



Leading learning and skills

# Greater Merseyside 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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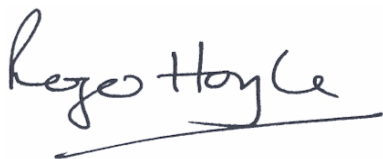
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## Our Vision

- 1 It is our pleasure on behalf of the Council and staff of the Learning and Skills Council Greater Merseyside to introduce our Annual Plan for 2006/07 which sets out our priorities for the coming year.
- 2 LSCGM continues to be committed to working with partners to strengthen the learning culture locally. Our vision for Greater Merseyside is to create a learning environment where:  

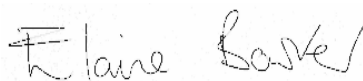
‘everyone is encouraged and enabled to reach their potential, where high quality provision is available to meet the needs and desires of *all* learners, and where people are equipped with the skills needed to ensure the continued development of a prosperous and inclusive local economy’
- 3 This, our fifth plan, sets out how we will fulfil our vision and aims to provide greater alignment between our resources and the achievement of the priorities for Greater Merseyside. Nationally, the Learning and Skills Council has published ‘Priorities for Success: Funding for Learning and Skills’, which outlines the priorities that will inform LSC planning and funding decisions for 2006/07 and 2007/08 and that has provided us with the framework to focus funding on delivering the key aspects of the 14-19 and Skills White Papers.
- 4 Our highest priorities for funding remain the participation and success of young people aged 16-18, alongside helping adults gain Skills for Life qualifications and their first full Level 2 qualification. We will use 2006/07 to build on the successes we have had to date and make the changes needed in order to truly transform the learning and skills sector.
- 5 More young people than ever are participating in education and training, with over 1,000 more 16-18 year olds accessing learning opportunities now than in 2003/04. The proportion of young people who are ‘not in education, employment or training’ (NEET) continues to fall and now stands at 9.1%. We need to reduce this further and for the forthcoming year we also need to ensure that those young people who enter employment without training have the opportunity to access flexible learning and ensure that they are supported to achieve their true potential in the economy.
- 6 The implementation of the outcomes of the 16-19 Strategic Area Reviews carried out in 2005, in close partnership with the Local Authorities, Connexions and local providers are beginning to have an impact on creating a more coherent 14-19 phase of learning. There are examples of good practice in terms of local collaboration, providing greater choice to young people and a strengthened commitment to the Learner Entitlements in place in each borough. However challenges remain and we will look to increase our investment in 14-19 learning through the development of additional 14-19 vocational skills provision in two of our boroughs.
- 7 In the vital area of adult skills development, Greater Merseyside providers now lead on nine Centres of Vocational Excellence and for 2006/07 we will begin the important process of reassessing the CoVEs to ensure that they are fully responding to employer skills needs.

- 8 Meeting the skills needs of employers is a key driver for the LSC and we are determined to build strong and effective relationships between local employers, providers and partners. We view the development of the employer training programme 'Train to Gain', which will be in place across Greater Merseyside from August 2006, as a positive opportunity to increase local skills development. Importantly, we will ensure that Train to Gain complements the wide range of successful employer focussed provision already on offer locally rather than competes with it.
- 9 During 2006/07 we 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 and are 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, leading to stronger collaboration in the future on regional, sub-regional and local levels.
- 10 The activity represented by this Plan can only be delivered by working in partnership with our network of providers and stakeholders and we acknowledge that we all face considerable challenges if the objectives outlined are to be realised. We firmly believe that we are developing the infrastructure to offer the highest quality of learning and skills development opportunities for local residents and employers and we look forward to continuing to work in partnership again.
- 11 Finally we would like to take this opportunity to acknowledge the role and leadership of the Council in supporting the work of Greater Merseyside LSC. We also recognise the excellent contribution made by staff in delivering this Plan and the professionalism they have shown in taking forward the agenda for change. We will continue to invest in the learning and development needs of our staff to support the continued transformation of the organisation. We will also continue to work very closely as a local office with our regional LSC colleagues in order to develop an efficient and effective Learning and Skills Council for the North West.



**Roger A Hoyle**  
**Chairman**

March 2006



**Elaine Bowker**  
**Executive Director**

## **Our Priorities**

### **National**

- 12 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:
- Priority 1: Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities
  - Priority 2: Make learning truly demand-led so that it better meets the needs of employers, young people and adults
  - Priority 3: Transform the learning and skills sector through agenda for change
  - Priority 4: Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs
  - Priority 5: Improve the skills of workers who are delivering public services
  - Priority 6: Strengthen the capacity of the LSC to lead change nationally, regionally and locally.

### **Regional**

- 13 In delivering key aspects of the Regional Economic Strategy the Regional Skills Partnership has published the updated Regional Statement of Skills Priorities, which is a joint statement that has been agreed between the LSC, North West Development Agency, Business Skills North West, Job Centre Plus and the North West Universities Association.
- 14 Our Regional Priorities for the North West for 2006/07 are:
- Increasing the proportion of young people with the skills and qualifications needed for employment, and fostering progression to Higher Education
  - Equipping adults with the skills required for employability, particularly basic skills
  - Meeting Level 3 and Level 4 Skills needs:
    - a) Equipping individuals with the Level 3 Skills required within the economy, particularly in key regional sectors
    - b) Ensuring that the skills needs of the regional economy, and in key sectors in particular, are addressed at Level 4
  - Tackling cross-sectoral leadership and management skills gaps
  - Developing innovation and enterprise skills
  - Tackling worklessness by linking people, jobs and training
- 15 The underpinning priorities to these are:
- Stimulating the demand for investment in skills from employers and individuals
  - Providing high quality responsive support to meet regional skills priorities

## Our Targets

- 16 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 2006 compared to 2004 and a further 22,000 in 2008 compared to 2006.
  - Locally we need an additional **1,123** young people to gain a Level 2 in 2007/08 compared to 2005/06.
- 17 Under priority 2, for adults:
- Reduce by at least 40 % the number of adults in the workforce who lack an NVQ Level 2 or equivalent qualifications by 2010.
  - Nationally we plan to deliver an additional 40,000 first full Level 2 qualifications in 2006/07 compared to 2005/06.
  - Locally we plan to deliver **4266** full Level 2 achievements through further education and work-based learning in 2006/07, an increase of **992** compared to 2005/06.
  - In addition, we will also deliver **442** first full Level 2 achievements through NETP.
- 18 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 **10,869** learners to achieve Skills for Life qualifications in 2006/07.
- 19 Underpinning both priorities 1 and 2, for Apprenticeships:
- The LSC has agreed a new Performance Indicator for Apprenticeships. The aim is for 75 % more people to complete their apprenticeships in 2007/08, compared to 2002/03.
  - Nationally we aim to raise the number of completions to 71,000 in 2006/07 supporting the achievement of Level 2 and level 3 qualification targets.
  - Locally we aim to raise the number of completions to **2,811** in 2006/07.
- 20 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 % of those aged 18 to 30 by 2010

## Our Values

- 21 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.
- 22 Together, our four values will ensure the LSC can provide leadership and direction at a time of great change.
- 23 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

### Local Context

- 24 Greater Merseyside faces enormous challenges in terms of upskilling its current and future workforce. Despite an expanding economy, Greater Merseyside continues to suffer from relatively high levels of deprivation, unemployment and inactivity, low employment rates and a declining population.
- 25 With a continuing lower qualification profile than the national average and challenging targets, the learning and skills sector has a critical role to play in ensuring that the economy and labour market continues to move forward and to make Greater Merseyside a more prosperous and better place to live, learn and work. Although significant progress has already been made, there are clearly barriers to development and further challenges to face and overcome as a sub region.

### Local economy

- 26 The local economy has expanded rapidly in recent years, with performance outstripping other comparator city regions and national averages. In terms of Gross Value Added (GVA), Merseyside has the fifth highest growth in the country, however, despite this encouraging growth the Greater Merseyside GVA remains one of England's lowest at 73% of the UK average. This growth needs to continue to ensure that our sub region and its residents benefit from a buoyant economy which compares favourably to UK averages.
- 27 Business growth has been one of the key driving forces behind the expansion of the Greater Merseyside economy, with the number of VAT registered companies increasing by 2.2% in the last year, which is more than twice the UK's rate of growth, coupled with continued major investment from the public (including European funding) and private sector.
- 28 We will take full advantage of the major investment projects planned or currently underway, ensuring we maximise the opportunities afforded to the sub region by Liverpool being awarded Capital of Culture for 2008.
- 29 The Mersey Partnership report *The Liverpool City Region: Contributing to the Northern Way* identified a number of other local gains which key strategic partners can build upon and we will align our activities to support the following:
- Eight Strategic Investment Areas and an economic development zone to bring 30,000 new jobs by 2006.
  - The construction of the largest retail development in Europe at Liverpool's Paradise Street.
  - Significant regeneration packages which include a new waterfront conference area, a cruise liner facility, the revitalisation of coastal towns including Hoylake and West Kirby, a new £70 million New Brighton development, and a £50m classic resort programme for Southport.
  - The establishment of the Liverpool Science Park, a joint venture company between the University of Liverpool, Liverpool John Moores University and Liverpool City Council, with a Chief Executive and Director from Cambridge Science Park.



- Developing local gateways to the world for industry and tourism through the largest free port in the UK including 12 Quays, supported by a Mersey Maritime Institute, and the fast-expanding Liverpool John Lennon Airport.
- Wirral and Knowsley delivering Working in Neighbourhood Pilots to connect communities with jobs and LSCGM's business driven SkillWorks initiative.

### Demographic trends

- 30 Greater Merseyside is one of the UK's most densely populated urban areas, with almost 1.49 million people in mid-2004 living in the 729 square kilometres covered by its six districts. Between 1991 and 2004 the local population declined by 5.0%, equating to 78,100 people, in contrast to the national trend of a 4.6% population increase.
- 31 It is anticipated that the population of Greater Merseyside will continue to decline, but at a much slower rate than previously experienced (a further 1.2% by 2015), due to increased investment and the emergence of parts of the sub region as extremely desirable places to live and spend leisure time.
- 32 Within Greater Merseyside, in common with the rest of England, our population is aging. There will be declining numbers of children, an upward shift in the age profile of the working age population and an increase in the volume of older pensioners due to rises in life expectancy. The population in the age 15 to State Pension Age (SPA) category is expected to decline by 2.5% between 2003 and 2015, whilst the population aged over SPA is expected to increase by 12.6%.
- 33 Given these demographic changes we also need to achieve a sound understanding of the needs of older learners and to weave their needs into local skills strategies, mainstream planning and the funding process. We will fully consider the impact of forthcoming legislation on age discrimination on our provision.

#### Challenge:

**We will ensure that the needs of older learners are taken into account when planning and delivering learning provision and information, advice and guidance activity.**

- 34 The population aged 15 to 19 is expected to decline by 20.8% over the same period, which provides significant challenges surrounding the planning and funding of 14-19 education and training.

#### Challenge:

**We will ensure that the breadth of learning offered to young people is not adversely affected by a declining cohort. We will guarantee the sustainability of opportunities, matching the infrastructure to the predicted volumes.**

- 35 Reflecting the national and regional picture, Greater Merseyside is home to proportionately more females than males (52:48); however, for the 15-19

cohort males outnumber females (51:49). This poses a challenge for us in the delivery of the Level 2 at 19 PSA target when we consider current patterns of participation and achievement. Presently achievement levels at 19 are higher for females than males, with young males less likely to participate in post-16 education, particularly at Level 2.

- 36 The Black and Minority Ethnic population is relatively small, when compared to regional and national averages accounting for 2.7% of the Greater Merseyside population. The largest Black and Minority Ethnic group in Greater Merseyside are those identified as 'Mixed', who account for 34% of the BME cohort. The next largest groups are Chinese (27%), Asian (21%) and Black and Black British (17%).
- 37 However whilst the overall proportion may be relatively small, there are areas of high concentration, particularly in Liverpool where 5.7% of the population are Black and Ethnic Minority. 24 out of the 33 Liverpool wards have higher numbers of Black and Minority Ethnic individuals than on average in Greater Merseyside, 6 of which have higher volumes than on average nationally with large concentrations of communities in close proximity to the City Centre in wards of high deprivation.

### **Social factors**

- 38 Greater Merseyside as a sub region suffers from exceptionally high levels of social and economic deprivation, despite the major regeneration activity undertaken. The Indices of Deprivation 2004 suggest that just under half (49%) of local residents, equivalent to 724,700 people, live in the 20% most deprived Super Output Areas (SOAs) in the country. Many areas of Greater Merseyside are amongst the poorest in England, with 10% of local SOAs in the top 1% most deprived nationally.
- 39 The National Adult Learning Survey (NALS) 2002 found a strong association between learning and deprivation. Residents living in the most deprived areas are 22% less likely to participate than those living in more affluent areas.

### **Challenge:**

**We will focus widening participation activities on the engagement of hard to reach young people and adults from disadvantaged groups and deprived areas.**

### **Demand for Learning and Skills**

#### **Young people**

- 40 Participation in learning for the 16-18 cohort is steadily increasing across the whole of Greater Merseyside and more 16 year olds continue in some form of education or training upon leaving school than ever before. However there are still too many young people not engaged in learning opportunities across the sub-region and at December 2005 4,727 16-18 year olds were not in education, employment or training (NEET).
- 41 We know that there are multiple factors which affect a young person's propensity to participate in learning and many of these factors are more predominant in Greater Merseyside than elsewhere, including deprivation,

low educational achievement, poor health or limiting disability, low quality housing and parental unemployment. As a result the proportion of 16 to 18 year olds who are currently NEET is significantly higher in Greater Merseyside (9.1%) compared to the national average (7.1%).

- 42 Whilst there has been significant progress in reducing the number of young people in NEET, the proportion still varies widely across the sub-region. Of the 132 wards in Greater Merseyside, 51 have a NEET rate of over 10% and 19 are over 14%. The following table indicates the top ten wards with the highest levels of NEET, which cumulatively account for nearly 20% of the Greater Merseyside total.

Ward	District	16-18 NEET %
<b>Everton</b>	<b>Liverpool</b>	<b>21.2</b>
<b>Parr</b>	<b>St Helens</b>	<b>21.1</b>
<b>Central</b>	<b>Liverpool</b>	<b>19.2</b>
<b>Bidston and St James</b>	<b>Wirral</b>	<b>17.7</b>
<b>Speke- Garston</b>	<b>Liverpool</b>	<b>16.6</b>
<b>Kensington and Fairfield</b>	<b>Liverpool</b>	<b>16.3</b>
<b>Linacre</b>	<b>Sefton</b>	<b>16.1</b>
<b>Picton</b>	<b>Liverpool</b>	<b>16.0</b>
<b>Norris Green</b>	<b>Liverpool</b>	<b>16.0</b>
<b>Town Centre</b>	<b>Halton</b>	<b>16.0</b>

Source: Connexions Data November 2005

- 43 We have made great in-roads in reducing the number of 16 year olds who are outside of learning through both increased levels of intervention and support during the transition to post-16 learning and increased quality and range of post-16 opportunities. However the NEET rates amongst 17 and 18 year olds are high in comparison with significant variations across the six boroughs within Greater Merseyside.

### Challenge:

**We will work with Greater Merseyside Connexions to address the high proportions of 17 and 18 year olds who are currently not in Education, Employment or Training.**

### Employment / Worklessness

- 44 Research shows that adult participation in learning is closely linked to employment circumstances, with individuals being 20% more likely to participate in learning if they are in sustained employment.
- 45 Employment rates in Greater Merseyside, whilst improving, are far lower than the national average, with just 68.1% of the working age population estimated to be in employment compared to 74.7% nationally. In addition unemployment rates are higher than the national average at 6.5% (compared to 4.7% nationally). Of those economically inactive Greater Merseyside

residents, only 18.4% indicated that they want a job, lower than the regional and national averages of 20.1% and 23.4% respectively.

- 46 In addition Greater Merseyside has particular issues with multigenerational unemployment, with 25% of the 2001 Census unemployed declaring that they had either never worked or had not worked since 1996, with this figure rising to 35% in some areas of the sub region.

#### Challenge:

**We will encourage the large number of individuals outside of the labour market to participate in education and training and to develop the skills necessary to take up the growing employment opportunities across the sub region.**

#### Qualification and skill levels

- 47 If we accept that the possession of recognised skills and qualifications equates to sustained employability and enhanced life chances, it is imperative that participation, achievement and progression is improved from those without qualifications at Level 2 to raise the employment prospects of local residents.
- 48 Achievement at 16 in Greater Merseyside has improved year on year related to the enhanced breadth of curriculum, including vocational opportunities, available from the age of 14. Investment in alternative curriculum activities has increased and in 2005/06 we supported significant numbers of young people to participate in programmes such as Increased Flexibility and locally developed district level projects. However key stage 4 attainment is still below that for England and the North West, with 51.6% of school leavers at Greater Merseyside schools achieving the equivalent of 5+ A\*-C GCSEs, compared to 55.7% in England. Too many young people are still leaving schools without any qualifications and in 2005 5.3% of 16 year olds left school with no GCSEs.
- 49 Locally we are trying to address this gap in achievement and as a sub-region last year we added 18.5% value post-16 to level 2 attainment by age 19, which was in line with the national value added. However, if we are to achieve our PSA target for 2008 we need to increase this to at least 19% and enhance the contribution of providers in each of our districts.

#### Challenge:

**Although improving Greater Merseyside has a low starting point in terms of level 2 attainment at 16, meaning that we have to add significant value post 16 if we are to achieve our targets for level 2 attainment at age 19. This will require significant targeting of young people without level 2 qualifications.**

- 50 Across Greater Merseyside, the working age population are less well qualified than the national average, with a much higher proportion of residents having no qualifications (22.8%) than the national average (14.8%). In addition Greater Merseyside has a significantly higher proportion of its working age adult population without a Level 2 qualification, which is the

nationally defined minimum qualification leading to sustainable employment and enhanced earning and career potential.

- 51 Locally it is estimated that there are 358,000 working age adults who have not attained a Level 2 qualification, this equates to 40% of the local working age population not possessing a recognised qualification at Level 2, with the highest proportion of adults residing within the most disadvantaged areas of Greater Merseyside.

Ward	District	% Population with no qualifications
<b>Cantrill Farm</b>	<b>Knowsley</b>	<b>59.8</b>
<b>Princess</b>	<b>Knowsley</b>	<b>59.5</b>
<b>Vauxhall</b>	<b>Liverpool</b>	<b>58.3</b>
<b>Northwood</b>	<b>Knowsley</b>	<b>57.5</b>
<b>Longview</b>	<b>Knowsley</b>	<b>55.9</b>
<b>Breckfield</b>	<b>Liverpool</b>	<b>55.1</b>
<b>Cherryfield</b>	<b>Knowsley</b>	<b>55.0</b>
<b>St Mary's</b>	<b>Liverpool</b>	<b>53.2</b>
<b>Kirkby Central</b>	<b>Knowsley</b>	<b>52.9</b>
<b>Melrose</b>	<b>Liverpool</b>	<b>52.2</b>

Source: Census of Population 2001, National Statistics (Based on aged 16-74)

- 52 The concentration of Liverpool and Knowsley wards in the top ten highest reflects the relative levels of deprivation and the high levels of need. We will work closely with The Knowsley Partnership on the delivery of the Knowsley Employment and Skills Strategy and with Liverpool Local Authority on the delivery of the Full Employment Plan to address the current levels of adult skills.

### Challenge:

**A large proportion of adults across Greater Merseyside do not possess the qualification levels employers increasingly demand. It is estimated that 95% of all new jobs will require at least Level 2 or above, two-thirds of which are expected to require a qualification at Level 3 or above.**

- 53 Local shortfalls in literacy and numeracy skills, particularly at ward level within districts, compound the problems associated with low skill attainment. Data (2001) from the Basic Skills Agency reveals that Greater Merseyside has a higher proportion of the population with poor literacy skills (27.3%) compared to England (24.0%). A larger gap exists for the proportion of the population with poor numeracy skills (28.9% in Greater Merseyside compared to 24.0% in England).
- 54 It is clear that an individual's level of basic skills directly impacts upon opportunities in the labour market and indeed in education and training.

Research suggests that adults with literacy or numeracy needs are 30% less likely to participate in any form of learning.

Challenge:

**We will address the high levels of basic skill needs of adults across Greater Merseyside as a platform to supporting progression to provision at full Level 2.**

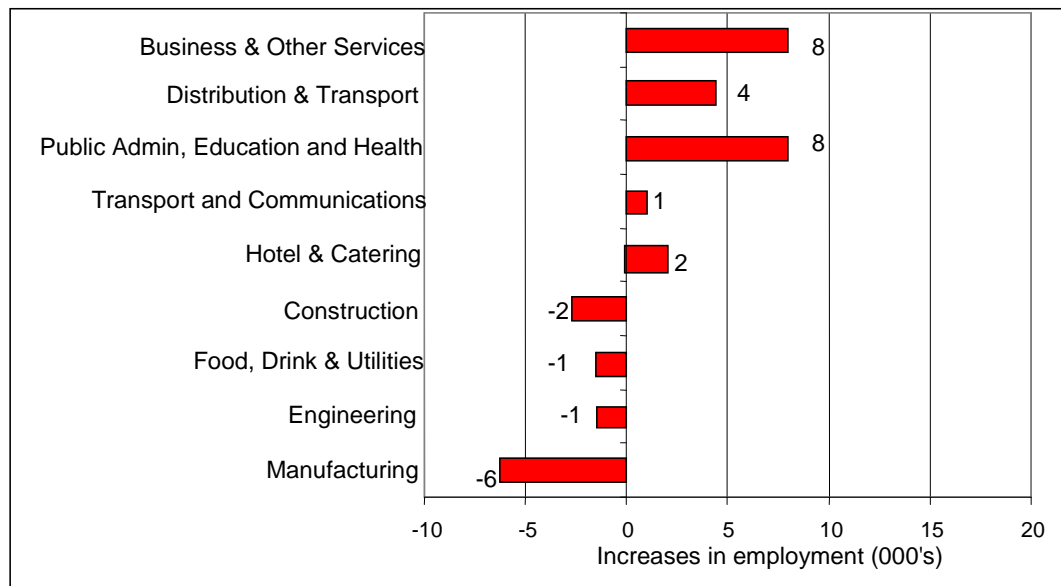
**Employers**

- 55 Greater Merseyside is home to just over 26,000 businesses, a volume which is relatively low when compared to other sub-regions. However VAT registered business numbers are growing at a quicker rate locally than in other city regions and it is worth noting that a higher proportion of Greater Merseyside businesses survive their first year at 94% than in both the North West and England (92%).
- 56 Despite this growth and relative success, Greater Merseyside has a significantly lower business density than regional and national averages, at 21 VAT registered businesses per 1000 population compared to 31 and 37 respectively. This gives rise to challenges associated with the engagement of employers in work based learning and securing Apprenticeship opportunities for young people.
- 57 Greater Merseyside also has a propensity towards small businesses, with over 50% of stock employing less than 5, whilst 82% employ less than 20 employees. Evidence suggests that small businesses are less likely to engage in formalised training and development of their staff.

Challenge:

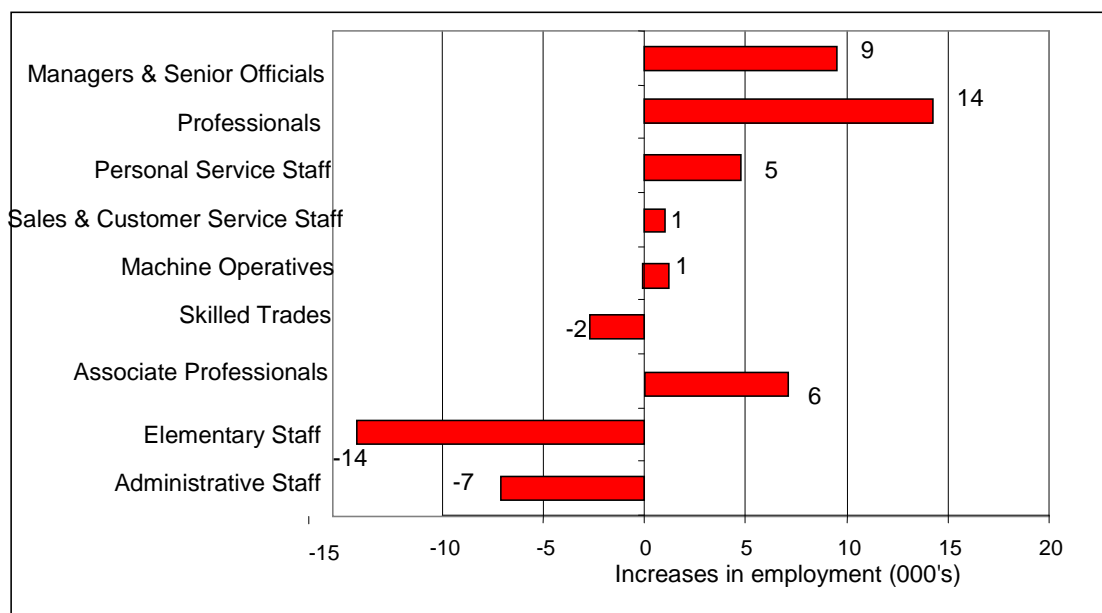
**We will work to ensure that the learning opportunities available for 2006/07 meet the needs of small businesses and are flexible enough to enable participation from those employed by small businesses.**

- 58 The largest employment sectors in Greater Merseyside are public administration, education and health: 203,000 employees (34.2% of the workforce); distribution, hotels and restaurants: 144,800 (24.4%); banking, finance and insurance: 96,400 (16.2%).
- 59 By 2014 there are predicted to be 14,000 more employment opportunities than in 2004. These additional jobs will be in the public administration, education and health, business services and distribution and transport as highlighted by the figure below. High levels of replacement demand do however remain across all key sectors.



Source: Working Futures 2

- 60 The figure below shows the projected employment by occupational level based on both new and replacement demand. There is a clear shift from administrative and elementary occupations to management and professional skills based employment.



Source: Working Futures 2

- 61 Locally, one in six companies reported having vacancies, with more than four out of ten (44%) of local companies reporting vacancies perceived to be hard to fill. Overall, more than half (54%) of hard to fill vacancies are as a result of skills shortages. Locally, the occupations which represent the largest share of skill shortage vacancies are associate professionals (19%), skilled trade (17%) and machine operatives (15%).
- 62 When looking at the skills levels of current employees, 22% of establishments reported skills gaps, a lower proportion than regionally and in line with the national average. The success of local workforce development programmes is highlighted by the proportion of current staff who are

considered not fully proficient, which at 10% in Greater Merseyside is lower than the national figure of 11%.

### **Local Skills Priorities**

- 63 In Greater Merseyside there continues to be a number of sectors which are key to the continued growth and competitiveness of the local economy. We need to ensure the continued provision of learning and skills opportunities which respond to the demands of these priority sectors which for 2006/07 include:
- Construction.
  - Hospitality and tourism.
  - Retail.
  - Health and social care.
  - Public services, including education (including school assistants and teachers).
- 64 These sectors provide underpinning support to the expected growth areas of the Greater Merseyside economy. Ensuring they provide a strong base will allow The Mersey Partnership specialist sector strategies to flourish. These sectors are also supportive of the Government's commitment to improve the skill levels of the workforce delivering public services.

### **Challenge:**

**We will ensure that the implementation of Train to Gain across Greater Merseyside assists all employers in addressing issues of skills deficiencies and that demand for learning is stimulated across the employer base.**

### **National Sector Skills Priorities**

- 65 This year we need to address the priorities identified in the nationally agreed Sector Skills Agreements, ensuring that the sub-region maximises its contribution to improving national skills levels. 2006/07 needs to see a shift in local provision to better meet the identified needs of employers in these sectors.
- 66 The construction sector is key for the growth of the Greater Merseyside economy, fuelled by the scale of regeneration activities taking place. There will therefore be high levels of local demand to extend the delivery of the On Site Assessment and Training (OSAT). This delivery model for construction provision has nationally seen the achievement rate of NVQs at level 2 increasing to over 70% and we are looking locally to work with providers to enable 881 construction workers to access OSAT through Train to Gain and FE funded provision.
- 67 Nationally SEMTA have identified the Business Improvement Techniques qualification as a priority and we will work with our providers to ensure we are able to support employers requiring an NVQ level 2 and 3 through the provision of 435 places locally.



- 68 Across Greater Merseyside there is a higher call for workforce IT skills, both at a general IT user and professional level, to be improved than nationally. The E-Skills Sector Skills Agreement focuses on level 2 and level 3 through the ITQ framework. Employers have committed via the Sector Skills Agreement that ITQ will replace or encompass all fit for purpose IT qualifications by September 2006. Demand levels are predicted to be high with an estimated 981 places needed locally over the forthcoming year.
- 69 The volume of support staff within the large number of schools across Greater Merseyside is growing; however the number of qualified staff remains low. Raising the skills of this workforce is critical to improved standards and achievements in schools. It is estimated that following the delivery of the local pilot for School Support Staff VQs we will need to provide over 450 places to meet local demand.

Challenge:

**We will ensure the integration of a sector offer as part of Train to Gain activities, ensuring that corresponding provision is available to meet the demands of the national priority sectors.**

## Supply of Learning and Skills Provision

### Young People

- 70 Overall participation by young people in Greater Merseyside continues to grow, with a 2% increase in 2004/05. This equates to a further 777 16-18 year olds participating in learning opportunities over the previous year. The level of this success is further strengthened when considering the accompanying cohort decline, which saw the number of 16-18 year olds in Greater Merseyside fall by over 350 over the same period.
- 71 Take up of the Education Maintenance Allowance has been very positive, with 108% take up across Greater Merseyside against original estimates. Learner numbers in Further Education have increased significantly over the past year, with modest growth / consolidation in both WBL and School Sixth Forms.

	FE	WBL	School Sixth Forms	Total	% Change on Previous Year
2003/04	20,888	6,136	11,525	38,549	n/a
2004/05	21,443	6,148	11,735	39,326	+2.02%
2005/06 Estimate	21,763	6,079	11,782	39,624	+0.76%
2006/07 Planned	22,424	6,130	11,782	40,336	+1.80%

- 72 In addition to maintaining high levels of participation in learning, we need to ensure that young people are participating on appropriate programmes, of high quality, which support their progression to higher levels of attainment and at least leads to securing the minimum benchmark for employability skills of a Level 2.

#### Challenge:

**52% of young people within the FE sector are not participating on full Level 2 and Level 3 provision; we will support colleges to shift the mix and balance of provision and ensure adequate progression routes.**

- 73 In order to maximise our contribution to the national PSA target relating to level 2 achievement by the age of 19, we need to deliver learning to those young people who left school in 2005 and will therefore be 19 in 2008. In 2005 9,919 young people left school without the equivalent of a level 2 qualification and we need to ensure that 3,652 of those learners achieve a level 2 over the next two years. This equates to a stretching 37% of those who did not achieve at age 16.

Challenge:

**To maximise participation in learning by young people who left school in July 2005 without a level 2 equivalent; to ensure the maximum number from that cohort achieve a level 2 qualification by the time they are 19.**

- 74 We will continue to work with providers to eradicate any variations that exist in relation to the participation and achievement of young people. With some exceptions, BME learners participating at Greater Merseyside providers tend to achieve less well overall than those from a non BME background irrespective of the type of provision. Despite pro-active interventions, within work based learning there is a 2.6% gap between BME and non BME framework achievement levels at 16-18.
- 75 We need to increase the percentage of young males in full-time education. Presently 71% of young people entering employment without training are males. In addition young male learners generally achieve less well than females in both FE and WBL. This disparity is most evident in work based learning, where the gap between male and female framework achievement for 16-18 year olds is 8.2%. We will work with Connexions to target those young people who do not continue in some form of learning post-16.

Challenge:

**We will equalise the wide variations of participation and achievement levels of the diverse cohorts with particular reference to black and minority ethnic and male learners.**

**14-19 Pathways**

- 76 The 16-19 Strategic Area Reviews undertaken across Greater Merseyside, provided evidence that some young people do not have equitable access to the full range of learning opportunities required. As a result significant work has been undertaken throughout 2005/06 to support curriculum development and provide enhanced 14-19 opportunities.
- 77 This year saw the borough of Knowsley receive the first Grade 1 in the country following a successful 14-19 Area Wide Inspection. We need to build on this success, utilising best practice where possible across other boroughs in Greater Merseyside to develop innovative delivery models.
- 78 Demand for 14-16 vocational learning is increasing and in response we provided 1,000 places through the Increased Flexibility Programme and we are starting to see the positive impact that alternative curriculum is having on results at key stage 4.
- 79 For 2006/07 we will ensure a structured approach to the delivery of 14-16 learning opportunities. We will continue to invest additional resources in the development of 14-19 pathways to extend curriculum choice for even more young people in Greater Merseyside.

- We will progress the development of enhanced 14-19 vocational skills provision in Liverpool and St Helens
- We will learn from and build on the success of the Knowsley Collegiate arrangements
- We will pilot arrangements for a Learning Gateway in St Helens to facilitate the transition for learners at 16, with a view to extending across Greater Merseyside
- We will continue to utilise Objective One funding to support the Borough Response Programme to provide learning activities which focus on the needs of young people in each district

## **Adults**

- 80 Whilst overall adult participation has reduced locally in line with the national picture, there is now a clearer focus on the delivery of learning which contributes to national priorities and the delivery of qualifications. In 2005/06 we supported over 7,000 adults to participate at full level 2 and this is planned to increase further in response to the high numbers of adults across Greater Merseyside who do not possess a level 2 qualification.
- 81 The proportion of our FE adult provision which falls within the high priority sectors for the region has grown by 12% between 2003/04 and 2004/05 and now stands at 49%. This equates to an increase of nearly £8 million invested in programmes which are likely to contribute to the regional development of priority sector skills.
- 82 Overall success rates within both FE and WBL have shown a positive trend over recent years and now stands at 73% for 19+ FE and 45% for 19+ WBL. Long FE success rates have increased by 8% since 2002/03 and are now above the national benchmark, whilst the achievement of short courses has remained steady.
- 83 Patterns of success do vary between specific cohorts and we will continue to work with providers, through our Equality and Diversity Impact Measures, to address these inequalities. Despite the significant work done with providers through individual action planning, gaps remain in the achievement levels between adult BME and non BME learners, particularly in work based learning where the gap stands at 11.2%. Male adult learners are less successful than female adult learners where the gap in achievement in FE at Level 2 is 5%.
- 84 For 2006/07 planned provision will shift towards longer courses for those seeking skills for employability and further progression in learning. Adult and Community Learning remains an important route for adults who are disengaged from learning and often lack formal qualifications and we will maintain the value of personal and community development learning (PCDL) through the delivery of the safeguard for adult learning.
- 85 The proposed reform of funding and planning arrangements for 'first-step' provision and PCDL will end the need for a separate budget for Adult and Community Learning. For 2006/07 we will focus on the delivery of adult learning as a whole, providing a borough based approach to ensuring the availability of provision which is responsive to both the needs of adults and employers.

- We will successfully roll out Train to Gain across Greater Merseyside from August 2006 onwards
- We will prioritise our adult funding to deliver Skills for Life and level 2 qualifications and level 3 within priority sectors
- We will ensure the delivery of safeguarded provision ensuring provision meets distinct district needs within an overall district level adult plan

## Learning Infrastructure

- 86 Participation on learning programmes is increasing from the 16-18 cohort, and the needs of young people are being increasingly better met by the Greater Merseyside provider infrastructure. The provision mix is broadening and progression routes are increasing, however we recognise that some of the provision within our sub region has been relatively weak in terms of achievement and success.
- 87 Although success rates are improving, performance locally is below regional and national averages for School Sixth Form, Further Education and Work Based Learning provision. In response to this issue for 2006/07 we are taking strong action to improve the quality and availability of learning opportunities across all three sectors, including structural change and the reconfiguration of provision, building on the outcomes of our 16-19 Strategic Area Reviews.
- We have opened up nearly 35% of our WBL provision to Open and Competitive Tendering, with a view to improving success rates to 49%
  - We are holding a 16-19 Competition in Sefton to secure 350 – 550 places of new provision in Bootle, Netherton & Litherland
  - We will continue to support a potential college merger in Halton to address key issues in the FE sector
  - We will continue to work with our colleges to ensure they maintain good financial health, supporting our one Category C college through recovery planning
  - We will continue to support the success of collaborative arrangements within each district to raise the quality, breadth and accessibility of provision, particularly in school sixth forms

## Challenge:

**We will effectively manage two complex consultation processes in relation to structural changes in Sefton and Halton to secure improved provision for the young people of Greater Merseyside.**

## Skills for Life

- 88 Our target for the achievement of Skills for Life qualifications for the period 2004/05 to 2006/07 is currently 24,508 of which we have achieved an estimated 10,869 qualifications in the first year, equating to 44% of the target. We have delivered an additional 3,262 more qualifications than the previous

year, nearly 2,000 of which can be attributed to the work based learning programme.

- 89 Despite this excellent performance there are two key issues with our current Skills for Life provision. Firstly the volume of 19+ learners within FE institutions participating on qualifications which count towards targets lacks growth and secondly a significant proportion of our Skills for Life provision does not currently count towards our targets. The national assumption is that 80% of Skills for Life provision should contribute towards target, whilst currently only 51% of our provision falls into this category.

Challenge:

**We will increase the volume of provision purchased which counts towards our targets and make significant strides towards the 80/20 balance of provision.**

### Sector Skills

- 90 Colleges and training providers have a key role to play in delivering and meeting the skills needs within sectors. Throughout 2006/07 the LSC will engage in discussions about the balance and mix of provision within the plans of providers in order to ensure that the nature of the provision purchased is best able to meet the demand of employers.
- 91 Whilst significant progress has been made locally in contributing to the requirements of the nationally and locally agreed Sector Skills Agreements we need to continue to build the capacity of providers across Greater Merseyside to respond to the estimated future demand from Sector Skills Councils.
- Construction Skills: *On Site Assessment and Training*: We will work with partners over the coming year to finalise this Local Skills Agreement for the Construction sector and take forward the key priority activities. Whilst there have been improvements in respect of provider capacity the learning offer continues to remain very narrow and significant increases in On-Site Assessment and Training are required if the learning and skills needs of the industry are to be addressed.
  - SEMTA: *Business Improvement Techniques*: In the North West we have already undertaken pilot activity involving the Automotive Academy based within Greater Merseyside. We will continue to support the development of Regional CoVE activity and support local Colleges to work with the Automotive Academy, thus extending the availability of provision.
  - E-Skills: *ITQ Level 2 and Level 3*: We will raise the profile of the ITQ qualification amongst the provider base and encourage all FE providers to deliver the qualification. An equal change will be needed from employers in terms of recognition of the qualification and we will plan to provide 981 places for the ITQ qualification locally.
  - School Support Staff: *New Support Staff VQ (Level 2 and 3)*: There has been a national pilot for School Support Staff and we will continue to support phase 4 of the pilot, currently delivering 420 places across Greater Merseyside. It is expected that the full programme will become

available from September 2006 and we will extend the number of places to 451.

Challenge:

**We will support colleges and other providers to develop the capacity to deliver the priority qualifications identified by Sector Skills Councils.**

The following table summarises what we have delivered in 2004/05, our planned changes for 2005/06, and our forecast for 2006/07.

# 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 achievement s (volume)			
<b>FE Total Learners</b>	21,443		69%	£75,966,924	
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	8,960	4,526	51%		
<i>Learners on a full Level 2 qualification</i>	3,985	2,073	59%		
<i>Learners on a full Level 3 qualification</i>	7,794	3,797	73%		
<i>Learners on 2 or more A2 qualis</i>	2,042	1,765	86%		
<b>Discrete* activity, e.g. fully ESF, or LIDF funded provision</b>	3,165	1,805	-		
<b>School sixth form</b>	11,735			£51,976,495	
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievement s (volumes)	Framework success rate	Funding £	
<b>WBL Total Learners</b>	6,148		35%	£22,031,655	
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	5,790	1,438	35%		
<i>Learners on an Apprenticeship</i>	4,436	1,221	35%		
<i>Learners on an Advanced Apprenticeship</i>	1,353	217	32%		
<b>Entry to Employment</b>	Learners				Funding £
	Volume s (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destination s	
All E2E	3,335	1,666	21.3	1,527	£13,446,262

2005/06				
Learners		Learning Aims Success Rates	Funding £	
Volumes of learners	In-year achievements (volume)			
21,763		70%	£82,975,259	
8,951	5,358	53%		
4,472	2,741	60%		
8,118	4,939	74%		
2,196	2,000	86%		
2,669	1,524	-		
11,782			£55,196,290	
12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	
6,079		40%	£21,242,000	
5,747	1,627	40%		
4,347	1,372	42%		
1,380	255	38%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destination s	
3,200	1,754	18	1,638	£13,606,000

2006/07				
Learners		Learning Aims Success Rates	Funding £	
Volumes of learners	In-year achievements (volume)			
22,424		72%	£89,504,713	
9,210	5,592	55%		
4,908	2,946	63%		
8,582	5,205	75%		
2,267	2,124	86%		
2,343	1,383	-		
11,782			£55,340,934	
12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	
6,130		46%	£21,892,222	
5,855	1,917	46%		
4,508	1,572	47%		
1,377	345	44%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destination s	
3,200	1,754	18	1,706	£11,442,840

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete



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

SUMMARY OF ADULTS (19+)	2004/05			
	Learners		Learning Aims Success Rates	Funding £
	Volumes of learners	In-year achievements (volume)		
<b>FE Total Learners</b>	86,358		75%	£64,641,077
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	7,793	6,180	69%	
<i>Learners on a full Level 2 qualification</i>	4,812	2,379	61%	
<i>Learners on a full Level 3 qualification</i>	3,986	1,725	58%	
<i>Learners on 2 or more A2 qual.</i>	118	82	71%	
<b>Discrete* activity, eg fully ESF, or LIDF funded provision</b>	23,765	15,194	-	
<b>Personal &amp; Community Dev't Learning</b>	23,821			£9,146,953
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievement s (volumes)	Framework success rate	Funding £
<b>WBL Total Learners</b>	4,075		33%	£8,402,182
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	3,661	909	33%	
<i>Learners on an Apprenticeship</i>	1,890	627	38%	
<i>Learners on an Advanced Apprenticeship</i>	1,771	282	26%	
<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)		
77,127		75%	£61,316,387
8,269	6,200	70%	
5,242	2,644	61%	
4,421	1,974	59%	
143	101	71%	
19,946	12,773	-	
23,319			
12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
4,037		38%	£8,878,000
4,019	955	38%	
2,021	630	45%	
1,998	325	32%	
Volumes of learners	In-year achievements (volume)		Funding £

2006/07			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
63,569		75%	£56,297,103
8,896	6,778	71%	
6,842	3,681	63%	
4,545	2,054	60%	
150	106	71%	
17,537	11,539	-	
23,901			
12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
3,621		42%	£8,160,194
3,602	894	42%	
1,837	585	45%	
1,765	309	40%	
Volumes of learners	In-year achievements (volume)		Funding £

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
<b>2004/05</b>	£140,608,001	£30,433,837	£13,446,262	£51,976,495	£9,146,953	-	£18,327,300	£2,432,238	£3,405,193	£8,765,506
<b>2005/06</b>	£144,291,646	£30,120,000	£13,606,000	£56,112,290	£9,186,803	-	£16,596,333	£2,071,919	£3,349,841	£5,313,444
<b>2006/07</b>	£145,801,816	£30,052,416	£11,442,840	£55,340,934	£8,613,462	£5,853,886				

## Skills Matrix

- 92 The matrix below shows the proportion of local provision which is contributing to the North West priority subject areas for adult skills. For the future planning of provision we will look to continue to shift funding from low to high priority skills provision.

### Greater Merseyside 2004/05

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	42,361,112	55%	16,813,093	22%	2,916,259	4%	62,090,464	80%
Potential to contribute	52157		10374		4888		67419	
No longer eligible for LSC funding	1,549,230	2%	1,904,526	2%	77,383	0%	3,531,138	5%
	2058		2333		165		4556	
	786,445	1%	621,926	1%	245,219	0%	1,653,591	2%
	881		4961		1305		7147	
Other (eg UFI and Unclassified)	6,122	0%	0	0%	0	0%	6,122	0%
	5		0		0		5	
Entitlement	0	0%	10,171,438	13%	0	0%	10,171,438	13%
	N/A		N/A		N/A		N/A	
Totals	44,702,908	58%	29,510,983	38%	3,238,861	4%	77,452,753	100%
	55101		17668		6358		79127	

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	29,597,004	49%	9,150,204	15%	334,249	1%	39,081,457	64%
Potential to contribute	57033		9711		856		67600	
No longer eligible for LSC funding	9,364,497	15%	7,325,009	12%	1,131,310	2%	17,820,816	29%
	32153		15603		2269		50025	
Other (eg UFI and Unclassified)	1,871,145	3%	1,873,446	3%	27,705	0%	3,772,296	6%
	6598		23638		6		30242	
Entitlement	43,686	0%	0	0%	0	0%	43,686	0%
	41		0		0		41	
Totals	40,876,331	67%	18,535,082	30%	1,493,265	2%	60,904,678	100%
	95825		48952		3131		147908	

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

## Key Changes

93 In order to meet the national, regional and local priorities, we need to ensure continued improvement in the quality and responsiveness of local provision. Given the challenges we face in Greater Merseyside we need to secure a progressive shift in provision to meet demand for learning and skills both now and in the future. To facilitate this, we have planned for the following changes in provision:

- 1) To achieve our Level 2 at 19 target, set at 70% of the cohort achieving Level 2 by age 19 (2008), we will need to achieve 3,652 qualifications from the cohort of 9,919 young people who did not achieve Level 2 at 16.

(10,967	16 year olds to achieve Level 2 (2004/05)	52%)
1,652	17 year olds to achieve Level 2 (2005/06)	60%
1,362	18 year olds to achieve Level 2 (2006/07)	66%
645	19 year olds to achieve Level 2 (2007/08)	70%

- 2) To achieve our Framework achievement target for 2008 of 3,001. We will aim to achieve 2,811 qualifications in 2006/07, which equates to a 64% increase on the number of frameworks delivered in 2002/03.
- 3) To support the improved attainment of Level 2 for young people within our sub region, we expect success rates at Level 2 within the WBL sector to increase to 56% in 2006/07 and for 16-18 long Level 2 success rates within the FE sector to improve to 63%.
- 4) To reduce the volume of residents in our sub region with basic skills needs, and to ensure the achievement of our 2007 Skills for Life target of 24,508. We plan to deliver 10,869 Skills for Life qualifications in 2006/07.
- 5) To ensure maximum impact from resources available, we will work with providers to increase the proportion of Skills for Life provision which contributes towards targets, from 51% in 2004/05 to 70% in 2006/07, with a view to achieving an 80/20 split in 2008.
- 6) To reduce the number of adults in our sub region who do not possess a full level 2 qualification, we will increase participation on full level 2 programmes in the FE sector from 4,812 in 2004/05 to 6,842 in 2006/07, an increase of 42%.

In addition, we will successfully procure further Level 2 provision through the "Train to Gain" fund and anticipate that 8,892 places will be taken up, with 442 achievements in 2006/07.

- 7) LSC GM will respond to the 4 national sector skills priorities by delivering:
  - a) Business Improvement Techniques 435 places
  - b) Information Technology Qualification 981 places
  - c) On Site Assessment and Training 881 places
  - d) School Support Staff 451 places

- 8) In order to bring about a further step change to the relative contributions made towards the cost of learning by individuals, employers and the State, we will work with our FE sector to increase the proportion of fee income generated from by 5% in 2006/07.
- 9) We will build on the offender learning and skills service development to ensure continuity of learning for offenders moving from custody into the community and to make sure that all providers in Greater Merseyside meet the needs of offenders in the community.
- 10) In order to eradicate the inequalities that exist in relation to the participation and achievement of particular cohorts across Greater Merseyside we will increase the contribution of providers to our EDIMs, with particular reference to:
  - Increasing the achievement of BME learners in FE by 3% and in WBL by 2% in 2006/07
  - Increasing the achievement of male learners in FE by 3% and in WBL by 2% in 2006/07
- 11) In Adult and Community Learning we will ensure providers are achieving an effective balance between First Step provision and Personal and Community Development Learning by addressing the balance and mix of provision.

#### **Cross Reference Table Linking Key Challenges and Actions for 2006/07:**

<b>Key Challenges for Greater Merseyside</b>	<b>Key Actions for 2006/07</b>
<b>To offer the breadth and sustainability of opportunities for young people to increase participation and attainment</b>	<b>Action areas:</b> <b>1.2, 1.3, 1.5, 1.7, 3.4</b>
<b>To reduce variations in participation and achievement of key cohorts across Greater Merseyside</b>	<b>Action areas:</b> <b>1.2, 1.9, 2.6, 4.6, 5.4, 6.2</b>
<b>To increase level 2 attainment by the age of 19, given achievement at age 16</b>	<b>Action areas:</b> <b>1.1, 1.3, 4.5</b>
<b>To engage those outside of learning and support progression and achievement to Level 2 and beyond</b>	<b>Action areas:</b> <b>1.1, 1.8, 2.5, 4.1, 4.7, 5.2</b>
<b>To increase the levels of adult skills to support progression into employment opportunities</b>	<b>Action areas:</b> <b>2.5, 4.1, 4.3, 4.4, 4.6, 5.4</b>
<b>To address the high levels of basic</b>	<b>Action areas:</b>

**skill needs of adults as a platform to supporting progression to a full Level 2.** 2.5, 4.2, 4.3, 4.6

**To meet the future demands of employers including the implementation of Train to Gain** Action areas:  
2.1, 2.2, 2.3, 3.2, 3.3, 4.5, 5.1, 6.1

**To ensure provision is available to meet the demands of the key priority sectors, building local capacity** Action areas:  
2.1, 2.4, 5.1, 5.2, 5.3

**To support colleges and providers to shift their mix, balance and quality of provision** Action areas:  
2.6, 2.4, 3.1, 3.2, 3.3

## Key Actions

National Priority	Action	Measure of Success
1. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities	<p>1.1 Improve level 2 attainment at 19:</p> <ul style="list-style-type: none"> <li>▪ <b>Having devised a sub-regional Action Plan, we will ensure that this is implemented through 14-19 Steering Groups in each borough in conjunction with Connexions and Local Authorities</b></li> <li>▪ <b>We shall continue to engage with the opportunities to share good practice across the LSC through the Level 2 Hotspots Group</b></li> <li>▪ <b>Targets have been set for 2008 for each borough and will now be embedded in the planning for Children and Young People and Local Area Agreements.</b></li> <li>▪ <b>Building on the effective 14-19 partnership working in each borough, we shall ensure that 14-19 Action Plans are revised to include appropriate local activity</b></li> <li>▪ <b>Based on current tracking of sub Level 2 learners we will work with providers and Connexions to ensure that those who left school in 2004/05 become qualified to Level 2</b></li> <li>▪ <b>We have reserved £650,000 for additional activity to ensure the success of our work with Connexions to implement Learner Activity Agreements, prioritising those young people who have been NEET for more than 20 weeks, particularly those who left school in 2005</b></li> <li>▪ <b>We will work with Connexions and Colleges through joint strategy meetings to provide a co-ordinated approach to the development and implementation of Progression plan, to support young people to gain a Level 2 qualification.</b></li> </ul>	<p><b>1,362 young people gain a level 2 by age 18 in 2006/07</b></p> <p><b>Increased progression from E2E to a positive outcome</b></p>

National Priority	Action	Measure of Success
	<p>1.2 Ensure all young people have access to a wide range of academic and vocational learning opportunities:</p> <ul style="list-style-type: none"> <li>▪ <b>The Learner Entitlements that have already been developed in each borough will be implemented alongside planning for the future delivery of 14-19 diplomas</b></li> <li>▪ <b>Building on initial evaluation of School Collaborative Groups in Liverpool in improving curriculum choice, we will review the effectiveness of the initiative in raising attainment</b></li> <li>▪ <b>Using our experience in Liverpool we will support the work of the collaborative groups in Wirral, St Helens and Sefton</b></li> <li>▪ <b>Maximise the take up of EMAs across Greater Merseyside to support young people to participate in learning; including the expansion of EMA to work based learning. Locally we will work with partners to ensure that this new support mechanism does not impact negatively on our work based learning programmes.</b></li> <li>▪ <b>Continue the delivery of the Borough Response Programme, with particular reference to the needs of:</b> <ul style="list-style-type: none"> <li>– Homeless young people</li> <li>– Care Leavers</li> <li>– Teenage Parents</li> <li>– Substance misusers</li> </ul> </li> <li>▪ <b>Maximise the opportunities for young people (14-16) across the sub region to participate in learning and development linked to the Capital of Culture 2008 Award and in particular those linked to Creative Industries sector/ activities.</b></li> <li>▪ <b>Extend the opportunities for young people (16-19) across the sub region through the development of a Culture Apprenticeship Badge Programme maximising relevant existing E to E provision and Apprenticeship frameworks e.g. Hospitality/ Tourism/Customer Care and developing a range of additional interventions to enhance the learning experience, utilising £250,000 European Funding</b></li> </ul>	<p><b>EMA take up in 2006/07 is at least as high as in 2005/06</b></p> <p><b>Participation in Borough Response Programmes:</b></p> <ul style="list-style-type: none"> <li>– 55 in Knowsley</li> <li>– 333 in Liverpool</li> <li>– 114 in Sefton</li> <li>– 120 in St Helens</li> <li>– 200 in Wirral</li> </ul>

National Priority	Action	Measure of Success
	<p>1.3 Raise young people's awareness of 14-19 opportunities within each of the boroughs:</p> <ul style="list-style-type: none"> <li>▪ <b>Building on the current availability of paper based post-16 Directories in each borough we shall put in place, in conjunction with Local Authorities, an electronic area prospectus for each district</b></li> <li>▪ <b>As part of this initiative we will pilot the learning 'Gateway' in St Helens, to provide a co-ordinated approach to information, advice and guidance and a Common Application Process (CAP)</b></li> <li>▪ <b>Subject to negotiations we shall roll the CAP out to Wirral and Halton and consult other boroughs regarding introducing it for 2007/08</b></li> <li>▪ <b>We shall continue the use of promotional DVDs in Liverpool and Sefton to support information, advice and guidance and extend this approach to other boroughs</b></li> <li>▪ <b>We will continue the successful 'Think College' campaign in partnership with the 7 FE colleges to raise awareness and participation of young people in learning.</b></li> <li>▪ <b>Mail-out to all school leavers (aged 16) across Greater Merseyside providing advice on post 16 opportunities that are available to them and signposting to College open days.</b></li> <li>▪ <b>Produce and mail out 'The Knowledge' raising awareness of education and learning outside of the FE sector.</b></li> </ul> <p>1.4 Increase employer involvement in 14-19 education and training:</p> <ul style="list-style-type: none"> <li>▪ <b>Building on the effective existing 14-19 collaboration in each borough we shall ensure that employers are represented on each borough 14-19 Stakeholder Group</b></li> <li>▪ <b>We will target employers who are not currently engaged in training young people through an awareness raising event.</b></li> <li>▪ <b>Link into the activities of Skills Brokers (see action 2.1)</b></li> </ul>	<p><b>6 district prospectuses in place by Autumn 2006</b></p> <p><b>22,424 16-18 year olds participating in FE in 2006/07</b></p> <p><b>6,130 16-18 year olds participating in WBL in 2006/07</b></p> <p><b>11,782 16-18 year olds participating in school sixth forms in 2006/07</b></p> <p><b>3,200 16-18 year olds starting an E2E programme in 2006/07</b></p> <p><b>1.8% increase in 16-18 participation in 2006/07 compared to 2005/06</b></p> <p><b>Increase the proportion of work based learners who are employed status</b></p>



National Priority	Action	Measure of Success
	<p>1.5 Develop the infrastructure to provide high quality facilities and opportunities for young people:</p> <ul style="list-style-type: none"> <li>▪ <b>Produce a local capital plan, which prioritises the utilisation of capital funding</b></li> <li>▪ <b>We have introduced minimum performance thresholds and are currently using these to reshape the WBL provider base. We expect to raise the quality of work based learning further through the current commissioning round of new provision for 06/07</b></li> <li>▪ <b>Continue to drive forward the outcomes of Strategic Area Review including:</b> <ul style="list-style-type: none"> <li>– <b>Undertaking a 16-19 Competition in Sefton to secure high quality new provision. The outcome of this process will be known in July and any capital implications will be progressed in autumn 2006.</b></li> <li>– <b>Based on the already expressed support of the relevant governing bodies and key stakeholders in the borough, we hope to complete arrangements for a merger in Halton between Halton College and Widnes and Runcorn Sixth Form College</b></li> <li>– <b>We shall progress work on the development of enhanced vocational skills provision in Liverpool and St Helens to increase 14-16 opportunities and contribute to a reduction in NEET</b></li> <li>– <b>Strengthening existing collaborative arrangements across all boroughs</b></li> </ul> </li> <li>▪ <b>Working with Knowsley, Liverpool and St Helens Local Authorities to align infrastructure planning to their plans for Building Schools for the Future</b></li> </ul>	<p><b>6,130 16-18 year olds participating in WBL</b></p> <p><b>22,424 16-18 year olds participating in FE</b></p> <p><b>11,782 16-18 year olds participating in School Sixth Forms</b></p> <p><b>Reduction in NEET cohort of 0.8% by November 06</b></p>

National Priority	Action	Measure of Success
	<p>1.6 Work with Local Authorities and School Improvement Partners to support improvement in school sixth form provision:</p> <ul style="list-style-type: none"> <li>▪ <b>Continue our work with the ALP value added analysis for each borough we shall press Local Authorities and schools to address poorly performing school sixth forms</b></li> <li>▪ <b>Develop and agree, with each Local Authority, performance targets for all School Sixth Forms and for cluster/ collaborative groups of schools</b></li> <li>▪ <b>Ensure that FE and WBL providers are fully involved in existing and developing collaborative arrangements to deliver enhanced 14-19 learning</b></li> <li>▪ <b>Hold an awareness raising event for all School Improvement Partners on the aims and objectives of the Learning and Skills Council</b></li> <li>▪ <b>Sharing current good practice such as the Liverpool High Sight support material for school leadership teams to ensure quality improvement strategies for sixth form provision are embedded in the implementation of collaborative arrangements</b></li> <li>▪ <b>Based on our current strong involvement at each level of Local Strategic Partnership and Children &amp; Young People's Partnership arrangements we will continue to support joint working with Local Authorities</b></li> </ul>	<p><b>Increase in Average Point Score per student and per entry for each Local Authority area</b></p>

National Priority	Action	Measure of Success
	<p>1.7 Ensure the delivery of effective Education Business Link activity to meet the work related learning needs of young people:</p> <ul style="list-style-type: none"> <li>▪ <b>We have begun to consult with local stakeholders and shall seek, over the coming year to refocus Education Business Link activity in the light of the national review:</b> <ul style="list-style-type: none"> <li>– ensuring that the activity links more closely with the LSC’s broader 14-19 agenda</li> <li>– providing greater consistency nationally</li> <li>– ensuring a clear transparent procurement process.</li> </ul> </li> <li>▪ <b>We will deliver fit for purpose education business link activity to meet the work related needs of young people.</b></li> <li>▪ <b>We shall review the Liverpool Compact pilot used to raise young people’s awareness of Capital of Culture through the school curriculum, with a view to rolling out across Greater Merseyside</b></li> </ul>	<p><b>Better meet the needs of learners</b></p> <p><b>Consistent, flexible and coherent service</b></p> <p><b>Consistently meets high standards of quality</b></p> <p><b>Wide range of quality brokerage and support programmes offered</b></p> <p><b>Measure performance against the agreed success criteria</b></p>

National Priority	Action	Measure of Success
	<p>1.8 Reduce the number of young people within the NEET cohort:</p> <ul style="list-style-type: none"> <li>▪ Undertake joint research with Connexions and MSIO to gain a better understanding of the extent to which parents / intergenerational factors influence the levels of young people within the NEET</li> <li>▪ Implement the Borough Response Programme to ensure that young people in the NEET cohort, for whom existing programmes such as E2E are not suitable, have access to provision that will develop them to enter into education, training or employment. (see action 1.2)</li> <li>▪ Hold an awareness raising event, working with Connexions, which highlights the opportunities available to young people, aimed at young people in the NEET cohort.</li> <li>▪ We have identified £650,000 for new activity to support our partnership work Greater Merseyside Connexions to implement and monitor the pilot Activity Agreement plan for Greater Merseyside.</li> <li>▪ Working with Merseytravel and local authority-led transport partnerships, ensure that accessibility planning is an integral part of 16-19 education provision.</li> <li>▪ We will continue to invest in the Borough Response Programmes through the use of £600,000 Objective One funding (see action 1.2)</li> </ul> <p>1.9 Increase the capacity of local providers to deliver learning to people with learning difficulties and/or disabilities:</p> <ul style="list-style-type: none"> <li>▪ Take forward regional review of LLDD for the aged 16-25 cohort (including specialist college places) within the Regional Review Framework, ensuring the local analysis influences planning, purchasing and capital investment decisions.</li> <li>▪ Work with the provider base to build upon the evaluation of the four strands of the local 2005/06 SENDA project and work to establish a sustainable network to take forward Equality and Diversity issues.</li> </ul>	<p>NEET cohort reduced to 9.1% by November 2006</p> <p>Borough response programme:</p> <p>80% of learners achieve personal goals</p> <p>30% of learners achieve a qualification</p> <p>30% of participants progressing to E2E</p> <p>15% of participants progressing to Apprenticeships; worth with training or other FE funded learning</p> <p>Young people supported by an Activity Agreement</p> <p>Improved participation and success rates for Learners with Learning Difficulties and/ or Learning Disabilities;</p> <p>Specialist college places provided locally and regionally</p> <p>Increased compliance with DDA</p>

National Priority	Action	Measure of Success
2. Make learning truly demand-led so that it better meets the needs of employers, young people and adults	<p>2.1 Implement 'Train to Gain' across Greater Merseyside:</p> <ul style="list-style-type: none"> <li>▪ <b>Implement the Train to Gain service across Greater Merseyside from August 2006, supporting providers to shift provision to qualifications delivered in the workplace</b></li> <li>▪ <b>Agree value of first level 2 and workplace delivery with providers as part of the development plan dialogue</b></li> <li>▪ <b>Ensure that the delivery of Level 3 Trials meets the Level 3 Skills priorities set out in the Regional Statement of Priorities</b></li> <li>▪ <b>Fund and manage an effective skills brokerage service, ensuring that employers receive support from a skills broker who is able to identify needs and advise on the most appropriate training and qualifications;</b></li> <li>▪ <b>Support the development of Train to Gain brokers (knowledge base and partnerships), ensuring that issues of company productivity and competitiveness, together with the specific skills needs of individuals, are addressed concurrently during the initial diagnostic process</b></li> <li>▪ <b>Work with the North West Regional Development Agency to ensure appropriate linkages to a reformed information, diagnostic and brokerage service.</b></li> <li>▪ <b>Continue to run the highly successful SkillWorks demand-led workforce development programme, ensuring that it complements rather than competes against the Train to Gain offer. Creating a strong Train to Gain brand on Merseyside that covers the full LSC offer, including SkillWorks</b></li> <li>▪ <b>Invest a further £1 million to support the roll- out of SkillWorks provision to a range of growth sectors on Merseyside, namely: construction, tourism and ICT, to meet employer demand for competitiveness training.</b></li> <li>▪ <b>Support workforce development activities within inward investing companies</b></li> <li>▪ <b>Establish the Train to Gain brokerage infrastructure through which all SkillWorks enquiries will be channelled.</b></li> </ul>	<p><b>Increased delivery of mode 2/3 learning</b></p> <p><b>8,892 starts achieved on Train to Gain</b></p> <p><b>736 outcomes achieved</b></p>

National Priority	Action	Measure of Success
	<p>2.2 Take forward the joint planning of Level 3 and Level 4 training to meet higher skills needs:</p> <ul style="list-style-type: none"> <li>▪ In partnership with the other NW LSCs produce a formal response to the Regional Statement of Priorities that identifies how the LSC, through its planning and purchasing, addresses the Regional skills priorities and the resources committed to these;</li> <li>▪ Progress update to inform 2007/08 Statement (Autumn 2006) produced</li> <li>▪ Work with the RSP to gauge employer satisfaction with the Statement and the actions supporting it;</li> <li>▪ Ensure that Aim Higher Partnerships, Lifelong Learning Networks and others develop progression opportunities to all learners by influencing our providers.</li> <li>▪ Work with providers during the production of development plans and during the allocations and contracting process to identify the Level 3 and Level 4 skills priorities</li> <li>▪ Provide support for employers to access a wider range of skills development activities through Objective One funded activity</li> <li>▪ Procure ESF funded projects that aim to increase progression from WBL programmes, encourage diversity and consider sustainability of the activities beyond the end of the programme.</li> <li>▪ Develop Lifelong Learning Networks to ensure that they develop in a way that increases progression for LSC funded learners.</li> </ul> <p>2.3 Raise the quality of learning and maximise the contribution of CoVEs to responding to the needs of employers:</p> <ul style="list-style-type: none"> <li>▪ Undertake a reassessment of CoVES in line with national priorities</li> <li>▪ Ensure the effective dissemination of best practice by the 9 CoVEs across Greater Merseyside</li> </ul>	<p>Volumes of Level 3 and Level 4 qualifications in priority skills areas</p> <p>Increased progression to WBL, FE and Schools Sixth Forms</p>          <p>9 CoVEs assessed</p> <p>Reaffirmed status confirmed in line with national policy</p>

National Priority	Action	Measure of Success
	<p>2.4 Address the sectoral needs of employers in response to the national Sector Skills Agreements and local skills action plans:</p> <ul style="list-style-type: none"> <li>▪ Undertake effective dialogue with providers to support the shift in mix and balance of provision, ensuring development plans respond to SSAs</li> <li>▪ Ensure the sector skills priorities are embedded in the local Train to Gain programme and brokerage service</li> <li>▪ Undertake capacity building activities with providers within the key national sectors to increase the number of places available across Greater Merseyside</li> <li>▪ Lead joint planning days with the 10 Sector Directors of The Mersey Partnership to provide a co-ordinated approach to the development of skills provision</li> <li>▪ Utilise the Local Skills Agreements in the key sectors of ICT, Construction, Health, Maritime, Food &amp; Drink and ICT, to articulate local employer demand and influence the procurement and delivery of future provision</li> <li>▪ Work with Liverpool Local Authority and Jobcentre Plus to support adults outside of the workforce to develop the skills needed to take up employment within the retail sector, linked to the Grosvenor Retail Development</li> <li>▪ Continue to respond to the increasing demand for local construction provision through working with key partners including Construction for Merseyside</li> </ul>	<p><b>435 places of Business Improvement Techniques</b></p> <p><b>981 places of Information Technology Qualification</b></p> <p><b>881 places of On Site Assessment and Training</b></p> <p><b>451 places of School Support Staff</b></p>
	<p>2.5 Ensure Adult Learning reflects distinct district needs:</p> <ul style="list-style-type: none"> <li>▪ Establish district level adult learning groups to develop and implement an appropriate adult learning offer in each district that delivers balanced and affordable provision</li> <li>▪ Quantify first step provision to ensure that an appropriate range of opportunities is available as part of the adult learning offer to ensure that progression routes are available.</li> </ul>	<p><b>6 District level plans</b></p> <p><b>30% increase in adult Level 2 participation</b></p> <p><b>Increased participation in Skills for Life provision</b></p> <p><b>Increased progression from first step provision to Level 1 and 2 learning</b></p>

National Priority	Action	Measure of Success
	<p>2.6 Address the current inequalities which exist in the participation and achievement of learning and skills:</p> <ul style="list-style-type: none"> <li>▪ <b>Evaluate individual provider's contribution to achievement of EDIMs.</b></li> <li>▪ <b>Where achievement levels are high, effective practice will be disseminated to providers with lower levels of achievement on an individual basis.</b></li> <li>▪ <b>Work with Jobcentre + in relation to the Worklessness Agenda, to improve participation and achievement of adult learners from disadvantaged areas</b></li> </ul>	<p><b>3% increase in achievement of BME learners in FE</b></p> <p><b>2% increase in achievement of BME learners in WBL</b></p> <p><b>3% increase in achievement of male learners in FE</b></p> <p><b>2% increase in achievement of male learners in WBL</b></p>
3. Transform the learning and skills sector through <i>Agenda for Change</i>	<p>3.1 Improve the quality of provision and challenge and withdraw from poor performance:</p> <ul style="list-style-type: none"> <li>▪ <b>Implement a strategic approach to the quality improvement of provision which includes:</b> <ul style="list-style-type: none"> <li>– Individually tailored support packages</li> <li>– The development of good practice networks and peer to peer learning</li> </ul> </li> <li>▪ <b>Support the development of a learning exchange website</b></li> <li>▪ <b>Create a strong focus on continuous quality improvement, ensuring remedial action planning and the withdrawal from provision which remains poor</b></li> <li>▪ <b>Provide support for Colleges in the development and implementation of Recovery Plans as and when needed</b></li> <li>▪ <b>Lead the first 16-19 Competition in order to improve academic Level 3 performance in Sefton</b></li> <li>▪ <b>Provide support to Halton College and Widnes and Runcorn Sixth Form College in relation to a potential college merger in Halton</b></li> <li>▪ <b>Build on the 2006/07 WBL tendering through removal of all WBL that fails to meet the minimum floor targets</b></li> </ul>	<p><b>New Measures of Success introduced and integrated as part of the Annual Planning Review process in 2006/07</b></p> <p><b>Improved WBL provision through:</b></p> <ul style="list-style-type: none"> <li>– <b>Removal of contracts from 4 providers</b></li> <li>– <b>4 New providers introduced</b></li> <li>– <b>Removal of poor provision from 30 providers</b></li> </ul>



National Priority	Action	Measure of Success
	<p>3.2 Drive forward the responsiveness agenda with colleges and providers:</p> <ul style="list-style-type: none"> <li>▪ <b>Extend the Action for Business College initiative to all Colleges across Greater Merseyside</b></li> <li>▪ <b>Building on the successful CoVE programme, we will engage in other activities that increase the responsiveness of providers to employer needs.</b></li> <li>▪ <b>Introduce Train to Gain building on the highly successful SkillWorks brand (See action 2.1)</b></li> <li>▪ <b>Take forward Local Sector Skills Agreements with Colleges as part of the sub-regional partnerships</b></li> <li>▪ <b>Hold joint planning meetings with Colleges and Connexions to provide a strategic approach to increasing the participation of young people in learning, particularly that which leads to a Level 2 qualification</b></li> </ul>	<p><b>7 General FE Colleges achieve the Quality Standard Kite mark</b></p> <p><b>Increased proportion of employer facing provision</b></p>
	<p>3.3 Support colleges and providers to shift the balance and mix of provision, through continuous dialogue and effective three-year development planning:</p> <ul style="list-style-type: none"> <li>▪ <b>Agree challenging but appropriate fee income targets and strategies for FE Colleges, including:</b> <ul style="list-style-type: none"> <li>– <b>Increasing the skills for life provision which contributes towards targets</b></li> <li>– <b>Increasing the proportion of provision which is at full level 2 and 3</b></li> <li>– <b>Improving the level of ‘firstness’ of qualifications</b></li> <li>– <b>Responding to the key local, regional and national priority skills sectors</b></li> <li>– <b>Employer engagement strategies</b></li> </ul> </li> <li>▪ <b>Continue to support the work of College Corporations through annual presentations to the College Boards of Governors</b></li> <li>▪ <b>Build on the excellent borough level relationships, through annual Strategic Briefings to key stakeholders in each district to provide a clear understanding of local priorities and action planning to ensure provision meets future needs</b></li> </ul>	<p><b>LSC priorities reflected in all provider development plans</b></p> <p><b>Ratio of Skills for Life provision contributes 70:30 in 2006/07 as a step towards 80:20 in 2007/08</b></p>

National Priority	Action	Measure of Success
	<p>3.4 Align local financial capital planning to the key priorities for Greater Merseyside:</p> <ul style="list-style-type: none"> <li>▪ <b>Implement a local Capital Plan to support the North West Capital Strategy, which clearly identifies the priorities for future funding</b></li> <li>▪ <b>Identify and develop project activities for the utilisation of ERDF funding including:</b> <ul style="list-style-type: none"> <li>– <b>Enhancing vocational skills opportunities in Liverpool and St Helens</b></li> <li>– <b>Supporting the outcome of the Sefton Competition</b></li> <li>– <b>Supporting WBL providers to expand high quality provision, e.g. Pfl</b></li> </ul> </li> </ul>	<b>£5.7 million ERDF committed</b>
4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs	<p>4.1 Reduce the number of adults who do not possess a full level 2 qualification:</p> <ul style="list-style-type: none"> <li>▪ <b>Deliver the Level 2 Entitlement, targeting priority groups including those aged 50+ and offenders</b></li> <li>▪ <b>Work closely with providers to target first Level 2 qualifications at those not active in the labour market</b></li> <li>▪ <b>Promote the retention and progression of individuals in jobs through the use of Train to Gain to support those assisted into employment</b></li> <li>▪ <b>Ensure NextStep provision meets the local targets for providing individuals without a level 2 with appropriate advice and guidance</b></li> <li>▪ <b>Support the targeting of provision through the effective use of 3 year development plans to influence curriculum mix.</b></li> <li>▪ <b>Develop borough level adult plans to promote progression from first step provision to Level 2</b></li> </ul>	<p><b>8,679 adults participating on full level 2 programmes (FE and WBL)</b></p> <p><b>6 Borough based plans for adult learning</b></p>

National Priority	Action	Measure of Success
	<p>4.2 Prioritise Skills for Life learning that leads to a nationally recognised qualification:</p> <ul style="list-style-type: none"> <li>▪ <b>Continue to shift the balance between target and non target qualification delivery in favour of target bearing qualifications</b></li> <li>▪ <b>Develop plans with the Voluntary and Community Sector to engage hard to reach adults as part of the LSCGM Working Together Strategy</b></li> <li>▪ <b>Gain a better understanding of the reasons for providers delivering lower percentages of skills for life learning that leads to a recognised qualification than others.</b></li> <li>▪ <b>Identify first step opportunities for progression to Skills for Life provision</b></li> </ul>	<p><b>70% of Skills for Life provision contributing toward target by 2006/07</b></p> <p><b>Included within 3yr development plan</b></p>
	<p>4.3 Reduce the volume of residents with basic skills needs:</p> <ul style="list-style-type: none"> <li>▪ <b>Working with LA's/JC+ and colleges to identify borough level issues i.e. Targeting of wards/ SOAs and key groups such as lone parents</b></li> <li>▪ <b>Create linkages between this learning and employment (Skills for Life in workplace)</b></li> <li>▪ <b>Deliver LSCGM Skills for Life Implementation Plan for 2005-2007</b></li> </ul>	<p><b>Reduction in worklessness</b></p> <p><b>Included within 3 yr development plan</b></p>
	<p>4.4 Work in partnership with Jobcentre Plus to deliver skills for adults:</p> <ul style="list-style-type: none"> <li>▪ <b>Develop and implement the local Welfare to Workforce Development Plan for 2006/07 to provide a coherent approach to the planning and procurement of adult provision</b></li> <li>▪ <b>Take forward the Ambition Health programme, working with Job Centre Plus with a view to integrating the programme into mainstream LSC activity from August 2006.</b></li> </ul>	<p><b>Completed development plan</b></p> <p><b>Successful implementation of actions</b></p>

National Priority	Action	Measure of Success
	<p>4.5 Contribute to the social and economic well being of local communities:</p> <ul style="list-style-type: none"> <li>▪ Ensure that learning and skills priorities are embedded in key local strategic plans including:               <ul style="list-style-type: none"> <li>– Liverpool City Business Case</li> <li>– Local Area Agreements</li> <li>– City Growth Strategies</li> <li>– Merseyside Economic Strategy</li> <li>– Community Strategies</li> <li>– Economic Development Strategies</li> </ul> </li> <li>▪ Integrate mainstream provision into key regeneration activities e.g. the City Centre Retail Strategy and the implementation of local economic development strategies (e.g. Knowsley Employment and Skills Strategy)</li> <li>▪ Influencing and contributing to the work of Local Strategic Partnerships</li> <li>▪ Continue to provide a leadership role within the sub-regional partnership to revise the City Region Development plan (Sept 06) ensuring that Learning and Skills Priorities are reflected within and relevant to the overall strategy.</li> <li>▪ Provide targeted support for low skills adults under threat of redundancy to support transition to new employment</li> </ul>	<p>Clear understanding by LSP/LA/Chief Executives of LSC Adult offer.</p> <p>Positive trend in LSP targets and children and YP Plans.</p>
	<p>4.6 Ensure effective delivery of the Offenders' Learning and Skills Service:</p> <ul style="list-style-type: none"> <li>▪ Implement the findings from the National evaluation</li> <li>▪ Identify and disseminate good practice within the provider base in the Region</li> <li>▪ Introduce learner tracking system and, with partners, set a target for learner transition</li> <li>▪ Establish an Offender Learning Centre by a lead partner in Merseyside</li> <li>▪ Support and implement the Reducing Re-offending Action Plan.</li> </ul>	<p>Offenders across Greater Merseyside are supported in learning and to achieve Skills for Life and Level 2 qualifications</p> <p>Successful transition from custody to community for young people and adults</p>

National Priority	Action	Measure of Success
5. Improve the skills of workers who are delivering public services	<p>4.7 Ensure the delivery of effective advice and guidance for adults:</p> <ul style="list-style-type: none"> <li>▪ <b>Refocus the Greater Merseyside IAG Strategy Group to respond to the wider IAG issues</b></li> <li>▪ <b>Provide a cohesive offer of information advice and guidance to adults aged 20+ that links learning, skills and jobs, focusing on adults with below level 2 skills</b></li> <li>▪ <b>Develop a network of high quality providers of advice and guidance</b></li> </ul>	<p><b>(tbc on confirmation of the budgets)</b></p> <p><b>Adults receiving information, advice and enhanced guidance</b></p> <p><b>Providers achieving Matrix quality standard</b></p>
	<p>5.1 Work with Local Authorities and other public sector organisations to develop a strategic approach to improving the skills of workers delivering public services:</p> <ul style="list-style-type: none"> <li>▪ <b>Agree apprenticeships targets with the six LSCGM Local Authorities as part of the Local Skills Agreement to increase the number of apprentices in the public sector</b></li> <li>▪ <b>Engage with Local Authorities to support workforce development planning through the Local Authorities Merseyside Capacity Building and Learning Group</b></li> <li>▪ <b>Develop a Local Skills Agreement with Local Authorities that develops further the recommendations arising from the consultancy report on Local Authority WFD</b></li> </ul>	<p><b>Local Skills Agreement for Local Authorities in place.</b></p> <p><b>Apprenticeship places and framework completions secured.</b></p>
	<p>5.2 Addressing the recruitment and skills needs of the public sector and supporting individuals to access public sector (Local Authority) employment opportunities</p> <ul style="list-style-type: none"> <li>▪ <b>Support the entry of disadvantaged young people and adults into employment within the public sector utilising £4.5 million of Objective One resource (Priority 2 M13), including:</b> <ul style="list-style-type: none"> <li>– <b>The development of customised training programmes</b></li> <li>– <b>Working with partners to develop specific district -led projects that build on the needs of each Local Authority area.</b></li> </ul> </li> <li>▪ <b>Encourage public sector employers to access the regional public sector brokerage service to identify skills needs and solutions</b></li> </ul>	<p><b>1,500 Beneficiaries supported</b></p> <p><b>360 Qualifications obtained</b></p> <p><b>804 Beneficiaries accessing employment</b></p> <p><b>70% Beneficiaries to gain a positive outcome post learning</b></p>

National Priority	Action	Measure of Success
	<p>5.3 Support the delivery of the Children's Workforce Development Strategy:</p> <ul style="list-style-type: none"> <li>▪ <b>Work with the Children's Development Council in the North West to develop appropriate provision for this sector</b></li> <li>▪ <b>Ensure the alignment of Train to Gain activity across Greater Merseyside</b></li> </ul>	<p><b>Schools successfully involved</b></p>

National Priority	Action	Measure of Success
	<p>5.4 Maximise the opportunities for sector skills development, particularly in relation to higher level skills:</p> <ul style="list-style-type: none"> <li>▪ <b>Support the development of a Greater Merseyside Health and Social Care Alliance</b></li> <li>▪ <b>Work with partners to take forward locally the Skills for Healthcare and SSA and work with providers to offer the new qualifications e.g. the Joint Care models for Health and Social care;</b></li> <li>▪ <b>Utilise the evaluation of the NHS and Social Care Academy to inform local decision making relating to the academy- e.g. the potential to mainstream activity and ensure that provision is flexible to the needs of employers;</b></li> <li>▪ <b>Support Skills for Health in their work in investigating the potential for the introduction of a foundation degree in Nursing with 2 Merseyside Universities.</b></li> <li>▪ <b>Continue to deliver the local pilot for the delivery of the new school support staff VQ level 2 and level 3, whilst also supporting the delivery of other NVQs &amp; the new ITQ</b></li> <li>▪ <b>Provide WFD support to schools via the continued implementation of liP</b></li> <li>▪ <b>Work with the prison service, probation and youth offending teams to develop appropriate workforce development plans to ensure the new OLASS service is delivered effectively</b></li> <li>▪ <b>Evaluate the work with Knowsley Local Authority and ten local schools on the wok-life balance project (part of the new liP framework) to explore the potential for the wider mainstreaming of similar activities;</b></li> <li>▪ <b>Working with St Helens Local Authority and local schools, evaluate the project that enables school support staff to train as exam invigilators and staff cover supervisors to explore the potential for the future funding of such activities within other LSCGM districts.</b></li> </ul>	<p><b>Projected figure for 06/07 is 529 staff</b></p> <p><b>Qualification outcomes to be confirmed</b></p> <p><b>Number of liP Commitments, recognitions, reviews (for re-recognitions)</b></p>

National Priority	Action	Measure of Success
6. Strengthen the capacity of the LSC to lead change locally	6.1 Develop and deliver high-level leadership skills to transform the sector: <ul style="list-style-type: none"> <li>▪ <b>Develop new Partnership Teams to deliver first class leadership and management, supported by new business processes, through <i>Agenda for Change</i> Theme 7.</b></li> <li>▪ <b>Contribute to and participate in local and regional development activities to embed <i>Agenda for Change</i></b></li> <li>▪ <b>Ensure individual and team development is aligned to the outcomes of the assessment and selection process</b></li> </ul>	<p><b>New structure in place by June 2006</b></p> <p><b>6 geographically based partnership teams in place</b></p> <p><b>1 economic development team in place</b></p>
	6.2 Embed equality and diversity in all we do: <ul style="list-style-type: none"> <li>▪ <b>Deliver training sessions to all staff in order to implement the Equality and Diversity agenda, including the delivery of EDIMs and age equality to ensure that we close the gap in current participation and achievement levels of key cohorts</b></li> <li>▪ <b>Update the Race Equality Scheme Action Plan for years 2 and 3 and implement appropriate actions</b></li> <li>▪ <b>Take appropriate action to respond to the requirements of the DDA 2006, including the implementation of the Disability Equality Scheme</b></li> <li>▪ <b>Ensure providers are able to meet their equality and diversity commitments</b></li> </ul>	<p><b>All staff attend equality and diversity training</b></p> <p><b>Updated action plan in place</b></p>
	6.3 Harness the power and influence of our non-executives: <ul style="list-style-type: none"> <li>▪ <b>Ensure appropriate mix of knowledge, skills and diversity of LSCGM Council members</b></li> <li>▪ <b>Review the structure and terms of reference of Council and Committee meetings to reflect LSC priorities</b></li> <li>▪ <b>Further develop Council members as ambassadors for the LSC</b></li> </ul>	<p><b>LSCGM Council members designated as ambassadors in the context of their interests, skills and experience</b></p>



National Priority	Action	Measure of Success
	<p>6.4 Engage and influence partners at an operational and strategic level by:</p> <ul style="list-style-type: none"> <li>▪ <b>Providing leadership in sub-regional partnerships including joint lead on employment and skills for the City Region Development Plan</b></li> <li>▪ <b>Continuing to lead 14-19 Partnership Groups in each borough, ensuring alignment to the Children's Agenda, linking into Economic Wellbeing district groups</b></li> <li>▪ <b>Board membership of Local Strategic Partnerships, with active representation on key sub-groups</b></li> <li>▪ <b>Playing a key role in the Joint Area Reviews, including the implementation of the Wirral JAR action plan</b></li> </ul>	<p><b>LSCGM provide strategic leadership on education and skills across the sub-region</b></p>

## Our Delivery Resources

### Partnership Working

- 94 The LSC is determined to fulfil its leadership role and to bring the necessary drive, urgency and ambition to the reform of learning and skills. However we cannot achieve what we need to on our own, and need our many partners to work with us on a shared approach to planning and funding.
- 95 Partnership is fundamental to the delivery of LSC objectives. LSCGM is keen to engage with a wide network of partners and organisations in Greater Merseyside to address the learning agenda and we will ensure that this engagement is effective, efficient and directly relevant to the achievement of our targets and strategic objectives. We will communicate and co-operate with partners to;
- Achieve strategic alignment on common targets and objectives
  - Ensure effective and complementary use of funding
  - Share information on e.g. data, progress towards targets, emerging policy, so that we have an effective understanding of each partner's potential contribution and how that may be enhanced through building capacity
- Locally we have developed strong strategic relationships which we will build upon over the forthcoming 12 months. In particular we will:
- Work closely with Local Authorities and Connexions relating to the development of 14-19 provision
  - Work with the newly created Children's and Young People's Services
  - Extend our relationships with College Governors
  - Strengthen our work with Jobcentre Plus to provide a coherent approach to the planning and procurement of adult provision
  - Liaise with Merseytravel and local authority led transport partnerships to ensure that accessibility planning is an integral part of 16-18 provision
  - Work with Liverpool Council to provide joint leadership on employment and skills in the City Region Development Plan
  - Support Local Strategic Partnerships on the development and implementation of Local Area Agreements
  - Work with The Mersey Partnership and the Sector Directors to take forward skills development in the key sectors for Greater Merseyside
  - Strengthen our work regionally relating to skills and economic development through work with the North West Development Agency and the Regional Skills Partnership
- 96 We will, through agenda for change, improve our capacity locally to work productively with colleges and providers at strategic and curriculum level. Our internal programme of restructuring will develop six Partnership Teams, each will the skills, knowledge and resource to provide a borough focus to our activities.

## **Local Council**

- 97 We want to make the most of our Council and Committees and harness the power of our non-executives. Through ensuring an enhanced mix of knowledge, skills and diversity of our Council members, we will increase the influence and impact of the LSC both locally and regionally. For 2006/07 we aim to use Council members as ambassadors to support our objectives and help contribute to the delivery of our Annual Plan.

## **Equality and Diversity**

- 98 LSCGM 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 Sex Discrimination Act, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or belief and age (due to come into effect in 2006). Our actions and activities which are covered in this plan will be underpinned by and reflect the Council's Race Equality Scheme and the Council's Equality and Diversity Strategy 2004-07.
- 99 The Disability Discrimination Act 2005 builds on and extends earlier disability discrimination legislation, and introduces a new duty on all public bodies to promote equality of opportunity for disabled people. This duty will be reflected fully within our Equality and Diversity Strategy to ensure compliance with this act and in promoting good practice.
- 100 The Learning and Skills Council recognises its statutory duties under Race Equality legislation and emerging duties around Disability and Gender Equality. As a local office we will work in partnership with colleagues at Regional and National level to support the process of Equality Impact Assessments across all functional areas.
- 101 Through targeted work with our providers we have raised the profile of the equality and diversity challenges within our provision. We have supported providers in the implementation of the equality and diversity agenda. We will continue to measure the impact we are having in delivering equality and diversity in learning and skills provision through our EDIMs, which are to:
- Reduce any disparity in participation and success rates between those learners with declared disabilities and those without declared disabilities.
  - Reduce any disparity in participation and success rates between those learners from deprived wards and those from less deprived wards.
  - Reduce any disparity in participation and success rates between Black and Minority Ethnic learners and Non-Black and Minority Ethnic learners.
  - Reduce any disparity in participation and success rates between male and female learners.

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

- 102 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.

This is also being embedded within the Strategic Area process and within our new business cycle.

- 103 Currently, LSCGM is working collaboratively with the other NW LSCs, on a Regional review of provision for Learners with Learning Difficulties and/ or Disabilities. This review will build on existing activity to date, in particular the National Review of Provision for Learners with Learning Difficulties and /or Disabilities, chaired by Peter Little CBE, and the subsequent published report 'Through Inclusion to excellence'.
- 104 We recognise that there is a valuable opportunity to work with national, regional and local stakeholders to share their knowledge thus enabling us to build up a complete picture in order that appropriate provision can be put in place. Upon completion of the Regional Review, LSCGM will discuss the recommendations with local partners to ensure that local district level priorities are addressed.

### **Sustainable Development**

- 105 The LSC has a vision of a learning and skills sector that is committed and contributes to sustainable development through the management of resources, the learning opportunities it delivers and its engagement with communities. In Greater Merseyside we will support that vision by raising awareness amongst providers and partners of the Sustainable Development Strategy and helping to identify and train champions in our local office and in each college and training provider.

### **Health and Safety**

- 106 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.

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