



Leading learning and skills

Devon
and Cornwall
Learning and
Skills Council
Annual Plan
2006-07

May 2006

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

Contents	Page
Our Vision	3
Our Priorities	4
Our Targets	5
Our Values	6
A Context for Delivery	7
Skills Matrix	15
The Key Changes Needed	17
What We Have Delivered and Our Planned Changes for 2006/07	18
Key Actions	20
Our Delivery Resources	28
Learning and Development	28
Partnership Working	28
Local Council	29
Equality and Diversity	29
Learners with Learning Difficulties and / or Disabilities	30
Sustainable Development	30
Health and Safety	30

1. Our Vision

Our vision is of a dynamic economy in Devon and Cornwall driven by highly skilled, productive employees working in organisations that value and understand the importance of investing in skills.

Since the creation of the Learning and Skills Council (LSC) in 2001, much has been achieved. We have increased the number of young people who are in learning and who gain qualifications. We have grown the number of apprentices. Adults have become better qualified and literacy and numeracy needs are being addressed. Our employers are starting to access the provision that truly addresses their business needs and the skills needs of their employees. Our provider base continues to mature: quality of provision is improving further and providers are responding to LSC's priorities.

We recognise that we need to do more. We want to build on the excellent 14-19 developments which took place throughout 2005-06 so during 2006-07 we will promote collaboration between all our providers, develop the learner offer and publish a local prospectus of learning opportunities. We will increase the number of apprentices and learners qualified to Level 2. In 2004/05 our delivery of Skills for Life achievements was highly successful and we intend to continue this work throughout 2006/07 by adding 9,200 achievements. The Employer Training Pilot (ETP), which has been running for over 18 months, has been very popular amongst employers and highly effective in delivering Level 2 and Skills for Life qualifications. In April 2006, we will commence our delivery of Train to Gain and expect the service to maintain the level of performance of its predecessor. Our extensive co-financed programme is reaching a critical phase during 2006-07 when we will see the outputs resulting from the investment we have made in earlier years. Having raised our success rates during 2004/05, our commitment to high quality learning will continue and we will be working in conjunction with the newly established Quality Improvement Agency to drive this forward. In addition, major changes will take place as *agenda for change* is implemented.

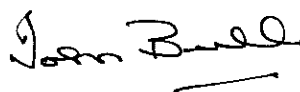
The work required to reach our vision cannot be achieved in a year; a much longer period is needed. There are key strategies which will be guiding our activities during 2006-07 and beyond: the 14-19 and Skills White Papers published in 2005 set out the key priorities for post-14 education and training. The Foster Review of FE Colleges and the Leitch Review of future skills needs will provide a steer to our future direction.

The LSC's agenda is intrinsically linked to the economic development of our sub region and the south west as a whole. Therefore, we will continue working with key partners such as the South West RDA and the South West Regional Skills Partnership (SWRSP) to deliver the regional economic strategies and regional priorities. At the same time we will support Local Area Agreements which are at different stages of development. To address worklessness we will strengthen further the close working relationship that we have developed with Jobcentre Plus and with Connexions Cornwall and Devon, we will grow further young people's participation in learning and we will deliver the two Treasury funded pilots relating to young people in employment without training and those not in employment, education or training.

There is much we seek to achieve over the next few years. With limited resources we will have to make sure that we are directing resource to where it will benefit the most individuals and employers, particularly to provide skills for the economy.



Executive Director



Chairman

2. Our National Priorities

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

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

3. Our Regional Priorities for the South West

The region has identified six key priorities for 2006/07:

1. Put into practice the vision and strategy for 14-19 year-olds within each LSC area to improve involvement and achievement
2. Raise success rates in Skills for Life with a particular focus on numeracy and English for speakers of other languages (ESOL)
3. Prioritise resources within provider plans for the specific sectors of construction, retail, health and social care, and engineering
4. Prioritise resources to help adults learn skills that will help them find jobs
5. Build on the success of the Employer Training Pilots to develop Train to Gain across the whole region
6. Build on existing work with the Further Education sector to develop the reputation for excellence and responsiveness

We also endorse the priorities of the South West Regional Skills Partnership, which are:

- Management and leadership development
- Increasing achievements in Skills for Life
- Developing an effective skills brokerage
- Joint planning between local LSCs, Jobcentre Plus, Business Link and South West RDA

4. 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 **1,173** young people to gain a Level 2 in 2005/2006 compared to 2003/2004 and a further **758** in 2007/2008 compared to 2005/2006¹.

In 2006 we expect to have 14,186 (73%) of 19 year-olds qualified to Level 2. During 2006/07 we will work towards the 2008 target of 14,944 (75%) of 19 year-olds qualified to Level 2. Our contribution during 2006/07 will be **1,500** 18 year-olds to have gained Level 2.

Under priority 2, for adults:

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

Nationally, in 2006/07 we need to increase the numbers of full Level 2/3 provision to 350,000. In addition the roll out of the National Employer Training Programme will increase the LSC contribution to this target.

Locally we plan to deliver an additional **1,550**² full Level 2 qualifications in 2006/07 compared to 2005/06 and **3,500** first full Level 2 qualifications through Train to Gain (TtG)

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 **9,200**³ 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 **3,150** 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.

¹ In 2004, 70% or 13,013 19 year-olds were qualified to Level 2.

² This refers to FE only

³ This refers to actual contributions towards the target. To attain this, 13,800 achieved qualifications are required, given current conversion rates.

- 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.

5. Our Values

Our values set out for us the way we work.

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

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

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

6. A Context for Delivery

6.1 Introduction

Despite the relative growth of the South West economy in recent years compared with the UK, the economies of Devon, Cornwall, Plymouth and Torbay continue to lag behind. In terms of relative sub-regional contributions to the South West Gross Value Added, Cornwall's share is 7%; Devon's is 18% whilst their respective employment shares are 10% and 24%.⁴ Comparisons of these percentages reflect relative workforce productivity.

The area is predominantly rural with few large urban centres which presents challenges to ensure that all potential learners have access to high quality learning. Earnings continue to be among the lowest in the country and a number of Local Authorities and wards figure amongst the most deprived as measured by the Index of Deprivation 2004. The unemployment rate for the area (4%) stands below the England average (4.7%) but above that of the South West (3.6%).⁵

According to latest estimates⁶, there are approximately 1,619,000 inhabitants of whom 927,500 are of working age. Projections for 2021 suggest that the numbers of those aged 50+ will significantly grow whilst the numbers of 30-49 year-olds will decrease. From 2006/07, the numbers of young adults (15-19 year-olds) will start to decline.

It is these economic, social and demographic needs that drive and shape the current and future demand for skills and our response to those needs.

6.2 Provision

- School 6th Forms

There are 56 mainstream secondary schools with sixth forms. Six are grammar schools (located in Plymouth, Devon and Torbay). Sixth Form provision has grown by 9.7% between 2002/03 and 2004/05 (1000 more learners). The sector accounts for 30% of 16 – 18 learners for 2005/06. There are no school sixth forms in special measures.

- Further Education

There are 10 Colleges of Further Education (of which eight are general and two are specialist) providing learning opportunities to young people and adults. Between 2002/03 and 2004/05 provision for 16-18 year olds has grown by 10%. The sector accounts for 55% of 16-18 year old learners for 2005/06. In terms of 19+ learners, there has been a drop of 2.3% between 2002/03 and 2004/05. There are no FE colleges deemed inadequate through inspection.

- Work Based Learning Providers

There are 42 locally contracted Work Based Learning providers offering apprenticeships to 16-24 year olds. Between 2002/03 and 2004/05 the number of work based learners has remained static and this continues to be the case for 2005/06 in line with budget allocations. The sector (including Entry to Employment) accounts for 15% of 16-18 learners. No WBL providers are deemed inadequate through inspection.

- Learning Plus

Learning Plus is a voluntary and community sector organisation which provides a single point of contact for the sector across Devon and Cornwall and enables effective partnership working to support the learning needs of disadvantaged communities. There are approximately 35 voluntary organisations in the network delivering to 1,900 learners.

⁴ Economics Review Fourth Quarter: November 2005

⁵ Annual Population Survey, May 2005

⁶ ONS Population Estimates, 2004

- Adult and Community Learning

Adult and Community Learning is provided through three local authorities: Plymouth, Cornwall and Devon, in addition to a number of further education colleges . Approximately 60,000 learners will be engaged through ACL in 2005/06.

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

Over the last four years we have grown the volumes of 16-18 year-olds in learning by 4%⁷. During 2004/05, there were 6,000 more 16-18 year-olds compared to 2000/01. We delivered 2,498 full apprenticeship frameworks and 3,722 full Level 2s.

It is clear from the analysis below that significant challenges remain in providing the appropriate learning opportunities for 14 to 19 year-olds. The engagement of young people in learning post-16 is significant and the participation rate of 16 year-olds stands at 85%. However, there is a 9% drop in participation between ages 16 and 17, the pattern being replicated in the South West and England⁸. Generally, this is the result of learners failing to progress to higher levels of learning.

Non-engagement in education, employment or training (NEET) between ages 16 to 18 remains substantial even though the rate has been reducing. The NEET rate in November 2002 was 7%, down to 6.6% in 2003 and 5.5% in 2004. At the same time there has been an increase in the proportion of young people who are in employment but not receiving training. In March 2003, 11% of 16-18 year-olds were in employment but not receiving training. In March 2004, this figure stood at 14%.⁹

Apprenticeships are the preferred learning route for 9% of 16/17 year-olds. This rate is higher for 17 year-olds (11%) than 16 year-olds (8%). Research has shown that demand for apprentices is stabilising¹⁰. This suggests that employers may require further encouragement to take on apprentices.

Participation in post-16 learning by minority and disadvantaged groups continues to be below the Devon and Cornwall average. Black and minority ethnic groups are also less likely to participate in the work based learning route compared to white young people.

Our progress towards the Level 2 at 19 target for young people is illustrated in the table below.

Achieved L2 at age	19 at 2003/04	19 at 2004/05	19 at 2005/06	19 at 2006/07	19 at 2007/08
16	53%	52%	54%	55%	55%
17	59%	60%	62%	64%	
18	65%	67%	70%		
19	70%	72%			
Population	18,643	19,160	19,486	20,489	19,979
Baseline/Target	70%		73%		75%

⁷ Performance Scorecard, data for 2001/02 to 2004/05. Data for 2004/05 is provisional and incomplete

⁸ Participation in Education and Training by 16 and 17 year-olds in each local area in England: 2002 and 2003; SFR11 2005

⁹ Young People; Employment Without Training; Learning Theme Report. SLIM, October 2005

¹⁰ NESS 2003,2004

Measures of success across our provider base have been steadily improving, though there is significant variation amongst providers and sector subject areas. Key Stage 4 school results¹¹ for 2002 show that 53.6% of 16 year-olds had attained 5 or more GCSEs at grades A*-C. This has increased to 55.5% in 2005. Attainment at Key Stage 5 shows growth in the average point score per student from 254 in 2002 to 267 in 2005, however, again there are significant differences between schools.¹²

In Further Education (FE), the overall success rate¹³ for 16-18 year-olds has improved from 52% to 62% between 2002 and 2004, though success rates for Level 2 qualifications remain below this rate (57% in 2004). The success rates for learners aged 16-18 in construction are comparatively low (48%) and have not improved from 2002, in contrast with other priority sectors (health and social care, hospitality and retail) where success rates have grown between 6 and 11 percentage points. Engineering declined from 66% to 60% between 2002 and 2004.¹⁴

On the work-based learning route the success rates stand at 57% whilst completions of full apprenticeships are at 44%. The framework completion rates in construction (37%), health (35%) and hospitality (40%) are below Devon and Cornwall LSC's average of 44%. In contrast, retail completions are at 45% and engineering stands at 51%.¹⁵

Achievement and success rates suggests that females continue to outperform males. There is a significant performance gap between learners from black and minority ethnic (BME) learners and non-BME learners as there is between learners with disability and those without.

The analysis of provision delivered in further education suggests that in the 2004/05 academic year, 43% of all enrolments for 16 to 18 year-olds were in high priority sectors¹⁶; 43% of provision was for qualifications in low priority sectors and 88% of enrolments were in provision which is likely to contribute towards national targets.¹⁷

The increase in the number of learners on full Level 2s between 2002/03 and 2004/05 was slight; yet over the same period there was a noticeable level of growth in learners who were enrolled on a *notional* Level 2.

PRIORITY ACTIONS

- Increase the number of 16-18 year-olds in learning despite a forecast decline of 15-19 year-olds from 2006/07 onwards by improving participation rates
- Ensure young people are qualified to Level 2 by ensuring they are enrolled on full Level 2s and by improving success rates
- Ensure that the learning opportunities offered meet the needs of post-16 learners. An improved learning offer should improve retention and progression in learning thus reducing the number of NEETs
- Engage in training those young people in employment who are not training to Level 2
- Improve attainment rates in school sixth forms, success rates across FE and completion rates in Apprenticeships, particularly in low-performing sectors and those of high priority to the local economy
- Raise the number of Apprenticeship completions

¹¹ For 16 year-olds who attain 5 GCSEs at grades A*-C (Level 2)

¹² SFR 01 and 02/2006

¹³ Success rates quoted are a combination of long and short qualifications

¹⁴ LSC Corporate Reports

¹⁵ Rates calculated using Period 12 2004/05 data

¹⁶ High priority sectors refer to the South West region and are as follows: health and social care, retail, construction and engineering

¹⁷ See Regional Priority and Provision Analysis Matrix, page 13

To provide suitable learning opportunities and thus go some way to enable the delivery of the above priority actions local partnerships will be key.

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

LSC is committed to changing the way learning is delivered to employers so that it better meets their needs. Between September 2005 and March 2006 we are delivering the Employer Training Pilot, the precursor to Train to Gain. During this time we have engaged in excess of 1,100 employers and 7,075 Level 2 opportunities have been delivered, of which 1,367 were Skills for Life provision¹⁸. The programme has performed at an 80% success rate and our evaluation suggests that employers highly value this approach to address their training needs. Our Task and Finish groups based on our local priority sectors and established in 2005 are helping us to understand employers' training needs and how best to address them.

As regards to ensuring that individuals can access suitable learning opportunities, the adult information advice and guidance service – Nextstep - throughout 2005-06, has provided over 10,000 advice sessions and over 70,000 information sessions.

NESS longitudinal data¹⁹ suggests that employers' skills pressures are slowly decreasing. However, the need for skills has not gone away: locally²⁰, 16% of our businesses have vacancies and a quarter of those (4.8%) have skill shortage vacancies (SSVs). There are 6.5 SSVs per 1,000 jobs. In addition, 14.9% of our businesses have skills gaps and those skills gaps affect 6.1% of total employment.

The main skills areas where employers are experiencing *recruitment difficulties* are technical and practical skills and generic skills (communication, customer handling, team working, problem solving). Literacy and numeracy as well as management skills also figure amongst skills shortages experienced. The (local priority) sectors which appear to have particular difficulty in finding suitably skilled candidates are: construction (13 SSVs per 1,000 employees), social care (10 SSV) and hospitality (9 SSV). The other local priority sectors are marginally less affected: engineering, retail and health all of which have 6 SSV per 1,000 employees.

The density of *skills gaps* suggests that they are more prevalent amongst staff in semi-skilled or unskilled jobs than in higher level occupations. The pattern of skills gaps by sector can be divided into two broad categories. For sectors such as engineering, construction and health, gaps are most prevalent for technical and practical skills. For the other local priority sectors gaps are found in communication skills, customer handling or team working skills²¹.

The analysis of provision delivered in further education for adults (19+) suggests that in the 2004/05 academic year, 38% of all enrolments for adults were in high priority sectors²²; 54% were in low priority sectors and 47% of enrolments were in provision likely to contribute towards national targets. However, 20% of all enrolments will no longer be eligible for LSC funding²³.

¹⁸ November 2005

¹⁹ National Employers Skills Survey, data for 2001, 2003, 2004 and 2005

²⁰ National Employers Skills Survey, 2005; data for Devon and Cornwall

²¹ National Employers Skills Survey, 2004

²² Refer to Appendix 1 for a full list of high, medium and low priority subject sectors, pages 28-29

The number of learners on full Level 2s has grown by 16% between 2002/03 and 2004/05. However, in 2004/05 the proportion of learners on a notional level 2 rather than a full Level 2 was significant, at 82%. A similar pattern is observed for Level 3 provision.

PRIORITY ACTIONS

- By working with providers, refocus provision so that the mix and balance of learning opportunities made available more closely matches employer needs
- Implement the Train to Gain programme to address employer skills needs, in particular, Skills for Life and employees qualified to Level 2 and where appropriate, to Level 3
- As part of Train to Gain, take an holistic approach to workforce development and promote the benefits of training including leadership and management through the impartial brokerage service
- To address priority sector (skill) needs (construction, health and social care, engineering/manufacturing, retail and hospitality) work with Task and Finish groups and maximise the contribution that CoVEs make
- Work with providers to ensure the implementation of Sector Skills Agreements (CITB, SEMTA, e-skills) and other priority sectors

6.5 Priority 3: Transforming the learning and skills sectors through *agenda for change*

Colleges need to provide high quality service and be responsive to needs of employers to become the partner of choice for employers' workforce development needs. Throughout 2005/06 we have worked with our ten colleges providing support towards achieving a quality standard (Customer First or Action for Business Colleges). Our very successful implementation of the Employer Training Pilot (ETP) has enabled us to develop provider capacity to deliver provision that is truly meeting **employer needs**. This development work will continue through the transition period leading to the implementation of the Train To Gain (TiG) service that commences in April 2006.

Across Devon and Cornwall, no colleges are deemed to be inadequate through inspection. Moreover, success rates in FE for adult learners have improved from 70% to 77% between 2002 and 2004 but there are subject areas, qualifications or specific levels of provision where performance is varied. Throughout 2005/06 we have been working closely with our FE providers to develop a culture of self improvement and drive **quality** further using tools such as the New Measures of Success.

The LSC has designated three categories for the financial health and solvency of colleges – Financial Health Category A indicates that a college has sufficiently robust finances in order to implement their forward plans and deal with most adverse circumstances that may arise, Category B indicates the ability to deliver plans may be compromised by adverse circumstances while Category C indicates that a college may become dependent on others e.g. borrowing may be required to deliver their plans. In Devon and Cornwall there are three Category A colleges, five Category B colleges and one Category C college. With regards to the college in Category C which is coming out of recovery, we hold monthly meetings with the Principal, Vice Principals and the financial director. We have one college whose Financial Health Category is unknown at present. Within the spirit of *agenda for change* we continually work with colleges to maintain and improve their financial health, working more closely with those colleges where concerns are greatest.

Our regular meetings with FE principals have enabled us to share the LSC's **funding** priorities which are the result of increased pressures on public funding. Key funding approaches and methodologies as set out in *Priorities for Success* are enabling colleges to consider more appropriately the balance and mix of provision they will offer in 2006/07.

Good quality and timely **data** is an important tool to manage providers' and the LSC's business. We meet with the FE Data Managers' group on a regular basis to consider data management issues, new developments and their impact on data. We have shared with our providers the recently published Differentiation reports which provide detailed management information on volumes of provision, quality, curriculum area and many others.

To drive **business excellence** forward we have commissioned a benchmarking and value for money study for school sixth forms and FE colleges in the 16 to 18 phase. The study which is now in its third year, thus providing interesting trends, has been important in driving quality and excellence in the sectors.

The work currently being undertaken to balance the mix of provision towards priority sectors and to deliver provision in ways that address employers needs (e.g. ETP and TtG) will go far in developing the sector's **reputation**. In 2005, of those businesses who had provided training, 32% stated that they had used a college of FE and of those, 85% stated they were very or quite satisfied with the quality of the teaching provided.

PRIORITY ACTIONS

- Address poor/unsatisfactory provision by ensuring that provider plans show how significant steps towards the elimination of poor quality provision will be made
- Improve success rates and ensure that the FE sector achieves an overall success rate of 76% by 2008
- Shift the balance of provision so that there is a reduction in the proportion of funding spent on low priority provision; funding for provision identified as no longer eligible for funding is transferred into provision which is high/medium priority
- Work with the newly established Quality Improvement Agency and the Centre for Excellence in Leadership to raise the quality of provision.

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

We are forging strong links with economic development partners, ensuring that the skills agenda is embedded in Local Area Agreements within the agreed Local Public Service Agreements (LPSA). In Devon for example we have led on the Skills and Productivity strand of the LPSA; in Plymouth we are leading on the development of an Adult Skills and Learning Strategy which will contribute to Plymouth's evolving economic strategy and the Mackay Vision for the Built Environment.

Welfare to workforce development aims to bring together the skills and employment agenda through closer working between the LSC and Jobcentre Plus. Positive progress has been made at a local level: we are engaging with 1,200 adults through the Skills Coaches pilot delivered through our partner Jobcentre Plus in conjunction with Nexstep, the information and guidance service for adults.

Ensuring that individuals are literate and numerate and at least possess employability skills (Level 2) is key to fostering economic development. During the last four years approximately 14,500 adults have achieved Skills for Life qualifications contributing to the LSC target. The 10,186 contributions towards the target during 2004/05 are a significant improvement over previous years and result from the work that has been carried out with our providers in terms of ensuring understanding of qualifications, recognising what counts towards the target and the strategic importance of this target.

In spite of good delivery, there is still significant Skills for Life need. It is estimated that there are approximately 14% of all adults (aged 16-74) with a level of literacy below Level 1 and 47% with a level of numeracy below Level 1²⁴. Significant proportions of young people do not achieve Maths or English GCSEs at grades A*-C at age 16. Growing migrant populations are also increasing the demand for language qualifications. Depending on the definitions used, there could be a possible 5,200 learners needing English for Speakers of Other Languages (ESOL) qualifications²⁵.

During 2005/06 we are strengthening providers' understanding of the Level 2 employability platform, and its link to initiatives such as the Level 2 entitlement and ETP and its successor, Train to Gain.

In 2002/03 there were 497,000 economically active adults qualified to Level 2 and this volume has grown to 513,000 in 2004/05. However, there are approximately 295,000 adults of working age and 197,000 of adults who are economically active qualified below Level 2. Forecasts suggest that towards 2010, the demand for Level 2 qualifications will continue to grow. It is forecast that by 2010, 95% of all *new* jobs created will be at Level 2 or above.

Research shows that 25% of people with disabilities have no qualifications; a much higher proportion than in the overall population (10%). Local evidence suggests that people from ethnic minority backgrounds are less likely to achieve qualifications. There are also differences in achievement between males and females (where the former have lower success rates) and people with and those without disabilities.

PRIORITY ACTIONS

- Grow the proportion of full level 2 being delivered; including the implementation of the Level 2 entitlement and contribute towards the Level 2 target for adults
- Engage more adults in literacy but particularly in numeracy provision leading to a recognised qualification contributing to the Skills for Life target
- Provide adults with an impartial information, advice and guidance service
- Improve the performance in learning of vulnerable and minority groups
- Use ESF co-financing as a tool for addressing economic development (skills) needs
- Agree targets with Local Authorities and the respective Local Strategic Partnerships

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

The public sector is a major employer across Devon and Cornwall. Just under 30% of all employees in the area work in the sector amounting to 179,000 individuals. Approximately 27% of employees in Public Administration; 24% of employees in Education and 29% of employees in Health and Social Work are qualified below Level 2.²⁶ It can be assumed that many of these individuals also have numeracy and literacy needs.

During 2005/06 we have continued our support for school staff which in 2004/05 resulted in more than 30 staff being qualified to Level 2, 19 assessor awards and more than 400 other qualifications. School support staff are being assessed for Skills for Life need and offered relevant qualifications where appropriate. Much of this work is now being delivered through the ETP.

²⁴ Skills for Life Survey, DfES October 2003

²⁵ Based on estimates of residents born outside the UK and Skills for Life (2003) survey proportions.

²⁶ Census 2001

We are using Local Initiative Development Funding to support a Partnership Development post within the NHS to create and develop improved and sustainable working relationships between NHS Trusts and LSC provision. The impact has been to generate significantly more business at all levels of learning: Skills for Life, apprenticeships and adult learning.

Our work in Early Years Partnerships has been significant in developing early years strategies and in delivering the necessary skills for staff working in the sector. Since 2004 we have delivered well over 2,500 qualifications to those working in childcare and early years.

PRIORITY ACTIONS

- Work with the priority public sectors of health, social care, local authorities, schools and colleges to make sure we meet the needs of employees without a Level 2 and/or of those with literacy and numeracy problems
- Continue developing the brokering role for training opportunities with the NHS
- Continue improving the qualifications of school staff
- Develop a Skills for Life action plan for the public sector

7. Regional Skills Priority and Provision Analysis Matrix - 2004/05
Devon and Cornwall

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	16,007,851	21%	16,125,890	21%	29,231,171	37%	61,364,912	79%
Potential to contribute	3,452,302	4%	316,317	0%	2,168,979	3%	5,937,599	8%
No longer eligible for LSC funding	777,192	1%	59,567	0%	331,518	0%	1,168,277	1%
Other (eg UFI and Unclassified)	0	0%	0	0%	0	0%	0	0%
Entitlement	0	0%	0	0%	9,541,191	12%	9,541,191	12%
Totals	20,237,345	26%	16,501,773	21%	41,272,860	53%	78,011,979	100%
	32922		11213		32931		77066	
19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	15,213,847	25%	6,010,470	10%	17,513,989	29%	38,738,306	64%
Potential to contribute	32642	13%	6950	3%	43702	14%	83294	30%
No longer eligible for LSC funding	7,790,164	3%	1,633,717	0%	8,679,151	3%	18,103,032	6%
Other (eg UFI and Unclassified)	24399	0%	7733	0%	26445	0%	58577	0%
Entitlement	2,035,831	0%	52,497	0%	1,681,218	0%	3,769,546	0%
Totals	10089	0%	247	0%	24299	0%	34635	0%
	0		0		0		0	
	0		0		210,912		210,912	
	N/A		N/A		N/A		N/A	
Totals	25,039,841	41%	7,696,685	13%	28,085,270	46%	60,821,796	100%
	67130		14930		94446		176506	

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

7.1 Provision Analysis Matrix 2004/05

The skills matrix (page 15) sets out the contribution of Devon and Cornwall LSC's existing learning provision to the LSC's priorities. The regional goal is to improve the contribution to provision offering qualifications and in sectors of the economy that have been prioritised by the LSC by 10-30% in 2006-07.

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

In the body of the table, green represents provision that counts towards our targets, orange, provision that has the potential to contribute and red, provision that does not contribute and will no longer be eligible for LSC funding from 2006/07. With the focus more keenly on purchasing provision which counts towards our targets and priorities we expect to see a shift in provision from right to left with the majority of future provision in the high and medium boxes. However, there will always be an element of provision reflected for learners with learning difficulties and/or disabilities (LLDD).

8. The key changes needed

- Achieve growth in 16-18 participation across all sectors by broadening the learning offer (in particular, the vocational offer). In 2006/07 we expect to grow participation by 2%.
- Increase the proportion of learners on full Level 2 by targeting those who require a first Level 2, adjusting the delivery of provision from notional to full Level 2 and through improving success and retention rates.
- Increase further the contributions towards the Skills for Life target so that for 16-18 year-olds, 85% of enrolments are in scope to count for the target, and that the success rate is above 50%. For adults, 80% of the Skills for Life funding is to be used to support qualification-based provision.
- Increase 19+ participation in learning for individuals who are in employment (particularly to Level 2, and Level 3 where appropriate) through the Train to Gain service.
- Work with providers to deliver a step change in the delivery of provision in priority sectors, addressing Sector Skills Agreement (SSA) requirements as follows:

<i>IT/ITQ</i>	<ul style="list-style-type: none"> • Increase by at least 5% the volume of enrolments in ITQ Level 2 and 3 provision where delivered already. Where provision is being introduced, Colleges should produce proposals for the introduction of this provision • Contribute to regional share of SSA target from a baseline of 3,380 (2004/05)
<i>Construction/OSAT</i>	<ul style="list-style-type: none"> • Increase by at least 5% the volume of enrolments in construction provision with a particular focus on growth in OSAT • Contribute to the regional share of SSA target from a baseline of 1,303 (2004/05)
<i>Engineering/BIT</i>	<ul style="list-style-type: none"> • Colleges need to consider how they will contribute to the Business Improvement Qualification (BIT) and how this provision will be grown post 2006/07 • Contribute towards the regional share of SSA target from a baseline of 25 BIT qualifications at Level 2 and 9 at Level 3 (2004/05)
<i>Public Sector</i>	<ul style="list-style-type: none"> • Increase delivery of Level 2 qualifications to school support staff and contribute towards the regional share of the 2006/07 qualifications target
<i>Health and Social Care</i>	<ul style="list-style-type: none"> • Colleges will be invited to set out the extent of provision at Level 2 and above that they propose to offer for the health and social care sector
<i>Retail</i>	<ul style="list-style-type: none"> • Increase by at least 5% the volume of enrolments in retail leading to a Level 2 qualifications
<i>Hospitality</i>	<ul style="list-style-type: none"> • Increase the number of employees qualified to Level 2 (especially chefs) • Meet significant need for Skills for Life (including ESOL)
<i>Telecomms</i>	<ul style="list-style-type: none"> • Colleges will be invited to consider and present proposals for introducing NVQ provision for Digital Aerial Installers

- Continue improvement in the completion rates of apprenticeships to 54% as a minimum and 2% above this, where 54% has already been achieved. Attain a minimum of 3,150 full frameworks
- Increase overall success rates in FE by 3% points over 2004/05 and particularly for Level 2 and 3 long qualifications

9. 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				Funding £
	Volumes of learners	Learners		Success Rates	
		In-year achievements (volume)			
FE Total Learners	23,696				71,420,289
<i>of which...</i>					
Learners on Skills for Life target qualifications	5,869	2,976	51%		
Learners on a full Level 2 qualification	3,801	1,762	46%		
Learners on a full Level 3 qualification	8,565	2,763	32%		
Learners on 2 or more A2 qualis	2,419	357	15%		
Discrete* activity, e.g. fully ESF, or LIDF funded provision	2,000		0%		
School sixth form	12,085				57,249,635
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement /12 month AiL		Funding £
WBL Total Learners	5,206				17,939,437
<i>of which...</i>					
Learners on Skills for Life target qualifications	5,079	2,435	48%		
Learners on an Apprenticeship	3,731	1,191	32%		
Learners on an Advanced Apprenticeship	1,325	255	19%		
Entry to Employment	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
All E2E	1,030	417	25.4	661	4,837,398

2005/06					Funding £
Volumes of learners	Learners		Success Rates		
		In-year achievements (volume)			
	23,064				78,238,456
	8,947	5,202	58%		
	4,073	2,571	63%		
	9,884	3,347	34%		
	496	395	80%		
	1,500		0%		
	12,400				59,950,471
	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
	5,322				17,103,490
	5,660	2,715	48%		
	3,945	1,363	35%		
	1,354	334	25%		
	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
	1,254	470	23	605	4,827,775

2006/07					Funding £
Volumes of learners	Learners		Success Rates		
		In-year achievements (volume)			
	24,210				85,380,000
	9,399	7,311	78%		
	4,579	3,162	69%		
	10,320	6,840	66%		
	1,144	982	86%		
			0%		
	12,795				63,894,587
	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
	5,460				19,541,557
	5,807	3,249	56%		
	4,241	1,440	34%		
	1,387	353	25%		
	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
	1,209	475	23	677	4,147,817

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete

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

SUMMARY OF ADULTS (19+)	2004/05			Funding £
	Volumes of learners	Learners In-year achievements (volume)	Success Rates	
FE Total Learners	124,157			52,665,397
<i>of which...</i>				
Learners on Skills for Life target qualifications	7,076	3,564	50%	
Learners on a full Level 2 qualification	6,158	2,129	35%	
Learners on a full Level 3 qualification	5,671	1,506	27%	
Learners on 2 or more A2 quali	84	7	8%	
Discrete* activity, eg fully ESF, or LIDF funded provision	9,600		0%	
Adult & Community Learning	61,392			6,422,100
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
WBL Total Learners	3,563			7,374,656
<i>of which...</i>				
Learners on Skills for Life target qualifications	See 16-18	See 16-18	See 16-18	
Learners on an Apprenticeship	1,708	666	39%	
Learners on an Advanced Apprenticeship	1,654	391	24%	
ETP / NETP	Volumes of learners	In-year achievements (volume)		Funding £
	3,250			

2005/06			
Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
93,970			49,824,761
12,499	8,103	65%	
6,714	3,116	46%	
6,587	1,847	28%	
34	10	29%	
8,600		0%	
55,792			6,406,175
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
3,624			6,738,059
See 16-18	See 16-18	See 16-18	
1,702	811	48%	
1,427	472	33%	
Volumes of learners	In-year achievements (volume)		Funding £
5,500			

2006/07			
Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
87,812			45,104,000
13,219	8,455	64%	
7,364	4,090	56%	
6,191	3,353	54%	
30	11	37%	
		0%	
51,357			5,982,154
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
3,152			7,342,936
See 16-18	See 16-18	See 16-18	
1,674	902	54%	
1,475	471	32%	
Volumes of learners	In-year achievements (volume)		Funding £
8,308	4,583		5,617,000

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05	136,469,980	25,314,093	4,837,398	57,249,635	6,640,766					
2005/06	140,358,219	25,883,472	4,827,775	59,950,471	6,624,841					
2006/07	141,564,093	26,884,493	4,147,817	63,894,587	6,112,130	5,617,000				

10. Key actions

We summarise below the key areas for local action which reflect, where appropriate, the key actions listed under each of the six priorities in the Annual Statement of Priorities (see summary on page 6).

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

Action	Measure of Success
<p>Contribute towards the Level 2 target for young people through</p> <ul style="list-style-type: none"> An approach that re-engages learners, through providing additional support and ensuring availability of appropriate choices i.e. sustainable improvements Publish Level 2 action plan Deliver the pilot for young people in employment but not receiving training to Level 2 in conjunction with Connexions 	<p>Contribution of 1,500 L2 (at age 18) towards 2008 target Plan published May 2006 Pilot commences April 2006</p>
<p>Implement the learner offer across all four local authorities including:</p> <ul style="list-style-type: none"> 14-16 Increased Flexibility (IF) programme (cohort 5) New cohort 3 of Young Apprentices (2006-2008) Develop area prospectuses outlining learning offer for 2007/08 Deliver the co-financed project which supports the developments of 14-19 vocational provision in Plymouth 	<p>1,200 learners on IF 95 Young Apprentices Prospectus published by September 2006</p>
<p>Prepare for Joint Area Review by</p> <ul style="list-style-type: none"> Reviewing 14-19 Strategies' self evaluation reports and Action Plans, ensuring that they align with Every Child Matters Deliver the actions set out in the Post Inspection Action Plan from the Plymouth 14-19 Area Inspection 	<p>Complete review by May 2006 DfES confirms satisfactory progress</p>
<p>Encourage local collaboration through local area partnerships/Children's Trusts to meet the needs of young people</p>	<p>Positive outcome of Joint Area Review</p>
<p>Increase the number of employers involved in 14-19 education and training</p> <ul style="list-style-type: none"> Deliver the Education Business Link contract bringing it in line with the 14-19 agenda Deliver Enterprise Education 	<p>Needs to be reviewed in light of proposals to undertake regional contracting</p>
<p>Continue to drive up the quality of provision and</p> <ul style="list-style-type: none"> Develop effective working relationships with School Improvement Partners (SIPs) across all four Local Authorities Ensure Value Added/Value for Money findings are taken up by SIPs Implement the Quality Improvement strategy for school sixth forms through SIPs Implement the new measures of success across the SSF, FE and WBL sectors (value added, distance travelled, success/completion, learner satisfaction) 	<p>SIPs working collaboratively on joint agenda with LSC to improve attainment in schools All providers reporting progress against new measures of success</p>
<p>Increase the number of Apprenticeship frameworks achieved, particularly focusing on (priority) sectors with low completion rates</p> <ul style="list-style-type: none"> Promote apprenticeships amongst employers 	<p>3,150 apprenticeship frameworks completed Increased proportion of employers with apprentices</p>
<p>Continue to reduce the numbers of those not in education, employment or training (NEETs)</p> <ul style="list-style-type: none"> Through appropriate support and provision Deliver Education Maintenance Allowance Deliver the NEETs pilot in conjunction with Connexions Deliver a series of co-financed projects which address the needs of young people in NEETs 	<p>NEET reduced by 2010 to: 4.8% in Cornwall 4.7% in Torbay 4.5% Devon 5.8% Plymouth</p>

Develop activities encouraging progression and widening participation to higher education – implementing the HE strategy	Increase the proportion of young people progressing to higher education
Working towards our Equality and Diversity Impact Measures, increase participation and achievement of young learners from vulnerable and/or minority ethnic groups	Reduce the gap in participation and achievement of vulnerable groups compared to the average EDIMs
Increase the capacity of the provider network in the region to deliver learning for young people with learning difficulties/implement findings from the LLDD review	Establish partnerships with Local Authorities to deliver learning for young people with disabilities more effectively

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

Action	Measure of Success
Implement Train to Gain (TtG) by: <ul style="list-style-type: none"> • Creating greater employer demand for Skills for Life (SfL) and Level 2 vocational training through the impartial skills brokerage service and the employer engagement activities of colleges and private providers. • Building sufficient capacity and capability across the vocational training delivery network to meet the needs and requirements of local employers. 	4,025 employers engaged ²⁷ 16,660 employer referrals to providers ²⁸ 6,448 first full L2 starts 3,543 first full L2 achievements 1,860 skills for life starts 1,040 skills for life achievements
Ensure that there is an impartial skills brokerage service that can advise employers on training opportunities best suited to meet their needs, while also integrating skills brokerage with wider business support services and the information, advice and guidance service (IAG) available to individual adult learners.	Skills brokerage implemented by April 2006 26% employers engaged are hard to reach (1,055) ²⁹
Actively participate on the South West Regional Skills Partnership (SWRSP) and Task and Finish Groups (TFG) to enhance Level 3 and Level 4 learning <ul style="list-style-type: none"> • Skills brokers will offer Level 3 and Level 4 solutions where employer needs have been identified. • Skills brokers, colleges and where appropriate, training providers, will ensure that Level 3 Jumper opportunities are available to eligible Train to Gain (TtG) learners. • Skills brokers and colleges will increase employer investment in meeting higher skill needs at Level 3 and Level 4. 	Contribution to SWRSP skills policy and strategy. 50 TtG learners undertaking Level 3 (Jumpers) Increase in overall number of learners undertaking higher level (L3 and L4) training
Integrate vocational training programmes for employers, young people and adults by: <ul style="list-style-type: none"> • Ensuring information on training opportunities and the Centres of Vocational Excellence (CoVE) Network is readily available • Supporting FE colleges on implementing an appropriate Quality Mark that improves their vocational offer to employers. • Working with specialist schools, the CoVE Network and Skills 	Increase number of employer referrals to the CoVE Network Colleges working towards accreditation of an appropriate quality mark Agree a three year

²⁷ Figure is for South West; no specific figure available for Devon and Cornwall only

²⁸ As above

²⁹ As above

Academies to shape and integrate provision to meet the future needs of employers and individuals.	Vocational Integration Action Plan
<p>Prioritise investment in learning and skills development so that it meets the priorities identified in Sectors Skills Agreements (SSAs) by:</p> <ul style="list-style-type: none"> Defining our requirements for each of our priority sectors in retail, construction, health & social care, tourism and engineering. Instigating local research to better understand the learning and skills needs for priority sectors and helping to inform our future purchasing decisions. Using priority sector Task & Finish Groups to identify issues and areas where we should be focusing planning discussions with colleges and private providers. Using Sector Skills Agreements to identify learning and skills needs that can inform planning discussions with colleges and private providers. Using <i>agenda for change</i> and the new CoVE performance criteria to identify gaps in provision, inform 3 year development planning and integrate future provision. Ensuring that the Framework for Achievement is disseminated and implemented. 	<p>Publish policy for each priority sector by April 2006</p> <p>Research paper on each priority sector published by April 2006</p> <p>Bespoke Sector Action Plans for each priority sector by May 2006</p> <p>A policy for each priority sector and guidance on SfL and L2 opportunities in other sectors by April 2006</p> <p>DPs demonstrate shift in local provision to address/meet (mutually agreed) gaps/opportunities.</p> <p>Framework for Achievement Action plan drawn up and disseminated</p>
Ensure that large employers are made aware of the National Employer Service (NES) through the skills brokerage service.	Number of employer referrals made
Safeguard funds to ensure access to learning for personal or community development (PCD) opportunities	44,000 learning opportunities secured for PCD
<p>Continue to support learners so that they can stay in learning and achieve all that they are capable of by:</p> <ul style="list-style-type: none"> Continuing to maintain levels of additional learner support within the current funding framework. Mitigating fee increases by enabling colleges to use the 4% increase in the learner support budget to target those learners least able to pay. Continuing to support learner needs, via the independent sector, that cannot be met locally. Engaging in consultation with local agencies to respond to the national strategic review: <i>Through Inclusion to Excellence</i>. 	<p>Maintain budget.</p> <p>Targeted learner support</p> <p>Inter-agency response by April 2006 .</p>
<p>Continue to support learners through voluntary and community sector</p> <ul style="list-style-type: none"> Develop local plans with the Voluntary and Community Sector that repositions First Steps Learning as supporting progression to Level 2 qualifications and Personal and Community Learning to fit with the LSC agenda. Focus FE funded provision, ACL and Learndirect contracted provision on SfL, accredited qualifications and progression to level 2 for employability Identify e-learning initiatives to support learning in rural areas 	<p>Local plans developed by March 2007</p> <p>Ensure FE, ACL and Learndirect plans for contracted provision are focused on SfL and Level 2</p>
Working towards our Equality and Diversity Impact Measures, increase participation and achievement of adult learners from vulnerable and/or minority ethnic groups	Reduce gap in participation and achievement of vulnerable groups compared to the average

Priority 3. Transform the learning and skills sector through *agenda for change*

Action	Measure of Success
<p>Introduce the new funding methodology and allocations process by:</p> <ul style="list-style-type: none"> • Calculating shadow budgets for providers in advance of the introduction of the new methodology. Introducing the concepts of standard learner numbers and a provider factor. • Moving all FE providers into plan led funding • Introducing safeguarded funding for personal and community development learning • Linking funding explicitly to provider plans 	<p>Project group established and budgets for each provider by May 2006 All FE providers in scope for 2006/07 Broad curriculum offer available in community All providers to have comprehensive development plans describing sector activity agreed by end May 2006</p>
<p>We will support Further Education to establish a clearly recognised and shared core vision, as recommended by Sir Andrew Foster's review by:</p> <ul style="list-style-type: none"> • Ensuring that Three Year Development Plans clearly identify how providers will address the needs of local priority sectors • Supporting the development of leadership skills of senior managers through the use of funds such as Centre for Excellence in Leadership and Ashridge • Working with the national quality improvement agencies (such as the new Quality Improvement Agency) to support colleges in developing the leadership capacity they need. • Promoting examples of best practice that exist in many colleges 	<p>All providers to have comprehensive development plans describing sector activity agreed by end May 2006</p>
<p>We will buy provision that truly meets our priorities by:</p> <ul style="list-style-type: none"> • Engaging in sector Task and Finish Groups identify issues and areas where we should focus planning discussions with providers. • Supporting the development of the skills brokerage service including common brokerage standards, provider database, common diagnostic tools, agreed customer journey • Developing a skills brokerage service that offers a diagnostic tool to determine employers' up-skilling needs and government sponsored training opportunities • Allocating FE funding to a central budget which can support the delivery of Train to Gain. • Building on the good practice established through the Employer Training Pilot . • Introduce the increased fee income targets to improve the balance of public/employer/individual contribution to learning 	<p>T & F groups use LID funds to support action plan Achievement of measures identified through the Skills Brokerage Strategy Map. Brokerage service contract agreed by April 2006 4,025³⁰ businesses engaged in training</p> <p>Providers achieve Increase FE fee income target to reflect increase in fee remission rates by 5% to 32.5%</p>
<p>Introduce benchmarking and value for money measures for providers to embed business excellence and improve efficiency</p> <ul style="list-style-type: none"> • Disseminate the results of the Value Added/Value for Money' through SIPs • Use the new 'Aligning Planning and Resources' tools to challenge providers and inform the annual planning and allocation dialogue. 	<p>Reduction in number of schools which are below average and not improving Tools integrated into the 2006/07 planning</p>

³⁰ Regional level data

<ul style="list-style-type: none"> Introducing the 'New Measure for Success' performance indicators. 	process NMoS introduced to providers
<p>We will develop a differential approach to improve performance by:</p> <ul style="list-style-type: none"> Developing local floor targets for each type of provision and area of learning. Intervening in provision that fails to consistently exceed those floor targets. Setting rigorous time scales for the improvement of poor provision. Developing contingency plans for transferring learners and funding away from poor provision that fails to improve. Minimising interventions with good performing providers 	Reduced number of providers and areas of learning which are below national and local averages
<p>Improve the performance of providers by:</p> <ul style="list-style-type: none"> Supporting providers to develop robust and comprehensive Self Assessment processes. 	All providers' SARs available to inform the 2006/07 planning dialogue
<p>Support providers to achieve a new national standard in excellence in the delivery of workforce development by:</p> <ul style="list-style-type: none"> Encouraging all colleges to work towards an existing business quality mark Building on the good practice of existing Centres of Vocational Excellence Making employers aware of the benefits of working with high quality government funded providers 	<p>£10k to be allocated to each college to support work towards gaining a quality mark (e.g. Customer First)</p> <p>27% of businesses engaged will be 'new' to training</p>
<p>Support the development of world class accommodation by:</p> <ul style="list-style-type: none"> Producing a local Capital Plan for FE Inviting three providers to put forward Stage 2 proposals to ACL Capital Fund Supporting current major FE capital projects across Devon and Cornwall 	<p>Plans agreed by Capital sub group of council by March 2006</p> <p>All planned Major capital projects in Colleges identified and costed</p> <p>Stage 2 proposals assessed by April 2006</p>
<p>We will engage in dialogue with chairs of governing bodies and introduce a development programme for governors for 2006-07</p>	Development programme in place by December 2006

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

Action	Measure of Success
<p>Implement the Level 2 Entitlement in FE funded institutions:</p> <ul style="list-style-type: none"> • Agree changes to mix of provision in FE colleges to ensure that L2E is available to eligible learners • Target individuals with low L2 attainment - this will require a specific focus on <ul style="list-style-type: none"> - 4 districts, North Cornwall, North Devon West Devon and Restormel - 2 LA areas, Plymouth and Torbay - males aged 20-30 in particular sectors – Public sector including Early Years Childcare, Construction, Engineering Retail and Health, Social Care (regional and D&C priorities) and Tourism (D&C priority) 	<p>Extra 1,150³¹ full L2 learners compared with 2005/06</p>
<p>Prioritise Skills for Life learning and achievement:</p> <ul style="list-style-type: none"> • Ensure that the assessed numeracy needs of individuals are addressed alongside literacy needs • Integrate Skills for Life into all learning programmes • Reconfigure FE 19+ SfL provision so that 80% of funding supports qualification-based provision 	<p>16-18 Skills for Life achievements to increase above 50%</p> <p>9,200 additional SfL contributions towards the 2007 target</p>
<p>Support low-skilled adults to achieve qualifications necessary to enter and progress in the labour market:</p> <ul style="list-style-type: none"> • Work in partnership with Jobcentre Plus to plan common agenda activity such as SfL, skills coaching, skills based co-financing and Train to Gain • Work with the voluntary and community sector and trade unions to target potential learners • Provide financial support to eligible adult learners without a first L2 qualification through the Adult Learning Grant (ALG) 	<p>Joint LSC/Jobcentre Plus plan for 2006/07 in place by June 2006</p> <p>Voluntary and Community Action Plans in place by March 2006</p> <p>750 ALGs agreed</p>
<p>Help to reduce skills gaps by assisting more individuals into work:</p> <ul style="list-style-type: none"> • Review the need for English for Speakers of Other Languages (ESOL) provision to meet the needs of an increasing number of migrant workers and incorporate the new language requirements for naturalisation and citizenship; implement the findings. 	<p>ESOL policy developed by September 2006</p>
<p>Develop the learning and skills of offenders:</p> <ul style="list-style-type: none"> • Strengthen relationships with the three Devon prisons (Dartmoor, Exeter and Channings Wood), Devon and Cornwall Probation and other key stakeholders to ensure the effective delivery of the Offender Learning and Skills contracts to offenders in the community and in custody and in particular, delivery the Skills for Life outputs. 	<p>Offenders in community</p> <p>1,650 SfL starts</p> <p>495 SfL qualifications achieved</p>
<p>Focus partners on Skill priorities:</p> <ul style="list-style-type: none"> • Support the SWRSP, participate in SWRSP Task and Finish groups and update local plans to reflect changing regional priorities. • Ensure that partners understand the LSC's role, what we can deliver and our skills priorities • Ensure our priorities are integrated into wider economic development plans. 	<p>LSC skills priorities included in economic development plans e.g. Plymouth 2020, Devon Strategic Partnership, Cornwall Economic Forum</p>
<p>Work with Local Authorities to improve the skills and capacity of the local government workforce:</p> <ul style="list-style-type: none"> • Work with the Local Authorities in Devon and Cornwall to develop their 	<p>Local Area</p>

³¹ Full Level 2 learners through FE only

<p>workforce development infrastructures so that they and partners are able to deliver their own set of skills targets</p> <ul style="list-style-type: none"> • Work with the Local Authorities in Plymouth and Torbay to support the development of Local Area Agreements which reflect the LSC skills agenda and the agreement of targets focused on SfL and first full L2 qualifications. • Contribute to neighbourhood Action Plans in Plymouth and West Cornwall 	<p>Agreements for Devon, Cornwall, Plymouth and Torbay contain LPSA skills targets</p>
---	--

Priority 5. Improve the skills of the workers who are delivering public services

Action	Measure of Success
<p>Support workers in the public sector to achieve a first full L2 qualification:</p> <ul style="list-style-type: none"> • Continue to support the workforce development of school support staff through FE funding and Train to Gain • Ensure that employees working with children are enabled to achieve L2 qualifications in Early Years Childcare • Ensure sufficient capacity and capability is available in Train to Gain to meet the requirements of the public sector. 	<p>450 First full L2 qualifications 1,000 learners at L2 700 learners at L3</p>
<p>Support the public sector to develop higher skills at Level 3+:</p> <ul style="list-style-type: none"> • Ensure that public sector employers and providers are aware of and understand the application of the LSC's public sector funding policy. • Ensure the alignment and integration of the Train to Gain skills brokerage service with Connexions, TU Learning Representatives and other IAG partnerships • Ensure that skills brokers establish effective links with the CoVE Network to facilitate public sector engagement and higher-level learning. • Build long-term relationships with local public sector employers to better understand their needs so that we can shape provision appropriately. • Monitor relevant Sector Skills Agreements to help identify and prioritise public sector learning and skills needs that can inform planning discussions with colleges and private providers. 	<p>Publish public sector funding policy by January 2007 Skills brokerage provider/s membership of the IAG Partnership Public sector employer referrals to the CoVE Network Public Sector Skills Action Plans by January 2007</p> <p>Public sector requirements in provider development plans</p>
<p>We will actively support the delivery of the workforce development strategy for those working with children by:</p> <ul style="list-style-type: none"> • Using TtG to qualify childcare workers to Level 2 or up to the next level, through Level 3 Jumpers. • Using the Adult Level 2 Entitlement to qualify those individuals working with children to Level 2. • Working closely with existing sub-regional partnerships so that we have a clear plan by which to meet the needs of partners, stakeholders and the Children's Services Authority. • Participation on the Sector Stakeholder Forum. 	<p>First full L2 achievements (TtG) First full L2 achievements (L2E) Action plan to increase capacity (for early years places) and capability/quality (of workforce). Influence national skills policy and strategy</p>
<p>Increase the number of apprentices in the public sector:</p> <ul style="list-style-type: none"> • Agree with each Local Authority and NHS Trust the approach to be adopted and broker in providers accordingly 	<p>45 new Apprenticeship .</p>
<p>Work with the SWRSP in supporting their development of a joint approach to funding support for skills and learning in public services.</p>	<p>Publish joint public sector funding policy</p>

<p>Ensure that colleges and providers are responsive to the learning needs of the public sector:</p> <ul style="list-style-type: none"> • Continue the development and brokerage of new provision for NHS employees through partnership activity and the work of Task and Finish groups • Identify new learning opportunities through Task and Finish groups 	<p>Advanced apprenticeship in Radiography and Foundation degree in Health Care available</p>
--	--

Priority 6. Strengthen the capacity of the LSC to lead change nationally, regionally and locally

Action	Measure of Success
<p>Transform the LSC's capacity to work by</p> <ul style="list-style-type: none"> • Implementing the new LSC organisation structure at local level • Contributing to the development of new regional /national processes to support the new organisation 	<p>3 local partnership teams and local economic development teams established by June 2006</p> <p>Processes in place to enable local teams to manage relationships with providers</p>
<p>Engage local council members to lead sectoral work at local level</p>	<p>6 sub-regional priority sector action plans in place by April 2006</p>
<p>Communicate the LSC's strategic partnership approach to partners and providers by initiating a series of local road shows promoting the 2006/07 annual plan and the new LSC structure</p>	<p>Four local road shows held across Devon and Cornwall</p>

11. Our Delivery Resources

A key priority throughout 2006/07 will be the transformation of the LSC organisation to support *agenda for change*, whilst ensuring that business performance is maintained. At local level we will establish local partnership and economic development teams as quickly and efficiently as possible and at regional level we will contribute to the development of structures and processes to support the new organisation, particularly since one of the two regional offices in the south west will be based in Plymouth.

12. Learning and Development

Building on the re-recognition against the new Investors in People standard attained by the LSC Devon and Cornwall in January 2006 and the extensive programme of staff development to support the transformation of the LSC organisation in 05/06, we will continue to treat staff development as a priority. We will focus on further developing excellent leadership and relationship management skills through off the job staff training, mentoring and joint staff development activities with partner organisations such as local authorities, colleges and schools. We will also engage in learning programmes to improve “technical” knowledge and skills relating to key policy areas for the LSC. Finally we will ensure that our staff have the IT skills to maximise efficient use of IT systems and databases.

13. Partnership Working

We cannot succeed on our own, and we remain committed to working in partnership to deliver our plan for 2006/07, and ultimately, our vision.

Colleges, training providers and schools are key partners in delivering the government’s skills and learning agenda. In 2006/07 we will work with them not only to ensure they deliver the planned provision but also to continue improving the quality of the learning experience and broaden the learning offer.

There are four **Local Authorities** with whom we have developed the 14-19 strategies. Local Authorities are key partners, together with the Schools Improvement Partners in driving quality in post-16 learning in schools.

We work with **Higher Education Institutions**, our partners in delivering the higher education PSA target, encouraging many more young people to participate and benefit from higher education.

The LSC and **Ufi** in the region and locally, enjoy a constructive and productive relationship informed by regular meetings and sharing of performance data. Ufi is committed to strengthen its work with LSC to contribute more closely to LSC priorities and targets. This will be primarily through Skills for Life first tests and, increasingly, on Level 2. Indicative levels of Ufi/Learndirect activity in the local area are:

Total allocation: £1.8m
Sfl first test target: 1,039
First Level 2 target: 63

In addition to this local activity, Ufi’s national guidance pilot will be available to all people in the South west and Ufi will work with the LLSC during 2006 to align its national guidance offer with local IAG strategies and plans.

We have a close relationship with **Business Link**, the government funded business support and advice service. Business Link has been our key provider of our workforce development programmes and has been instrumental in helping businesses access training and skills advice.

Connexions Cornwall and Devon are our partners in delivering guidance to young people and with whom we work to re-engage (to learning) those NEET and those in employment without training. During 2006/07 we will work to deliver the two Treasury funded pilots.

Jobcentre Plus is the partner with whom we work to address the needs of those who are not in employment, in particular those not qualified to Level 2 and those who do not possess basic skills so ensuring that training offered is linked to local job opportunities. We deliver the Skills Coaching pilot with Jobcentre Plus.

We actively work with the **South West Regional Skills Partnership** (SWRSP). The LLSC executive director is the lead in the south west region on the development of Skills for Life and Train to Gain, both of which are SWRSP priorities.

Government Office for the South West is a key partner in relation to accessing ESF funding. We now have in place a co-financing programme of circa £82m which supports the attainment of local and regional targets.

We continue working closely with **South West Regional Development Agency** (SWRDA) representatives at local level contributing to particular projects in Devon and Cornwall, and at regional level, addressing the needs of the priority sectors identified in the south west Regional Economic Strategy.

The **Voluntary and community** sector plays an important role in reaching those individuals not accessing mainstream provision.

14. Local Council

Implementation of the annual plan for 06/07 will be overseen by the Devon and Cornwall local council. The two board sub-groups – supply and demand – will oversee detailed actions relating to specific areas of the LSC's work at local level. The local council will oversee the local risk management process through the audit committee, which will undertake a twice yearly formal review of risks to the business. In 06/07 we will continue to build on regional arrangements for delivering additional activities to support LSC work across the region through the ESF.

15. Equality and Diversity

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

Local Equality and Diversity Impact Measures (EDIMs) have been set until March 2006 and progress against the individual measures is monitored during the annual planning review. The following Equality and Diversity impact measures have been set for 2006/07:

- Increase participation in learning by minority and disadvantaged groups
- Increase female participation in apprenticeships from 43% to at least the national benchmark of 48%
- Increase Black and Minority Ethnic (BME) participation in apprenticeships
- Reduce the performance gap (success rate) between learners with a disability compared with learners without a disability.
- Reduce the performance gap (success rate) between learners from a BME background compared with non-BME learners.
- Reduce the performance gap (success rate) between male and female learners

Internally, we continue to make progress on our workforce profile against the national benchmarks:

- For senior women in band 3 and above our achievement is 37.5% against national target of 51%
- For the proportion of men in band 1 our achievement is 13.6% against the target of 18%.
- For the total number of BME employees our achievement is 0% against the target of 1%.
- For the total number of BME employees in band 3 and above, our achievement is 0% against the target of 1%.
- For total number of employees who consider themselves to have a disability, our achievement is 4.71% against the target of 6%.

16. Learners with Learning Difficulties and / or Disabilities

The strategic LLDD review has just been published³² and the consultation period ends in February 2006. The overarching recommendation of the review is that the LSC should develop a national strategy for the regional/local delivery through collaboration with partners, of provision for learners with learners with LDD across the post-16 sector that is high quality, learner-centred and cost-effective. A multi-agency working group will provide a response to the consultation. The group will also explore the development of more localised and regionalised provision, thus informing the LLSC how to best serve such learners.

17. Sustainable Development (SD)

The LSC's vision is that the learning and skills sector will proactively commit and contribute to sustainable development through its management of resources, the learning opportunities it delivers and its engagement with communities³³. Together with providers our key actions to 2007 will focus on four areas: positioning the sector (raising awareness of SD), buildings and estates (environmental management, design, procurement), curriculum and community.

18. Health and Safety

The health and safety of learners is of fundamental importance. 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:

³² Through Inclusion to Excellence: A summary and Consultation Document. LSC November 2005

³³ From Here to sustainability: The Learning and Skills Council's Strategy for Sustainable Development. LSC September 2005

- To expect that colleges and other providers funded by the Council will fully meet their legal obligations and duty of care of 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

Learning and Skills Council
National Office
Cheylesmore House
Quinton Road
Coventry CV1 2WT
T 0845 019 4170
F 024 7682 3675
www.lsc.gov.uk

© LSC May 2006
Published by the Learning and Skills Council.

Extracts from this publication may be reproduced for non-commercial educational or training purposes on condition that the source is acknowledged and the findings are not misrepresented.

This publication is available in an electronic form on the Learning Skills Council web site:
www.lsc.gov.uk

If you require this publication in an alternative format or language please contact the LSC Help Desk: 0870 900 6800

Publication reference: LSC-P-NAT-060336