



Leading learning and skills

# **Cumbria 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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## Our Vision

Our role in 2006/07 and beyond will be to seek and ensure the availability of high quality learning and skills provision that meets the needs of individuals, employers and communities:

- For individuals - more people will be engaged in and achieve qualifications that will enable them to prosper in the workforce;
- For employers – employers will have access to a greater range and quality of bespoke and responsive skills development opportunities in Cumbria; and
- For communities – provision is available which is appropriate to their requirements.

These are encapsulated in our vision which is:

‘By 2009 Cumbria's learning environment will be flexible and responsive to the needs of employers, individuals and local communities enabling them to access, progress and achieve in a high quality learning environment which maximises their potential’.

For the period of this annual plan and looking forward to the years ahead, there are a number of key activities that will be our focus, including:

- developing distinct 14-19 strategies, by working with local and countywide Strategic Management Groups and supporting the achievement of the Cumbria Children & Young People's Plan 2006 – 2009, in the context of *Every Child Matters*. We need to continue to increase participation of young people and reduce those that are not in education, employment or training (NEET), or in employment without training;
- rolling-out Train to Gain, the flagship national service to maximise the LSC's contribution to employer needs, from August 2006 in Cumbria. We will work with our colleges and work-based learning providers to ensure that local employers/employees can take full advantage of this service – thereby securing a valuable contribution to Sector Skills Agreements and our PSA targets;
- working regionally with North West LSCs, the North West Regional Development Agency and the Sector Skills and Productivity Alliances to deliver the Regional Statement of Skills Priorities – alongside this, the contribution of learning and skills to the new Regional Economic Strategy provides a major opportunity to work jointly on key targets as a way of meeting economic needs in a coordinated way;
- embedding equality and diversities strategies to ensure that learning and skills providers and colleges in Cumbria further develop their own plans for meeting the needs of all individuals regardless of race, gender, disability or age. In the light of the Peter Little report, we will continue to ensure that we meet the learning and skills needs of learners with learning difficulties and/or disabilities;
- ensuring that effective strategies are in place to engage those without Skills for Life and full Level 2 qualifications, particularly those out of work so that their employability opportunities are increased;
- leading the transformation of the learning and skills sector - We will take due regard of the outcomes of Lord Sandy Leitch's Review of Skills and the recent Review of Further Education carried out by Sir Andrew Foster. We

will review the balance and mix of provision, and support the development of quality and success across learning and skills provision. Success rates in colleges and work-based learning providers will need to continue on an upward path particularly for Skills for Life and full Level 2 qualifications and the associated PSA targets;

- supporting the delivery of economic development in the County, including our part in the delivery of the Cumbria Vision Strategic Plan, the implementation of Local Area Agreements, the work of Cumbria Strategic Partnerships and five Local Strategic Partnerships and regeneration programmes, such as the Local Enterprise Growth Initiative, Carlisle Renaissance, Barrow Harbour Front and Workington, Maryport and Whitehaven regeneration programmes; and
- working with other key stakeholders and partners, locally and regionally.

During 2006/07, the Cumbria Learning and Skills Council will be working more closely in partnership with the North West Regional Development Agency. The North West Learning and Skills Council has responsibility for major elements within the Regional Economic Strategy, through its position as a lead partner within the Regional Skills Partnership, thus it is accountable for delivering key aspects of the Regional Economic Strategy.

The Regional Economic Strategy is in its third revision following extensive consultation involving joint working such as Nuclear Skills Academy developments, leading to stronger collaboration in the future on regional, sub-regional and local level.

The implementation of Theme 7 will enable us to bring greater focus to regional skills, economic development and the key issues identified allowing increasingly closer partnership working with the North West Regional Development Agency.

Since 1 April 2001 we have put learning and skills high on the County's agenda. The number of people – both adults and young people – achieving qualifications is on an upward trajectory. Success rates in colleges are improving and their offer to individuals and employers has been strengthened. There is a record number of apprentices and their achievements are increasing. The number of young people not in education, employment or training has reduced significantly. The number of adults with reading and writing difficulties continues to reduce. Trade Union Learning Representatives are engaging their members and employers in learning and skills in record numbers. A University of Cumbria is now within our grasp. And we are working with partners to bring the National Nuclear Skills Academy to West Cumbria. The annual Excellence in Cumbria Awards recognise and celebrate individual and business achievements in learning and skills.

These achievements have positioned strategically the learning infrastructure in Cumbria to fully meet the challenges and take advantage of the opportunities that we will encounter during 2006/07 and in the years that will follow.

The ambition and expertise that have been demonstrated across the network are a real strength and have been central to the achievement of our targets. They will no doubt be qualities that will ensure our future success. We will continue to engage in effective, strategic relationships with our partners and providers to support the transformation of Cumbria's economy.

Our Council and staff have provided considerable expertise and commitment to the achievement of our priorities and targets, which have only been achieved by the step change in performance which our providers and partners have realised.

We look forward to continue working with our partners to the benefit of individuals, employers and communities.

A handwritten signature in black ink, appearing to read 'P Holme'.

Paul Holme  
Executive Director

A handwritten signature in blue ink, appearing to read 'J Stopforth'.

Jack Stopforth  
Chair

## **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; and
6. Strengthen the capacity of the LSC to lead change nationally, regionally and locally.

## **Our Regional Priorities for the North West 2006/07**

In delivering key aspects of the Regional Economic Strategy the Regional Skills Partnership has published the following Regional Statement of Skills Priorities.

1. Increasing the proportion of young people with the skills and qualifications needs for employment, and progression to further learning;
2. Equipping adults with the skills required for employability, particularly basic skills;
3. Meeting Level 3 and Level 4 skills needs by:
  - (a) equipping individuals with the Level 3 skills required within the economy, particularly in key regional sectors; and
  - (b) ensuring that the skills needs of the regional economy, and in key sectors in particular, are addressed at Level 4.
4. Tackling cross-sectoral leadership and management skills gaps;
5. Developing innovation and enterprise skills; and
6. Tackling worklessness by linking people, jobs and training.

## **Underpinning Priorities**

7. Stimulating investment in skills from employers and individuals; and
8. Providing high quality responsive support to meet regional skills priorities.

## Our Targets

Under priority 1, for young people:

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

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

Locally we need an additional 348 young people to gain a Level 2 in 2007/2008 compared to 2005/2006.

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 Train to Gain 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 1,181 full Level 2 achievements through further education and work-based learning in 2006/07, that is an increase of 79 compared to 2005/06,

In addition, we will also deliver 124 **first** full Level 2 achievements through Train to Gain.

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 need 2613 number of learners to achieve Skills for Life qualifications in 2006/07.

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 799 in 2006/07.

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

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

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

## Our Values

Our values set out for us the way we work:

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

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

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



## A Context for Delivery

Cumbria is as large as Greater Manchester, Greater Merseyside, Lancashire and Cheshire and Warrington combined, and makes up approximately 50% of the land-mass of the North West Region. Eden is the most sparsely populated district in England and is as large as the area covered by LSC Cheshire and Warrington. Conversely, the population density of Barrow is thirteen times the County average. Parts of the County, along the M6 corridor, have relatively good road/rail links to other areas, whilst West Cumbria and the Barrow peninsula suffer from geographical isolation from each other, from surrounding areas and the North West in general. For example, it takes around the same time to travel from Workington to Barrow (60 miles) as it does from Preston to Coventry (130 miles). The geography, topography and rural nature of Cumbria often make access to and choice of services extremely limited – not least in the provision of learning and skills, where we are continuing to develop the use of ICT and e-learning technologies.

## Demographics

The County has a population of 488,000 people – 220,000 of whom are in employment. The Index of Multiple Deprivation data reveals that Barrow, the West Coast and parts of Carlisle are relatively deprived areas. In Barrow and West Cumbria, these data combined with low-wage/low-skill jobs means that many aspirant and well-qualified young people leave the area – and do not return, an issue exacerbated by an ageing workforce. The rate of registered unemployment is low but inactivity rates are high in Barrow and the West Coast, where there are significant numbers of incapacity benefit claimants (circa 6,000 in each area – DWP December 2005). Part of economic development role will be to continue to work with Jobcentre Plus to identify complementary learning activities to help these people return to work.

The education profile of Cumbria raises some significant challenges. The table below shows qualification attainment from the 2001 Census.

	UK	North West	Cumbria	Barrow	Carlisle	Eden	South Lakeland	West Cumbria
% NVQ2 +	57%	54%	<b>54%</b>	50%	50%	53%	59%	48%
% NVQ1 & below	43%	46%	<b>46%</b>	50%	50%	47%	41%	52%

Source: Census of Population 2001 and Office for National Statistics.

Given that unemployment rates (based on Job Seekers Allowance claimant date) remain fairly stable at around 2.5 – 3.0% of the working age population, and taking into account circa 9% that are inactive, we would estimate that the majority of individuals at NVQ1 or below are in some type of employment. Three key issues arise from this position:

- Firstly, we need to continue to increase participation and achievement amongst people with Skills for Life needs across Cumbria – and in

particular in Carlisle and West Cumbria, where the largest proportion of people with no qualifications exist;

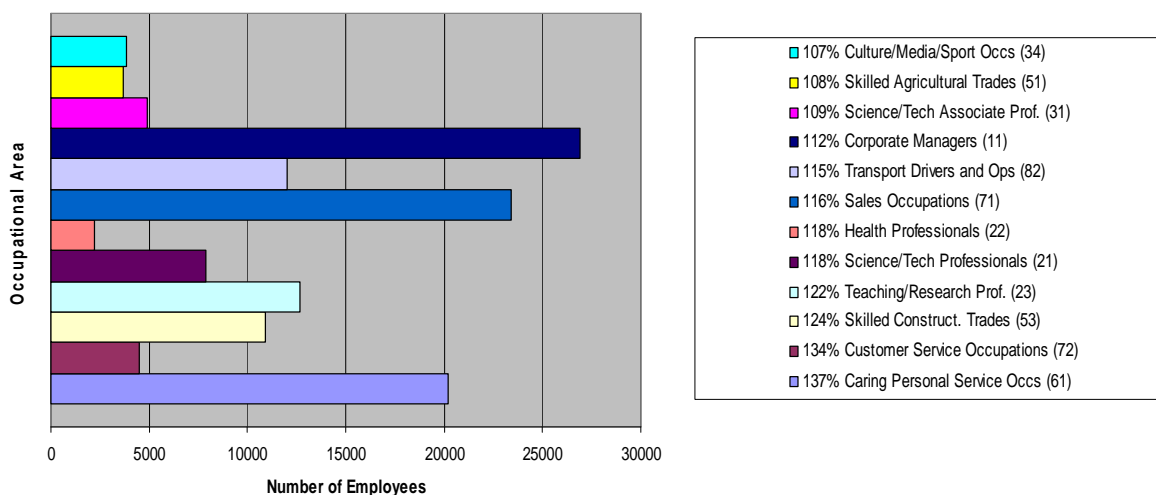
- Secondly, we need to engage those without a full Level 2 qualification, particularly in the workplace, and ensure they achieve this – the above table highlights needs in specific areas, although our strategy will look to rebalance provision across all areas of Cumbria; and
- Thirdly, there are specific unemployment 'hotspots', at ward level in Carlisle, Allerdale, Copeland and Barrow and these are broadly consistent with ward with Skills for Life needs.

***Strategic Planning Implication – LSC Cumbria's planning approach in respect of the budget/provision for adults in Cumbria will focus on addressing Skills for Life and level 2 needs, whilst safeguarding an agreed level of provision for 'first steps' and personal, community and development learning and the progression routes from these programmes.***

## Sector Skills

Fewer than 100 companies in Cumbria employ over 200 people. There are approximately 15,575 VAT registered businesses (IDBR 2005) and 85% of these employ less than 10 people. Between 1995 and 2003, Gross Value Added in Cumbria decreased by 17 percentage points to 76%.

A list of the predicted top twelve occupational growth areas between 2004 and 2014 (as a percentage) is set out in the following chart.



Source: Institute for Employment Research, *Working Futures II*, 2005.

The above occupations are broadly consistent with the key employment sectors that LSC Cumbria has identified (through the local Adult Skills Committee and in partnership with local and regional partners), on the basis of the number of employees and their economic contribution.

The public sector is significant in terms of the number of employees across health, education and public admin. The tourism and land-based sectors, whilst in a number of cases provide low paid and/or low skilled jobs, are critical in terms of

the landscape and the income generated. The Hospitality and Catering Centre of Vocational Excellence at Kendal College is making a significant contribution to the provision offered in the College and to meeting the needs of local employers. In addition, LSC Cumbria will continue to work in partnership with Creative Cumbria, Cumbria Cultural Forum and the Sport Cumbria Partnership to address sector specific skills needs. The Cumbria Campus of the University of Central Lancashire provides a range of work-based and further/higher education programmes that cover key occupational areas with the land-based sector – the CoVE in Forestry and Arboriculture provides a unique and niche range of programmes nationally.

South and West Cumbria is significantly dependent on two employers (BAe Systems and BNG) and they have decreased the number of their employees. However, the Nuclear/Energy/Engineering sectors are very important to the whole Cumbrian economy – and as such remains a key component of LSC Cumbria's planning dialogue with providers of skills provision in those areas. The Nuclear Decommissioning Authority is based in West Cumbria and will generate both significant employment opportunities and significant skills demand. We are continuing to work with local, regional and national partners to support the establishment of a National Nuclear Skills Academy in West Cumbria, and are currently funding the NVQ Level 2 in Nuclear Decommissioning Technology as a forerunner to this major industrial restructuring.

Four other sectors (retail, construction, care and tourism) are also very important to Cumbria. For retail, there is an on-going need to develop customer service skills and Skills for Life, particularly in local small businesses. There is also a significant replacement demand of skilled labour and a very active youth labour market particularly for young people in Carlisle and Eden. In construction there are skills shortages at craft level (particularly in carpentry, joinery and bricklaying) and whilst the supply of skills provision, through FE and work-based routes is significant, a key area to be addressed is variable success rates – part of our planning discussions with providers will address this issue. In relation to care, we will continue to work with the Care Sector Alliance to ensure that skills provision is focussed on areas of employer needs, particularly at Level 2. The tourism offer in its broadest sense encapsulates the skills of many sectors and therefore is crucial to the County's growth.

A review of the supply of skills through the post-16 learning and skills sector shows that both FE and WBL make a significant contribution to the supply of skilled labour to the County's employer base. However, there are a number of key issues that need to be addressed in 2006/07, both for learning and skills and business support services.

- FE colleges, in particular, need to further develop their capability and capacity to respond to sector/employer needs – Cumbria Colleges Ltd has the potential to lead this and the achievement of the Quality Mark a key step;
- All providers need to be clear about and articulate their unique contribution to sector needs which includes participation and success rates for all employer-facing provision under the Train to Gain brand;
- Plans will need to show how the balance and mix of provision offered at sector level is appropriate to meet individual and employer needs – this will

be informed by the local sector templates which will be in place by April 2006;

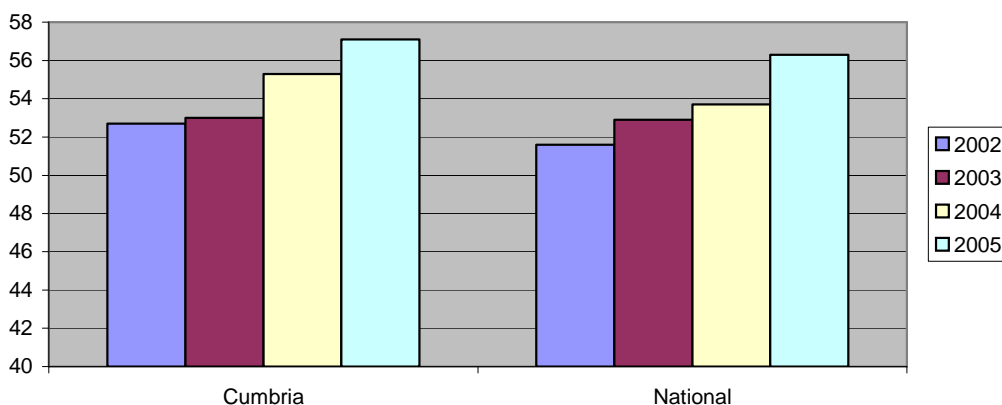
- We need to ensure that relevant opportunities exist for individuals to progress to and participate in higher level qualifications – specifically within the CoVE network, to address the needs set out the Regional Statement of Skills Priorities and through on-going work with the Sector Skills and Productivity Alliances.

***Strategic Planning Implication – LSC Cumbria’s dialogue with colleges and providers will include the ‘sector’ dimension and 3-year plans will need to show how local skills issues are being addressed – in particular actions to engage employers in key local sectors, plans to improve success rates in specific occupational areas, ambitions to prepare for the roll-out of Train to Gain, and their strategic contribution to economic regeneration.***

## 14-19 Learning

At age 16 achievement levels of young people in Cumbria are above the national average for 5+ GCSE A-C% - increasing year-on-year between 2002 and 2005 by 4.4 percentage points (see chart below) – although there are still significant variations within and between areas and this is an on-going part of our work with Cumbria’s five Strategic Management Groups and the Local Authority. In addition, we will support the Local Authority and School Reorganisation Forum in addressing the ‘surplus places’ issues, initially in Carlisle, Barrow and West Cumbria, but also in plans to tackle this on a County-wide basis.

### GCSE Achievement in Cumbria



Source: Cumbria Local Authority & Office for National Statistics.

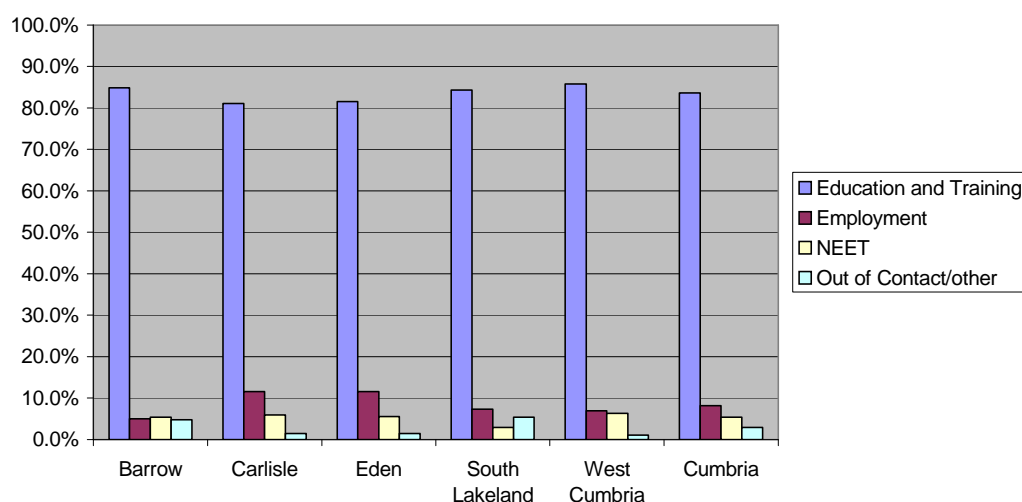
***Strategic Planning Implication: Given the increases in level 2 attainment at 16, two key strategies need to be further developed. Firstly, that those young people without this level, are identified, offered high-quality information, advice and guidance, through Connexions Cumbria, and progressed into learning opportunities that will help them to attain level 2 by age 19. Secondly, a similar strategy will ensure that those that have achieved level 2 by 16, can progress to achieve level 3 by age 19.***

## 16-18 Participation

All areas of 16-18 participation have increased (see the table below) – the cohort, at around 17,500, is predicted to remain broadly stable until 2009/10. Further Education and work-based learning (including E2E) numbers have increased.

Participation	2004/05	2005/06	Variance (%)
<b>Total</b>	<b>11,678</b>	<b>12,863</b>	<b>10%</b>
<i>Source: LSC Planning &amp; Budgeting MI</i>			

### *First Destination for Young People aged 16.*



*Source: Connexions Cumbria – Annual Activity of 2005 School Leavers.*

Cumbria is performing very well at minimising the proportion of young people in the NEET Group partly through ESF monies supporting additional staff (see chart above), although in Carlisle and Eden post-16 learning participation levels appear to be lower than the average as a result of higher than average employment rates. We intend to work with Connexions Cumbria and the LA to further boost participation and also reduce the number of young people in employment without training.

***Strategic Planning Implication – Schools, colleges, work-based learning providers will need to continue to develop their partnerships across the five learning zones to ensure that 16-18 participation continues to rise, numbers in the NEET Group reduce, achievement at level 2 and level 3 at age 19 increase, and actions are identified to reduce numbers in employment without training – particularly in Carlisle and Eden.***

## Achievement and Success

At 'A' Level, Cumbrian average achievement per exam entry (76.4) was close to the national average (77.4) in 2003. In respect of further education and work-based learning, significant improvements have been made to success rates – a summary of these is shown below.

Success Rates			
FE	2003/04	2004/05	Variance (%)
Long courses	70%	69%	-1% point
Short courses	79%	80%	+ 1% point
All	73%	73%	0% points
WBL	2003/04	2004/05	Variance (%)
Apprenticeship	36.7%	43.9%	+ 7.2% points
Apprenticeship/NVQ	48.7%	54.6%	+ 5.9% points
E2E progressions	26%	45%	+ 19% points
Source: LSC Corporate Reports.			

There are a number of key issues that arise from the above:

- the need for improved co-ordination of services for young people, identified as a weakness in the recent mock JAR;
- the development of further collaboration across the 14-19 phase to provide a seamless transition at 16, to ensure clear progression routes and to develop vocational pathways from age 14 – our work with the LA and the five area Strategic Management Groups are critical to ensure we deliver the 14-19 implementation plan;
- the support for the agreement and rollout of the Cumbrian Children and Young People's Plan 2006 – 2009 that is being delivered by the Children and Young People's Board;
- the further development of the successful Young Apprenticeships for 14-16 year olds;
- strategic involvement in the School Reorganisation Forum that is currently being rolled out across Cumbria's five learning areas;
- the ongoing improvement of quality and success rates across the sector to ensure that more young people achieve Level 2 and Level 3 by age 19; and
- developing innovative, flexible and relevant provision to meet the needs of young people in employment without training.

### Cohort approach to 16-18 tracking for Level 2 @19

Our approach includes working with Connexions in 'clearing house' type activities, such as:

- Every young person receives guaranteed advice and guidance on their post-16 options by Connexions and any young person who has not selected to 'stay on' is put on the 'guarantee' and offered a work or training place within an 8 week period;

- A specific team of Connexions Personal Advisers follow up all school leavers in preparation for the 'annual activity survey';
- 7 LSC-funded project workers to target the NEET group (those not in education employment or training NEET) (funded LSC);
- E2E provision has proved invaluable in supporting the hard to engage;
- Specific mail shots are targeted at all school year 11 leavers, detailing post 16 options;
- Connexions support WBL providers in interviewing for Apprenticeships;
- Connexions offer pre GCSE Career Fairs to provide advice and guidance on progression choices;
- Targeted summer learning and skills program for those most at risk of not returning to learning.

## Adults and Skills

Skills for Life needs in Cumbria are higher than the national average. However since 2001, Skills for Life provision in the County has been transformed by local LSC intervention. Significant levels of capacity have been developed and as a result, and due to strategic partnership working, the infrastructure in Cumbria is now very well placed to exceed its targets for 2007 and 2010. The table below shows the level of progress and achievement made so far compared to the regional and national picture – it shows that whilst Cumbria achieved 93% of the 2004 milestone, progress since then is considerable.

Skills for Life Achievement Target				
LSC	To 2004	% of 2004 Target	In 2005	% of 2007 Target
Cumbria	5,959	93%	3,369	52.5%
North West Region	114,388	108%	51,939	48.9%
National	746,988	98%	331,610	43.4%
Source: 2004-05 FE f05/f04, UFI U03/U02, ACL A03/A02, WBL W12, ESFSR S12 datasets.				

This work remains a priority for Cumbria and we need to continue to expand Skills for Life provision, whilst concurrently working with employers and other partners to engage those with Skills for Life needs – particularly in Carlisle, West Cumbria and Barrow.

In addition, further education and adult and community learning need to continue to play a major role in addressing Level 2 and Level 3 needs. Their current contribution is shown in the table below.



Participation	2003/04	2004/05	Variance
Full Level 2	1,229	1,531	+ 302
Full Level 3	1,173	1,397	+ 224
Success Rates	2003/04	2004/05	Variance (%)
Long courses	61%	64%	+ 3% points
Short courses	82%	84%	+ 2% points
All	74%	77%	+ 3% points
Source: Corporate Reports.			

***Strategic Planning Implication – There is a clear need to continue to increase participation and achievement amongst adults – achievement of Skills for Life and Level 2 is of key importance. As such, success rates amongst FE colleges and WBL providers will need to demonstrate measurable improvements to reach the highest standards.***

Our planning dialogue with providers will be proportionate to their unique mission, but we expect to cover:

- quality improvement strategies, which will need to show how and the extent to which success rates will improve, particularly on long Level 2 and long Level 3 programmes. Indeed a key criteria of Train to Gain will be the consideration of success rates at Level 2;
- the rigorous and regular monitoring of ‘other’ provision to ensure that it offers first steps in developing the skills that are needed in local areas – particularly for Level 2, and Skills for Life – and that clear progression routes are in place for those taking part;
- the need to ensure that strategies are in place to target those people without a first Level 2 qualification. Being responsive to employers’ needs and being clear about employer-facing provision will be central to this work and we must also better utilise community-based provision to engage those at risk of social exclusion;
- the need to make sure that the network of further education providers has effective strategies in place for generating and monitoring fee income – in response to *Priorities for Success*; and
- ensuring that Skills for Life delivery counts towards targets, eliminating provision which fails to do so.

## Inclusion

LSC Cumbria is utilising equality and diversity impact measures as the key mechanism to support, monitor and assess all our actions in this area. The following framework will allow us to agree ‘stretch’ measures for increasing participation, retention and achievement:

- for men and women in non-traditional areas where analysis shows that they are under-represented or under-achieving;
- for learners with a disability where analysis shows that they are under-represented or under-achieving; and



- for providers to effectively promote race equality and in doing so, supporting the development and delivery of an inclusive curriculum.

In terms of participation in further education, 9% of learners consider themselves to have a learning difficulty and/or disability. However, there are still issues about the recording of this information (i.e. where no information is provided by the learner). This will be addressed in planning dialogue with providers.

Learning difficulties and/or disabilities (LLDD)	Gender			
	Female	Male	Total	
Learner considers him/herself to have LDD	1,578	1,392	8.7%	2,970
Learner does not consider him/herself to have LDD	16,682	10,014	77.9%	26,696
No information provided by the learner	2,925	1,687	13.4%	4,612
Total	21,185	13,093	100%	34,278
Source: 2004-05 FE f04.				

However, in 2004/05 around 2% and 8.6% of ILR records for WBL and FE respectively is unknown (in 2003/04 these were 8% and 12%). Efforts by local staff to improve this position will continue in 2005/06 and 2006/07.

A local review of FE success rates for 2004/05 amongst those learners that consider themselves as having a learning difficulty and/or disability and those that do not is set out in the table below.

LLDD Success Rates		Barrow 6 <sup>th</sup> Form College	Carlisle College	Furness College	Kendal College	Lakes College
Learner considers him/herself to have LDD	16-18	78%	64%	72%	67%	70%
	19+	73%	78%	73%	73%	77%
Learner does not consider him/ herself to have LDD	16-18	85%	60%	75%	69%	66%
	19+	79%	71%	77%	77%	83%
Source: 2004-05 FE f05.						

The overall success rates compared with those for learning with learning difficulties and/or disability are broadly comparable but we will continue to support our providers to minimise any differential.

Significant progress has also been made towards tackling gender stereotyping. In further education the proportion of women undertaking engineering and construction programmes was just over 20% in 2004/05 – compared to 8% in the previous year. The proportion of women on these programmes across work-

based learning is 2.7% and there are still significant challenges to overcome gender stereotyping in the workplace.

A similar picture emerges for ethnicity and this is shown in the following table:

Ethnicity	Proportion (%)	
	FE	WBL
BME Grouping	3.5	1
White-British	96.5	99
Total	100	100

*Source: 2004-05 FE f04.*

However, given that the population of people from BME background in Cumbria is around 1% there appears to be a correlation to learning participation. There are Black Minority Ethnic (BME) Groups, particularly from eastern Europe, that have migrated into areas, such as Carlisle, and this means that specific strategies need to be developed to integrate these individuals into the local community and ensure that they maximise their economic contribution.

***Strategic Planning Implications: Providers and colleges will need to demonstrate, through the planning dialogue that strategies are in place to:***

- ***Meet the needs of LLDD – in the context of the outcomes of the NW regional LLDD review and actions that arise from the recent report by Peter Little (OBE);***
- ***Continue to address gender stereotyping; and***
- ***Meet the requirement of the Race Relations (Amendment) Act 2000 and that Race Equality Schemes are in place to address the areas highlighted above.***

***We will need to develop actions that take account of the new legislation around age discrimination, which comes into effect in autumn 2006.***

The aim of the Cumbria Offenders' Learning and Skills service is to ensure that offenders in both prisons and supervised in the community, should have access to learning and skills development to enable them to hold down a job and play a positive role in society. By boosting skill levels, the aim is to enhance the employment prospects of offenders, increasing their chance of securing employment and reducing the risk of them re-offending. LSC Cumbria is working in close partnership with Cumbria Probation Service, HMPS, Connexions, JobCentre Plus, Cumbria providers, the Youth Offending and Drug Action Teams, and the new OLASS provider, A4E, to ensure that the success achieved with the Cumbria Offenders in the Community project will develop, and become established in the secure estate. It is important to ensure that the Offenders Learning Journey is a quality pathway that reduces re-offending, in line with the requirements of the NW reducing Re-offending Action Plan. LSC Cumbria is presently leading the following projects:

- Funding of a consultant to assist with quality improvement and sharing of best practice work in HMP Haverigg in preparation for the ALI re-inspection later in 2006;

- Offering training to all support staff in managing challenging behaviour in young adults, and motivational issues;
- Working with partners on a 'Through the Gate' policy to ensure offenders exiting prison have the support and contacts before they leave, to enable them to access the training and employability programmes available immediately, so reducing the risk of re-offending;
- Engaging local partners to develop opportunities and enhance progression routes for offenders into existing mainstream, vocational and other provision, such as specialist programmes via voluntary and community providers;
- Engaging local and national employers. To increase the capacity of the CJA partners to support offenders into sustainable employment, and meet the OLASS employment targets for 2006/07; and
- Working with partners to identify the scope of current provision within custody and community, to further develop the curriculum at establishment, local and regional level. To discuss, agree and influence the curriculum development at local and regional level.

The following table sets out the contribution of further education in Cumbria made in 2004/05 to the LSC funding priorities as categorised in the left-hand column and then mapped to skills priorities. In broad terms, it shows that a relative small volume of provision is no longer eligible. However, the cost of this provision will be directed towards meeting identified sector skill needs in those providers who can deliver maximum return on our investment in them in 2005/06 and beyond.

<b>Under 19</b>	<b>High</b>		<b>Medium</b>		<b>Low</b>		<b>TOTAL</b>	
	<b>£ and enrols</b>	<b>%</b>	<b>£ and enrols</b>	<b>%</b>	<b>£ and enrols</b>	<b>%</b>	<b>£ and enrols</b>	<b>%</b>
Likely to contribute	£9,144,502	63%	£2,771,069	19%	£483,722	3%	£12,399,293	85%
	12,594		1,865		1,013		15,472	
Potential to contribute	£560,333	4%	£147,142	1%	£26,508	0%	£733,983	5%
	1,314		508		83		1,905	
No longer eligible for LSC funding	£87,531	1%	£40,774	0%	£0	0%	£128,305	1%
	238		498		0		736	
Other (eg Ufi and Unclassified)	£0	0%	£0	0%	£0	0%	£0	0%
	0		0		0		0	
Entitlement	£0	0%	£1,313,036	9%	£0	0%	£1,313,036	9%
	N/A		N/A		N/A		N/A	
<b>Totals</b>	<b>£9,792,366</b>	<b>67%</b>	<b>£4,272,021</b>	<b>29%</b>	<b>£510,230</b>	<b>0%</b>	<b>£14,574,618</b>	<b>100%</b>
	<b>14,146</b>		<b>2,871</b>		<b>1096</b>		<b>18,113</b>	

<b>19 and over</b>	<b>High</b>		<b>Medium</b>		<b>Low</b>		<b>TOTAL</b>	
	<b>£ and enrols</b>	<b>%</b>	<b>£ and enrols</b>	<b>%</b>	<b>£ and enrols</b>	<b>%</b>	<b>£ and enrols</b>	<b>%</b>
Likely to contribute	£5,950,372	49%	£1,396,030	12%	£281,818	2%	£7,628,219	63%
	13,081		1,567		397		15,045	
Potential to contribute	£2,517,534	215%	£1,060,527	9%	£109,663	1%	£3,687,724	31%
	9,793		2,147		314		12,254	
No longer eligible for LSC funding	£355,229	3%	£337,560	3%	£0	0%	£692,789	6%
	1,530		5,615		0		7,145	
Other (eg Ufi and Unclassified)	£0	0%	£0	0%	£0	0%	£0	0%
	0		0		0		0	
Entitlement	£0	0%	£16,132	0%	£0	0%	£16,132	0%
	N/A		N/A		N/A		N/A	
<b>Totals</b>	<b>£8,823,135</b>	<b>73%</b>	<b>£2,810,249</b>	<b>23%</b>	<b>£391,481</b>	<b>3%</b>	<b>£12,024,865</b>	<b>100%</b>
	<b>24,404</b>		<b>9,329</b>		<b>711</b>		<b>34,444</b>	

NB: Percentages are funding values as a percentage of 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				
	Learners		Learning Aims Success Rates	Funding £	
	Volumes of learners	In-year achievements (volume)			
<b>FE Total Learners</b>	5,993		73%		15,469,417
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	2,323	970	70%		
<i>Learners on a full Level 2 qualification</i>	1,179	713	67%		
<i>Learners on a full Level 3 qualification</i>	1,762	981	63%		
<i>Learners on 2 or more A2 qualis</i>	286	262			
<b>Discrete* activity, e.g. fully ESF, or LIDF funded provision</b>					
<b>School sixth form</b>	4,484				20,402,604
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate		Funding £
<b>WBL Total Learners</b>	912		45%		6,935,061
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>					
<i>Learners on an Apprenticeship</i>	735	356	40%		
<i>Learners on an Advanced Apprenticeship</i>	177	108	47%		
<b>Entry to Employment</b>	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
All E2E	337	297	11.571	100	3,072,362

2005/06				
Learners		Learning Aims Success Rates	Funding £	
Volumes of learners	In-year achievements (volume)			
6,729		75%		16,466,731
2,924	1,423	71%		
1,293	749	69%		
1,846	942	66%		
290	250			
4,490				22,189,178
12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate		Funding £
1,355		55%		7,021,847
997	527	47%		
358	219	51%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
363	344	12.143	132	3,074,000

2006/07				
Learners		Learning Aims Success Rates	Funding £	
Volumes of learners	In-year achievements (volume)			
6,455		77%		18,655,207
3,075	1,494	72%		
1,415	821	70%		
1,930	1080	68%		
295	255			
4,591				
12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate		Funding £
1,584		70%		6,511,224
1,132	561	65%		
452	224	55%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
511	422	12.249	191	2,972,957

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

SUMMARY OF ADULTS (19+)	2004/05			
	Learners		Learning Aims Success Rates	Funding £
	Volumes of learners	In-year achievements (volume)		
<b>FE Total Learners</b>	25,215		77%	12,493,547
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	1,522	752	74%	
<i>Learners on a full Level 2 qualification</i>	1,531	829	73%	
<i>Learners on a full Level 3 qualification</i>	1,397	795	71%	
<i>Learners on 2 or more A2 qual.</i>	8	5		
<b>Discrete* activity, eg fully ESF, or LIDF funded provision</b>				
<b>Personal &amp; Community Dev't Learning</b>	9,725			1,755,689
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
<b>WBL Total Learners</b>	834		42%	1,924,759
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	814	271		
<i>Learners on an Apprenticeship</i>	542	212	45%	
<i>Learners on an Advanced Apprenticeship</i>	292	234	36%	
<b>ETP / NETP</b>	Volumes of learners	In-year achievements (volume)		Funding £
<i>Of which...</i>				
Level 2				
Skills for Life				

2005/06			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
22,568		78%	11,630,193
1,746	799	75%	
1,644	820	74%	
1,358	809	72%	
12	9		
9,600			1,684,384
12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
1,021		57%	2,022,000
1232	557		
661	267	52%	
360	112	57%	
Volumes of learners	In-year achievements (volume)		Funding £

2006/07			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
18,054		79%	10,484,777
1,980	883	76%	
2,000	988	75%	
1,506	941	73%	
12	9		
9,600			1,640,186
12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
1,089		70%	2,474,191
1511	687		
707	289	60%	
382	128	63%	
Volumes of learners	In-year achievements (volume)		Funding £

## The key changes

In order to meet the national and regional priorities there will need to be continued improvement in the quality and responsiveness of local provision. In order to ensure we achieve our priorities we therefore expect the following changes in provision we fund:

1. To increase participation of young people by 1%, we expect:
  - WBL to increase participation by 229; and
  - Schools to increase participation by 101.
2. To achieve the Level 2 by age 19 target, we expect:
  - 75% of young people to have achieved Level 2 in 2005/06;
  - 77.5% of young people to have achieved Level 2 in 2006/07; and
  - 80% of young people to achieved Level 2 in 2007/08.
3. To support improved achievement of Level 2 and Level 3 by young people we expect success rates in FE to increase by 2% and in WBL by 3%.
4. To increase the number of apprenticeship completions, we expect:
  - 60% to complete in 2005/06;
  - 70% to complete in 2006/07; and
  - 74% to complete in 2007/08.
5. To increase the number of adults achieving Skills for Life qualifications by 177. This will require an increase in Skills for Life participation of 404 adults and an increase in success rates of 5% in FE and 8% in WBL.
6. To reduce the number of adults without a first Level 2 qualification by 1,181, we expect:
  - 595 adults to achieve Level 2 in FE and 159 adults to achieve Level 2 in WBL – requiring a success rate of 75% and a ‘firstness factor’ of 55%;
  - 144 adults to achieve Level 3 in FE and 43 adults to achieve Level 3 in WBL – requiring a success rate of 73% and a ‘firstness factor’ of 21%; and
  - 240 adults to achieve Level 2 through Train to Gain – requiring a success rate of 64% and a ‘firstness factor’ of 75%.
7. To maximise the use of the LSC’s funds to reduce the volume of other provision that does not contribute to our priorities and targets. We will increase the ratio of Skills for Life courses to ensure that 70% of all learning aims count towards the national PSA target.

8. To develop Cumbria's contribution to the four national sector skills priorities by delivering:
  - Business Improvement Techniques (BIT) – 89 places;
  - Information Technology Qualification (ITQ) – 286 places;
  - On-site Assessment and Training (OSAT) – 257 places; and
  - School Support Staff – 131 places.
9. To further promote equal opportunities, through the delivery of the Cumbria Equality and Diversity Strategy, which will achieve:
  - 82 more males/females onto non-traditional programmes;
  - 1% more people from a BME into learning (particularly in Carlisle and Barrow); and
  - 1.2% more people with learning difficulties and/or disabilities to participate in learning.
10. To further drive up success rates and achievement, by the following:
  - From 73% in 2004/05 to 76% in 2006/07 in further education: and
  - From 44% in 2004/05 to 70% in 2006/07 in work-based learning.



## Key Actions

NATIONAL PRIORITY	ACTION	MEASURES OF SUCCESS
Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities	<ol style="list-style-type: none"> <li>1. Work with schools, colleges and work-based learning providers to plan and fund relevant high quality provision to increase participation and achievement of young people.</li> <li>2. Work strategically with the developing Children's Trust arrangements and ensure that the LSC makes a strategic contribution to the development of the Service and achievement of its five key outcomes.</li> <li>3. Work in Partnership with the Local Authority to steer the re-organisation of learning provision across the County to secure high quality provision which meets the needs of learners aged 14-19.</li> <li>4. Continue to develop and deliver the 14-19 Learning Entitlement in partnership with the Local Authority: <ul style="list-style-type: none"> <li>• Agree Concordat and implement through local 14-19 Strategic Groups; and</li> <li>• Continue to develop vocational routes to meet learner needs.</li> </ul> </li> <li>5. Ensure appropriate provision is available to ensure that those in employment without training achieve a Level 2/3 qualification by age 19 – building on the existing Level 2 action plan.</li> <li>6. Continue to support the development of higher education in Cumbria and increase progression and participation in higher education.</li> <li>7. Work with key partners,</li> </ol>	<p>3 year development plans agreed by May 2006, which ensure that:</p> <ul style="list-style-type: none"> <li>• 6,455 16-18 year olds are in FE in 2006/07;</li> <li>• 1,444 16-18 year olds are in WBL in 2006/07;</li> <li>• 4,591 16-18 year olds in school sixth forms in 2006/07; and</li> <li>• 422 16-18 year olds are in E2E in 2006/07.</li> </ul> <p>LSC to assist in and help to shape the developing Children's Service and Children's Trust arrangements through executive participation.</p> <p>LSC to establish itself as a key partner in the Joint Area Review through membership of Strategic Group.</p> <p>LSC to contribute strategically to schools re-organisation in Cumbria, led by the LA.</p> <p>4,161 EMA applicants in 2006/07.</p> <p>780 young people to achieve full Apprenticeship in 2006/07.</p> <p>Reduce NEET to 5.2% by November 2006.</p> <p>1,694 IFP participants in 2006/07.</p> <p>Improve A-Level Performance System score by March 2007.</p> <p>Increase Level 2 achievement by age 19 to 77.5% by 2006/07.</p> <p>Increase Level 3 achievement by age 19 by 2% by 2006/07.</p> <p>Young apprenticeship pilots extended to include:</p> <ul style="list-style-type: none"> <li>• 2 new occupational sectors in 2006/07; and</li> <li>• 110 places in 2006/07.</li> </ul>

	<p>particularly the LA, Connexions Service and providers to improve the strategic co-ordination of 14-19 developments across the County.</p>	
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NATIONAL PRIORITY	ACTION	MEASURES OF SUCCESS
<p>Making learning truly demand-led so that it better meets the needs of employers, young people and adults</p>	<ol style="list-style-type: none"> <li>1. Deliver Train to Gain to maximise its impact on individuals and businesses by: <ul style="list-style-type: none"> <li>• Establishing a high quality brokerage network; and</li> <li>• Supporting providers to develop their capability to respond to employers and deliver high quality provision.</li> </ul> </li> <li>2. Develop and deliver Level 3 trial for specific sectors.</li> <li>3. Improve the balance and mix of provision across the key sectors in accordance with the national Sector Skills Agreements and in contributing to the NW Sector Skills and Productivity Alliances.</li> <li>4. Utilise Cumbria Colleges Ltd to better align the employer offer to businesses. Support the four general FE colleges to work towards the Action for Business College standard.</li> <li>5. Develop the role of the adult Area Provider Forums to enable them to work strategically to effectively plan and deliver area-based targets.</li> <li>6. Maintain CoVE network ensuring links to National Skills Academies.</li> <li>7. Ensure that learning and skills opportunities are available and accessible for LLDD learners. Develop inclusive learning across the college/provider network. Support the regional response to the LLDD National Review in particular the focus on funding, partnerships, quality and transition.</li> <li>8. Implement and monitor the Strategic Area Review Action Plan.</li> </ol>	<p>5 brokers engaged in 2006/07. Agree number of businesses engaged in 2006/07, by summer 2006.</p> <p>Agree number of employees to gain a Level 2 qualification in 2006/07, by summer 2006.</p> <p>Agree number of employees to gain a Level 3 qualification in 2006/07, by summer 2006.</p> <p>Change in provision and delivery for local key sectors including capacity building to deliver preferred qualifications e.g. OSAT, BIT, ITQ and School Support Staff Vocational Qualification (key change 8).</p> <p>Collaborative Business Plan agreed. Achievement of Quality Mark to enhance employer focused responsiveness.</p> <p>Area Provider Forums to undertake effective strategic planning and partnership working to ensure that key targets for adult learning are achieved.</p> <p>CoVE status reconfirmed and links to potential NSA maintained.</p> <p>Local delivery of regional LLDD Action Plan.</p> <p>3-year plans include progressive LLDD strategies.</p> <p>Participation and achievement amongst LLDD learners, reflect national benchmarks as a minimum.</p> <p>StAR Action Plan delivered to agreed schedule.</p> <p>EDIMs reviewed and revised with</p>

	9. Prioritise and embed the local Equality and Diversity Action Plan, as agreed by the local Equality and Diversity Advisory Committee.	all providers and new targets to be agreed in 2006/07.
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NATIONAL PRIORITY	ACTION	MEASURES OF SUCCESS
Transform the learning and skills sector through <i>agenda for change</i>	<ol style="list-style-type: none"> <li>1. Develop, agree and implement through further education providers an integrated reform programme for the sector utilising the drivers of <i>agenda for change</i>.</li> <li>2. Continue to drive forward the quality of provision through the Provider review and Planning Process to: <ul style="list-style-type: none"> <li>• Achieve demanding improvement targets;</li> <li>• Address the mix and balance of provision to ensure we fund skill priority activity; and</li> <li>• Generate increased levels of individual and employer contributions.</li> </ul> </li> <li>3. Implement LSC Cumbria's Local Capital Plan 2005/06 to 2009/10.</li> <li>4. Assist the development of City and Town Business Case for a better integrated approach to skills and employment.</li> </ol>	<p>Annual process in place to review local implementation of <i>agenda for change</i>.</p> <p>Formal review of 3-year Development Plans against LSC priorities, to include:</p> <ul style="list-style-type: none"> <li>• Provision closely aligned to needs and targets;</li> <li>• Minimum levels of performance agreed with all providers;</li> <li>• Fee Income Strategies agreed;</li> <li>• Contribution to LSC planning and funding priorities; and</li> <li>• Key quality improvement indicators incorporated in Self-Assessment Reports.</li> </ul> <p>Overall success rates increase to:</p> <p>76% in further education in 2006/07;</p> <p>70% in work-based learning in 2006/07 (Framework only);</p> <p>Ensure that robust and comprehensive provider Self Assessment (SARs) align with LSC Business Cycle by December 2006.</p> <p>1<sup>st</sup> year of Local Capital Plan delivered.</p> <p>Carlisle Business Case agreed.</p>

NATIONAL PRIORITY	ACTION	MEASURES OF SUCCESS
<p>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.</p>	<ol style="list-style-type: none"> <li>1. Deliver our agreed Skills for Life Strategy to improve the employability potential and productivity of individuals, thereby meeting employer and productivity challenges.</li> <li>2. Continue to work strategically with key partners to further develop the Offender Learning and Skills Service (OLASS) so that the needs of offenders, both in custody and in the community are effectively met.</li> <li>3. Review Memorandum of Understanding with Jobcentre Plus and develop joint Delivery Plan.</li> <li>4. Ensure that the learning and skills agenda is clearly embedded within local economic regeneration strategies and partnerships.</li> <li>5. Plan and utilise resources from the European Social Fund to maximise the skills required for employment.</li> <li>6. Ensure LSC priorities are firmly embedded in Local Strategic Partnership Community Action Plans and that the LSC responds positively to community needs.</li> <li>7. Further develop relationships with Cumbria Learning Links through joint action planning to engage the wider community to ensure the VCS can contribute to the County's economic development agenda.</li> <li>8. Engage with the Cumbria Ufl hub to ensure its provision aligns with economic development activities.</li> </ol>	<p>Refocus the balance of accredited/non-accredited to achieve a delivery ratio of 80:20. 103 individuals to achieve a skills for life qualification. 24 employers engaged in delivery.</p> <p>Improvement in the quality of learning provision in the Prison Service through successful re-inspection in June 2006, achieving at least a satisfactory grade overall.</p> <p>Joint Delivery Plan agreed by 31 March 2006.</p> <p>LSC partnership/economic development team link to Cumbria's main economic development partnerships.</p> <p>Deliver in full the local Co-financing Plan 2004 to 2006 to achieve agreed outcomes for learners.</p> <p>The LSC's Adult Skills Committee is recognised as the Skills arm of Cumbria Vision.</p> <p>Delivery of joint Action Plan with Cumbria Learning Links following stocktake.</p> <p>Increase the number of adults that participate in skills for life provision in 2006/07. 2,735 adults participate in full level 2 provision in 2006/07.</p>

NATIONAL PRIORITY	ACTION	MEASURES OF SUCCESS
	9. Work with TUC/ULR's to reach low skilled workers and to meet LSC priorities. 10. Ensure there is high quality IAG Service to meet the needs of employers and individuals.	Regional contract agreed.  IAG plan and targets agreed and delivered to target groups.
Improve the skills of the workers who are delivering public services	1. Develop and agree a Workforce Skills Plan with the Local Authority. 2. As part of Workforce Skills Plan develop: <ul style="list-style-type: none"> <li>• Apprenticeship offer;</li> <li>• Reduce gender stereotyping in Apprenticeships;</li> <li>• Skills for Life offer; and</li> <li>• Level 2 offer.</li> </ul> 3. Support the delivery of the Workforce Development Strategy for the Children's Trust. 4. Deliver a range of appropriate qualifications to support the LA to develop schools support staff.	Plan agreed and implemented.  27 apprentices in specific occupational areas in 2006/07. Agree number of adults to undertake a first full Level 2 qualification, by summer 2006. 103 adults to undertake and achieve skills for life qualifications in 2006/07.  Workforce Development Strategy agreed and providers implement in 2006/07.  131 school support staff trained.
Strengthen the capacity of the LSC to lead change nationally, regionally and locally	1. Embed the new Partnership Team in the County's learning infrastructure to deliver first class leadership and delivery. 2. Enhance the skills of our staff to ensure effective strategic working. 3. Ensure the outcomes of <i>agenda for change</i> and the business cycle process enhance our ability to improve our planning and funding with providers. 4. Ensure that all providers embed the Race Equality Scheme in their plans. 5. Utilise the skills of the local Council.	Partnership Team in place by Summer 2006.  Training needs review to equip staff for new job roles and an annual performance management system.  Plans delivered to time and profile.  Race Equality Scheme actions to be incorporated into providers' 3-Year Plans.  Local Council members proactively promote and pursue the LSC agenda through County groups.

## Our Delivery Resources

### Partnership Working

Partnership working has always been at the heart of LSC Cumbria's business and as we move forward we will need to continue to drive this work to the next level. We will support the work of Cumbria Strategic Partnership and the two regeneration companies. We will also to continue to work with our key partners for example, Jobcentre Plus, Connexions Cumbria, Business Link, the North West Development Agency, Local Authority and Trades' Union Congress. More closely we continue to work more closely with all our providers/partners to develop learning and skills for young people and adults, including:

- Continuing to develop partnerships with the LA, Connexions Cumbria and the emerging Children's Trust Locality Groups, across the five learning zones to maximise collaboration, participation, retention and achievement.
- Working strategically with the Cumbria Children's Trust through the Children and Young People's Board, the Cumbria and Young People's Strategic Partnership and various project groups so that the LSC aims and priorities are shared and firmly embedded in Children's Services Plans.
- Working closely with the LA on their ambitious secondary education review to ensure 14-19 education is carefully considered and able to deliver on the 14-19 agenda.
- Continuing to work with the provider network to maximise the use of funds towards priorities and skills needs.
- Working with Jobcentre Plus to address workforce skills issues and reduce incapacity benefit claimants.
- Ensuring that learning and skills is as a key driver in ensuring that education and training is key to all economic restructuring and diversification both in urban and rural areas (for example, the Cumbria Vision Strategic Plan, West Lakes Renaissance, Regeneration Cumbria, Local Area Agreements, Cumbria Strategic Partnership and five Local Strategic Partnerships, the Local Enterprise Growth Initiative (Allerdale and Barrow), Carlisle Renaissance, Barrow Harbour Front and Workington, Maryport and Whitehaven regeneration programmes.
- Maximising the benefits of regional working and contribute to RSoSP, RES and national skills issues.

### Local Council

In order to function effectively the local LSC needs clear, knowledgeable strategic leadership and support from its Council. *Agenda for Change* will bring with it new challenges to local Councils. LSC Cumbria will support and further develop its Council members so that they are equipped to fulfil this role. We will:

- Encourage and develop Council members to become public champions of *Agenda for Change*;
- Review Council membership to ensure that we have the right strategic representation; and

- Deliver some joint Agenda for Change develop sessions for Council members and LSC staff to ensure mutual understanding and support for our more strategic ways of working.

## **Equality and Diversity**

The Council will ensure that planned activities take account of the 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). The Council has a comprehensive Equality and Diversity Action Plan, agreed by a stakeholder/partners Advisory Group, and a Race Equality Scheme for which champions are soon to be agreed.

LSC Cumbria is providing a Race Equality and Diversity training event for all providers and partner organisations in Cumbria in early 2006, in response to the Race Relations (Amendment) Act 2000 (RRAA), and to ensure that our providers are fully briefed on LSC requirements and providers' own responsibilities under the RRAA and under the Cumbria Race Equality Scheme.

The LSC recognises its statutory duties under Race Equality legislation and emerging duties around Disability and Gender Equality. The local office will work in partnership with colleagues at Regional and National level to support the process of Equality Impact Assessments across all functional areas.

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

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.

Locally there is a collaboration project funded by LSC Cumbria, between a local FE college, the local Specialist College and Connexions Cumbria, to study the type of programmes and support required to ensure that learners can access a suitable quality extended curriculum in their local college. Therefore, this would enable them to stay in their local area, rather than a distant residential college.

LSC Cumbria has also funded a consultant to work with the local Specialist College and the four general FE colleges to provide training to develop the skills of staff in working with learners with learning difficulties and/or disabilities. The outcome of this project will be an improvement in the quality of provision, assessment and recording of progress, work experience placements and the development of an extended curriculum.



## **Sustainable Development**

The LSC is committed to sustainable development through the management of resources, the learning opportunities it delivers and its engagement with communities. LSC Cumbria will aim to support this vision by raising awareness amongst providers and partners of the Sustainable Development Strategy. We will do this by ensuring that staff members are appropriately trained and skilled to take this forward strategically with our colleges and training providers.

## **Health and Safety**

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

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

## **College Governance**

We work with college governors in several ways and at several levels, depending on the college situation and the assessment of risk.

- LLSC senior staff attend Governor Board meetings in the role of observer and receive minutes of the meetings for some of the GFE colleges.
- LLSC staff sometimes attend Governor training events.
- Cumbria College Collaboration Task group includes a Governor representative as well as LLSC member of staff.
- LLSC staff are invited to attend College Board meetings to give presentations on LSC priorities/ targets etc.
- Award Evenings/ launch events etc provide an opportunity to informally network with Governors.
- College Governor is a member of local Council.

# **Cumbria 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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## Our Vision

Our role in 2006/07 and beyond will be to seek and ensure the availability of high quality learning and skills provision that meets the needs of individuals, employers and communities:

- For individuals - more people will be engaged in and achieve qualifications that will enable them to prosper in the workforce;
- For employers – employers will have access to a greater range and quality of bespoke and responsive skills development opportunities in Cumbria; and
- For communities – provision is available which is appropriate to their requirements.

These are encapsulated in our vision which is:

‘By 2009 Cumbria's learning environment will be flexible and responsive to the needs of employers, individuals and local communities enabling them to access, progress and achieve in a high quality learning environment which maximises their potential’.

For the period of this annual plan and looking forward to the years ahead, there are a number of key activities that will be our focus, including:

- developing distinct 14-19 strategies, by working with local and countywide Strategic Management Groups and supporting the achievement of the Cumbria Children & Young People's Plan 2006 – 2009, in the context of *Every Child Matters*. We need to continue to increase participation of young people and reduce those that are not in education, employment or training (NEET), or in employment without training;
- rolling-out Train to Gain, the flagship national service to maximise the LSC's contribution to employer needs, from August 2006 in Cumbria. We will work with our colleges and work-based learning providers to ensure that local employers/employees can take full advantage of this service – thereby securing a valuable contribution to Sector Skills Agreements and our PSA targets;
- working regionally with North West LSCs, the North West Regional Development Agency and the Sector Skills and Productivity Alliances to deliver the Regional Statement of Skills Priorities – alongside this, the contribution of learning and skills to the new Regional Economic Strategy provides a major opportunity to work jointly on key targets as a way of meeting economic needs in a coordinated way;
- embedding equality and diversities strategies to ensure that learning and skills providers and colleges in Cumbria further develop their own plans for meeting the needs of all individuals regardless of race, gender, disability or age. In the light of the Peter Little report, we will continue to ensure that we meet the learning and skills needs of learners with learning difficulties and/or disabilities;
- ensuring that effective strategies are in place to engage those without Skills for Life and full Level 2 qualifications, particularly those out of work so that their employability opportunities are increased;
- leading the transformation of the learning and skills sector - We will take due regard of the outcomes of Lord Sandy Leitch's Review of Skills and the recent Review of Further Education carried out by Sir Andrew Foster. We

will review the balance and mix of provision, and support the development of quality and success across learning and skills provision. Success rates in colleges and work-based learning providers will need to continue on an upward path particularly for Skills for Life and full Level 2 qualifications and the associated PSA targets;

- supporting the delivery of economic development in the County, including our part in the delivery of the Cumbria Vision Strategic Plan, the implementation of Local Area Agreements, the work of Cumbria Strategic Partnerships and five Local Strategic Partnerships and regeneration programmes, such as the Local Enterprise Growth Initiative, Carlisle Renaissance, Barrow Harbour Front and Workington, Maryport and Whitehaven regeneration programmes; and
- working with other key stakeholders and partners, locally and regionally.

During 2006/07, the Cumbria Learning and Skills Council will be working more closely in partnership with the North West Regional Development Agency. The North West Learning and Skills Council has responsibility for major elements within the Regional Economic Strategy, through its position as a lead partner within the Regional Skills Partnership, thus it is accountable for delivering key aspects of the Regional Economic Strategy.

The Regional Economic Strategy is in its third revision following extensive consultation involving joint working such as Nuclear Skills Academy developments, leading to stronger collaboration in the future on regional, sub-regional and local level.

The implementation of Theme 7 will enable us to bring greater focus to regional skills, economic development and the key issues identified allowing increasingly closer partnership working with the North West Regional Development Agency.

Since 1 April 2001 we have put learning and skills high on the County's agenda. The number of people – both adults and young people – achieving qualifications is on an upward trajectory. Success rates in colleges are improving and their offer to individuals and employers has been strengthened. There is a record number of apprentices and their achievements are increasing. The number of young people not in education, employment or training has reduced significantly. The number of adults with reading and writing difficulties continues to reduce. Trade Union Learning Representatives are engaging their members and employers in learning and skills in record numbers. A University of Cumbria is now within our grasp. And we are working with partners to bring the National Nuclear Skills Academy to West Cumbria. The annual Excellence in Cumbria Awards recognise and celebrate individual and business achievements in learning and skills.

These achievements have positioned strategically the learning infrastructure in Cumbria to fully meet the challenges and take advantage of the opportunities that we will encounter during 2006/07 and in the years that will follow.

The ambition and expertise that have been demonstrated across the network are a real strength and have been central to the achievement of our targets. They will no doubt be qualities that will ensure our future success. We will continue to engage in effective, strategic relationships with our partners and providers to support the transformation of Cumbria's economy.

Our Council and staff have provided considerable expertise and commitment to the achievement of our priorities and targets, which have only been achieved by the step change in performance which our providers and partners have realised.

We look forward to continue working with our partners to the benefit of individuals, employers and communities.

A handwritten signature in black ink, appearing to read 'P Holme'.

Paul Holme  
Executive Director

A handwritten signature in blue ink, appearing to read 'J Stopforth'.

Jack Stopforth  
Chair

## **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; and
6. Strengthen the capacity of the LSC to lead change nationally, regionally and locally.

## **Our Regional Priorities for the North West 2006/07**

In delivering key aspects of the Regional Economic Strategy the Regional Skills Partnership has published the following Regional Statement of Skills Priorities.

1. Increasing the proportion of young people with the skills and qualifications needs for employment, and progression to further learning;
2. Equipping adults with the skills required for employability, particularly basic skills;
3. Meeting Level 3 and Level 4 skills needs by:
  - (a) equipping individuals with the Level 3 skills required within the economy, particularly in key regional sectors; and
  - (b) ensuring that the skills needs of the regional economy, and in key sectors in particular, are addressed at Level 4.
4. Tackling cross-sectoral leadership and management skills gaps;
5. Developing innovation and enterprise skills; and
6. Tackling worklessness by linking people, jobs and training.

## **Underpinning Priorities**

7. Stimulating investment in skills from employers and individuals; and
8. Providing high quality responsive support to meet regional skills priorities.

## Our Targets

Under priority 1, for young people:

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

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

Locally we need an additional 348 young people to gain a Level 2 in 2007/2008 compared to 2005/2006.

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 Train to Gain 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 1,181 full Level 2 achievements through further education and work-based learning in 2006/07, that is an increase of 79 compared to 2005/06,

In addition, we will also deliver 124 **first** full Level 2 achievements through Train to Gain.

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 need 2613 number of learners to achieve Skills for Life qualifications in 2006/07.

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 799 in 2006/07.

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

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



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

## Our Values

Our values set out for us the way we work:

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

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

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

## A Context for Delivery

Cumbria is as large as Greater Manchester, Greater Merseyside, Lancashire and Cheshire and Warrington combined, and makes up approximately 50% of the land-mass of the North West Region. Eden is the most sparsely populated district in England and is as large as the area covered by LSC Cheshire and Warrington. Conversely, the population density of Barrow is thirteen times the County average. Parts of the County, along the M6 corridor, have relatively good road/rail links to other areas, whilst West Cumbria and the Barrow peninsula suffer from geographical isolation from each other, from surrounding areas and the North West in general. For example, it takes around the same time to travel from Workington to Barrow (60 miles) as it does from Preston to Coventry (130 miles). The geography, topography and rural nature of Cumbria often make access to and choice of services extremely limited – not least in the provision of learning and skills, where we are continuing to develop the use of ICT and e-learning technologies.

## Demographics

The County has a population of 488,000 people – 220,000 of whom are in employment. The Index of Multiple Deprivation data reveals that Barrow, the West Coast and parts of Carlisle are relatively deprived areas. In Barrow and West Cumbria, these data combined with low-wage/low-skill jobs means that many aspirant and well-qualified young people leave the area – and do not return, an issue exacerbated by an ageing workforce. The rate of registered unemployment is low but inactivity rates are high in Barrow and the West Coast, where there are significant numbers of incapacity benefit claimants (circa 6,000 in each area – DWP December 2005). Part of economic development role will be to continue to work with Jobcentre Plus to identify complementary learning activities to help these people return to work.

The education profile of Cumbria raises some significant challenges. The table below shows qualification attainment from the 2001 Census.

	UK	North West	Cumbria	Barrow	Carlisle	Eden	South Lakeland	West Cumbria
% NVQ2 +	57%	54%	<b>54%</b>	50%	50%	53%	59%	48%
% NVQ1 & below	43%	46%	<b>46%</b>	50%	50%	47%	41%	52%

Source: Census of Population 2001 and Office for National Statistics.

Given that unemployment rates (based on Job Seekers Allowance claimant date) remain fairly stable at around 2.5 – 3.0% of the working age population, and taking into account circa 9% that are inactive, we would estimate that the majority of individuals at NVQ1 or below are in some type of employment. Three key issues arise from this position:

- Firstly, we need to continue to increase participation and achievement amongst people with Skills for Life needs across Cumbria – and in

particular in Carlisle and West Cumbria, where the largest proportion of people with no qualifications exist;

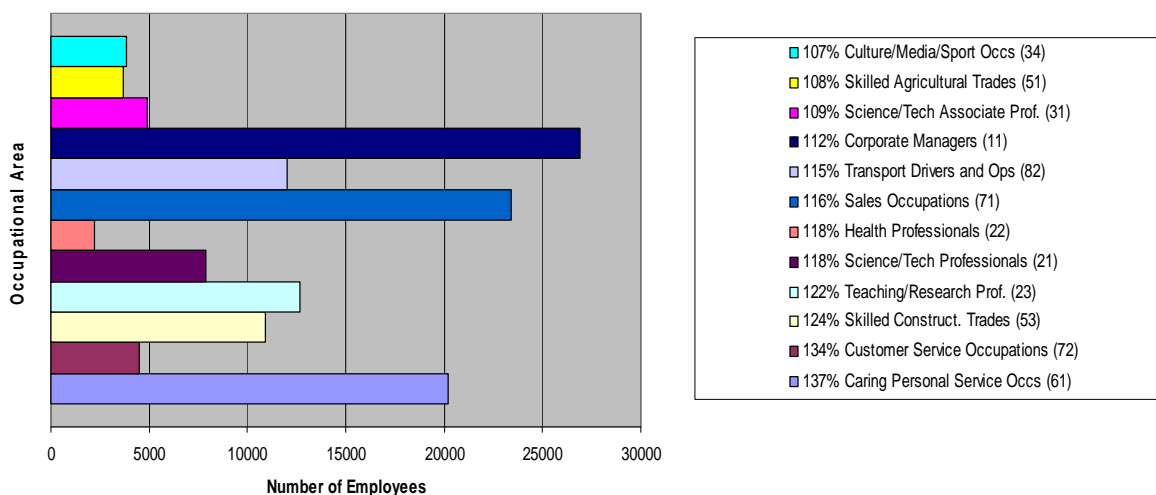
- Secondly, we need to engage those without a full Level 2 qualification, particularly in the workplace, and ensure they achieve this – the above table highlights needs in specific areas, although our strategy will look to rebalance provision across all areas of Cumbria; and
- Thirdly, there are specific unemployment ‘hotspots’, at ward level in Carlisle, Allerdale, Copeland and Barrow and these are broadly consistent with ward with Skills for Life needs.

***Strategic Planning Implication – LSC Cumbria’s planning approach in respect of the budget/provision for adults in Cumbria will focus on addressing Skills for Life and level 2 needs, whilst safeguarding an agreed level of provision for ‘first steps’ and personal, community and development learning and the progression routes from these programmes.***

## Sector Skills

Fewer than 100 companies in Cumbria employ over 200 people. There are approximately 15,575 VAT registered businesses (IDBR 2005) and 85% of these employ less than 10 people. Between 1995 and 2003, Gross Value Added in Cumbria decreased by 17 percentage points to 76%.

A list of the predicted top twelve occupational growth areas between 2004 and 2014 (as a percentage) is set out in the following chart.



Source: Institute for Employment Research, Working Futures II, 2005.

The above occupations are broadly consistent with the key employment sectors that LSC Cumbria has identified (through the local Adult Skills Committee and in partnership with local and regional partners), on the basis of the number of employees and their economic contribution.

The public sector is significant in terms of the number of employees across health, education and public admin. The tourism and land-based sectors, whilst in a number of cases provide low paid and/or low skilled jobs, are critical in terms of

the landscape and the income generated. The Hospitality and Catering Centre of Vocational Excellence at Kendal College is making a significant contribution to the provision offered in the College and to meeting the needs of local employers. In addition, LSC Cumbria will continue to work in partnership with Creative Cumbria, Cumbria Cultural Forum and the Sport Cumbria Partnership to address sector specific skills needs. The Cumbria Campus of the University of Central Lancashire provides a range of work-based and further/higher education programmes that cover key occupational areas with the land-based sector – the CoVE in Forestry and Arboriculture provides a unique and niche range of programmes nationally.

South and West Cumbria is significantly dependent on two employers (BAe Systems and BNG) and they have decreased the number of their employees. However, the Nuclear/Energy/Engineering sectors are very important to the whole Cumbrian economy – and as such remains a key component of LSC Cumbria's planning dialogue with providers of skills provision in those areas. The Nuclear Decommissioning Authority is based in West Cumbria and will generate both significant employment opportunities and significant skills demand. We are continuing to work with local, regional and national partners to support the establishment of a National Nuclear Skills Academy in West Cumbria, and are currently funding the NVQ Level 2 in Nuclear Decommissioning Technology as a forerunner to this major industrial restructuring.

Four other sectors (retail, construction, care and tourism) are also very important to Cumbria. For retail, there is an on-going need to develop customer service skills and Skills for Life, particularly in local small businesses. There is also a significant replacement demand of skilled labour and a very active youth labour market particularly for young people in Carlisle and Eden. In construction there are skills shortages at craft level (particularly in carpentry, joinery and bricklaying) and whilst the supply of skills provision, through FE and work-based routes is significant, a key area to be addressed is variable success rates – part of our planning discussions with providers will address this issue. In relation to care, we will continue to work with the Care Sector Alliance to ensure that skills provision is focussed on areas of employer needs, particularly at Level 2. The tourism offer in its broadest sense encapsulates the skills of many sectors and therefore is crucial to the County's growth.

A review of the supply of skills through the post-16 learning and skills sector shows that both FE and WBL make a significant contribution to the supply of skilled labour to the County's employer base. However, there are a number of key issues that need to be addressed in 2006/07, both for learning and skills and business support services.

- FE colleges, in particular, need to further develop their capability and capacity to respond to sector/employer needs – Cumbria Colleges Ltd has the potential to lead this and the achievement of the Quality Mark a key step;
- All providers need to be clear about and articulate their unique contribution to sector needs which includes participation and success rates for all employer-facing provision under the Train to Gain brand;
- Plans will need to show how the balance and mix of provision offered at sector level is appropriate to meet individual and employer needs – this will

be informed by the local sector templates which will be in place by April 2006;

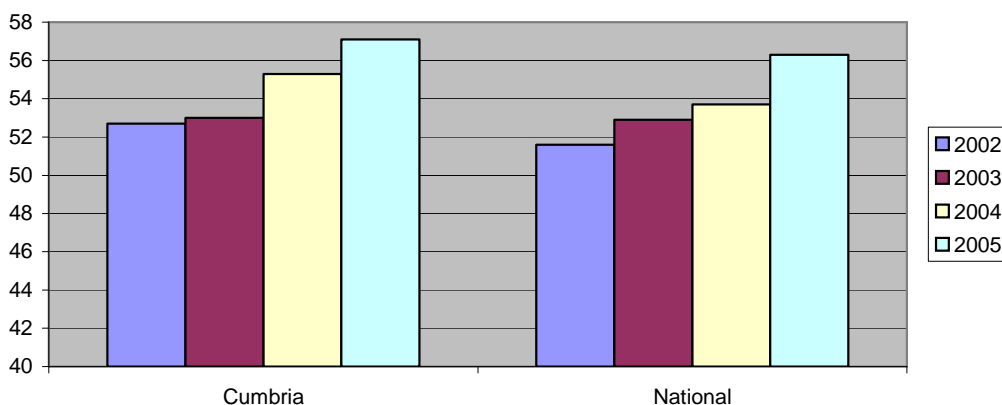
- We need to ensure that relevant opportunities exist for individuals to progress to and participate in higher level qualifications – specifically within the CoVE network, to address the needs set out the Regional Statement of Skills Priorities and through on-going work with the Sector Skills and Productivity Alliances.

***Strategic Planning Implication – LSC Cumbria’s dialogue with colleges and providers will include the ‘sector’ dimension and 3-year plans will need to show how local skills issues are being addressed – in particular actions to engage employers in key local sectors, plans to improve success rates in specific occupational areas, ambitions to prepare for the roll-out of Train to Gain, and their strategic contribution to economic regeneration.***

## 14-19 Learning

At age 16 achievement levels of young people in Cumbria are above the national average for 5+ GCSE A-C% - increasing year-on-year between 2002 and 2005 by 4.4 percentage points (see chart below) – although there are still significant variations within and between areas and this is an on-going part of our work with Cumbria’s five Strategic Management Groups and the Local Authority. In addition, we will support the Local Authority and School Reorganisation Forum in addressing the ‘surplus places’ issues, initially in Carlisle, Barrow and West Cumbria, but also in plans to tackle this on a County-wide basis.

### GCSE Achievement in Cumbria



Source: Cumbria Local Authority & Office for National Statistics.

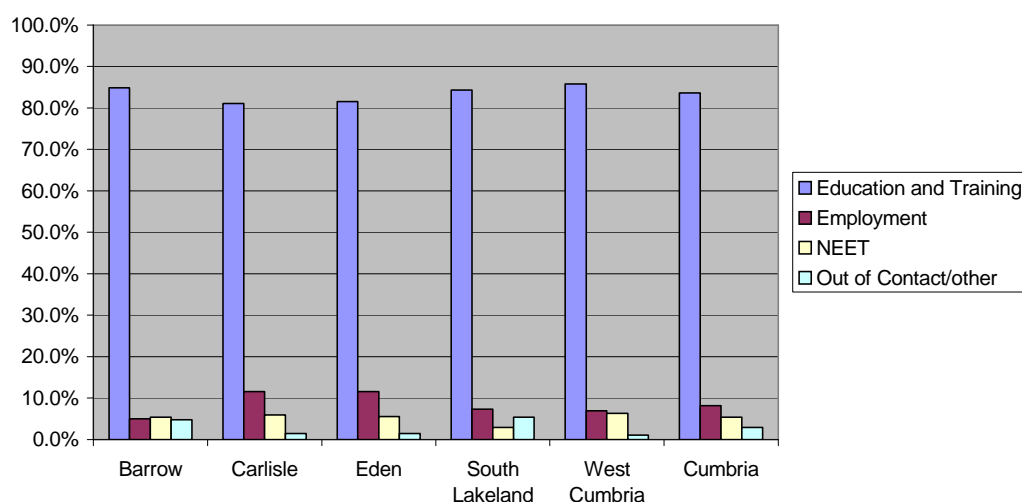
***Strategic Planning Implication: Given the increases in level 2 attainment at 16, two key strategies need to be further developed. Firstly, that those young people without this level, are identified, offered high-quality information, advice and guidance, through Connexions Cumbria, and progressed into learning opportunities that will help them to attain level 2 by age 19. Secondly, a similar strategy will ensure that those that have achieved level 2 by 16, can progress to achieve level 3 by age 19.***

## 16-18 Participation

All areas of 16-18 participation have increased (see the table below) – the cohort, at around 17,500, is predicted to remain broadly stable until 2009/10. Further Education and work-based learning (including E2E) numbers have increased.

Participation	2004/05	2005/06	Variance (%)
<b>Total</b>	<b>11,678</b>	<b>12,863</b>	<b>10%</b>
<i>Source: LSC Planning &amp; Budgeting MI</i>			

### *First Destination for Young People aged 16.*



*Source: Connexions Cumbria – Annual Activity of 2005 School Leavers.*

Cumbria is performing very well at minimising the proportion of young people in the NEET Group partly through ESF monies supporting additional staff (see chart above), although in Carlisle and Eden post-16 learning participation levels appear to be lower than the average as a result of higher than average employment rates. We intend to work with Connexions Cumbria and the LA to further boost participation and also reduce the number of young people in employment without training.

***Strategic Planning Implication – Schools, colleges, work-based learning providers will need to continue to develop their partnerships across the five learning zones to ensure that 16-18 participation continues to rise, numbers in the NEET Group reduce, achievement at level 2 and level 3 at age 19 increase, and actions are identified to reduce numbers in employment without training – particularly in Carlisle and Eden.***

## Achievement and Success

At 'A' Level, Cumbrian average achievement per exam entry (76.4) was close to the national average (77.4) in 2003. In respect of further education and work-based learning, significant improvements have been made to success rates – a summary of these is shown below.

Success Rates			
FE	2003/04	2004/05	Variance (%)
Long courses	70%	69%	-1% point
Short courses	79%	80%	+ 1% point
All	73%	73%	0% points
WBL	2003/04	2004/05	Variance (%)
Apprenticeship	36.7%	43.9%	+ 7.2% points
Apprenticeship/NVQ	48.7%	54.6%	+ 5.9% points
E2E progressions	26%	45%	+ 19% points
Source: LSC Corporate Reports.			

There are a number of key issues that arise from the above:

- the need for improved co-ordination of services for young people, identified as a weakness in the recent mock JAR;
- the development of further collaboration across the 14-19 phase to provide a seamless transition at 16, to ensure clear progression routes and to develop vocational pathways from age 14 – our work with the LA and the five area Strategic Management Groups are critical to ensure we deliver the 14-19 implementation plan;
- the support for the agreement and rollout of the Cumbrian Children and Young People's Plan 2006 – 2009 that is being delivered by the Children and Young People's Board;
- the further development of the successful Young Apprenticeships for 14-16 year olds;
- strategic involvement in the School Reorganisation Forum that is currently being rolled out across Cumbria's five learning areas;
- the ongoing improvement of quality and success rates across the sector to ensure that more young people achieve Level 2 and Level 3 by age 19; and
- developing innovative, flexible and relevant provision to meet the needs of young people in employment without training.

### Cohort approach to 16-18 tracking for Level 2 @19

Our approach includes working with Connexions in 'clearing house' type activities, such as:

- Every young person receives guaranteed advice and guidance on their post-16 options by Connexions and any young person who has not selected to 'stay on' is put on the 'guarantee' and offered a work or training place within an 8 week period;

- A specific team of Connexions Personal Advisers follow up all school leavers in preparation for the 'annual activity survey';
- 7 LSC-funded project workers to target the NEET group (those not in education employment or training NEET) (funded LSC);
- E2E provision has proved invaluable in supporting the hard to engage;
- Specific mail shots are targeted at all school year 11 leavers, detailing post 16 options;
- Connexions support WBL providers in interviewing for Apprenticeships;
- Connexions offer pre GCSE Career Fairs to provide advice and guidance on progression choices;
- Targeted summer learning and skills program for those most at risk of not returning to learning.

## Adults and Skills

Skills for Life needs in Cumbria are higher than the national average. However since 2001, Skills for Life provision in the County has been transformed by local LSC intervention. Significant levels of capacity have been developed and as a result, and due to strategic partnership working, the infrastructure in Cumbria is now very well placed to exceed its targets for 2007 and 2010. The table below shows the level of progress and achievement made so far compared to the regional and national picture – it shows that whilst Cumbria achieved 93% of the 2004 milestone, progress since then is considerable.

<b>Skills for Life Achievement Target</b>				
<b>LSC</b>	<b>To 2004</b>	<b>% of 2004 Target</b>	<b>In 2005</b>	<b>% of 2007 Target</b>
<b>Cumbria</b>	<b>5,959</b>	<b>93%</b>	<b>3,369</b>	<b>52.5%</b>
North West Region	114,388	108%	51,939	48.9%
National	746,988	98%	331,610	43.4%
<i>Source: 2004-05 FE f05/f04, UFI U03/U02, ACL A03/A02, WBL W12, ESFSR S12 datasets.</i>				

This work remains a priority for Cumbria and we need to continue to expand Skills for Life provision, whilst concurrently working with employers and other partners to engage those with Skills for Life needs – particularly in Carlisle, West Cumbria and Barrow.

In addition, further education and adult and community learning need to continue to play a major role in addressing Level 2 and Level 3 needs. Their current contribution is shown in the table below.



<b>Participation</b>	<b>2003/04</b>	<b>2004/05</b>	<b>Variance</b>
Full Level 2	1,229	1,531	+ 302
Full Level 3	1,173	1,397	+ 224
<b>Success Rates</b>	<b>2003/04</b>	<b>2004/05</b>	<b>Variance (%)</b>
Long courses	61%	64%	+ 3% points
Short courses	82%	84%	+ 2% points
All	74%	77%	+ 3% points

Source: Corporate Reports.

***Strategic Planning Implication – There is a clear need to continue to increase participation and achievement amongst adults – achievement of Skills for Life and Level 2 is of key importance. As such, success rates amongst FE colleges and WBL providers will need to demonstrate measurable improvements to reach the highest standards.***

Our planning dialogue with providers will be proportionate to their unique mission, but we expect to cover:

- quality improvement strategies, which will need to show how and the extent to which success rates will improve, particularly on long Level 2 and long Level 3 programmes. Indeed a key criteria of Train to Gain will be the consideration of success rates at Level 2;
- the rigorous and regular monitoring of ‘other’ provision to ensure that it offers first steps in developing the skills that are needed in local areas – particularly for Level 2, and Skills for Life – and that clear progression routes are in place for those taking part;
- the need to ensure that strategies are in place to target those people without a first Level 2 qualification. Being responsive to employers’ needs and being clear about employer-facing provision will be central to this work and we must also better utilise community-based provision to engage those at risk of social exclusion;
- the need to make sure that the network of further education providers has effective strategies in place for generating and monitoring fee income – in response to *Priorities for Success*; and
- ensuring that Skills for Life delivery counts towards targets, eliminating provision which fails to do so.

## **Inclusion**

LSC Cumbria is utilising equality and diversity impact measures as the key mechanism to support, monitor and assess all our actions in this area. The following framework will allow us to agree ‘stretch’ measures for increasing participation, retention and achievement:

- for men and women in non-traditional areas where analysis shows that they are under-represented or under-achieving;
- for learners with a disability where analysis shows that they are under-represented or under-achieving; and

- for providers to effectively promote race equality and in doing so, supporting the development and delivery of an inclusive curriculum.

In terms of participation in further education, 9% of learners consider themselves to have a learning difficulty and/or disability. However, there are still issues about the recording of this information (i.e. where no information is provided by the learner). This will be addressed in planning dialogue with providers.

Learning difficulties and/or disabilities (LLDD)	Gender			
	Female	Male	Total	
Learner considers him/herself to have LDD	1,578	1,392	8.7%	2,970
Learner does not consider him/herself to have LDD	16,682	10,014	77.9%	26,696
No information provided by the learner	2,925	1,687	13.4%	4,612
Total	21,185	13,093	100%	34,278
Source: 2004-05 FE f04.				

However, in 2004/05 around 2% and 8.6% of ILR records for WBL and FE respectively is unknown (in 2003/04 these were 8% and 12%). Efforts by local staff to improve this position will continue in 2005/06 and 2006/07.

A local review of FE success rates for 2004/05 amongst those learners that consider themselves as having a learning difficulty and/or disability and those that do not is set out in the table below.

LLDD Success Rates		Barrow 6 <sup>th</sup> Form College	Carlisle College	Furness College	Kendal College	Lakes College
Learner considers him/herself to have LDD	16-18	78%	64%	72%	67%	70%
	19+	73%	78%	73%	73%	77%
Learner does not consider him/ herself to have LDD	16-18	85%	60%	75%	69%	66%
	19+	79%	71%	77%	77%	83%
Source: 2004-05 FE f05.						

The overall success rates compared with those for learning with learning difficulties and/or disability are broadly comparable but we will continue to support our providers to minimise any differential.

Significant progress has also been made towards tackling gender stereotyping. In further education the proportion of women undertaking engineering and construction programmes was just over 20% in 2004/05 – compared to 8% in the previous year. The proportion of women on these programmes across work-

based learning is 2.7% and there are still significant challenges to overcome gender stereotyping in the workplace.

A similar picture emerges for ethnicity and this is shown in the following table:

Ethnicity	Proportion (%)	
	FE	WBL
BME Grouping	3.5	1
White-British	96.5	99
Total	100	100

*Source: 2004-05 FE f04.*

However, given that the population of people from BME background in Cumbria is around 1% there appears to be a correlation to learning participation. There are Black Minority Ethnic (BME) Groups, particularly from eastern Europe, that have migrated into areas, such as Carlisle, and this means that specific strategies need to be developed to integrate these individuals into the local community and ensure that they maximise their economic contribution.

***Strategic Planning Implications: Providers and colleges will need to demonstrate, through the planning dialogue that strategies are in place to:***

- ***Meet the needs of LLDD – in the context of the outcomes of the NW regional LLDD review and actions that arise from the recent report by Peter Little (OBE);***
- ***Continue to address gender stereotyping; and***
- ***Meet the requirement of the Race Relations (Amendment) Act 2000 and that Race Equality Schemes are in place to address the areas highlighted above.***

***We will need to develop actions that take account of the new legislation around age discrimination, which comes into effect in autumn 2006.***

The aim of the Cumbria Offenders' Learning and Skills service is to ensure that offenders in both prisons and supervised in the community, should have access to learning and skills development to enable them to hold down a job and play a positive role in society. By boosting skill levels, the aim is to enhance the employment prospects of offenders, increasing their chance of securing employment and reducing the risk of them re-offending. LSC Cumbria is working in close partnership with Cumbria Probation Service, HMPS, Connexions, JobCentre Plus, Cumbria providers, the Youth Offending and Drug Action Teams, and the new OLASS provider, A4E, to ensure that the success achieved with the Cumbria Offenders in the Community project will develop, and become established in the secure estate. It is important to ensure that the Offenders Learning Journey is a quality pathway that reduces re-offending, in line with the requirements of the NW reducing Re-offending Action Plan. LSC Cumbria is presently leading the following projects:

- Funding of a consultant to assist with quality improvement and sharing of best practice work in HMP Haverigg in preparation for the ALI re-inspection later in 2006;

- Offering training to all support staff in managing challenging behaviour in young adults, and motivational issues;
- Working with partners on a 'Through the Gate' policy to ensure offenders exiting prison have the support and contacts before they leave, to enable them to access the training and employability programmes available immediately, so reducing the risk of re-offending;
- Engaging local partners to develop opportunities and enhance progression routes for offenders into existing mainstream, vocational and other provision, such as specialist programmes via voluntary and community providers;
- Engaging local and national employers. To increase the capacity of the CJA partners to support offenders into sustainable employment, and meet the OLASS employment targets for 2006/07; and
- Working with partners to identify the scope of current provision within custody and community, to further develop the curriculum at establishment, local and regional level. To discuss, agree and influence the curriculum development at local and regional level.

The following table sets out the contribution of further education in Cumbria made in 2004/05 to the LSC funding priorities as categorised in the left-hand column and then mapped to skills priorities. In broad terms, it shows that a relative small volume of provision is no longer eligible. However, the cost of this provision will be directed towards meeting identified sector skill needs in those providers who can deliver maximum return on our investment in them in 2005/06 and beyond.

<b>Under 19</b>	<b>High</b>		<b>Medium</b>		<b>Low</b>		<b>TOTAL</b>	
	<b>£ and enrolls</b>	<b>%</b>	<b>£ and enrolls</b>	<b>%</b>	<b>£ and enrolls</b>	<b>%</b>	<b>£ and enrolls</b>	<b>%</b>
Likely to contribute	£9,144,502	63%	£2,771,069	19%	£483,722	3%	£12,399,293	85%
	12,594		1,865		1,013		15,472	
Potential to contribute	£560,333	4%	£147,142	1%	£26,508	0%	£733,983	5%
	1,314		508		83		1,905	
No longer eligible for LSC funding	£87,531	1%	£40,774	0%	£0	0%	£128,305	1%
	238		498		0		736	
Other (eg Ufi and Unclassified)	£0	0%	£0	0%	£0	0%	£0	0%
	0		0		0		0	
Entitlement	£0	0%	£1,313,036	9%	£0	0%	£1,313,036	9%
	N/A		N/A		N/A		N/A	
<b>Totals</b>	<b>£9,792,366</b>	<b>67%</b>	<b>£4,272,021</b>	<b>29%</b>	<b>£510,230</b>	<b>0%</b>	<b>£14,574,618</b>	<b>100%</b>
	<b>14,146</b>		<b>2,871</b>		<b>1096</b>		<b>18,113</b>	

<b>19 and over</b>	<b>High</b>		<b>Medium</b>		<b>Low</b>		<b>TOTAL</b>	
	<b>£ and enrolls</b>	<b>%</b>	<b>£ and enrolls</b>	<b>%</b>	<b>£ and enrolls</b>	<b>%</b>	<b>£ and enrolls</b>	<b>%</b>
Likely to contribute	£5,950,372	49%	£1,396,030	12%	£281,818	2%	£7,628,219	63%
	13,081		1,567		397		15,045	
Potential to contribute	£2,517,534	215%	£1,060,527	9%	£109,663	1%	£3,687,724	31%
	9,793		2,147		314		12,254	
No longer eligible for LSC funding	£355,229	3%	£337,560	3%	£0	0%	£692,789	6%
	1,530		5,615		0		7,145	
Other (eg Ufi and Unclassified)	£0	0%	£0	0%	£0	0%	£0	0%
	0		0		0		0	
Entitlement	£0	0%	£16,132	0%	£0	0%	£16,132	0%
	N/A		N/A		N/A		N/A	
<b>Totals</b>	<b>£8,823,135</b>	<b>73%</b>	<b>£2,810,249</b>	<b>23%</b>	<b>£391,481</b>	<b>3%</b>	<b>£12,024,865</b>	<b>100%</b>
	<b>24,404</b>		<b>9,329</b>		<b>711</b>		<b>34,444</b>	

NB: Percentages are funding values as a percentage of 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				
	Learners		Learning Aims Success Rates	Funding £	
	Volumes of learners	In-year achievements (volume)			
<b>FE Total Learners</b>	5,993		73%	15,469,417	
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	2,323	970	70%		
<i>Learners on a full Level 2 qualification</i>	1,179	713	67%		
<i>Learners on a full Level 3 qualification</i>	1,762	981	63%		
<i>Learners on 2 or more A2 qualis</i>	286	262			
<b>Discrete* activity, e.g. fully ESF, or LIDF funded provision</b>					
<b>School sixth form</b>	4,484			20,402,604	
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	
<b>WBL Total Learners</b>	912		45%	6,935,061	
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>					
<i>Learners on an Apprenticeship</i>	735	356	40%		
<i>Learners on an Advanced Apprenticeship</i>	177	108	47%		
<b>Entry to Employment</b>	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
All E2E	337	297	11.571	100	3,072,362

2005/06				
Learners		Learning Aims Success Rates	Funding £	
Volumes of learners	In-year achievements (volume)			
6,729		75%	16,466,731	
2,924	1,423	71%		
1,293	749	69%		
1,846	942	66%		
290	250			
4,490			22,189,178	
12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	
1,355		55%	7,021,847	
997	527	47%		
358	219	51%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
363	344	12.143	132	3,074,000

2006/07				
Learners		Learning Aims Success Rates	Funding £	
Volumes of learners	In-year achievements (volume)			
6,455		77%	18,655,207	
3,075	1,494	72%		
1,415	821	70%		
1,930	1080	68%		
295	255			
4,591				
12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	
1,584		70%	6,511,224	
1,132	561	65%		
452	224	55%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
511	422	12.249	191	2,972,957

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

SUMMARY OF ADULTS (19+)	2004/05			
	Learners		Learning Aims Success Rates	Funding £
	Volumes of learners	In-year achievements (volume)		
<b>FE Total Learners</b>	25,215		77%	12,493,547
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	1,522	752	74%	
<i>Learners on a full Level 2 qualification</i>	1,531	829	73%	
<i>Learners on a full Level 3 qualification</i>	1,397	795	71%	
<i>Learners on 2 or more A2 qual.</i>	8	5		
<b>Discrete* activity, eg fully ESF, or LIDF funded provision</b>				
<b>Personal &amp; Community Dev't Learning</b>	9,725			1,755,689
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
<b>WBL Total Learners</b>	834		42%	1,924,759
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	814	271		
<i>Learners on an Apprenticeship</i>	542	212	45%	
<i>Learners on an Advanced Apprenticeship</i>	292	234	36%	
<b>ETP / NETP</b>	Volumes of learners	In-year achievements (volume)		Funding £
<i>Of which...</i>				
Level 2				
Skills for Life				

2005/06			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
22,568		78%	11,630,193
1,746	799	75%	
1,644	820	74%	
1,358	809	72%	
12	9		
9,600			1,684,384
12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
1,021		57%	2,022,000
1232	557		
661	267	52%	
360	112	57%	
Volumes of learners	In-year achievements (volume)		Funding £

2006/07			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
18,054		79%	10,484,777
1,980	883	76%	
2,000	988	75%	
1,506	941	73%	
12	9		
9,600			1,640,186
12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
1,089		70%	2,474,191
1511	687		
707	289	60%	
382	128	63%	
Volumes of learners	In-year achievements (volume)		Funding £

## The key changes

In order to meet the national and regional priorities there will need to be continued improvement in the quality and responsiveness of local provision. In order to ensure we achieve our priorities we therefore expect the following changes in provision we fund:

1. To increase participation of young people by 1%, we expect:
  - WBL to increase participation by 229; and
  - Schools to increase participation by 101.
2. To achieve the Level 2 by age 19 target, we expect:
  - 75% of young people to have achieved Level 2 in 2005/06;
  - 77.5% of young people to have achieved Level 2 in 2006/07; and
  - 80% of young people to achieved Level 2 in 2007/08.
3. To support improved achievement of Level 2 and Level 3 by young people we expect success rates in FE to increase by 2% and in WBL by 3%.
4. To increase the number of apprenticeship completions, we expect:
  - 60% to complete in 2005/06;
  - 70% to complete in 2006/07; and
  - 74% to complete in 2007/08.
5. To increase the number of adults achieving Skills for Life qualifications by 177. This will require an increase in Skills for Life participation of 404 adults and an increase in success rates of 5% in FE and 8% in WBL.
6. To reduce the number of adults without a first Level 2 qualification by 1,181, we expect:
  - 595 adults to achieve Level 2 in FE and 159 adults to achieve Level 2 in WBL – requiring a success rate of 75% and a ‘firstness factor’ of 55%;
  - 144 adults to achieve Level 3 in FE and 43 adults to achieve Level 3 in WBL – requiring a success rate of 73% and a ‘firstness factor’ of 21%; and
  - 240 adults to achieve Level 2 through Train to Gain – requiring a success rate of 64% and a ‘firstness factor’ of 75%.
7. To maximise the use of the LSC’s funds to reduce the volume of other provision that does not contribute to our priorities and targets. We will increase the ratio of Skills for Life courses to ensure that 70% of all learning aims count towards the national PSA target.



8. To develop Cumbria's contribution to the four national sector skills priorities by delivering:
  - Business Improvement Techniques (BIT) – 89 places;
  - Information Technology Qualification (ITQ) – 286 places;
  - On-site Assessment and Training (OSAT) – 257 places; and
  - School Support Staff – 131 places.
9. To further promote equal opportunities, through the delivery of the Cumbria Equality and Diversity Strategy, which will achieve:
  - 82 more males/females onto non-traditional programmes;
  - 1% more people from a BME into learning (particularly in Carlisle and Barrow); and
  - 1.2% more people with learning difficulties and/or disabilities to participate in learning.
10. To further drive up success rates and achievement, by the following:
  - From 73% in 2004/05 to 76% in 2006/07 in further education: and
  - From 44% in 2004/05 to 70% in 2006/07 in work-based learning.

## Key Actions

NATIONAL PRIORITY	ACTION	MEASURES OF SUCCESS
Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities	<ol style="list-style-type: none"> <li>1. Work with schools, colleges and work-based learning providers to plan and fund relevant high quality provision to increase participation and achievement of young people.</li> <li>2. Work strategically with the developing Children's Trust arrangements and ensure that the LSC makes a strategic contribution to the development of the Service and achievement of its five key outcomes.</li> <li>3. Work in Partnership with the Local Authority to steer the re-organisation of learning provision across the County to secure high quality provision which meets the needs of learners aged 14-19.</li> <li>4. Continue to develop and deliver the 14-19 Learning Entitlement in partnership with the Local Authority: <ul style="list-style-type: none"> <li>• Agree Concordat and implement through local 14-19 Strategic Groups; and</li> <li>• Continue to develop vocational routes to meet learner needs.</li> </ul> </li> <li>5. Ensure appropriate provision is available to ensure that those in employment without training achieve a Level 2/3 qualification by age 19 – building on the existing Level 2 action plan.</li> <li>6. Continue to support the development of higher education in Cumbria and increase progression and participation in higher education.</li> <li>7. Work with key partners,</li> </ol>	<p>3 year development plans agreed by May 2006, which ensure that:</p> <ul style="list-style-type: none"> <li>• 6,455 16-18 year olds are in FE in 2006/07;</li> <li>• 1,444 16-18 year olds are in WBL in 2006/07;</li> <li>• 4,591 16-18 year olds in school sixth forms in 2006/07; and</li> <li>• 422 16-18 year olds are in E2E in 2006/07.</li> </ul> <p>LSC to assist in and help to shape the developing Children's Service and Children's Trust arrangements through executive participation.</p> <p>LSC to establish itself as a key partner in the Joint Area Review through membership of Strategic Group.</p> <p>LSC to contribute strategically to schools re-organisation in Cumbria, led by the LA.</p> <p>4,161 EMA applicants in 2006/07.</p> <p>780 young people to achieve full Apprenticeship in 2006/07.</p> <p>Reduce NEET to 5.2% by November 2006.</p> <p>1,694 IFP participants in 2006/07.</p> <p>Improve A-Level Performance System score by March 2007.</p> <p>Increase Level 2 achievement by age 19 to 77.5% by 2006/07.</p> <p>Increase Level 3 achievement by age 19 by 2% by 2006/07.</p> <p>Young apprenticeship pilots extended to include:</p> <ul style="list-style-type: none"> <li>• 2 new occupational sectors in 2006/07; and</li> <li>• 110 places in 2006/07.</li> </ul>

	<p>particularly the LA, Connexions Service and providers to improve the strategic co-ordination of 14-19 developments across the County.</p>	
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NATIONAL PRIORITY	ACTION	MEASURES OF SUCCESS
Making learning truly demand-led so that it better meets the needs of employers, young people and adults	<ol style="list-style-type: none"> <li>1. Deliver Train to Gain to maximise its impact on individuals and businesses by: <ul style="list-style-type: none"> <li>• Establishing a high quality brokerage network; and</li> <li>• Supporting providers to develop their capability to respond to employers and deliver high quality provision.</li> </ul> </li> <li>2. Develop and deliver Level 3 trial for specific sectors.</li> <li>3. Improve the balance and mix of provision across the key sectors in accordance with the national Sector Skills Agreements and in contributing to the NW Sector Skills and Productivity Alliances.</li> <li>4. Utilise Cumbria Colleges Ltd to better align the employer offer to businesses. Support the four general FE colleges to work towards the Action for Business College standard.</li> <li>5. Develop the role of the adult Area Provider Forums to enable them to work strategically to effectively plan and deliver area-based targets.</li> <li>6. Maintain CoVE network ensuring links to National Skills Academies.</li> <li>7. Ensure that learning and skills opportunities are available and accessible for LLDD learners. Develop inclusive learning across the college/provider network. Support the regional response to the LLDD National Review in particular the focus on funding, partnerships, quality and transition.</li> <li>8. Implement and monitor the Strategic Area Review Action Plan.</li> </ol>	<p>5 brokers engaged in 2006/07. Agree number of businesses engaged in 2006/07, by summer 2006.</p> <p>Agree number of employees to gain a Level 2 qualification in 2006/07, by summer 2006.</p> <p>Agree number of employees to gain a Level 3 qualification in 2006/07, by summer 2006.</p> <p>Change in provision and delivery for local key sectors including capacity building to deliver preferred qualifications e.g. OSAT, BIT, ITQ and School Support Staff Vocational Qualification (key change 8).</p> <p>Collaborative Business Plan agreed. Achievement of Quality Mark to enhance employer focused responsiveness.</p> <p>Area Provider Forums to undertake effective strategic planning and partnership working to ensure that key targets for adult learning are achieved.</p> <p>CoVE status reconfirmed and links to potential NSA maintained.</p> <p>Local delivery of regional LLDD Action Plan.</p> <p>3-year plans include progressive LLDD strategies.</p> <p>Participation and achievement amongst LLDD learners, reflect national benchmarks as a minimum.</p> <p>StAR Action Plan delivered to agreed schedule.</p> <p>EDIMs reviewed and revised with</p>

	9. Prioritise and embed the local Equality and Diversity Action Plan, as agreed by the local Equality and Diversity Advisory Committee.	all providers and new targets to be agreed in 2006/07.
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NATIONAL PRIORITY	ACTION	MEASURES OF SUCCESS
Transform the learning and skills sector through <i>agenda for change</i>	<ol style="list-style-type: none"> <li>1. Develop, agree and implement through further education providers an integrated reform programme for the sector utilising the drivers of <i>agenda for change</i>.</li> <li>2. Continue to drive forward the quality of provision through the Provider review and Planning Process to: <ul style="list-style-type: none"> <li>• Achieve demanding improvement targets;</li> <li>• Address the mix and balance of provision to ensure we fund skill priority activity; and</li> <li>• Generate increased levels of individual and employer contributions.</li> </ul> </li> <li>3. Implement LSC Cumbria's Local Capital Plan 2005/06 to 2009/10.</li> <li>4. Assist the development of City and Town Business Case for a better integrated approach to skills and employment.</li> </ol>	<p>Annual process in place to review local implementation of <i>agenda for change</i>.</p> <p>Formal review of 3-year Development Plans against LSC priorities, to include:</p> <ul style="list-style-type: none"> <li>• Provision closely aligned to needs and targets;</li> <li>• Minimum levels of performance agreed with all providers;</li> <li>• Fee Income Strategies agreed;</li> <li>• Contribution to LSC planning and funding priorities; and</li> <li>• Key quality improvement indicators incorporated in Self-Assessment Reports.</li> </ul> <p>Overall success rates increase to:</p> <p>76% in further education in 2006/07;</p> <p>70% in work-based learning in 2006/07 (Framework only);</p> <p>Ensure that robust and comprehensive provider Self Assessment (SARs) align with LSC Business Cycle by December 2006.</p> <p>1<sup>st</sup> year of Local Capital Plan delivered.</p> <p>Carlisle Business Case agreed.</p>

NATIONAL PRIORITY	ACTION	MEASURES OF SUCCESS
<p>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.</p>	<ol style="list-style-type: none"> <li>1. Deliver our agreed Skills for Life Strategy to improve the employability potential and productivity of individuals, thereby meeting employer and productivity challenges.</li> <li>2. Continue to work strategically with key partners to further develop the Offender Learning and Skills Service (OLASS) so that the needs of offenders, both in custody and in the community are effectively met.</li> <li>3. Review Memorandum of Understanding with Jobcentre Plus and develop joint Delivery Plan.</li> <li>4. Ensure that the learning and skills agenda is clearly embedded within local economic regeneration strategies and partnerships.</li> <li>5. Plan and utilise resources from the European Social Fund to maximise the skills required for employment.</li> <li>6. Ensure LSC priorities are firmly embedded in Local Strategic Partnership Community Action Plans and that the LSC responds positively to community needs.</li> <li>7. Further develop relationships with Cumbria Learning Links through joint action planning to engage the wider community to ensure the VCS can contribute to the County's economic development agenda.</li> <li>8. Engage with the Cumbria Ufl hub to ensure its provision aligns with economic development activities.</li> </ol>	<p>Refocus the balance of accredited/non-accredited to achieve a delivery ratio of 80:20. 103 individuals to achieve a skills for life qualification. 24 employers engaged in delivery.</p> <p>Improvement in the quality of learning provision in the Prison Service through successful re-inspection in June 2006, achieving at least a satisfactory grade overall.</p> <p>Joint Delivery Plan agreed by 31 March 2006.</p> <p>LSC partnership/economic development team link to Cumbria's main economic development partnerships.</p> <p>Deliver in full the local Co-financing Plan 2004 to 2006 to achieve agreed outcomes for learners.</p> <p>The LSC's Adult Skills Committee is recognised as the Skills arm of Cumbria Vision.</p> <p>Delivery of joint Action Plan with Cumbria Learning Links following stocktake.</p> <p>Increase the number of adults that participate in skills for life provision in 2006/07. 2,735 adults participate in full level 2 provision in 2006/07.</p>

NATIONAL PRIORITY	ACTION	MEASURES OF SUCCESS
	9. Work with TUC/ULR's to reach low skilled workers and to meet LSC priorities. 10. Ensure there is high quality IAG Service to meet the needs of employers and individuals.	Regional contract agreed.  IAG plan and targets agreed and delivered to target groups.
Improve the skills of the workers who are delivering public services	1. Develop and agree a Workforce Skills Plan with the Local Authority. 2. As part of Workforce Skills Plan develop: <ul style="list-style-type: none"> <li>• Apprenticeship offer;</li> <li>• Reduce gender stereotyping in Apprenticeships;</li> <li>• Skills for Life offer; and</li> <li>• Level 2 offer.</li> </ul> 3. Support the delivery of the Workforce Development Strategy for the Children's Trust. 4. Deliver a range of appropriate qualifications to support the LA to develop schools support staff.	Plan agreed and implemented.  27 apprentices in specific occupational areas in 2006/07. Agree number of adults to undertake a first full Level 2 qualification, by summer 2006. 103 adults to undertake and achieve skills for life qualifications in 2006/07.  Workforce Development Strategy agreed and providers implement in 2006/07.  131 school support staff trained.
Strengthen the capacity of the LSC to lead change nationally, regionally and locally	1. Embed the new Partnership Team in the County's learning infrastructure to deliver first class leadership and delivery. 2. Enhance the skills of our staff to ensure effective strategic working. 3. Ensure the outcomes of <i>agenda for change</i> and the business cycle process enhance our ability to improve our planning and funding with providers. 4. Ensure that all providers embed the Race Equality Scheme in their plans. 5. Utilise the skills of the local Council.	Partnership Team in place by Summer 2006.  Training needs review to equip staff for new job roles and an annual performance management system.  Plans delivered to time and profile.  Race Equality Scheme actions to be incorporated into providers' 3-Year Plans.  Local Council members proactively promote and pursue the LSC agenda through County groups.

## Our Delivery Resources

### Partnership Working

Partnership working has always been at the heart of LSC Cumbria's business and as we move forward we will need to continue to drive this work to the next level. We will support the work of Cumbria Strategic Partnership and the two regeneration companies. We will also to continue to work with our key partners for example, Jobcentre Plus, Connexions Cumbria, Business Link, the North West Development Agency, Local Authority and Trades' Union Congress. More closely we continue to work more closely with all our providers/partners to develop learning and skills for young people and adults, including:

- Continuing to develop partnerships with the LA, Connexions Cumbria and the emerging Children's Trust Locality Groups, across the five learning zones to maximise collaboration, participation, retention and achievement.
- Working strategically with the Cumbria Children's Trust through the Children and Young People's Board, the Cumbria and Young People's Strategic Partnership and various project groups so that the LSC aims and priorities are shared and firmly embedded in Children's Services Plans.
- Working closely with the LA on their ambitious secondary education review to ensure 14-19 education is carefully considered and able to deliver on the 14-19 agenda.
- Continuing to work with the provider network to maximise the use of funds towards priorities and skills needs.
- Working with Jobcentre Plus to address workforce skills issues and reduce incapacity benefit claimants.
- Ensuring that learning and skills is as a key driver in ensuring that education and training is key to all economic restructuring and diversification both in urban and rural areas (for example, the Cumbria Vision Strategic Plan, West Lakes Renaissance, Regeneration Cumbria, Local Area Agreements, Cumbria Strategic Partnership and five Local Strategic Partnerships, the Local Enterprise Growth Initiative (Allerdale and Barrow), Carlisle Renaissance, Barrow Harbour Front and Workington, Maryport and Whitehaven regeneration programmes.
- Maximising the benefits of regional working and contribute to RSoSP, RES and national skills issues.

### Local Council

In order to function effectively the local LSC needs clear, knowledgeable strategic leadership and support from its Council. *Agenda for Change* will bring with it new challenges to local Councils. LSC Cumbria will support and further develop its Council members so that they are equipped to fulfil this role. We will:

- Encourage and develop Council members to become public champions of *Agenda for Change*;
- Review Council membership to ensure that we have the right strategic representation; and



- Deliver some joint Agenda for Change develop sessions for Council members and LSC staff to ensure mutual understanding and support for our more strategic ways of working.

## **Equality and Diversity**

The Council will ensure that planned activities take account of the 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). The Council has a comprehensive Equality and Diversity Action Plan, agreed by a stakeholder/partners Advisory Group, and a Race Equality Scheme for which champions are soon to be agreed.

LSC Cumbria is providing a Race Equality and Diversity training event for all providers and partner organisations in Cumbria in early 2006, in response to the Race Relations (Amendment) Act 2000 (RRAA), and to ensure that our providers are fully briefed on LSC requirements and providers' own responsibilities under the RRAA and under the Cumbria Race Equality Scheme.

The LSC recognises its statutory duties under Race Equality legislation and emerging duties around Disability and Gender Equality. The local office will work in partnership with colleagues at Regional and National level to support the process of Equality Impact Assessments across all functional areas.

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

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.

Locally there is a collaboration project funded by LSC Cumbria, between a local FE college, the local Specialist College and Connexions Cumbria, to study the type of programmes and support required to ensure that learners can access a suitable quality extended curriculum in their local college. Therefore, this would enable them to stay in their local area, rather than a distant residential college.

LSC Cumbria has also funded a consultant to work with the local Specialist College and the four general FE colleges to provide training to develop the skills of staff in working with learners with learning difficulties and/or disabilities. The outcome of this project will be an improvement in the quality of provision, assessment and recording of progress, work experience placements and the development of an extended curriculum.

## **Sustainable Development**

The LSC is committed to sustainable development through the management of resources, the learning opportunities it delivers and its engagement with communities. LSC Cumbria will aim to support this vision by raising awareness amongst providers and partners of the Sustainable Development Strategy. We will do this by ensuring that staff members are appropriately trained and skilled to take this forward strategically with our colleges and training providers.

## **Health and Safety**

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

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

## **College Governance**

We work with college governors in several ways and at several levels, depending on the college situation and the assessment of risk.

- LLSC senior staff attend Governor Board meetings in the role of observer and receive minutes of the meetings for some of the GFE colleges.
- LLSC staff sometimes attend Governor training events.
- Cumbria College Collaboration Task group includes a Governor representative as well as LLSC member of staff.
- LLSC staff are invited to attend College Board meetings to give presentations on LSC priorities/ targets etc.
- Award Evenings/ launch events etc provide an opportunity to informally network with Governors.
- College Governor is a member of local Council.

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