

Cambridgeshire
Learning and
Skills Council
Annual Plan
2006-07

May 2006

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

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1 Our Vision

Our vision for Cambridgeshire and Peterborough is that by 2010 we will have a:

A broad based high quality curriculum offered in 21st century premises delivered through excellence in partnership to meet the diverse needs of all communities and the economy.

The educational landscape is changing. This change is being led by a number of key government policy documents that make clear the direction of travel and the priorities that both we the LSC and our partners are expected to deliver.

The LSC has responded positively to the government's priorities in our Agenda for Change document which outlines how we will transform the sector to better reflect the needs of a 21st century economy and its diverse communities. A key strand of the Agenda for Change this year will be theme 7, which describes how the LSC will change to work more effectively nationally, regionally and locally and ensure we maximise the resources going to the front line.

In Cambridgeshire & Peterborough we will have two partnership teams that will re-structure to reflect the new areas of the Children and Young People's Strategic Partnerships across Cambridgeshire and the City of Peterborough. We will work with our strategic partners to ensure we have a streamlined planning and delivery infrastructure that supports a vibrant economy by meeting the needs of its diverse communities and local employer base.

Local partnerships are a forum by which the LSC can stimulate and strengthen collaboration within and across the educational spectrum. Increased provider collaboration in planning and delivery will broaden the curriculum offer, play to the strengths and specialisms of local providers, drive up the quality of delivery and maximise the chances to increase participation, retention and achievement across all educational provision.

The need for a more collaborative way of working is inscribed across government educational policy and does not need to be limited to the 14-19 agenda. It can also embrace adult and community learning, regeneration and local employer engagement. This is how the business of local area planning will be conducted, within a framework understood by all that enables real on the ground collaborative delivery.

By working together we will be able to maximise the resources we can put towards achieving not only our key targets but also those we share with our partners. This collaborative approach founded on real partnership working is essential if we are to meet the wider needs of an area.

Chair: Sal Brinton

Interim Executive Director: Mike Pettifer

2 Our Priorities

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

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

East of England Regional Skills Priorities

This statement of priorities has been developed to reflect the commitment to:			
<ul style="list-style-type: none"> • Prepare young people in the East of England to be the workforce of the future • Up-skill the present workforce • Support the unemployed to gain the qualifications necessary to re enter the labour market • Respond to the needs of individuals and employers 			
In addition to the sectors reported in the Annual Statement of Priorities we have agreed with partners the following sectors on the basis of level 2 and level 3 needs which are of importance to the East of England:			
<ul style="list-style-type: none"> • The built environment/construction • Logistics • Health and Social Care • Retail • Hospitality <p>In addition, the following sectors have been identified as important both to certain elements of the Regional Economic Strategy and partners:</p> <ul style="list-style-type: none"> • Manufacturing and engineering • Land based 			
National Priority	Regional Skills Priorities	What does success look like/Regional Targets	Key Partners
N1 Ensure that all 14 – 19 year olds have access to high quality, relevant learning opportunities	R1 Increase the relevance of learning for young people and raise the level of attainment	a. 53,000 19 year olds qualified to level 2 by 2008 b. 132,500 16 – 18 year olds in structured learning by 2007 c. Jointly produce with partners' area prospectuses on all learning opportunities for young people, and their parents. d. Increase the amount of vocational learning undertaken by young people by developing links between schools and industry, and strengthen work related skills development.	Connexions Employers Higher Education Local authorities Schools, FE and work based learning providers Education Business Link Organisation
N2 Making learning truly demand-led so that it better meets the needs of employers, young people and adults	R2 Develop clear routes to appropriate learning for employers, young people and adults	a. Commence Train to Gain: April 06: Essex & Cambridgeshire, August 06: Bedfordshire, Hertfordshire, Norfolk and Suffolk b. By 2009 14,775 employers engaged which will include 8,000 hard-to-reach employers c. Agree with partners the delivery of the flexible elements of Train to Gain and a shift in the balance of provision d. Implement the regional impartial skills brokerage service with a focus on priority sectors, including public services. See 1C above	Employers & employer organisations inc. Sector Skills Councils, HE, liP uk Jobcentre Plus Local authorities EEDA E/England Skills and Competitiveness Partnership

N3 Transform the learning and skills sector through agenda for change	R3 Transform provision to ensure a better fit for employer and employee needs in the region with a focus on our regional priority sectors	a. Improve the quality of LSC funded provision including the leadership of the post-16 sector and aligning provider development plans to regional priorities.	Centre for Excellence in Leadership Colleges, independent training providers, schools Lifelong Learning UK Sector Skills Councils			
		b. Produce Regional Sector Skills agreements for each priority sector				
		c. Increase provision and align partner funding to support the achievement of:				
		Qualification		Target 06/07		
		Information and technology qualifications (ITQ)		(to be confirmed)		
		school support staff (SSS)		(to be confirmed)		
		Onsite assessment and training (OSAT) construction		(to be confirmed)		
N4 Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs and lifelong employability	R4 Ensure all individuals can access the skills and qualifications they need to improve employability	a. 84,000 Skills for life achievements gained between 2004 and 2007	Colleges, Schools and providers Employers & employer organisations Higher Education liP uk Jobcentre Plus NIACE EEDA EoESCP Trade Unions Voluntary and community sector National Offender Management Service			
		b. Develop and roll out the L2 entitlement strategy for each local area				
		c. Maintain current levels of provision for Personal and Community Development Learning				
		d. Implement the New Deal for Skills for Jobcentre Plus clients				
		e. Lead a regional consortia approach to access public funding that supports education and training in local communities, with at least one new provider receiving mainstream funding during 2006/07				
		N5 Improve the skills of the workers who are delivering public services		R5 Develop responsive learning pathways for public services	a. Include public services within the Train to Gain model including links to Apprenticeships	Colleges, schools and providers Government Office EoESCP EERA Trade unions
					b. Implement the regional early years strategy	
c. Implement Year 2 of the Skills for Life pilot project in partnership with EEDA						
N6 Strengthen the LSC to lead change nationally regionally and locally	R6 Lead the development of responsive provision in the context of the regional economy	a. Implement the agreed statement of skills priorities	Regional intelligence centre (RIC) EoESCP CoVE's Skills Academies SSC's			
		b. Develop an effective rapid response approach to enable the delivery of relevant and timely training to employers				
		c. Engage partners and employers in the development of the CoVE's and Skills Academies across the region				

3 Our Targets

3.1 Under priority 1, for young people:

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

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

In Cambridgeshire, the planned numbers contributing towards this target are 11,922 16-18 year old learners participating in Further Education in 2005-2006 and 12,650 in 2006-2007

For Cambridgeshire to increase the proportion of 19 year olds who achieve at least L2 by 3 percentage points between 2004 and 2006 we need an additional 428 learners each year (856 in total).

3.2 Under priority 2, for adults:

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

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

Locally we plan to deliver 1128 full Level 2 achievements through further education and work-based learning in 2006/07, that is an increase of 128 compared to 2005/06,

In addition, we will also deliver 4400 **first** full Level 2 achievements through NETP.

3.3 Under priority 2, for adults:

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

Locally we will deliver 6000 number of learners to achieve Skills for Life qualifications in 2006/07.

3.4 Underpinning both priorities 1 and 2, for Apprenticeships:

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

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

Locally we aim to raise the number of completions to 820 in 2006/07.

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

- Increase the proportion of young people and adults achieving a Level 3 qualification
- Reduce the proportion of young people not in education, employment or training by two percentage points by 2010 (inc ESF pre and alternative E2E provision here)
- Increase participation in Higher Education towards 50 per cent of those aged 18 to 30 by 2010.

4. Our Values

Our values set out for us the way we work.

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

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

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

5. A Context for Delivery

5.1 Geography and demographics

The LSC Cambridgeshire area covers the county of Cambridgeshire with its five local authority districts and the Unitary Authority of Peterborough. 80% classified as rural. It is approximately 100 miles due north of London and the only part of the East of England where the 16-18 population is predicted to keep growing beyond 2009. The population, 708,800¹, is projected to grow across the LSC Cambridgeshire area up to 2016², with most growth expected in the south. The area is predominantly white and relatively young. Over 18% of the population in the region live in Cambridgeshire with 34% concentrated in the south of the county in and around the city of Cambridge.

Cambridge City and South Cambridgeshire are typified by economic buoyancy based on knowledge-intensive growth sectors, East Cambridgeshire and Fenland are more rural in character, and Huntingdonshire combines growth corridors with rural areas. Peterborough is a major urban area and a focus for regional growth. Its population is estimated to have increased by an additional 9000 migrant workers in the last 2 years, many of whom have little or no English.

5.2 Wealth and deprivation

The area is relatively affluent compared with the rest of England. However Cambridgeshire and Peterborough have both rural and urban deprivation with Peterborough (East and Central Ward) in the top quartile nationally of deprived districts on two of the six district summary level indicators³ and Fenland (N.Wisbech) in the top half in four of the six. Within the other four local districts, there are also pockets of deprivation that need to be addressed, including wards in Cambridge and Huntingdon.

5.3 Economy

There are high rates of economic activity generally but there are differences with lower rates in the north (78% in employment in Fenland) and higher in the south (83% in employment in South Cambridgeshire). Wage levels are low in Fenland. Unemployment rates across the whole Cambridgeshire area are below the national average. Peterborough and Fenland have higher levels of unemployment than the regional average⁴.

It is a small enterprise economy with 92% of businesses employing twenty-five or fewer people accounting for some 27,500 employer/businesses. Most industry is in Distribution, Hotels & Restaurants, and Banking, Finance & Insurance etc, accounting together for 58% of all businesses⁵.

5.4 Skills shortages and gaps

Cambridgeshire has a higher proportion of organisations affected by skills shortages and skills gaps than the England figure⁶. The share of vacancies that are Hard to Fill (HtF) is also high with 44% HtF vacancies compared with 37% nationally and 39% regionally.

¹ Census 2001

² ONS population estimates

³ Indices of Multiple Deprivation 2004

⁴ Claimant Count October 2005

⁵ SIC codes G,H,J,K ONS Annual Business Enquiry 2003

⁶ National Employer Skills Survey (NESS) 2004

5.5 The learning infrastructure

Cambridgeshire has 4 general further education (FE) colleges, 2 sixth form colleges both in Cambridgeshire and 3 external institutions (EIs) managed through the Local Authorities (LAs), one voluntary organisation with EI status, 15 work-based learning providers with whom we are the 'lead' contractor and a further 10 providers that work in the area and beyond. ACL provision is contracted through the LAs. There are 44 maintained secondary schools, 24 with sixth forms (11 in Cambridgeshire and 13 in Peterborough) and there are 13 Independent schools, 9 with sixth forms. There are no current plans for more sixth forms in the area.

The summary of inspection grades in our schools with sixth forms show that teaching and learning was judged to be Satisfactory or higher in most schools with only one school to receive an Unsatisfactory and that is being addressed through the current Peterborough City Council Secondary School review. All our FE/WBL providers have been judged to be adequate overall on inspection.

6. Key Learning and Skills Issues-Young People

This section is a summary of the key learning and skills needs and issues identified in strategic analysis undertaken for and since the Strategic Area Review as part of the LSC Business Cycle.

6.1 Performance to date

i. Participation

There were 11,200 young people taking part in learning in further education (FE) in 2004/05, a figure in line with the planned growth. The number of new starts on Apprenticeships in 2004/05 exceeded the 1,965 target by 255 learners (13%) with the inclusion of Programme Led Pathways (PLP) starts. When compared with regional performance in this area, Cambridgeshire was the best performing LSC.

16-18 participation	2001/02	2002/03	2003/04	2004/05 **	2004/05 planned	% of plan achieved 2004/05	Region % of plan achieved 2004/05**
Total FE and WBL	11,064	11,777	12,388	12,832	13,215	97%	93%
FE	9,290	9,990	10,744	11,200	11,236	100%	97%
WBL	1,774	1,787	1,644	1,632	1,979	82%	69%
School sixth forms	4,301	4,446	4,355	4,689	-	-	-

Source: LSC Performance Scorecard, Corporate Reports

**F05 data as on 19 Dec 05

Overall (FE and WBL) participation was higher than both the regional and national percentages and just below the agreed target of 13,215 learners by 3% (383 learners). However, the first return of FE data for 2005/06 shows that there are 10,423 young people in further education, 360 more than at the same time in 2004/05.

Young people's participation in learning across the area as a whole is high and generally above the national average. However the figures for Peterborough Local Authority (LA) are lower than the national average. It appears that the introduction of Education Maintenance Allowances (EMAs) has contributed towards a significant increase in the participation rate. Our StAR confirmed that both in Fenland and parts of Peterborough, there are real issues of low aspiration and attainment that need to be addressed.

ii. Not in education, employment and training (NEET)

		Nov 2004		Nov 2005	
		%	Volume	%	Volume
Cambridgeshire	NEET	7.07	1,474	6.87	1,503
	Not known	3.36	725	2.75	619

Source: Connexions MI

As at November 2005, 6.87% of 16-18 year olds were NEET across our area, a figure slightly lower than the same time the previous year. Our Not Known figure is one of the lowest in the country and the lowest in the East of England. However the more successful we are in discovering and working with Not Knowns, the harder it will become to maintain our NEET figure. Whilst the number of young people that we are working with is reducing year on year, this presents increasing challenges in terms of programme design and responsiveness, cost and levels of support.

iii. Level 2 at 19

There is a steady increase in the numbers of learners achieving level 2 qualifications by 19 in Cambridgeshire. The baseline figure established for 2003/04 of 69% is above the national figure (67%), third highest in the region. Within Cambridgeshire, the baseline figures in each district vary from only 50% achieving level 2 by 19 in Fenland to 84% in South Cambridgeshire. We will focus the delivery of more level 2s in the districts with lower figures.

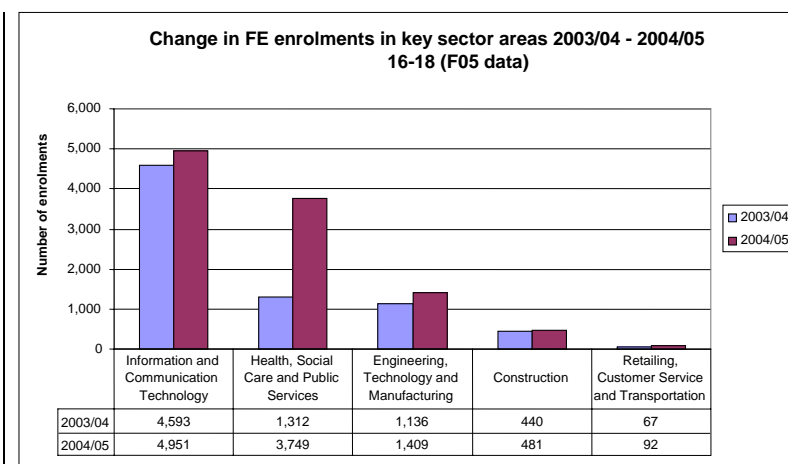
	Number of learners reaching level 2 threshold*					
	By age 16 (i.e. by the end of 2000/01)	By age 17 (i.e. by the end of 2001/02)	By age 18 (i.e. by the end of 2002/03)	By age 19 (i.e. by the end of 2003/04)	% reaching L2 by age 19 in 2003/04	% reaching L2 by age 19 in 2003/04 (national)
Cambridgeshire institutions	4,539	5,121	5,628	5,928	69%	67%

Source: Fisher family trust administrative dataset 2004,*refers to where the learner studies, district data refers to where the learner lives

Success rates are good and above the regional average across the FE and WBL sectors with a one percentage point increase between 2003/4 and 2004/05 for FE and a significant and steady increase in achievement for WBL. We will build on these figures and aim to continue the upward trend for both FE and WBL

..1.1	Success rates 16-18	2001/02	2002/03	2003/04	2004/05	2004/05 Regional
	FE all programmes	65%	73%	73%	74%	70%
	Long Programmes	62%	73%	72%	74%	69%
	Short Programmes	73%	73%	79%	74%	77%
	WBL all ages: Full Framework	24%	27%	34%	44%	38%

The adjacent data shows the shift of enrolments towards priority sectors of learning (16-18), that clearly demonstrates a shift in the curriculum to reflect the needs of the economy. Overall we have good coverage of the sectors but there are a number of sectors that are not performing as well against the regional.



6.2 Demand issues-Young People

Projections show that over the period 2006 to 2016 the number of 16-18 year olds is expected to grow from 30,000 to 30,900. We will need to ensure that we effectively manage the supply of post-16 provision in areas of predicted growth. Work-based learning opportunities in districts such as Fenland and East Cambridgeshire, and northern Huntingdonshire parts of the county are insufficient to meet the needs and interests of young people.

6.3 Supply issues-Young People

Both the Peterborough Area-wide Inspection and the Strategic Area Review (StAR) highlighted the need for both a broader range of vocational learning opportunities throughout the 14-19 phase and more provision in some areas. Access to academic provision post-16 is good across the area. There are some notable sectors that are not provided for: catering and construction. We will need to build our provider infrastructure in the priority areas by encouraging existing providers to diversify and bring on new providers. In some areas, duplication in the learning offer is a problem and evidence of a general lack of collaborative planning. Not all the vocational opportunities relate to the evolving local, regional or national economy. Much of the real choice is concentrated in Peterborough and Cambridge, our urban areas.

7. Key Learning and Skills Issues-Adults

7.1. Performance to date

Adult participation	2001/02	2002/03	2003/04	2004/05**	2004/05 planned	Local % of plan achieved 2004/05	Region % of plan achieved 2004/05**
Total FE and WBL	37,334	39,652	40,646	40,793	38,701	105%	92%
FE	36,202	38,389	39,325	39,703	37,487	106%	92%
Full Level 2	-	1,807	1,829	1,817	1,572		
Full Level 3	-	1,556	1,609	1,496	1,596		
WBL	1,132	1,263	1,321	1,090	1,214	83%	83%

Source: LSC Performance Scorecard, Corporate Reports

**F05 data as on 26 Jan 06

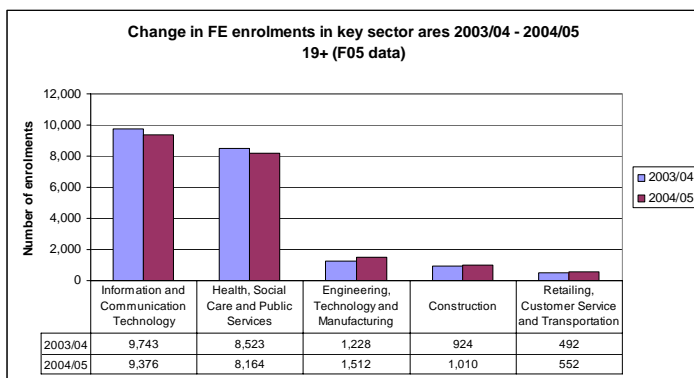
Overall (FE and WBL) adult participation was above the agreed target by 5% and higher than both the regional and national achievement against plans. The number of adults participating in learning in FE (39,703 learners) in 2004/05 exceeded the target for the year by 6%. Participation of adults in WBL was 17% (124 learners) below the target, although this figure was in line with the region. Participation varies between LA with 80% of adults participating in learning in Cambridgeshire compared to only 72% in Peterborough, with an average of 80% across the LSc area (79% is the regional average).

The first return of FE data for 2005/06 shows that there are 16,742 adults in learning, 5,000 fewer than at the same time in 2004/05. However there are 70 more adults on full level 2 courses and 150 more on full level 3 courses which is evidence of our providers growing the more substantial programmes of learning to reflect government priorities. The drop in adult learner numbers reflects the high number of courses below 10 Guided Learning Hours (GLH) in our area and the large volume of provision that meets employers' legislative requirements.

Success Rates 19+		2001/02	2002/03	2003/04	2004/05	Regional 2004/05
FE	All Programmes	55%	67%	70%	74%	70%
	Long Programmes	38%	50%	53%	55%	56%
	Short Programmes	85%	79%	82%	83%	80%

Success rates are improving year on year and have out performed the regional average by some 4 percentage points. The success rates of the longer programmes are showing a steady rate of improvement.

7.1.1 Demand issues-Adults



This demonstrates that the adult curriculum is not changing as quickly as the 16-18 curriculum to reflect the growing economic demands, particularly Health, Social Care and Public Services and ICT. In engineering, technology and manufacturing, and construction and retail enrolments are improving but not fast enough to meet demand.

The latest available figure suggests the proportion of working age adults who are participating in any kind of learning is 74%, a figure higher than the national and regional benchmarks⁷. The most likely participants in learning are employees in full time employment and people working in financial services, public administration, education, health and social work and in large workplaces.

There are low levels of qualifications in pockets of the adult population in Cambridgeshire. Fenland have less than 42% of the working age population with a level 2 qualification, Peterborough 50%, East Cambridgeshire 54% (the LSC area average is 58%). This means we need to find ways to encourage more adults to engage in learning and gain

⁷ Labour Force Survey 2004/05

level 2 qualifications as a minimum and engage with the small business community who employ them.

Projections show that our area is expected to see an increase in the number of jobs over the decade to 2012 of 1%, some 40,000 extra jobs⁸. The employment growth rate for the United Kingdom is 0.4% and for the region it is 0.7%.

The transition from Employer Training Pilot to the National Employer Training programme (NETP) - our pilot program, branded Profit from Learning, has been working with over 836 employers, to progress approximately 7000 adults onto level 2 and Skills for Life qualifications. The new NETP, branded Train to Gain, will capitalise on the lessons learned and the success of this early work. Our providers have developed a sound employer engagement base and good awareness of the value of employee training amongst employers and will use this to ensure a smooth transition into the new service, working with partners in the East of England.

7.1.2 Supply issues-Adults

It is essential that the local mix and balance of provision is attractive to employers and meets their demands whilst maintaining an inclusive curriculum for the wider community. The challenge is to meet the demands that growth in employment will bring and to maximise local recruitment delivered by a responsive employer base. We have made significant impact on the availability and uptake of level 2 provision through our ETP programme and the NETP will ensure this continues to meet employer/individual need locally.

Priorities for Success – this document was released in October 2005 as an early warning to providers that the success in driving up recruitment, retention and achievement means that funding for 2006/07 and beyond, on current planning assumptions, will not be sustainable. The document set out our proposals to stay within budget and continue to grow in target areas. The main impact will be on adult learning as we withdraw short courses and focus public money on those with low skills, those who are unable to read and write and those with learning difficulties and disabilities. There will be a need to increase fee contributions rapidly with the exception of Skills for Life and first full Level 2 qualifications where funding will be broadly maintained. The vision is that learning costs will be shared equally between employers, learners and the state. This funding policy will challenge the supply side, particularly in some of our rural areas like Fenland.

The policy will enable the roll out of the new National Employer Training Pilot and safeguard adult and community learning (now known as Personal and Community Development Learning-PCDL).

7.2 Skills for Life

	Cum. total to July 2004	% to 2004 target	% to 2004 target East of England region	04/05*	2004/05 milestone	% towards 2004/05 milestone
Numbers participating	23,790	-	-	14,822	-	
Number gaining target qualifications	8,798	79%	80%	4,122	4,180	99%

Source: LSC (as at September 2005)

* Year to date figure, awaiting final year information

⁸ Working Futures 1

The number of learners achieving a basic skills qualification by July 2004 was 8,798, which is 79% of the target figure for 2004. Both the region (80%) and Cambridgeshire (79%) were quite a distance below the national figure, where 98% of the target was achieved. The latest information shows that we are now on track for our 2007 target.

The latest data for 2004/05 shows that there were 4,557 young people participating on Skills for Life courses, 2,052 of which completed and counted towards our target. There were 10,265 adults participating on Skills for Life courses, 2,070 of which completed and counted towards our target. The number of Adult S4L learners not counting towards targets is too high.

7.2.1 Demand issues-S4L

The number of adult S4L not counting towards target is largely due to an increase in the demand for ESOL from migrant workers and the high volumes of short courses undertaken. The LSC needs to work with local partners to plan for the needs of migrant workers more effectively and work has begun to tackle this issue in both Peterborough and Cambridgeshire.

Overall, the share of adults of working age with no qualifications (462,300 people) is just below the national average of 15%, with the highest share in Peterborough (16%). In contrast, the percentage of adults qualified to at least Level 4 is just above the national average of 25%, with the lowest share in Fenland (13%).

In Cambridgeshire as a whole 32,400 people (7%) have poor literacy (national average 16%) and 197,600 (44%) have poor numeracy (national average 46%). Literacy needs are most evident in Fenland, Cambridge City and Peterborough⁹. Numeracy needs are most evident in Peterborough and Fenland.

7.2.2 Supply issues-S4L

The majority of Skills for Life delivery comes through four main funding streams (FE, WBL, PCDL, ESF, ETP, Ufl) and it is estimated that FE accounts for approximately 81% of all provision. In Cambridgeshire, like in other areas, more learners are taking S4L on courses that do not count towards our target. Currently we have providers offering S4L provision that competes with framework qualifications. We will work with our providers to reduce this tension.

A detailed analysis of S4L provision was commissioned by LSC Cambridgeshire with CTAD (June 2005). The report concluded that there are several key areas for continued improvement and consolidation in order to meet the 2007 target. We need to work with providers to ensure that:-

- Improvements to numbers of learners taking up countable learning aims are continued.
- Improvement in achievement rates are continued.
- New delivery models such as Move On to help improve both demand and achievement are adopted.
- A decrease in the number of level 1 learning aims being taken up in 'other provision' is achieved.
- A managed approach by providers to delivering a balance of provision between literacy, numeracy and ESOL is put in place.

⁹ DfES Skill for Life survey 2003

- Improvements to the achievement rates in key skills are continued.
- Providers are planning and delivering appropriate S4L professional development for staff at all levels.
- Providers are delivering a mix of provision which includes delivery in the community and the workplace.

8. Skills and Sectors

Growth is mainly in the services sector but manufacturing is nevertheless projected still to account for more jobs than retailing, health care or education by 2012. The biggest projected growth in both private and public services is for computing and related, and other business services. Logistics and distribution are also seen as areas for development.

Occupational growth is projected to be concentrated in professional occupations and managers, senior officials and associate professional and technical occupations. Personal service and sales/customer service occupations will also expand but at a lesser rate. Administrative, clerical and secretarial occupations remain the fourth largest grouping despite long-term decline. Priority skills needs are generic and include language, literacy and numeracy, IT skills, management skills and customer service.

8.1 Priority sectors

Engineering and manufacturing-key facts

- Manufacturing has a very high share of the area's Skills Shortage Vacancies (SSVs) and a high share of the skills gaps.
- 45% of the workforce is not qualified to level 2.
- 25% of WBL courses are in engineering & manufacturing but only 3% of FE enrolments¹⁰.

1 Construction-key facts

- The sector most seriously affected by skills shortages.
- Only 31% of the workforce is qualified at level 2 or higher.
- 26% of the workforce have no qualifications.
- Construction accounts for 14% of WBL and just 1% of FE enrolments.
- Large expansion of employment opportunities up to 2020 due to the London-Stansted-Cambridge-Peterborough growth proposals.

1 Public Services-key facts

- **Health & care**
 - 50% workforce is qualified at level 3+, 28% lower than level 2.
 - The sector accounts for 13% of WBL and 10% of FE enrolments.
 - Fast-growing sector embarking on structural change and driving to meet national standards for managerial and staff qualifications.
- **Children's services and education**-major growth in our area with substantial further radical reform expected since the implementation of the new 10 year Early Years and Childcare strategy
- **Local authorities:** To continue to support the transformation of public service delivery by improving the skills of the people delivering these services.
- 43% of the public services workforce is qualified at level 3 and above with 25% lower than level 2

¹⁰ ILR F04

Computing services and ICT-key facts

- Biggest shortages and gaps will be in the higher technical skills areas such as software, multimedia and business support services.
- 50% of ICT professionals are employed by other sectors.
- Sector accounted for 1% of work-based learning courses and 12% of FE enrolments.

1 Logistics and distribution-key facts

- 21% companies in Cambridgeshire report high levels of vacancies.
- 7% reporting a skills shortage vacancy.
- Growth reported across the sector in 2005 especially within road and courier firms.
- There is high optimism of revenue and employment increases over the next 12 months.
- 73% of firms have no formal training procedures in place.

1 Professional business services and other business services

- Growth is accompanied by existing skills shortages and gaps.
- Highest share of skills gaps.
- Above average proportion of the sector's employees are affected.

8.2 Key generic skills

Employers across all sectors cite the need for higher levels of key skills in both young people and adults:

- **Leadership and Management:** The quality of our leaders and managers is an important influence on organisations of all kinds and in all sectors.
- **Skills for Life (language, literacy and numeracy):** ongoing priority that will equip individuals with the skills to make progress across all sectors.

..1

8.3 Key Local Sector Skills work

- **ITQ in e-Skills-** We intend to promote direct collaboration between E-Skills and local FE colleges to enhance provider awareness of the unique flexible nature of the ITQ qualification and the bespoke delivery opportunities for employers across all sectors. The goal this year is to build capacity for delivery. This product will play a major role in the offer under NETP.
- **School Support Staff-** We intend to work with pilot LSC areas and National office to build on the success of the local pilot which has focussed delivery on ITQ qualification. The goal is a successful rollout of the programme nationally and within the LSC partnership areas.

9 Provider Capacity

The early findings of our Strategic Analysis for the supply of provision in Cambridgeshire and Peterborough suggest the following areas of focus for 2006/07;

- No provider has been judged as "inadequate" overall on inspection although there are a few areas of learning graded as 4 in colleges.
- All providers are satisfactory on Health and Safety in terms of accident and incident reporting and the promotion of the Safe Learner concept.

- Data returns are timely across all providers with very low levels of errors and warnings.
- There is a variable ability to plan 16/18 numbers, colleges are slightly better than WBL providers.
- The financial category of the Further Education sector is weak with half of the General Further Education Colleges being Category C.
- Five out of the six colleges have aging estates with high percentages of floor space not classified as Category A (As New) or B (Sound). Three colleges have more than 50% floor area below Category A and B.
- The local WBL provider base (excluding colleges) comprises several small providers, with little capacity to develop new provision if necessary.
- The impact of national and feed providers is potentially significant in terms of delivering WBL participation and success rates. Our ability to monitor and influence these is limited by the lead/feed arrangement and therefore local control is minimal.
- Approx 50% of providers do not have the ability to consistently produce robust Self Assessment Reports, Quality Plans and Development Plans. This is mainly in the WBL sector.
- The local provider network is in the early stages of becoming an effective collaborative and planning body. We will be looking for providers to take more ownership of the group and take the lead on its future development.

Skills Matrix

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	15,894,163 26999	43%	3,307,160 2943	9%	11,518,470 11030	31%	30,719,792 40972	84%
Potential to contribute	1,222,305 992	3%	44,438 202	0%	83,631 399	0%	1,350,374 1593	4%
No longer eligible for LSC funding	158,259 1037	0%	35,721 509	0%	1,754 5	0%	195,735 1551	1%
Other (eg UFI and Unclassified)	0 0	0%	0 0	0%	0 0	0%	0 0	0%
Entitlement	0 N/A	0%	4,502,306 N/A	12%	0 N/A	0%	4,502,306 N/A	12%
Totals	17,274,727 29028	47%	7,889,625 3654	21%	11,603,856 11434	32%	36,768,207 44116	100%

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	8,962,534 18019	41%	1,336,471 3578	6%	2,709,570 3382	13%	13,008,576 24979	60%
Potential to contribute	5,985,014 13067	28%	689,116 4312	3%	197,316 846	1%	6,871,446 18225	32%
No longer eligible for LSC funding	1,239,036 9390	6%	362,084 5976	2%	67,867 232	0%	1,668,987 15598	8%
Other (eg UFI and Unclassified)	0 0	0%	0 0	0%	0 0	0%	0 0	0%
Entitlement	0 N/A	0%	75,366 N/A	0%	0 N/A	0%	75,366 N/A	0%
Totals	16,186,584 40476	75%	2,463,038 13866	11%	2,974,752 4460	14%	21,624,374 58802	100%

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

10. Summary of our Key Issues

Priority 1-Young people:

1. There is duplication and some gaps in the curriculum offer in parts of the area.
2. There is an incomplete vocational offer in parts of the area, namely East Cambridgeshire, northern Huntingdonshire and beyond the market towns of Fenland.
3. Pockets of deprivation coupled with low aspirations in parts of Fenland and Peterborough which is evident in the higher than average NEET figures.
4. Level 2 by 19 achievement is worst in Fenland at 50%.
5. Although there has been a steady increase in participation, this is much lower in Peterborough.
6. There is a demand for a wider curriculum to engage both the NEET group and those in employment but not in education or training (NET), the NET figures are high for our area. FE need to engage more effectively with employers of young people in the NET group.

Priority 2 - Adults

1. Participation is good overall but there are pockets of low participation and it is lower on Work Based Learning than in Further Education.
2. The enrolments by sector are not keeping pace with the demand in priority sector areas.
3. Our share of adults with no qualifications is just below the national average and means that many individuals will not be in a position to respond to new employment opportunities as they arise through growth.

Priority 3 – Skills for Life

1. Too many of our Skills for Life (S4L) courses do not count towards our targets, 84% S4L is delivered through Further Education with 68% of courses not counting towards our targets.
2. The levels of literacy amongst adults is lower than the national average in Fenland, Peterborough and Cambridge City. The levels of numeracy are much lower than the national average in Peterborough and Fenland.

11. Key Changes

Priority 1 - To ensure that all 14-19 year olds have access to high quality relevant learning opportunities

1. Drive up the volume of level 2 achievement by 19 in Further Education to 1139 which represents a 19% increase.
2. Respond to growth forecasts with a 6% increase in the number of places offered in Further Education for young people, this will deliver an additional 720 places.
3. Transform the existing 14-9 collaborative networks into Area Planning Groups across Cambridgeshire and Peterborough-4 area based planning groups and 4 joint prospectuses for the Sept 2007 intake.
4. Contract with 3 new providers to deliver in key sectors and support our local colleges in further developing their offer particularly their WBL base.
5. Focus resources to drive down the Not in Employment or Training (NEET) figures particularly in the Fens and Peterborough, with 5 bespoke ESF projects.
6. Further Education to offer more flexible provision for NEET and NET (in employment but not in education or training) young people, working with Connexions and employers.

Priority 2 - Making learning truly demand led

1. Rebalance the adult curriculum to reflect government priorities as laid out in the LSC Priorities for Success:
 - i. Raise the numbers of adult Level 2 qualifications by 13% in Further Education, to deliver an additional 108 qualifications.
 - ii. Increase the delivery of adult level 2s by Further Education through the National Employer Training Pilot where in excess of 1000 additional first level 2s could be funded and delivered.
 - iii. Ensure the achievement of 2320 first level 2 qualifications through the Employer Training Pilot and a smooth transition to the National ETP, Train to Gain to deliver an estimated 1500 starts and 1200 achievements..
 - iv. Re-align our adult provision to meet the demands of the key sectors, in particular Health, Social Care, ICT and Public Services..
 - v. Safeguard personal and community development learning opportunities across the area..
 - vi. Increase 'in county' provision for Learners with Learning Difficulties and Disabilities with 3 new local area hubs developed.
 - vii. Ensure progression routes for adults to move from level 2 provision through the higher education, with a new Higher Education Institute development in Peterborough to complement existing Higher Education provision in the south.

Priority 3 - Transform the learning and skills sector through *Agenda for Change*

1. Reinforce the work of the Quality Improvement Agency to drive up our providers capacity to self assess, risk assess, plan and forecast their contribution to national targets.
2. Renew our Further Education facilities to ensure state of the art twenty first century learning environments for our learners and employers:
 - i. Merger and capital redevelopment of the Isle College and the College of West Anglia by April 06.
 - ii. Finalise the capital plans necessary provider by provider by Sept 06.

- iii. Agree a phased implementation to complement the regional capital strategy by April 06.

Priority 4 - Strengthen the role of the LSC in economic development

1. Shift the balance of countable and non countable S4L provision further towards the 80/20 ratio across the area with a target of 75/25 in 2006/07.
2. Increase the number of accredited Skills for Life qualifications achieved by adults by 10%
3. We cannot respond to the demand for courses that offer English for Speakers of Other Languages (ESOL) in part due to high numbers of migrant workers where often the need is for short, non-accredited courses. We need to:
 - i. Increase the range of ESOL offered through our partner agencies, through regeneration funding such as Investing In Communities.
 - ii. Increase the supply of accredited ESOL courses that will contribute towards the 75/25 split and replace the short courses offered historically by our providers that do not have a track record of progression onto S5L provision.
 - iii. support the development of new methods of delivery of ESOL programmes and specialised ESOL teacher qualification.
4. Maximise opportunities through the two Sub Regional Economic Development partnerships (SREPs), to align our supply of appropriate post 16 learning and skills development to meet demand and contribute to local economic prosperity.

What we have delivered so far and our planned changes for 2006/07 (sheet 1 of 2), to be updated by end May 06

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05				Funding £
	Learners		Learning Aims Success Rates		
	Volumes of learners	In-year achievements (volume)			
FE Total Learners	11200		74%		£34,798,405
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	2989	1544	52%		
<i>Learners on a full Level 2 qualification</i>	1650	806	49%		
<i>Learners on a full Level 3 qualification</i>	5561	2807	50%		
<i>Learners on 2 or more A2 qualis</i>	1560				
Discrete* activity, e.g. fully ESF, or LIDF funded provision	15				
School sixth form	4689				£22,006,407
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate		Funding £
WBL Total Learners	1632		45% (fwk)		£5,823,793
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	875	263	30%		
<i>Learners on an Apprenticeship</i>	1067	323	43% (fwk)		
<i>Learners on an Advanced Apprenticeship</i>	508	108	54% (fwk)		
Entry to Employment	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
All E2E	535	265	22	49%	£2,717,212

2005/06					
Learners				Funding £	
Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates			
11922		74%		£38,801,963	
4775	2483	(52%)			
1956	958	49%			
5530	2765	50%			
1600					
201					
4902				£24,343,372	
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £	
1705		48% (fwk)		£6,056,773	
901	297	33%			
1103	343	46% (fwk)			
524	98	54% (fwk)			
	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
521	256	21	50%	£2,555,417	

2006/07					
Learners				Funding £	
Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates			
12668		75%		£42,536,876	
5012	2606	(52%)			
2293	1147	50%			
5723	2918	51%			
1725					
220					
4911				£24,152,718	
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £	
1756		51% (fwk)		£5,694,143	
928	325	35%			
1136	377	49% (fwk)			
540	108	55% (fwk)			
	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
550	270	21	53%	£2,467,380	

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), to be updated by end May 06

SUMMARY OF ADULTS (19+)	2004/05				2005/06				2006/07			
	Learners		Learning Aims Success Rates	Funding £	Learners		Learning Aims Success Rates	Funding £	Learners		Learning Aims Success Rates	Funding £
	Volumes of learners	In-year achievements (volume)	Volumes of learners		In-year achievements (volume)	Volumes of learners	In-year achievements (volume)					
FE Total Learners	39703		71%	£19,339,889	26892		72%	£16,694,563	24807		72%	£15,315,000
<i>of which...</i>												
<i>Learners on Skills for Life target qualifications</i>	2392	1697	71%		3421	2429	(71%)		3758	2668	(71%)	
<i>Learners on a full Level 2 qualification</i>	1813	854	47%		1675	804	48%		1987	954	48%	
<i>Learners on a full Level 3 qualification</i>	1496	685	46%		1435	674	47%		1322	621	47%	
<i>Learners on 2 or more A2 qual.</i>	49				43							
Discrete* activity, eg fully ESF, or LIDF funded provision	2174				2074				3626			
Personal & Community Dev't Learning					16694				15,597			
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	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	1248		39% (fwk)		1154		43% (fwk)	£2,599,169	1189		46% (fwk)	£2,447,420
<i>of which...</i>												
<i>Learners on Skills for Life target qualifications</i>	548	362	66%		548	362	66%		548	362	66% (fwk)	
<i>Learners on an Apprenticeship</i>	566	187	41% (fwk)		570	196	44% (fwk)		595	216	47% (fwk)	
<i>Learners on an Advanced Apprenticeship</i>	524	109	37% (fwk)		536	108	42% (fwk)		570	119	45% (fwk)	
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 £
<i>Of which...</i>												
Level 2	3514	587			7000				5500	4400		
Skills for Life	174	39			600				275	220		

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05 (BB15)	£52,802,949	£8,295,407	£2,749,717	£21,276,082	£ 2,693,121	£1,860,650	£3,279,076	£1,676,526	£1,701,163	£4,697,669
2005/06 (BB12)	£59,419,667	£8,727,861	£2,647,990	£23,666,823	£ 2,557,813	£5,900,783	£1,129,000	£1,095,938	£1,854,998	£4,889,830
2006/07	£62,808,000	£8,382,000	£2,500,000	£23,666,823	£2,328,000	£7,960,000	£500,000	£32,289	£1,854,998	£1,849,000

2 Key Actions

National Priority 1: To ensure that all 14-19 year olds have access to high quality relevant learning opportunities	
Action	Measure of Success
<p>Increase the achievement of Level 2s by 19 Prioritise the delivery of level 2 in FE colleges.</p> <p>Increase no. of level 2s achieved at 16 through the Increasing Flexibility (IFP) and Young Apprenticeship (YA) programme.</p>	<p>1139 Level 2 achievements in FE by age 19 which represents a 19% increase on 05/06</p> <p>A 3% increase in success rates from 67% to 70% on IFP</p>
Build further growth into the FE funding stream for 16-18 learners.	6.1 % increase
Increase the Work Based Learning provider base.	3 new providers to expand the curriculum offer in construction, health and social care
<p>Drive up the number of apprenticeship framework achievements.</p> <p>Introduce a target for the number of Programme Led Apprenticeships (PLAs) that count towards the framework achievements.</p> <p>Achieve the national target for progression to Apprenticeships or to further learning.</p>	<p>3% increase from 745 to 819</p> <p>100 apprenticeship framework achievements from learners progressing through PLAs in FE</p> <p>50% of IFP students progressing to Apprenticeships or further learning</p>
<p>Contribute towards the reduction in NEET. Work with our partners to develop a 'clearing house' system to ensure young people NEET are offered a suitable learning opportunity.</p> <p>Develop a NEET strategy for Fenland and Peterborough.</p> <p>Manage the extension of EMAs to E2E/PLP learners.</p>	<p>3% increase in positive outcomes in E2E (to 53%)</p> <p>Clearing system established</p> <p>3 ESF funded projects offering alternative E2E provision, 41 young people from NEET group achieving a positive outcome</p> <p>Increase the take up of EMAs by 1% in each age group (from 95.5 % 16 yr olds and 87% in 17yr olds)</p>
Improve the numbers of young people achieving key skills that count towards Skills for Life (S4L).	By 5% from 52% to 57%

<p>Improve the balance of vocationally based learning to support a broader offer.</p> <p>Deliver a new cohort of students on the Increasing Flexibility programme.</p> <p>Apply for a third cohort of 14-16 Young Apprenticeships(YAs) in engineering.</p> <p>Expand the Young Apprenticeships in 2 further sectors.</p> <p>Reconfigure Work Related Learning (WRL) to make better use of resources.</p>	<p>An increase in intake from 470 students to 600 across all 4 FE colleges</p> <p>A cohort of 30 students on a YA in engineering</p> <p>2 new YAs in hospitality and construction</p> <p>New WRL programme agreed and implemented, in line with the national review outcomes</p>
<p>Embed clear entitlements for young people in Cambridgeshire and Peterborough using local area prospectuses enabling young people and their guardians to make informed choices.</p>	<p>4 area action plans in place</p> <p>First joint 'in area' prospectuses developed for the post 16 2007 intake</p>
<p>Support the Aim Higher partnership to target learners from under-represented groups promoting the vocational route to HE and integrating the place of work-related and work based learning"</p>	<p>3 area based action plans in: (Peterborough; Fenland; and the remaining parts of Cambridgeshire)</p> <p>Area targets to be set to increase the number of acceptances by Universities</p>
<p>National Priority 2: Making learning truly demand led</p>	
<p>Action</p>	<p>Measure of Success</p>
<p>Increase the number of first full level 2 adult qualifications in FE</p>	<p>13% increase through FE, an additional 108 first full level 2 qualifications (from 804 to 912)</p>
<p>Increase the total number of adults who enrol in adult education and complete a Level 2 qualification</p>	<p>Deliver 2320 first full level 2 qualifications through ETP</p>
<p>Work with Trade Union Learning reps to boost the demand for learning</p>	<p>15 new TUC learning champions</p>
<p>Ensure a smooth transition from existing ETP to the new National Employer Training Pilot programme from April 2006</p>	<p>Delivery of 5500 starts and 4400 qualifications across Level 2s and S4L through NETP</p>
<p>Work with partners to further develop appropriate and accessible e-learning provision to respond to gaps in the curriculum offer locally, with a focus on rural areas</p>	<p>Develop a model in Fenland as part of the development of new provision locally</p>
<p>Address skills shortages in priority sectors of construction and engineering</p> <p>Work with Perkins to develop their new learning centre as a stepping stone to a full national Skills Academy bid in partnership with SEMTA</p>	<p>Expansion of the Perkins and Bovis academy style models to 3 new organisations</p> <p>Bid developed and submitted to EEDA</p>

<p>Work with the Regional Skills & Competitiveness Partnership (RSCP) to contribute to regional skills priorities</p> <p>Use ESF money to broaden the curriculum offer in priority areas</p>	<p>Broaden membership of the Cambridgeshire and Peterborough Workforce Consultative group to reflect the emerging priorities from the RSCP</p> <p>58 level 3s in engineering and construction through ESF</p> <p>20 Level 3s in Early Years/Childcare through ESF</p>
<p>Purchase a curriculum that contributes towards the national Sector Skills Agreements, and equally reflects local priorities and generic skills needs such as leadership and management, ITQ and key sectors.</p>	<p>Provider base to offer the ITQ as the preferred qualification from Sept 2006</p> <p>Set targets to deliver up to 1000 ITQ level 2s</p> <p>150 managers accessing Training Needs Analysis on-line</p> <p>50 leadership and management qualifications at level 2 and 3 achieved</p> <p>40 employers engaged in management training</p> <p>50 individuals engaged in e-learning and distance learning management qualifications</p>
<p>National Priority 3: Transform the learning and skills sector through <i>Agenda for Change</i></p>	
<p>Action</p>	<p>Measure of Success</p>
<p>Trial a simplified approach to provider planning and allocations based upon the core and commissioned model.</p>	<p>Cambridge Regional College to be the local pilot</p>
<p>Work with our providers to ensure effective transition over to the new funding methodology detailed in the Priorities for Success.</p>	<p>All development plans in place by May 06</p> <p>Achieve 32.5 % fee income generation for FE.</p> <p>An agreed differentiated fee income policy in place with adult learning providers for PCDL</p>
<p>Support our FE colleges in offering excellence to employers e.g. through retention of CoVE status following re-assessment, and working towards the Quality Mark</p>	<p>Successful assessment of Construction CoVE April 06</p> <p>Successful assessment of Care, Manufacturing and Management CoVEs Oct 06</p> <p>Action plans in place across all colleges to achieve Quality Mark</p>

Develop a provider infrastructure that will transform our Further Education and Sixth Form College estate	<p>A phased capital expenditure programme and rolling local capital plan, developed April 06</p> <p>A successful merger of Isle College with College of West Anglia, April 06</p> <p>Building commences for new flagship centre in Fenland, local capital developed and implemented, Sept 06</p> <p>Costed property strategies in place for all FE funded provision, by Oct 06</p>
Monitor and improve provider performance through an effective Planning and Funding Review process	<p>Case Conferences and provider feedback completed April 06</p> <p>20 lead provider risk assessments completed Spring 06</p> <p>Provider development plans and QI Indicators agreed May 06</p>
Align LSC funded providers self-assessment and planning activities to the Business Cycle	Robust provider SAR/Quality Plans on the Provider Quality Gateway Nov 06
Broker Quality Improvement support services to providers including referring to QIA	<p>18 LSDA consultancy days used</p> <p>5 WBL providers involved in Regional QI project</p>
Challenge and implement a phased withdrawal from poor performance e.g. inspection	<p>Poor performing providers identified and notice served</p> <p>Phased withdrawal from contracts with providers who fall below minimum floor targets in line with national criteria</p>
National Priority 4: Strengthen the role of the LSC in economic development	
Action	Measure of Success
Work with key agencies and external partnerships to influence their strategies to maximise and align external funding opportunities	<p>LSC contributing in each Local Area Agreement</p> <p>LSC targets in the strategies of the two Investing in Communities plans</p>
<p>Deliver Skills for Life achievements that count towards the national targets</p> <p>Increase the number of learners achieving key skills that count towards our target</p> <p>Shift the balance of countable and non countable S4L provision further towards the 80/20 ratio across the area</p>	<p>Maintain a 72% learner achievement rate for adults</p> <p>10% increase in number of adult learners achieving key skills that count</p> <p>From 65% / 35% to 75% / 25%</p> <p>1000 Skills for Life qualifications that count from ESF</p> <p>Deliver 250 S4L qualifications from ETP and 220 from NETP that count</p>

Ensure the area based planning groups are supplied with and plan to meet future needs	4 x area plans developed based upon local economic forecasts
Continue to build capacity including provider staff development. Develop local inclusive provision in Cambridgeshire and Peterborough for learners with additional support needs in collaboration with Partner Agencies	Support materials developed 3 "Improving Choice" Hub action plans fully implemented 6 new applicants.
Work with the region to implement and manage the new Offenders' Learning and Skills Service (OLASS) arrangements for offenders in local prisons/ the community.	1 x contract Cambridgeshire and Bedfordshire prisons 1 x contract Cambridgeshire Probation 1 x regional contract for IAG
Work with the IAG service providers to develop capacity to deliver IAG in the workplace and to offenders in prisons and in the community	Effective IAG delivery in place to meet the contract requirements of OLASS and NETP locally
Use ESF and flexible funds to support provision for non-traditional learners and those working in priority sectors	Round 4 projects contracted for: priority sector level 3 provision, alternative E2E courses, S4L, Young Apprenticeship in engineering for NEET Project closure of Round 2 approved by Government Office.
Develop integrated services through the Welfare to Workforce action plan with Jobcentre Plus	Integration of JCP S4L provision with LSC funded provision
National Priority 5: Improve the skills of workers who are delivering in the public sector	
Action	Measure of Success
Plan supply of provision to meet demand in the public sector with a focus on those without a first Level 2 Support the training of those working with children and the local Early Years partnerships	248 learners taking a Level 2 qualification in childcare 83 learners following a pilot childcare qualification at level 2
Contribute to the embryonic Skills partnership for the Health and Social Care sector to	Deliver 20 number of apprenticeships within the two Cambridgeshire Health Authorities
National Priority 6: Strengthen the capacity of the LSC to lead change nationally, regionally and locally	
Action	Measure of Success
Internal re-organisation to work geographically in line with the wider Theme 7 national re-shaping programme.	The local partnership areas will be: Peterborough City; Cambridge City with South Cambridgeshire; East Cambridgeshire with Fenland; and Huntingdonshire

<p>Work transparently including publication of clear indicators of national, regional and local performance.</p>	<p>Quarterly performance reports to Council and key partners Business Plan hosted on website</p>
<p>Work strategically with our providers in a way that challenges and supports them in equal measures.</p>	<p>Active members and contributors to key partnerships, e.g. Children and Young Peoples Strategic Partnerships, LSPs, SREPs, local planning fora, others to be defined following restructuring</p>
<p>Embed equality and diversity in all that we do.</p>	<p>Achieve the locally set EDIM targets RAA impact assessment DDA compliance</p>

13 Our Delivery Resources

Partnership Working

13.1 14 – 19 Collaboration

It is our intention to build on the four key 14-19 forums across Cambridgeshire and Peterborough and to work with our partners to further develop them into Area Planning Groups. The four groups are Cambridge Collegiate Board, Huntingdonshire Secondary Education Partnership, Fenland Partnership and the emerging Team Peterborough.

These groups will be aligned to the County and City 'Children's and Young Peoples' Strategic Partnerships' (CYPSPs) and work collaboratively to plan and deliver the government's vision for the 14-19 phase. Specifically the **Area Planning Groups will:**

- Benchmark themselves against a set of best practice indicators of collaboration.
- Produce an action plan to move closer to the standards of best practice.
- Agree local targets that will ensure all partners' and providers' objectives are met in a way that reflects the particular needs of a local area.
- Expand their collaborative delivery in a way that makes sense to the local area.
- Produce an Area Curriculum that will: drive up participation, broaden the curriculum offer, maximise local and partner resources, increase both academic and vocational choices, identify and develop clear progression routes, reduce the number of young people Not in Education, Employment or Training (NEET), offer engaging part-time provision with progression for those young people in employment but not training and for those NEET
- Develop an Area prospectus that meets local need and the requirements set out in the government's 14-19 Implementation Plan.
- Collaborate on transport and timetabling, share staff and resources and drive-up the quality of provision
- Ensure informed and independent Information, Advice and Guidance (IAG)
- Provide meaningful contributions to Local Area Agreements and CYPSP-Young People's Plans

Providers who will make this work will be: Colleges of Further Education, Sixth Form Colleges, School Sixth Forms, 11-16 Secondary Schools, Higher Education Institutes, Community Learning providers and Connexions Advisers.

Partners who will provide support and challenge in equal measures will be: Learning and Skills Council, County and District Councils, Employers / Employer Representatives, Community Representatives, Sub-Regional Economic Partnerships, Chambers of Commerce, Institute of Directors Government Office and the East of England Development Agency.

13.2 Community and Skills

It is our intention to work with our partners to establish Community and Skills Area Planning Groups to deal with provision for adults, employers and the community. They will work broadly within the same areas as the 14-19 Groups (City of Peterborough, Cambridge City with South Cambridgeshire, Fenland with East Cambridgeshire, and Huntingdonshire).

Specifically Community and Skills Area Planning Groups will:

- Benchmark themselves against a set of best practice indicators on all collaboration.
- Produce an action plan to move closer to the standards of best practice.
- Expand their collaborative delivery in a way that makes sense to the area.
- Produce an area curriculum that will: maximise the resource going to the front-line, plan collaboratively and utilise all available resources to support adult learning, drive up delivery of first level 2 qualifications, ensure accredited Skills for Life provision is visible and available to all communities, provide sufficient pre-entry provision with a track-record of progressing adults on to accredited Skills for Life provision, ensure a safeguarded amount of learning for Personal and Community Development, Family Learning and First Steps provision, offer provision in a range of accessible locations and continue to provide relevant learning programmes that are accessible to learners with learning difficulties and disabilities.
- Ensure there is sufficient Level 3 provision and progression to Level 4 and 5 to meet the demands of the local economy.
- Ensure local economic development plans are factored into future local curriculum development.
- Develop Joint Prospectuses for local areas.
- Provide a meaningful contribution to Local Area Agreements (LAAs)
- Offer a curriculum that will give local people access to the skills necessary to benefit from local recruitment opportunities
- Ensure informed and independent Information, Advice and Guidance is available.

Providers who will make this work will be: Colleges of Further Education and Sixth Form Colleges, the local Learning Partnership, Adult and Community Colleges, Work Based Learning Providers, Ufl/Learndirect Providers, Higher Education Institutions and Community Learning providers.

Partners who will support and challenge in equal measures will be: Learning and Skills Council, County and District Councils, Jobcentre Plus, Adult IAG Partnerships, Employers and Employer Representatives, Community Representatives, Chambers of Commerce, Institute of Directors, Sub-Regional Economic Partnerships, Government Office and the East of England Development Agency.

Involvement of Employers and Local Communities

In order to ensure the sector is planning and delivering an appropriate curriculum for a local area, we must involve the local community and local employers. Employers, stakeholders and community members should not be expected to contribute significant amounts of time towards local planning however it is vital that their voice is heard.

We will work with our partners to investigate an appropriate forum open to local employers, community representatives, local Councillors and Members of Parliament. This would form part of the “acid test” of a local curriculum and provide constructive challenge to the area based groups from local people. The forum would meet no more than twice yearly and would look at the proposed curriculum for an area and provide feedback on the previous year. This would enable local employers and communities to own and shape their local curriculum.

13.3 Economic Development

We are working closely with our partners to bring our priorities and funding streams closer so that we can work more effectively together and deliver more appropriate services to our local communities. Such areas of activity include the Rural Pathfinder in Fenland, Local Area Agreements (LAAs) and Investing in Communities (IiC). Both LAAs are set in the wider context of existing programmes and initiatives, the plan for the Peterborough Unitary Authority area has been approved and a second for Cambridgeshire county was submitted January 2006 for approval. They combine some key LSC priorities such as Skills for Life achievements and level 2 entitlements. Both IiC programmes provide an opportunity to build uninterrupted progression pathways for all learners, for example enabling us to bridge the gap in provision between achieving a level of basic skills and undertaking an NVQ level 2/3 qualification and we continue to collaborate on the business plans through the sub regional economic partnerships' planning framework. We continue to support economic development strategies within our local authorities, for example Cambridgeshire County Council in its SMARTLIFE and City to City both of which focus on the development of construction skills a priority sector and an area of serious skills shortages.

13.4 Equality and Diversity

The Council will ensure that planned activities take account of its duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations Act, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age (due to come into effect in 2006). We have a Local E&D Strategy and a Race Equality Scheme (RES) with action plans for both in place. All staff and Council members have received training against the RES.

Locally, we have established Equality and Diversity Impact Measures (EDIMs) which identify those issues which are significant in Cambridgeshire for 06/07. They are:

Ethnicity:

- Narrow the gap in Success Rates between BME learners and White learners by 3% across all FE and WBL for both 16-18 year old learners and 19+ learners

Disability

- FE-Narrow the gap in Success rates learners with a disability compared to those without by 1% for 16-18 yr olds, and 9.5% for 19+ learners
- WBL- Narrow the gap in Success rates for learners with a disability compared to those without by 5% for 16-18 yr olds, and 10% for 19+ learners

Gender

- FE-Narrow the gap between male and female Success rates by 1% in 16 year olds and 3% in 19+
- WBL-Narrow the gap between male and female Success rates by 2% for both 16-18 year olds and 19+ learners

Data 'Unknowns'

- Decrease FE ethnicity 'not known' by 4.8% as part of progress towards parity
- Decrease FE disability 'not known' by 12.5% as part of progress towards parity

We have had success in achieving previous ethnicity and disability targets but still struggle to achieve the gender targets because the numbers involved are so small in the sectors

concerned. A bigger issue for us is the high number of Not Knowns where students have not been followed up to declare their status by providers . We will work with our providers to ensure they collect more robust, complete data on students in the future.

The table below shows our existing staff profile as at Oct 2005 for LSC Cambridgeshire. Under *agenda for change* and Theme 7, this will to change significantly during 2006/07

BAND	B 3+ Females	Band 1 Male	All BME	Band3+ BME	Disabled
Actual	60.00%	0.00%	0.00%	0.00%	2.50%
Target	62.00%	50.00%	9.10%	9.10%	9.20%

13.5 Health and Safety

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

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

13.6 Learners with Learning Difficulties and / or Disabilities

Under the Learning and Skills Act 2000, the Council has a specific responsibility to consider the needs of young people and adults with learning difficulties and/or disabilities. There are robust arrangements in place to ensure that this group of learners have access to suitable provision that meets their needs and where appropriate the additional support required. We will work with our partners locally to implement the outcomes of ‘*The Strategic Review of the LSC’s Planning and Funding of Provision for Learners with Learning Difficulties and/or Disabilities across the Post-16 Learning and Skills Sector*’.

LSC Cambridgeshire will continue to develop its local provision in relation to the Improving Choice Pathfinder and embed current good practice across the post-16 learning and skills sector. Specifically we will:

- ensure processes are in place to implement the recommendations from the National Review “Through Inclusion to Excellence”
- engage with relevant partners to develop provision for LLDD
- facilitate collaboration between partners and create a shared understanding of each agency’s role and responsibility in providing quality support, education, training and planning for transition beyond.

13.7 Sustainable Development

The LSC published its strategy for sustainable development), *From Here to Sustainability*, in September 2005. The LSC’s vision is that the learning and skills sector will proactively

commit and contribute to sustainable development through its management of resources, the learning opportunities it delivers and its engagement with communities. In particular, by 2007 we will expect providers to have carried out a baseline audit of current SD activity, agreed on guiding principles and approaches, and agreed long-term milestones to 2020 and beyond.

13.8 Contribution of the local Non-Executive

Our Council members play an active role in the business planning and strategic development of LSC Cambridgeshire. They contribute to each step of the business planning process and support the key partner briefings that are arranged throughout the year. Members are drawn from a well balanced and broad range of local organisations and use their considerable skill and expertise to help shape the learning and skills sector locally. Members receive a comprehensive quarterly performance report together with individual reports on key issues within the sector at Council meetings. They are experienced ambassadors and promoters of the values of learning and training and their respective roles provide many opportunities to deliver these messages to a wider audience which in turn reinforces the work of the Executive and staff.

We will work this year to ensure that we utilise the skills, contacts and experience of our Council members to champion our performance, drive forward the priorities of ourselves and our partners.

13.9 Working with College Governors

We will ensure that College Governors are kept up to date with our activities and that we involve them in the transformation necessary to deliver the Agenda for Change programme and the recommendations laid out in the Foster Review. It is essential that we improve our communication with Governors and draw upon their experience and expertise when formulating future plans and priorities.

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