth forms is more in line with expectations; increasing Long Level 3 16-18 Success Rate from 62% in 2003/04 to 70% in 2006/07; Increase FE Pass Rates. 	3.1, 3.2, 3.3, 3.5
<p>Key Change 6: Need to address low levels of participation and achievement in specific districts within the sub-region by:</p> <ul style="list-style-type: none"> Increasing FE and WBL (excluding Wiltshire College) 16-18 participation rates in the Districts of North Dorset and Weymouth and Portland by at least 10% between 2004/05 and 2006/07. Increasing WBL Framework Achievement Rates (excluding Wiltshire College) for 16-18 year old residents in Bournemouth, and Weymouth and Portland by 4 percentage points between 2004/2005 and 2006/2007 	1.2, 1.3, 1.10, 1.11
<p>Key Change 7: Need to increase Level 2 and Level 3 provision for adults to meet the significant increase in demand for these skills levels in the workforce over the next ten years and to address the currently relatively low proportion of adults undertaking full Level 2 and Level 3 learning in the sub-region. Need to ensure that provision is increasingly directed at those 50+ economically active adults without a Level 2 or Level 3 qualification as this is where population growth will occur.</p>	2.3
<p>Key Change 8: Need to shift provision towards the sector priorities as outlined in Table 1 below.</p>	2.4
<p>Key Change 9: To plan for the major opportunities and challenges that will be brought about by significant economic development and planned events in the sub-region, including the sailing events for the Olympics in 2012 for Weymouth and Portland, the Twin Sails bridge in Poole and plans to build 18,300 new homes in Bournemouth.</p>	2.7, 2.8, 2.9
<p>Key Change 10: Need to put colleges and other providers at the heart of the skills agenda, using Train to Gain funding to deliver the training requested by local employers, and the introduction of a new quality standard to accredit those colleges and other providers who demonstrate excellence in delivering training solutions to businesses.</p>	2.1, 2.2, 2.3, 2.4
<p>Key Change 11: Address the national 14-19 Implementation Plan through working with Local Authorities and other key stakeholders.</p>	1.1 to 1.12
<p>Key Change 12: Engage the provider base to address EDIM (Equality and Diversity Impact Measures) targets as set out in the EDIMs Plan and champion Equality and Diversity policy and practice in the sub-region.</p>	6.3, 6.8

Table 1: Sector Based Priorities – BDP Planned contribution to regional Skills Targets

Sector	Change required (05/06-06/07)
<i>IT/ITQ</i>	<ul style="list-style-type: none"> • 5% increase in the volume of Level 2 and Level 3 enrolments on ITQ qualifications • Transfer learners on other IT qualifications to ITQ especially at Levels 2 and 3 • Contribute to regional share of SSA target from a baseline of 3,380 (2004/05)
<i>Construction/ OSAT</i>	<ul style="list-style-type: none"> • An increase of at least 5% in the volume of enrolments in construction provision, with a particular focus on growth in OSAT • Increase the number of learners registering and completing Level 2 OSAT • Contribute to the regional share of SSA target from a baseline of 1,303 (2004/05)
<i>Manufacturing</i>	<ul style="list-style-type: none"> • Increase the number of learners on BIT (Levels 2 and 3) • Transfer learners from PMO to BIT qualifications where appropriate • Contribute towards the regional share of SSA target from a baseline of 25 at Level 2 and 9 at Level 3 (2004/05)
<i>Public Sector</i>	<ul style="list-style-type: none"> • Identify what is currently being delivered by providers • Increase delivery of Level 2 qualifications to school support staff and contribute towards the regional share of the 2006/07 qualifications target • Consider funding preferred qualification for staff working with homeless and vulnerable people (Level 2 Certificate in Supporting the Development Needs of Homeless and Vulnerable People)
<i>Health and Social Care</i>	<ul style="list-style-type: none"> • Promote and increase delivery of Level 2 (and Level 3 where appropriate) to care sector employees/employers • Meet significant need for Skills for Life (including ESOL) requirement
<i>Retail</i>	<ul style="list-style-type: none"> • 5% increase in delivery of Level 2 qualifications in the sector, including Customer Handling • Meet significant need for Skills for Life
<i>Hospitality</i>	<ul style="list-style-type: none"> • Increase the number of employees qualified to Level 2 (especially chefs) • Meet significant need for Skills for Life (including ESOL)
<i>Banking, Finance and Insurance</i>	<ul style="list-style-type: none"> • 3% Increase in Level 2 qualifications to address forecast recruitment issues brought about by an ageing workforce in this industry sector and significant employment growth in the 'Sales and Customer Services' and 'Administrative and Clerical' occupations where Level 2 skills are required.
<i>Telecommunications</i>	<ul style="list-style-type: none"> • Pilot an NVQ in Digital Aerial Installation • Contribute to the regional share of the 2006/07 target

Skills Matrix

This matrix sets out the contribution of Bournemouth, Dorset and Poole's existing learning provision to the LSC's priorities. Regionally we seek to improve the contribution to provision offering qualifications and in sectors of the economy that have been prioritised by the LSC by 10-30% in 2006-07. For further explanation, please see Appendix 1 on page 33.

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	4,924,569	24%	3,761,181	18%	7,770,495	38%	16,456,245	80%
	10242		2734		6303		19279	
Potential to contribute	347,396	2%	116,074	1%	1,194,740	6%	1,658,210	8%
	921		433		901		2255	
No longer eligible for LSC funding	205,396	1%	14,565	0%	87,797	0%	307,758	1%
	430		24		1245		1699	
Other (eg UFI and Unclassified)	0	0%	0	0%	0	0%	0	0%
	0		0		0		0	
Entitlement	0	0%	0	0%	2,163,349	11%	2,163,349	11%
	N/A		N/A		N/A		N/A	
Totals	5,477,361	27%	3,891,820	19%	11,216,381	54%	20,585,562	100%
	11593		3191		8449		23233	

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	5,144,780	26%	1,840,485	9%	5,819,594	29%	12,804,859	64%
	9336		2504		12508		24348	
Potential to contribute	1,574,257	8%	569,796	3%	3,949,917	20%	6,093,970	30%
	4963		2881		13632		21476	
No longer eligible for LSC funding	569,350	3%	28,231	0%	496,767	2%	1,094,347	5%
	2952		53		8230		11235	
Other (eg UFI and Unclassified)	0	0%	0	0%	0	0%	0	0%
	0		0		0		0	
Entitlement	0	0%	0	0%	77,038	0%	77,038	0%
	N/A		N/A		N/A		N/A	
Totals	7,288,386	36%	2,438,512	12%	10,343,316	52%	20,070,214	100%
	17251		5438		34370		57059	

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

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

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05			
	Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
FE Total Learners	6716			£19,707,995
<i>of which...</i>				
Learners on Skills for Life target qualifications	2387	1400	58.7%	
Learners on a full Level 2 qualification	1237	712	57.6%	
Learners on a full Level 3 qualification	2180	1053	48.3%	
School sixth form	6787			£30,651,456
Work Based Learning	12 month average in learning (volume)	Framework achievement s (volumes)	Framework achievement /12 month AiL	Funding £
WBL Total Learners	3908			£5,472,499
<i>of which...</i>				
Learners on an Apprenticeship	2054	603	29.4%	
Learners on an Advanced Apprenticeship	635	154	24.3%	
Entry to Employment	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations
All E2E	508	2172	21.4	271
				£3,180,619

2005/06			
Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
6409			£21,301,725
2254	1455	64.6%	
1313	807	61.5%	
1997	962	48.2%	
7065			£33,363,912
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
4018			£7,238,706
2184	683	31.3%	
651	144	22.1%	
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations
628	2638	19.9	284
			£3,019,093

2006/07			
Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
6514			£22,407,119
2256	1533	68.0%	
1457	915	62.8%	
2211	1082	48.9%	
7206			£31,449,208
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
4368			£7,494,564
2369	728	30.7%	
774	191	24.7%	
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations
693	3724	19.7	345
			£2,428,580

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete

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

SUMMARY OF ADULTS (19+)	2004/05				2005/06				2006/07			
	Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £	Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £	Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
FE Total Learners	39990			£19,885,045	37027			£18,683,803	34593			£17,695,512
<i>of which...</i>												
Learners on Skills for Life target qualifications	3160	2212	70.0%		5275	3362	63.7%		5336	3326	62.3%	
Learners on a full Level 2 qualification	1852	1031	55.7%		1774	1047	59.0%		2141	1303	60.9%	
Learners on a full Level 3 qualification	1272	659	51.8%		1299	676	52.0%		1337	707	52.9%	
Discrete* activity, eg fully ESF, or LIDF funded provision	543	96	17.7%		578	300	51.9%		1306	720	55.1%	
Adult & Community Learning	0			£0	12206			£2,079,617	10795			£2,000,030
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
WBL Total Learners	4440			£2,960,048	4811			£3,101,521	4927			£2,843,974
<i>of which...</i>												
Learners on Skills for Life target qualifications (all ages)	4333	1413	32.6%		3908	1709	43.7%		4003	1680	42.0%	
Learners on an Apprenticeship	1343	515	38.3%		1360	566	41.6%		1448	559	38.6%	
Learners on an Advanced Apprenticeship	580	115	19.8%		599	129	21.5%		607	129	21.3%	
ETP / NETP	Volumes of learners	In-year achievements (volume)	Funding £		Volumes of learners	In-year achievements (volume)	Funding £		Volumes of learners	In-year achievements (volume)	Funding £	
	0	0	0		0		0		555	120		£1,226,000
Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets		
2004/05	£43,614,000	£10,789,349	£3,115,427	£29,910,544	£2,094,617	£0	£2,975,105	£920,179	£1,731,473	£3,466,447		
2005/06	£44,234,000	£11,122,000	£3,038,000	£33,337,000	£2,080,000	£0	£2,871,000	£727,000	£1,631,000	£1,994,000		
2006/07	£43,809,259	£11,198,726	£2,428,580	£35,405,000	£1,997,000	£1,226,000	£2,253,000	n/k	n/a	£2,274,000		

Key Actions for Bournemouth, Dorset and Poole

We summarise below the key areas for local action which reflect, where appropriate, the key actions listed under each of the six priorities in the Annual Statement of Priorities.

Priority 1. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities	
Action	Measures of Success
<p>1.1 Raise standards and improve success rates in agreed areas of learning at Level 2 by benchmarking against performance and value added data and sharing best practice among schools, colleges and training providers.</p> <p>We will work with Connexions and other key partners to identify 2005 school leavers aged 16 who achieved 3-4 GCSE grades A-C to maximise opportunities to progress to first full Level 2 as these individuals will count towards the 2008 target for L2 at 19.</p> <p>We will liaise with Local Authorities to explore opportunities for increasing Level 2 provision in schools sixth forms</p> <p>Support will be targeted at pupils aged 14-16 on the borderline of achieving full Level 2.</p>	<p>Increase 16-18 full Level 2 participation in FE and WBL provision across Bournemouth, Dorset and Poole by at least 3% per annum between 2004/05 and 2006/07.</p> <p>Increase resident based 16-18 full Level 2 participation in FE and WBL in those districts outside main college catchment areas by at least 4% per annum between 2004/05 and 2006/07.</p> <p>1.5 percentage points increase in those achieving full L2 at 19 from colleges.</p> <p>Plans in place by March 2007 to expand L2 provision in school sixth forms for 2007/08 academic year</p> <p>Increase the percentage of school leavers participating in Level 2 training or learning from 16% in 2004 to 18% in 2006³.</p>
<p>1.2 Establish a web-based individual learning planning system across Bournemouth, Dorset and Poole.</p> <p>Introduce an area prospectus for all post-16 learning in each Local Authority area or cluster</p>	<p>Pilot in place by September 2006</p> <p>Online prospectus available in each Local Authority Area by March 2007</p>
<p>1.3 Offer a choice of learning by identifying gaps in provision and working in partnership to provide opportunities and support for staff of local providers.</p> <p>Fund a capacity building co-ordinator role to manage existing courses and develop new ones</p>	<p>New courses available in Bournemouth and Poole September 2006.</p> <p>3 new courses available in Bournemouth and Poole by March 2007.</p>
<p>1.4 By aligning our 14-19 Shared Strategy and Post Inspection Action Plan with Local Authority Children's Services/Education Plans, we will ensure that the learning opportunities we provide contribute to the well being of young people.</p>	<p>Bournemouth & Poole Post Inspection Action Plan progress report January 2007 indicates that milestones and measures within the plan have been met where appropriate.</p> <p>Post Inspection Action Plan aligned with Bournemouth BC, Borough of Poole and Dorset CC Children & Young People's Plans by December 2006</p>
<p>1.5 Refurbishment and/or provision of equipment to facilitate delivery of vocational provision in safe, high quality and accessible learning environments.</p>	<p>Suitable accommodation provided for extra vocational provision in 2 sites by March</p>

³ Year 11 destinations data.

	2007
<p>1.6 Our 14-19 Shared Strategy and Post Inspection Action Plan supports providers to improve partnerships with employers and with each other, so that their curriculum offer meets the needs of tomorrow's workforce.</p> <p>Our Ambassadors Project provides young people aged 14-16 with information on vocational and curriculum choices in the following sectors:</p> <ul style="list-style-type: none"> • Social Care • Child Care • Construction • Health • Marine • Finance and Administration 	<p>10,000 new opportunities (achievements and/or work experience) through Education Business Link in 2006/07 and programme fully supported by employers.</p> <p>60 new Young Apprenticeship places available by September 2006.</p> <p>120 Ambassadors to be engaged and given training towards a qualification in communication skills by Dec 2007</p>
<p>1.7 Our Quality Improvement Strategy will support FE and WBL providers to improve all aspects of learning. We will develop effective working relationships with School Improvement Partners to support improvement in local sixth form provision.</p>	<p>Reports from School Inspection Partners will provide evidence that schools have used information from Tribal benchmarking and Learner Achievement Tracker in self assessment, target setting and improvement strategies.</p>
<p>1.8 We will work with Quality Improvement Agency and providers to further improve Apprenticeship completion rates;</p> <p>We will work with regional colleagues and sector skills councils to focus on priority sectors and support providers in their delivery;</p> <p>We will work with Skills Brokerage organisation to keep them informed of our regional and local skills development strategies to enable them to stimulate demand through <i>Train to Gain</i></p>	<p>Measures to be determined once <i>Train to Gain</i> bids have been assessed</p>
<p>1.9 Support Connexions in reducing the number of local young people who are not in education, employment or training (NEET).</p> <p>Extension of EMA to Work Based Learning including E2E</p> <p>Fast Forward programme of bursaries for NEET group to overcome barriers to participation</p> <p>Establish area-wide strategic partnership to reduce NEET in four schools</p> <p>With Links4Learning we will manage 2 projects delivering work related learning opportunities to 14-16 year olds disengaged or at risk of disengagement within mainstream schools and Pupil Referral Units running from September 2005-07.</p>	<p>Young people NEET reduced to 5.6% by March 2007.</p> <p>All WBL providers implement extension by March 2007.</p> <p>Support for 200 young people by March 2007</p> <p>Successful piloted ideas rolled out across 3 more schools by March 2007; Oakmead School NEET numbers reduced October 2006 milestone.</p> <p>420 places available across schools and Pupil Referral Units in BDP between 2005 and end of 2007.</p>
<p>1.10 Support post-16 providers to work with schools</p> <p>Broaden range of vocational learning facilities across BDP via Area Wide Inspection and LID funding</p>	<p>Increased range and breadth of options being accessed by 14-16 learners</p> <p>Increased 14-19 vocational opportunities by 2008</p>

<p>1.11 Continue to build on existing partnerships to increase the range and level of qualifications offered to students in collaborative arrangements.</p>	<p>Increased vocational offer by September 2006</p>
<p>1.12 In funding the delivery of appropriate provision to learners learning to people with learning difficulties and/or disabilities, we will enable effective progression into further learning or employment. Results of current regional mapping will inform the local picture. Local issues to be addressed are: no local specialist college provision, special schools and FE colleges will need to broaden their curriculum offer.</p> <p>ESF funded projects will support people with learning difficulties and/or disabilities to enter accredited learning.</p> <p>We will distribute additional learning support funds to our local providers to enable them to remove barriers for students in learning.</p> <p>We will support providers to access training and development activities to ensure they can meet their requirements under the DDA and the Race Relations Act 2000.</p> <p>Through an ESF funded project we will engage young offenders in a programme of intensive support to engage them in accredited learning at L2 with a view to reducing re-offending and helping them towards employment.</p>	<p>We will have successfully influenced the regional decision making process ensuring access to funds from the regional budget to purchase the appropriate provision</p> <p>300 people of all ages with learning difficulties and/or disabilities will participate in accredited learning through ESF funded projects by December 2007.</p> <p>Success and participation continue to improve for learners with disabilities and learning disabilities/difficulties Providers are able to measure the impact that their policies have on their local communities</p> <p>100 young people engaged, 40 to access work placements and 30 to achieve L2 qualifications by Dec 2007</p>

Priority 2 Make learning truly demand-led so that it better meets the needs of employers, young people and adults	
Action	Measures of Success
<p>2.1 From August 2006, <i>Train to Gain</i> (the National Employer Training Programme) will ensure providers deliver the training needed by local employers by prioritising funding for Skills for Life and Level 2 qualifications.</p> <p>Within our funding limitations we will build capacity and capability across the vocational training delivery network to meet the needs of local employers</p>	<p>2325 total L2 starts through Train to Gain by July 2007</p> <p>949 first L2 achievements through Train to Gain by July 2007</p>
2.2 Working with partners we will use the independent and impartial skills brokerage service to support <i>Train to Gain</i> in advising on the best training to suit employers' needs.	
2.3 As part of the South West Regional Skills Partnership we will align funding with increased employer investment to deliver learning at Levels 2 and 3 to meet skills needs identified in the South West Regional Economic Strategy and in BDPEP's <i>Raising the Game</i> , which requires the percentage of working age population of BDP with L3 qualifications to exceed regional average by 2016.	<p>Increase the number of adults on a full Level 3 course in FE (learner numbers) and WBL (Average in Learning) combined by 3% per annum between 2004/05 and 2006/07.</p> <p>Equates to increasing full Level 3 participation from 1,732 in 2004/05 to 1,837 in 2006/07.</p>
<p>2.4. Focused on our priority sectors: construction; retail; engineering; tourism; finance; health & social care – we will agree local sector plans with partners/providers, to reflect regional/local priorities and preferred qualifications or levels, for example: ITQ, BIT, OSAT, leadership & management, statutory requirements within Early Years. This will allow individuals and employers to understand which qualifications are relevant to, and valued by, each sector.</p> <p>SW collaboration in a pilot to test Framework for Action in a key priority area</p> <p>Through an ESF funded project we will engage employers in the child care sector to provide L2 or higher qualifications</p>	<p>Plans in place by May 2006</p> <p>Minimum of 100 individuals from the construction sector supported through OSAT to achieve full Level 2 or 3 technical qualifications in bricklaying, woodwork trades or painting and decorating.</p> <p>100 employers engaged, allowing 650 employees to participate in L2 or higher qualifications by Dec 2007</p>
<p>2.5 With our three adult education service providers, we will use safeguarded funding to support:</p> <p>a) personal development and community/citizen based activities, in particular with the Voluntary and Community sector.</p> <p>b) targeted specific family programmes; engagement of non-traditional learners and action to tackle deprivation within neighbourhood communities.</p>	<p>Plans in place May 2006 to identify changes in curriculum.</p> <p>Revised programmes in place October 2006</p>
2.6 Establish the feasibility of a careers academy in the finance sector, allowing young people to benefit from business mentoring and work experience whilst studying for business/finance qualifications	Feasibility established and providers identified (if feasible) by March 2007
2.7 Investigate setting up a local learning facility in the Advanced Engineering sector to allow training and retention of young people to meet the needs of the local cluster of employers	Consultant employed for 3 months to investigate feasibility to report April 2006

2.8 In consultation with other key partners including SWRDA we will establish local skills needs required for the opportunities provided by the 2012 Olympics Sailing events to be held in Weymouth and Portland, in terms of tourism, infrastructure and sustainable economic development opportunities.	Partnership consultation groups established by March 2007
<p>2.9 In funding the delivery of appropriate provision to learners learning to people with learning difficulties and/or disabilities, we will enable effective progression into further learning or employment. Results of current regional mapping will inform the local picture. Local issues to be addressed are: no local specialist college provision, special schools and FE colleges will need to broaden their curriculum offer.</p> <p>ESF funded projects will support people with learning difficulties and/or disabilities to enter accredited learning.</p> <p>We will distribute additional learning support funds to our local providers to enable them to remove barriers for students in learning.</p> <p>We will support providers to access training and development activities to ensure they can meet their requirements under the DDA and the Race Relations Act 2000.</p>	<p>We will have successfully influenced the regional decision making process ensuring access to funds from the regional budget to purchase the appropriate provision</p> <p>300 people of all ages with learning difficulties and/or disabilities will participate in accredited learning through ESF funded projects by December 2007.</p> <p>Success and participation continue to improve for learners with disabilities and learning disabilities/difficulties Providers are able to measure the impact that their policies have on their local communities</p>
2.10 Using ESF funding we will continue to develop Foundation Degrees in five sectors working with SMEs and large employers to develop the curriculum content	Five foundation degrees to be developed by Dec 2006
2.11 We will work with Ufl to ensure geographical coverage/access to learning across the county. Focus on achievement of Skills for Life and first level 2 qualifications in the priority sectors of manufacturing and engineering, care, public sector and IT.	742 Skills for Life qualifications and 45 first level 2 qualifications during academic year 2006/07.
2.12 Continue to develop high quality impartial information and advice services for all adults across the sub-region via Tribal plc hub and through our provider networks	<p>5350 individual advice sessions. 630 individual enhanced service sessions.</p> <p>20 partners and providers to obtain Matrix standard qualifications by July 2007 35 provider staff to gain qualifications in IAG at L2, 3 and 4 by July 2007.</p> <p>Provide outreach facilities in 20 medical centres.</p>

Priority 3 Transform the learning and skills sector through agenda for change	
Action	Measures of Success
3.1 In trialling a simplified funding methodology during 2006/07, we will give our network of providers more opportunity to focus on LSC priorities. We will use the findings from the trial to support simplified funding in 2007/08. We will support this by rationalising data collection and analysis in line with national policy.	Clearer understanding of funding will allow providers to focus on continuous improvement activity. LSC Priorities are addressed in Provider Development Plans
3.2 In implementing our Quality Improvement Strategy we will challenge and withdraw from funding provision that does not meet published minimum levels of performance through the Annual Planning Review. New Measures for Success will enable analysis that ensures targeted interventions	Providers' Self Assessment Reports for 2006/07 to meet LSC requirements Aggregation of success rates in Providers plans to agree with planned growth in local Annual Plan by May 2006 Feedback from brokers informs quality improvements in providers' plans by July 2007
3.3 By working with key agencies including the Quality Improvement Agency (QIA) the LSC will support colleges in developing the capacity they need to develop the workforce and leadership skills of the sector.	Inspection grades in leadership to continually improve Improved Self Assessment Reports and robust inspection systems allow required outcomes
3.4 Through the introduction of more effective measures of success including benchmarking and value for money measurement we will help providers to improve efficiency through a better understanding of performance. New measures of success published and disseminated during 2006/07 Value for Money measures and local benchmarking implemented during Annual Planning Review	Reports from School Inspection Partners will provide evidence that schools have used information from Tribal benchmarking and Learner Achievement Tracker in self assessment, target setting and improvement strategies. Improvement Indicators identify areas for improvement and monitor progress
3.5 We will encourage our providers to achieve the new national quality mark that recognises excellence in the delivery of workforce development. This will increase appropriate engagement with employers including <i>Train to Gain</i> .	Measures of employer engagement agreed within provider development plans.
3.6 We will support local providers to ensure access to capital funds as appropriate, including bids for new school sixth forms	Accommodation Strategy for Bournemouth and Poole College to be approved by March 2007.

Priority 4 Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs	
Action	Measures of Success
<p>4.1 We will align funding to meet the demand for skills identified in the South West Regional Economic Strategy and in Bournemouth, Dorset and Poole Economic Partnership's (BDPEP) '<i>Raising the Game</i>', namely:</p> <p>S1 Improve skills and Learning in the workplace by brokering employer-led training (see <i>Train to Gain</i>)</p> <p>S2 Put in place progression pathways to raise the standard of basic skills across all age groups</p> <p>S3 Promote closer links between FE and businesses to support management development, foundation degrees and technology transfer</p> <p>S4 14-19 Strategy improves collaboration between education and business, increases participation in vocational education and encourages enterprise as a viable career choice</p> <p>S5 Promote the development of Centres of Vocational Excellence</p>	<p><i>Train to Gain</i> in place August 2006</p> <p>see action 4.5</p> <p>See action 1.6</p>
<p>4.2 Through Local Area Agreements with Bournemouth and Poole Borough Councils and Dorset County Council, we will contribute to the social and economic wellbeing of local communities by improving information, advice and guidance and widening opportunities for learning that improves employability.</p> <p>Local Area Agreements reflect core LSC business including encouraging local employers to purchase at full cost Levels 3+, widen employer brokerage to all employers, including those not eligible for support through <i>Train to Gain</i></p>	<p>2007/8 Targets for collaborative funding plan to support specific skills developments agreed by:</p> <p>end-Sept 2006 for Borough of Poole, Dorset County Council and Bournemouth Borough Council</p>
<p>4.3 Targeting provision for those adults without a first full Level 2 qualification, we will roll out the Level 2 entitlement</p> <p>We will also sustain opportunities for progression to full Level 3 by negotiating appropriate progression pathways with providers.</p>	<p>2900 starts for those without a first L2</p> <p>3300 starts for those studying a L3</p>
<p>4.4 The Skills for Life unit funded through LID and ESF will co-ordinate and steer provision which contributes towards the target. The unit will focus on employer engagement, capacity building and engaging the voluntary sector as well as driving up the demand for qualification based learning.</p> <p>Skills for Life will remain a priority for FE providers, and in addition the achievement rates on key skills within Work Based Learning will continue to increase.</p> <p>Additionally a focus will ensure more people are achieving a qualification at Levels 1 and 2 under the banner of Move on.</p> <p>We will also promote good practice between mainstream FE providers and the Voluntary and Community Sector to deliver Skills for Life qualifications to traditionally under represented groups through the use of a franchise model developed by the Working Together SW project (WAPAF).</p> <p>Through an ESF funded project we will provide opportunities for employees with English for Speakers of Other Languages (ESOL) needs at or below Level 2 currently employed within the Hospitality, Tourism and Leisure sector</p>	<p>12,907 adults to gain Skills for Life qualifications which contribute to PSA target between 2004/05 to 2006/07.</p> <p>Several measures within the Skills for Life Unit contract include:</p> <p>275 individuals to achieve Skills for Life qualifications at levels E3, L1 and L2.</p> <p>115 Skills for Life tutors to receive training</p> <p>Providers identified by November 2006</p> <p>Programmes in place by January 2007</p> <p>150 learners engaged and 100 to achieve a recognised ESOL qualification</p>
<p>4.5 Through the Jobcentre Plus and LSC Joint Delivery Plan we will continue to identify and review key employment and skills priorities for collaborative working in order to achieve the objectives set by the National Employment Panel report '<i>Welfare to Workforce Development</i>' 2004.</p>	<p>Updated LSC/JCP action plan in place April 2006 to identify and tackle barriers between welfare and sustainable employment</p>
<p>4.6 By working with the 4 Dorset prisons and Dorset Probation, together with the 3 contractors we will encourage continuous quality improvement comparable to provision in mainstream institutions and to meet contractual targets.</p>	<p>Regular regional OLASS team monitoring meetings reveal that progress towards achievement of the contract targets is satisfactory</p>

Priority 5 Improve the skills of workers who are delivering the public services	
Action	Measures of Success
<p>5.1 By targeting learner support and training for groups of low skilled public sector workers without Level 2 qualifications, we will improve their skills to support public sector reform.</p> <p>Embedding the new School Support Staff Vocational Qualifications at L2 and L3, developed by the sector (full support of the Training Development Agency) to meet the specific needs of SSS into local provider plans</p> <p>Enable 600 licensed Hackney and Private Hire Taxi drivers to commence a BTEC Level 2 in Transporting Passengers</p> <p>Work with Local Authorities to undertake Skills Analysis and develop Workforce Development Plans by April 2007</p> <p>We will actively support the delivery of the workforce development strategy for those working with children. This aims to qualify those who work with children to Level 2 and 3 through delivery of the <i>Train to Gain</i> offer to employers and Level 2 entitlement to individuals. Regional ESF contract managed by Gloucestershire LSC will be used to focus on improving the Skills for Life of the public services and their sub-contractors</p> <p>Local initiative to link English language with qualifications in care sector targeted at specific ESOL groups</p> <p>We will work with local authorities and the Training Development Agency for schools to ensure that they provide sufficient Vocational Level 2 and 3 qualifications to the school support staff</p>	<p>170 individuals to enrol on a Level 2 qualification</p> <p>Incorporated into provider plans by May 2006</p> <p>600 to achieve a qualification at L2 by end of 2007</p> <p>Target 100 low skilled workers in Public Services to achieve Skills for Life/L2</p> <p>Target 450 of Public Service employees dealing with children to achieve L2/3</p> <p>Agreed by April 2007</p> <p>BDP contribution of 50 towards the regional target of 1450 schools support staff to gain VQ Levels 2006/07</p>
<p>5.2 By negotiation with public sector employers we will ensure that the <i>Train to Gain</i> offer- including learning, advice and training programmes- meets the requirements of the sector.</p>	<p>Agree and Implement public sub-sector plans to meet critical gaps/shortages and broker training for employees by August 2006. Public sector employers supported by <i>Train to Gain</i> brokerage, targets to be confirmed once bids have been assessed.</p>
<p>5.3 By focusing on the qualifications and skills needs identified by SW Regional Skills Partnership we will develop effective use of funding in support for skills and learning for those delivering the public services.</p>	<p>see action 4.1</p>
<p>5.4 Through clear leadership and communication of the reforms required as part of <i>agenda for change</i>, we will work with colleges and providers to ensure that they are more responsive to delivering learning in the public sector.</p>	<p>Provider plans reflect their responsiveness to delivery of public sector learning by May 2006</p>

Priority 6 Strengthen the capacity of the LSC to lead change nationally, regionally and locally	
Action	Measures of Success
6.1 By restructuring at local, regional and national levels we will improve our ability to deliver first class leadership and management across the sector.	Completion of the internal LSC restructuring process, by autumn 2006
6.2 By transforming the LSC, we will ensure that our own workforce has the capacity to work productively with our providers and partners, leading collaboration and partnership at strategic and curriculum level as appropriate.	Three geographically based partnership teams and one economic development team across Dorset and Somerset in place by autumn 2006
6.3 We will implement the Race Equality in Employment Standard, embedding the principles of equality and diversity in all that we do. We do this by building on the work of the regional task force by identifying local providers who wish to adopt the standard.	LSC BDP to influence regional forums to ensure the Standard is adopted by end-March 2007
6.4 By harnessing the interests, skills and experience of the Bournemouth, Dorset and Poole non-executive Council, the local team will gain their support to act as ambassadors of our objectives and contribute to our work at local, regional and national levels	LSC BDP Council Members to be assigned to ambassadorial roles appropriate to their interests, skills and experience by autumn 2006
6.5 By developing existing management information systems we will ensure there is a clear line of sight between provider data and LSC performance data. We will define and agree indicators which give accurate and timely measures of improvement or success across the FE and work-based learning sector and monitor via regular meetings	Aggregation of improvement indicators in providers' plans to agree with planned growth in local Annual Plan by end of May 2006
6.6 By establishing effective communications strategies we will ensure that providers and key stakeholders are fully informed of the restructuring process and the new ways of working resulting from it	Effective and timely communications to providers and partners ensure a smooth transition
6.7 We will engage with Provider Governors by inviting them to meetings to gain a better understanding of the LSC's long-term direction of travel and ensure that they work with us to meet local demand for learning and skills	Establish a twice-yearly consultation with governors to discuss LSC plans for the forthcoming year (September) and reviews progress made through Annual Plan (May)
6.8 By aligning planning and resources we will develop efficient risk management and keep bureaucracy to a minimum, ensuring that local providers are given effective support in delivering LSC priorities.	Six monthly performance progress reports (September and March) indicate that key changes identified are on target
6.9 By reviewing and aligning our local Equality and Diversity Impact measures (EDIMs) with those of Somerset LSC we will ensure that our responsibility to meet the demands of our National Equality and Diversity Strategy 2004-2007 are maintained through to the new structure. We will contribute to the development of regional EDIMs from autumn 2006.	EDIMS reviewed and aligned with Somerset LSC, to be embedded by end of December 2006.
6.10 Using ESF Funding we will conduct a major research project to draw in all available information relating to sector skills needs and availability of provision across Bournemouth, Dorset and Poole	Report and dissemination event by December 2006

Our Delivery Resources

Throughout 2006/07 we will ensure that our business continues to deliver its objectives through strong leadership for our network of providers and partners through the transformation of the LSC in support of *agenda for change*. Locally we will establish local partnership and economic development teams quickly and efficiently and will contribute to the development of structures and processes supporting the new organisation.

Equality and Diversity

We are conscious of our duty to promote equality and diversity in response to current and forthcoming legislation relating to race, disability, sexual orientation, religion or faith and age. In line with the LSC's *Race Equality Scheme* LSC staff have been fully briefed on the race equality impact measures and their responsibilities in line with the Scheme. Our key actions summarised in this plan will underpin and reflect this Scheme. We expect providers' development plans to identify impact measures and actions to address them. We will also work with other areas to develop regional EDIMS for the South West from autumn 2006.

Health and Safety

The health and safety of learners is a fundamental value for the LSC. We believe that learners are entitled to learning that takes place in a safe, healthy and supportive environment. Our 'safe learner' concept promotes learner health and safety by applying the following four core principles:

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

Learners with learning difficulties and/or disabilities

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

Sustainable Development

We fully support the LSC's vision 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. With our providers we will be seeking to implement the actions to achieve the milestones identified in the LSC Strategy '*From Here to Sustainability*', including a baseline audit of current activity and agreeing the guiding principles and approaches in identifying risks and opportunities.

Partnership Working

LSC Bournemouth, Dorset and Poole remains strongly committed to working in partnership and we expect this way of working to become increasingly important. Our key principles include: transparency in decision making to develop trust among partners; innovation in joint working and collaboration; improved sharing of knowledge and expertise; and reviewing working arrangements to make the maximum impact.

We enjoy effective and productive working relationships with the University for Industry (Ufi). A programme of regular meetings coupled with monthly performance data to all parties has ensured that all stakeholders are kept fully up to date. Our approach is both complementary and contributory and we intend to build and strengthen these relationships in 2006/07 and forward into 2008. In addition we will continue to have regular strategic meetings to discuss regional issues and planning. Indicative levels of Ufi/Learndirect activity in the local area are demonstrated by an allocation of £1.2M, with targets of 742 for Skills for Life and 45 learners to achieve their First Level 2.

Employer Engagement in the 14-19 agenda

We seek to improve employer engagement in 14-19 education and training by offering another 10,000 opportunities to young people through Education Business Link, and working with employers to influence the curriculum offer to ensure that it meets the needs of tomorrow's workforce.

FE Colleges Financial Health

We have seven providers in receipt of main stream FE funding. Only one provider falls within financial health category C, indicating that they may be dependent on others. The Principal and Deputy of this college discuss the financial position and progress made through regular meetings with the LSC. Governors meetings are attended by the LSC Director of Learning. Financial issues are also discussed at monitoring visits held between the senior managers and the Relationship Manager.

The regional finance team support assessment of risk within the Finance section of the comprehensive risk assessments which we undertake for each provider. Issues affecting the financial health of the all FE providers are also managed by Relationship Managers, along with other quality and performance measures. Marked improvements in success rates and other quality measures are evident, especially for our largest FE provider, and we seek increased collaboration in 2006/07 between our providers to share good practice.

Capital Funding

We support capital funding strategies which help providers to meet LSC priorities, including the development of vocational learning provision, improvements in the learning environment to attract more employer engagement and to encourage student retention and achievement.

Appendix 1: Skills Matrix

The skills matrix (page 21) is available at local, provider and regional level. It shows provision categorised by contribution to targets and match with regional sub-sector priorities. It gives an indication of the scope for continuing the shift in the balance and mix of provision, but it should be noted that it is not a precise tool for measurement. However, we are able to use it during planning dialogues with providers to ensure that we move towards purchasing provision that contributes to LSC targets.

In the body of the table, green represents provision that counts towards our targets, orange, provision that has the potential to contribute and red, provision that does not contribute, and will no longer be eligible for LSC funding from 2006/07. With the focus more keenly on purchasing provision which counts towards our targets and priorities we expect to see a shift in provision from right to left with the majority of future provision in the high and medium boxes. However, there will always be an element of provision reflected for learners with learning difficulties and/or disabilities. High priority subjects are: Health, Public Services and Care; Engineering and Manufacturing Technologies; Construction, Planning and the Built Environment, Education and Training; and Preparation for Life and Work. Leisure, Travel and Tourism and Arts, Media and Publishing are medium priority.

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