

# Hampshire and Isle of Wight Learning and Skills Council Annual Plan 2006-07

## May 2006

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

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## Our vision

The Hampshire and Isle of Wight Learning and Skills Council's Annual Plan for 2006-07 sets out an ambitious and challenging agenda. The Plan builds on recent years of substantial progress and success and sets out the key changes and actions that we must deliver if we are to deliver our vision of *creating a highly responsive system of learning and skills provision that meets the needs of learners, employers and communities*.

Our vision is supported by five key priorities:

- Across Hampshire and the Isle of Wight, 14-19 collaborative consortia / clusters led by schools and colleges have been established in order to enable young people to access the curriculum that is right for them and to progress seamlessly in order to fulfil their potential. It is clear that some are more effective than others. Our task for 2006-07 is to focus on those where improvements need to be made and in particular improve choice and access to high quality vocational provision.
- Hampshire and Isle of Wight is fortunate in having a provider network where a significant proportion of the curriculum that is delivered is of excellent or good quality and almost all of the rest is satisfactory. We do not believe, however, that 'satisfactory' is good enough for our learners. If we are to make the necessary changes required to improve apprenticeship completions and achievement at level 2 then a continuous drive in quality improvement must be implemented.
- Our businesses need access to a high quality training service supported by information and advice. In particular, businesses require a provider network that is flexible and responsive to their needs and able to provide on site assessment and training services. Our challenge this year is to complete our accredited network of Action for Business providers, supported by Centres of Vocational Excellence, and to offer on site assessment and training services to key sectors of the economy.
- Strengthening the role of the local LSC in economic development will be supported in part by the delivery of level 2 and Skills for Life qualifications for adults. Our commitment to this priority will be achieved by our continued drive to increasing the proportion of adult funding that is allocated to provision which is of high priority and contributes to national targets.
- Finally, we have an opportunity to significantly improve the quality of the post-16 estate. Our Local Capital Plan sets out a clear rationale for future capital support with an estimated total capital investment of £435m over the next 5-10 years. Successful implementation of this plan has the potential to transform the reputation of the sector in the eyes of employers, learners and communities.

Internally, 2006-07 will be an important year for the new structure of the LSC, involving the development of a strong regional office, and locally, the creation of four partnership teams in order to improve working relationships with providers and key stakeholders. Bringing about this change and continuing and building on the excellent progress achieved last year will be no easy task.

We look forward to working with our key partners and providers over the coming year in order to achieve the priorities and actions contained in this plan.

**Terry Scriven**  
**Chair**

**Hilary Chadwick**  
**Executive Director**

## Our priorities

### National

The Learning and Skills Council (LSC) has published the second **Annual Statement of Priorities** which will take us further forward in our aim of transformation. The LSC's six priorities for 2006/07 are to:

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

### Regional

In the South East a **Regional Statement of Priorities** has been published. Our priorities for 2006-07 respond to each of the national priorities, It is, however, important to set out a small number of key priorities which, although not necessarily more important than others, will form cornerstones of our regional approach. Our **four key priorities** for 2006-07 and beyond are:

1. To develop the number, range and quality of **Apprenticeships and other vocational opportunities** - in skill centres and elsewhere - to increase the number of young people reaching Level 2 qualifications and above by the age of 19.
2. To build a **network of 30 accredited Action for Business Colleges** as the core network of high quality, flexible providers of choice for delivering 'Train to Gain' and meeting employers' needs.
3. To implement a **£1.4 billion capital improvement strategy** to ensure that further education takes place in buildings fit for the 21st century and to improve quality and levels of participation and achievement.
4. With a view to 2007-08 and beyond, to develop the South East **Action for Communities model** with providers and other partners to ensure that there is a wide range of accessible learning provision in the community and that LSC funding reaches those most in need, including economically inactive people who wish to work.

## Our targets

### Under priority 1, for young people:

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

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

Locally we need an additional **503** young people to gain a Level 2 in 2007/2008 compared to 2005/06.

### Under priority 2, for adults:

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

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

Locally we plan to deliver **3,285** full Level 2 qualifications through further education and work-based learning in 2006/07.

In addition, we will also deliver **1,581** first full Level 2 qualifications through NETP.

### 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 **7,473** learners to achieve Skills for Life qualifications in 2006/07.

### Underpinning both priorities 1 and 2, for Apprenticeships:

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

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

Locally we aim to raise the number of completions to **1,625** in 2006/07 – a completion rate of 50% compared to 42% in 2004/05.

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

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

## **Our values**

Our values set out for us the way we work.

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

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

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

## Strategic analysis

Our strategic analysis has been informed by our annual learning and skills assessment, conclusion of the Strategic Area Review, performance monitoring and local area analyses (12 in total).

### Socio-economic overview

Hampshire and the Isle of Wight is a key sub region of the South East economy, providing about one fifth of the regional output and important gateway functions with a total of workforce of some 944,000. It is a very diverse area with significant concentrations of employment and people in the urban areas of Southampton and Portsmouth, large rural areas in parts of Hampshire and on the Isle of Wight, and a relatively prosperous economy in Mid and North Hampshire.

The sub region is by no means homogenous. Throughout the area, and especially in some coastal and urban locations (including Southampton, Portsmouth, Gosport, Havant, the Isle of Wight, Farnborough, Aldershot, Andover, Bordon / Whitehill and Basingstoke), there are areas of real disadvantage. In such areas, a significant proportion of adults have basic skill needs or low levels of qualifications and high proportion of young people are not in education and training.

Of particular relevance to the LSC is the South East England Assembly's draft plan, which proposes high levels of housing growth to 2006 (currently 28,900 houses per annum). This will heavily impact on the demand for skills. The importance of developing the region's infrastructure, including learning and skills, has increasingly been recognised as critical to supporting such growth. Much of the growth will be in designated areas, one of which is South Hampshire (a 'growth point') where 4,000 homes per annum are proposed over the period 2006 – 2026. Basingstoke and Farnborough (part of the Blackwater Valley) are also cited.

Hampshire and the Isle of Wight has a total population of nearly 1.8 million<sup>1</sup>, with some 900,000 people in employment<sup>2</sup>. The ethnic minority population is relatively low at around 3.1%<sup>3</sup>, the largest of which is in Southampton (7.6%). An overall population increase of 2.3% is forecast between 2003 and 2008 (above the national average but below the regional one). The 16-18 population is forecast to increase from 69,600 in 2003 to 72,400 by 2008 but to fall back again to 66,900 by 2013<sup>4</sup>.

Economic activity rates are relatively high at 82% compared with an England average of 72%. Unemployment has continued to fall and is now very low at 1.3% (September 2005). Employment projections for Hampshire and Isle of Wight indicate a continuation of the strong trend towards service sector growth and a decline in the manufacturing sector. Between 2004 and 2014<sup>5</sup> it is forecast that there will be an average annual increase of 6,000 jobs in the service sector and a decrease of 1,000 jobs in the manufacturing sector. Over the same period the largest growth in occupations is forecast in managers and professionals (27.9%), personal services (26.9%) and sales and customer service (16.8%).

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<sup>1</sup> ONS 2005

<sup>2</sup> Labour Force Survey 2003 - the figure of 900,000 includes self employed workers.

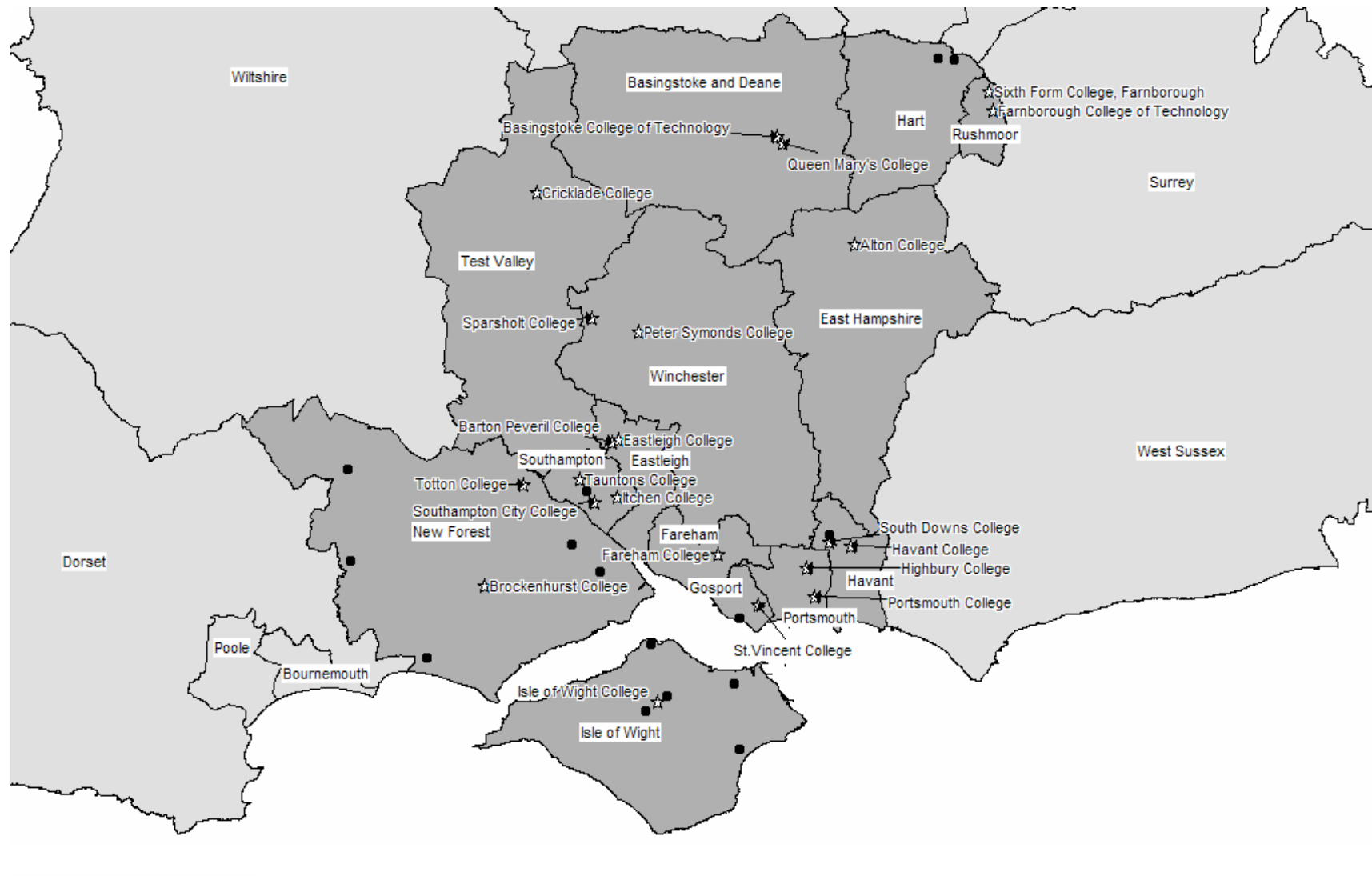
<sup>3</sup> 2001 Census

<sup>4</sup> ONS 2003-based sub-national population projections

<sup>5</sup> Working Futures 2004



**Figure 1: Hampshire and Isle of Wight – Location of FE Colleges and School Sixth Forms**



**Key**

- ☆ Further Education Colleges
- School Sixth Forms

## Young people

### Progress and performance

- There continues to be strong and consistent growth across all streams of provision in 16-18 participation. Between 2003/04 and 2004/05, the number of young people in Further Education (FE) Colleges increased by 6.4% whilst those in School Sixth Forms and in Work-based Learning (WBL) increased by 4% and 6% respectively. All these rates of increase were well above regional averages.
- The local target for Apprenticeship starts for 2004/05 was exceeded; 4,445 starts achieved against a target of 3,773 (117.8% of the target), underpinned by the joint development with Connexions of the Year 11 Offer.
- There has been a small improvement in the percentage of young people on an entry to employment (e2e) programme with a positive progression outcome; from 40% to 42% between 2003/04 and 2004/05.
- 75% (16,003) of young people in Hampshire and Isle of Wight reached a level 2 qualification by age 19 in 2004 (2<sup>nd</sup> highest in the country)<sup>6</sup>. Significantly, 23% of 19 year olds achieved their qualification between the ages of 16 and 19, against a regional average of 17%.
- 47.6% (10,149) of young people in Hampshire and Isle of Wight reached a level 3 qualification by age 19 in 2004, below the regional average of 49.2%, but above the national average of 42.3%.
- In 2004/05, 7,050 young people registered for an Education Maintenance Allowance with 5,500 on programme at the end of the year – the highest actual and proportional take up (based on eligible groups) in the South East. By Quarter 2 in 2005/06 there were already 13,000 applicants.
- 14-19 Strategies for all three unitary authorities and Hampshire County Council are now in place or in development. Nine 14-19 consortia have been established all of which are working towards the development of a 14-19 Learner Entitlement.
- 13 Increased Flexibility Partnerships have been established, providing significant additional vocational opportunities for 7,500 young people at Key Stage 4 and a platform for further joint 14-19 working.
- 2,000 young people from 34 secondary schools have benefited from the successful pilot of the on-line guidance and work experience system (A Plan for Life – AP4L).
- Hampshire and the Isle of Wight has the lowest number of specialist placements going out of area in the South East reflecting the quality and breadth of local provision and the local LSC approach to placements, mainstreaming and sharing of best practice.

### Outstanding issues and challenges

#### *Participation and achievement*

- Despite strong growth in 16-18 participation, significant pockets of relatively low participation in post-16 learning (below 65%), continue to exist, particularly in areas of multiple deprivation such as in Portsmouth and Southampton.
- Despite an improvement in 2004, the percentage of 16-18 young people not in education, employment and training (NEET) has increased from 5.3% in

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<sup>6</sup> LSC/DfES administrative data 2004

November 2003 to 6.1% in November 2005<sup>7</sup> due to a decrease in the number of unknowns and the number of young people in full time employment. Of particular concern is the rising proportion of NEETs in Portsmouth (11.3%), Southampton (11.0%) and Andover (9.6%).

- In several areas there exist below national and regional average rates for 5 or more A\*-C GCSE passes, e.g. Southampton (47.1%), Portsmouth (46.0%) and Isle of Wight (45.5%). Of most concern is the performance of the Isle of Wight – the worst of its statistical neighbours by a significant margin and with no sign of improvement over the last six years.

### ***Access to an appropriate curriculum***

- Improving, but still patchy, collaboration between schools, colleges and work-based learning providers across the 14-19 phase.
- Lack of vocational provision, particularly at levels 1 and 2, in several areas, including Central Portsmouth, East Hampshire, Winchester and Gosport.
- Insufficient information on the range of learning opportunities and progression routes available to young people in travel-to-learn areas and across the sub-region.
- The demand for apprenticeships is outstripping the number of employers willing to offer a placement.
- Insufficient apprenticeship and e2e offer in the City of Southampton.

### **Adult skills**

#### **Progress and performance**

- There has already been strong progress towards achieving the new 2004 – 2007 target for Skills for Life qualifications, underpinned by the work of the Essential Skills Support Unit (ESSU). In the first year, to July 2005, 12,709 have been achieved, representing 57% of the three year target.
- We have been successful in increasing the proportion of FE 19+ funding allocated to high priority provision that contributes to the national targets from 18% to 23% between 2003/04 and 2004/05 (see Skills Matrix);
- Adult participation in FE fell significantly (by 17.5%) between 2003/04 and 2004/05, reflecting the reduction in FE 'Other' being replaced by priority learners. Participation in Adult Community Learning fell by 7.5% over the same period. Further decreases are expected in 2005/06 and 2006/07, in line with the policy statements outlined in 'Priorities for Success'.
- Sector Action Plans for our five priority sectors were implemented (supported by developments such as CoVEs and substantial ESF support); emerging economically significant sectors have been identified in business services, tourism & hospitality and transport & logistics.

#### **Outstanding issues and challenges**

##### ***Adult skill needs***

- A significant proportion of adults of working age (16+) remain without a level 2 qualification (34.7%)<sup>8</sup>. Whilst Hampshire and Isle of Wight is ranked 9<sup>th</sup> out of the

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<sup>7</sup> South Central Connexions Destinations Data - November 2005

<sup>8</sup> LFS Spring 2005

47 local LSC areas in terms of the proportion of workforce qualified to level 3, for level 2 it drops to 29<sup>th</sup>.

- In some of our communities (e.g. Andover, Southampton, Portsmouth, Isle of Wight, Havant, Gosport) a significant proportion of the working age population has essential skill needs and / or few or no qualifications or experience of learning. Overall, 7% (for literacy) and 43% (for numeracy) of adults in Hampshire and the Isle of Wight have skill levels below level 1<sup>9</sup>. In Portsmouth, Southampton and the Isle of Wight these figures rise to 10% and 50% respectively.
- There are a number of sectors where a significant proportion of the workforce has sub level 2 qualifications: hotels and restaurants (31%), construction (25%), retail (24%) and transport and communications (24%).<sup>10</sup>

### ***Widening participation***

- There is evidence of low levels of participation by low-skilled adults, particularly in some of our most deprived areas, and in rural areas isolated by geography and lack of access to services.
- Very high economic activity rates and predicted employment growth necessitate targeting particular groups at the margins of the labour force (e.g. older works, economically inactive adults).

### ***Employer skill needs***

- 18.5% of businesses in Hampshire and Isle of Wight reported skill gaps in 2005 (SE average of 18.4%); 8.4% reported hard to fill vacancies and 3.6% reported skill shortage vacancies<sup>11</sup>.
- 18% of employers in Hampshire and Isle of Wight reported skill gaps in literacy with a similar proportion (17%) with skill gaps in numeracy.
- It is estimated that there are currently 1,300 vacancies for managers, 59% of which were considered hard-to-fill.

### ***Sector skill needs (priority sectors)***

- ***Construction*** – employing 5%<sup>12</sup> of the workforce and forecast to grow by 10% by 2014<sup>13</sup>, the sector faces acute skill shortages in management, technical design and project management skills, low levels of qualifications (16% below level 2), low incidence of training, and a lack of apprenticeships. A key challenge in 2006/07 will be to build on the successful national pilot ‘the On Site Assessment and Training (OSAT) delivery model’ which has doubled the achievement rate of level 2 achievement in the sector but from Sept 06 will need to be funded through mainstream participation budgets.
- ***Health and social care*** – employing 11% of the workforce and forecast to grow by 12% by 2014, the competitiveness of the sector is threatened by low levels of qualifications (20% of employees below level 2), a reluctance by employers to train and higher than average hard-to-fill vacancies and skill gaps.
- ***Marine, engineering and manufacturing*** – a key driver and wealth generator, but facing skill shortages particularly in professional and technical occupations,

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<sup>9</sup> Skills for Life Survey, DfES, 2002/03

<sup>10</sup> LFS Spring 2005

<sup>11</sup> National Employer Skills Survey (NESS) 2005

<sup>12</sup> Employment share statistics – ABI 2003

<sup>13</sup> Sector forecasts – Working Futures (2) 2005

forecast declines in employment, compounded by an ageing workforce and negative perceptions amongst young people towards a career in the industry.

- **Retail** – employing 13% of the workforce and forecast to grow by 10% by 2014, the sector has low levels of qualifications (22% of employees below level 2), higher than average proportion of the workforce with skill gaps, limited training and the variety of career paths that exist are not well known.
- **IT users and e-learning** – user skills are now critical for most industries yet they are not adequately addressed. There is a lack of understanding and knowledge about what is on offer and how it can be applied to the workplace. A key priority within the national E-Skills Sector Skills Agreement is to focus on delivering the iTQ qualification at level 2 and above for IT users and level 3 and above for IT professionals.

## Infrastructure and quality

### Progress and performance

- Significant progress has been made to improve responsiveness to employers' and sectoral needs. 16 Centres of Vocational Excellence (15 of which are led by Hampshire & Isle of Wight providers and one of which is currently suspended due to a grade 4 inspection result) have been approved for interim or full status. 9 FE Colleges are working towards Action for Business accreditation. Highbury College has already been accredited.
- The completion of our Strategic Area Review in 2005 has pinpointed those areas and sectors where the local LSC needs to prioritise funding and where the current configuration of provision is not meeting the needs of learners and employers.
- Our Local Capital Plan has been published setting out a clear rationale for future capital support and estimating a total capital investment of £433m over the next 5-10 years.
- 5 of our 22 FE Colleges have Beacon status. 13 of them were cited in the list published recently by Ofsted as some of the most successful in the country.
- A steady improvement in success rates for young people and adults has been achieved with an increase in overall FE success rates from 75% in 2003/04 to 76.4% in 2004/05. The success rates of 16-18 year olds in 2004/05 (44%) remained above the South East (38%) and national (40%) averages.
- Overall, our average inspection grades for post-16 providers remain the highest in the South East: 2.39 compared to the South East and England averages at 2.62 and 2.67 respectively. Only three of our FE Colleges and one of our WBL providers have a grade 4 curriculum area. Post Inspection Action Plans are being implemented and the risk of failure at re-inspection is deemed to be low.
- All 4 of our Local Authority ACL providers were inspected in 05/06, all of whom achieved satisfactory to good results. One achieved a Grade 1 for family learning and was considered by ALI as a model of good practice. This represents a significant turnaround from the position two years ago when all four providers were considered to be at risk of poor inspection results.
- The recent findings of the Hampshire & Isle of Wight Value Added Project revealed that Black students and students of mixed race typically performed less well than Indian, White British and Chinese students. Encouragingly, however, there have been significant improvements in the performance of mixed race students.

## Outstanding issues and challenges

### ***Employer responsiveness***

- In the South East only 25% of employers use FE Colleges compared to a national average of 30%<sup>14</sup>. Generating increased levels of full cost provision from employers will be a key challenge for General FE Colleges in particular.
- 9 FE Colleges in Hampshire and the Isle of Wight are currently seeking accreditation against the Action for Business standard.
- All of the existing 15 CoVEs will face reassessment over the next 18 months. An assessment will need to be made of the impact of the proposed national Quality Mark. Highbury College has been selected as one of two colleges from the South East to pilot the new Quality Mark.

### ***Sufficiency and adequacy of post-16 provision***

- ***Fareham and Gosport*** – lack of vocational provision at levels 1 and 2 (particularly in Gosport), intense competition at level 3 in Gosport, significant outflow of learners from Fareham (particularly at level 3) ineffective collaborative arrangements and problems with the FE estate.
- ***Central Portsmouth*** – lack of vocational provision at levels 1 and 2 in Central Portsmouth - set against a backdrop of poor FE estate, relatively low post-16 participation, retention and achievement rates in some of the most deprived wards of Portsmouth, progression rates to level 3 half that of other parts of Portsmouth and South East Hampshire, and significant numbers of NEETs (11.3%).
- ***Southampton*** – continuing but decreasing drift of post-16 learners from Southampton to post-16 institutions outside the City is intensifying competition between local providers which in turn is threatening the viability of the post-16 network. This is set against a backdrop of relatively poor achievement rates at GCSE, persistently high numbers of NEETs (11%) and relatively poor post-16 participation and retention rates in some of the most deprived wards of the City.
- ***Isle of Wight*** – relatively high post-16 participation rates but achievement levels at 16 (static for last six years) and 18 below national levels, unsustainably small class sizes in school sixth forms, lack of balance between academic and vocational provision and ineffective collaborative arrangements to address key issues and provide adequate progression pathways for young people.
- ***Mid and North Hampshire*** – lack of vocational provision at levels 1 and 2 in certain parts of the area including Winchester, East Hampshire and parts of the Test Valley. Underdeveloped 14-19 collaboration in North East Hampshire.

### ***Post-16 accommodation - quality and space utilisation***

- An assessment of FE Colleges' quality and space utilisation in March 2005 revealed that 33% of the accommodation in Hampshire and the Isle of Wight was of poor quality, although this was lower than the regional average of 43%.
- 63% was overcapacity (estates of the GFE Colleges were found to be too large for current student numbers).
- Conversely, several of our Sixth Form Colleges and School Sixth Forms have estates which are too small for their current and forecast student numbers.

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<sup>14</sup> National Employer Skills Survey (NESS) 2005

- An estimated total capital investment of £435m will be required over the next 5-10 years in order to improve quality, address local need and demand and improve the long term financial health of our FE Colleges.

***Quality of provision and viability of the provider network***

- Implementation of Post Inspection Action Plans in order to address the four Grade fours in FE Colleges and WBL providers.
- Succession and transition planning for FE managers, facilitating self improvement in the post-16 network and improving the performance of work-based learning in FE Colleges.
- Improving the performance of minority ethnic groups, particularly Black students.
- Viability of post-16 provision in Fareham and Andover.

## Skills matrix

The LSCs in the South East have developed the **Provision Mix Matrix** to steer the allocation of FE 19+ funds (and Train to Gain provision funds) and to ensure the prioritisation of public funding for national and regional priorities and targets.

*South East Matrix, shows total adult funding based on 2003-04 F05 data compared with 2004-05 F05 data.*

		High Priorities (eg: Construction, Engineering, Business, Health, Retail, Maths, English, SfL/foundation)	Medium Priorities (eg: Land Based, Hospitality, Hairdressing, Science/Maths)	Low priority provision (eg: everything else)	Total
Provision contributes to National Target (i.e.: Skills for Life; full Level 2; full Level 3)	03-04	(17%) £37,848,853	(6%) £12,740,311	(3%) £6,455,391	(26%) £57,044,555
	04-05	(20%) £45,770,188	(6%) £14,679,563	(3%) £7,765,186	(30%) £68,214,938
Provision could contribute to National Target (eg: single GCSEs or A levels)	03-04	(1%) £1,060,756	(1%) £1,577,021	(3%) £5,527,542	(4%) £8,165,319
	04-05	(0%) £853,302	(1%) £1,444,969	(2%) £4,930,280	(3%) £7,228,552
Provision does not contribute to National Target (ie Basic Skills non target, Other and NQF)	03-04	(25%) £54,205,769	(10%) £21,419,560	(36%) £79,113,669	(70%) £154,738,998
	04-05	(37%) £84,913,669	(9%) £20,835,255	(22%) £49,921,304	(67%) £155,670,228
Total	03-04	(42%) £93,115,378	(16%) £35,736,892	(41%) £91,096,602	£219,948,872
	04-05	(57%) £131,537,159	(16%) £36,959,788	(27%) £62,616,771	£231,113,718

*Hampshire and Isle of Wight matrix shows total adult funding based on 2003-04 F05 data compared with 2004-05 F05 data.*

		High Priorities (eg: Construction, Engineering, Business, Health, Retail, Maths, English, SfL/foundation)	Medium Priorities (eg: Land Based, Hospitality, Hairdressing, Science/Maths)	Low priority provision (eg: everything else)	Total
Provision contributes to National Target (i.e.: Skills for Life; full Level 2; full Level 3)	03-04	(18%) £9,332,772	(6%) £2,992,892	(2%) £903,214	(25%) £13,228,878
	04-05	(23%) £12,215,308	(7%) £3,876,616	(2%) £1,051,327	(33%) £17,143,251
Provision could contribute to National Target (eg: single GCSEs or A levels)	03-04	(0%) £220,639	(1%) £386,914	(3%) £1,628,072	(4%) £2,235,625
	04-05	(0%) £148,804	(1%) £382,489	(3%) £1,458,823	(4%) £1,990,116
Provision does not contribute to National Target (ie Basic Skills non target, Other and NQF)	03-04	(24%) £12,618,986	(10%) £5,058,092	(37%) £19,172,265	(70%) £36,849,343
	04-05	(35%) £18,454,251	(8%) £4,287,493	(20%) £10,720,601	(64%) £33,462,344
Total	03-04	(42%) £22,172,397	(16%) £8,437,898	(42%) £21,703,551	£52,313,846
	04-05	(59%) £30,818,363	(16%) £8,546,597	(25%) £13,230,751	£52,595,711



The matrix will be used to inform our dialogue with providers with a view to a better alignment of planning and funding. In particular, we would expect, over a period of time, to see a movement of investment towards higher priority (in terms of both target bearing and sector) provision.

Using this model two matrices are shown, the first is for the South East, the second for Hampshire and the Isle of Wight. The matrices show total adult funding based on 2003-04 F05 data compared with 2004-05 F05 data. The data confirms the steady progress (above the regional average) this LSC has been able to make in increasing the proportion of FE 19+ funding allocated to higher priority provision.

### **Explanatory notes:**

The columns identify high, medium and low priority learning. In the South East, high priority learning includes learning in the five skills sectors determined by the Regional Skills Partnership (Business, Care, Construction, Engineering and Retail) and Foundation learning (including Skills for Life, provision for adults with learning difficulties and other programmes of learning designed to prepare adults for work or independent living).

The rows are defined in terms of national targets. The top row includes all provision that contributes, directly, to national targets, including Access courses; the second row includes provision that can be aggregated to contribute to national targets (mainly GCSEs, AS and A levels); the third row includes all provision that does not contribute to a target (including NQF and Other provision at Level 1 and Level 4, and 'narrow' Level 2 and 3).

Please note that since the 03/04 analysis was produced, there have been a number of updates to the provision mix methodology which impact on the volumes and percentages seen within each segment of the matrix. These changes reflect strategic policy development and begin to build upon funding changes recently announced within 'Priorities for Success'.

From 04/05 onwards, all Skills for Life qualifications now appear within the leftmost column of the matrix i.e. high priority. In 03/04 non target skills for life qualifications were coded to the bottom right segment of the matrix i.e. non target, low priority. These qualifications are now within the bottom left segment of the matrix i.e. non target, high priority. This change has resulted in a reduction in the volume of provision that contributes to the bottom right hand corner of the matrix. These changes should be considered when comparing and assessing 03/04 and 04/05 performance.

**Note:** Annex 1 of this document contains the National LSC provision mix matrix at a Hampshire and Isle of Wight level. This matrix is being used outside of the South East region. The South East version of the matrix has been developed over the last 18 months and is now an established tool that is used by providers across the region. To ensure consistent and progressive dialogue with our providers, the South East, and not the national version of the matrix is referred to within this plan.

## Key changes needed

The analysis of the context within which we are working and the identification of the outstanding issues and challenges in relation to young people, adults, infrastructure and quality, has determined the key changes that the local LSC need to address as a matter of urgency. These are set out below against the relevant national priorities. They include our contribution to the national targets and the four key regional priorities. All of these key changes are incorporated within the next section (key actions) alongside other actions that respond to the six national priorities.

### **NP1: We will ensure that all 14-19 year olds have access to high quality, relevant learning opportunities by:**

1. Achieving a 4% growth in **16-18 participation**, including targeted increases that are above 6% in Portsmouth and Southampton.
2. Secure agreement on the curriculum offer and **plans to develop vocational provision, particularly at levels 1 and 2**, in areas of deprivation or where there is poor accessibility, targeting Gosport, Central Portsmouth, Isle of Wight, Southampton, East Hampshire, Winchester and the New Forest.
3. Achieving, in partnership with South Central Connexions, 1.5 percentage points reduction in the proportion of **young people not in education, employment or training (NEETs)** from 6.1% in Nov 2005 to 4.6% in Nov 2006, including targeted reductions of 3 percentage points in Southampton, Portsmouth and Andover.
4. Enabling an additional **1.5 per cent (913)** young people to gain a level 2 in 2005/2006 compared to 2003/2004 and a further **0.5 per cent (480)** in 2006/2007 compared to 2005/2006.
5. Increasing **entry to employment (e2e)** progression from 42% in 2004/05 to 54% in 2006/07.
6. Raising the number of **apprenticeship completions** to 1,625 in 2006/07, a completion rate of 50% compared to 42% in 2004/05, supported by the Year 11 Offer and the establishment of a Central Vacancy Unit for employers.
7. Transforming 14-19 learning and collaborative arrangements by supporting and implementing the action plans of up to eleven **14-19 consortia / partnerships** across Hampshire and the Isle of Wight.

### **NP2: We will make learning truly demand-led by:**

8. Establishing a network of 10 accredited **Action for Business Colleges** as the core network of high quality, flexible providers of choice for delivering 'Train to Gain' and meeting employers' needs.
9. Growing and developing new provision in the five **priority sectors** (construction; retail; health and social care; marine, manufacturing and engineering; IT users and e-learning) through the successful operation of 15 **Centres of Vocational Excellence (CoVEs)** with European Social Funding (ESF) support, reflecting Sector Skills Agreements where available.

**NP3: We will transform the learning and skills sector through agenda for change by:**

10. Delivering our **Local Capital Plan** against our priority areas - securing a minimum of £75m of capital investment in post-16 learning infrastructure during 2006/07.
11. Securing an agreed solution to determining the future configuration of **post-16 provision in Fareham & Gosport and North West Hampshire**.
12. Ensuring adequacy and sufficiency of **post-16 provision in Southampton and on the Isle of Wight** through formal models of collaboration.

**NP4: We will strengthen the role of the local LSC in economic development by:**

13. Delivering an additional 3,285 **full Level 2 qualifications** in 2006/07 compared to 2005/06 and 1,581 first full level 2 qualifications through Train to Gain targeting priority sectors and areas of deprivation.
14. Ensuring 7,473 learners achieve **Skills for Life qualifications** in 2006/07.
15. Ensuring a 4 percentage point increase between 2004/05 and 2005/06 and a 3 percentage point increase between 2005/06 and 2006/07 in the **proportion of adult funding allocated to high priority provision that meets national targets**; and a 4 and 3 percentage point decrease over the same timescales in the proportion of adult funding allocated to low priority provision that does not meet national targets.

**NP5: We will improve the skills of the workers who are delivering public services by:**

Implementing key changes: 6, 9, 13 and 14, all of which include a focus on workers who are delivering public services.

**NP6: We will strengthen the capacity of the LSC to lead change nationally, regionally and locally by:**

16. Completing our **internal restructuring** by September 2006 through the establishment of four geographically based partnership teams and one economic development team in Hampshire and Isle of Wight, supported by a regional office.

# Hampshire and Isle of Wight LSC Area - What we have delivered so far and our planned changes for 2006/07

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05				2005/06				2006/07						
	Learners			Funding £	Learners			Funding £	Learners			Funding £			
	Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates				
<b>FE Total Learners</b>	38,030		78%	£136,064,900	39,310		79%	£148,662,700	40,860		80%	£162,860,000			
<i>of which...</i>															
<i>Learners on Skills for Life target qualifications</i>	11,800	6,630			12,030	6,700			12,370	6,210					
<i>Learners on a full Level 2 qualification</i>	5,300	3,120	68%		6,180	3,610	69%		6,590	3,660	70%				
<i>Learners on a full Level 3 qualification</i>	19,910	14,620	81%		21,440	15,960	82%		22,480	16,260	83%				
<i>Learners on 2 or more A2 quals</i>	6,930	4,560			7,050	5,085			7,330	5,330					
<b>Discrete* activity, e.g. fully ESF, or LIDF funded provision</b>	1,200				1,620				1,620						
<b>School sixth form</b>	3,210			£16,558,820	3,260			£18,582,470	3,330			£19,543,400			
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £			
<b>WBL Total Learners</b>	3,450		46%	£12,217,010	3,670		47%	£13,871,470	4,180		50%	£14,788,100			
<i>of which...</i>															
<i>Learners on Skills for Life target qualifications</i>															
<i>Learners on an Apprenticeship</i>	2,180	690	45%		2,290	680	46		2,400	760	49				
<i>Learners on an Advanced Apprenticeship</i>	1,050	230	50%		1,090	230	50		1,130	260	53				
<b>Entry to Employment</b>	Learners				Learners				Learners						
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos'ive destinations	Funding £	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos'ive destinations	Funding £	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos'ive destinations	Funding £
All E2E	1,560	700	21.4	43%	£5,499,270	1,590	780	20.00	50	£5,959,270	1,477	820	19.00	55	£5,456,031

## Hampshire and Isle of Wight LSC Area - What we have delivered so far and our planned changes for 2006/07

SUMMARY OF ADULTS (19+)	2004/05				2005/06				2006/07			
	Learners			Funding £	Learners			Funding £	Learners			Funding £
	Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates	
<b>FE Total Learners</b>	98,700		78%	£47,859,360	84,040		79%	£48,827,640	78,880		80%	£44,843,350
<i>of which...</i>												
<i>Learners on Skills for Life target qualifications</i>	7,080	4,480			6,810	4,190			7,260	4,250		
<i>Learners on a full Level 2 qualification</i>	6,480	3,050	61%		6,950	3,200	62%		7,080	2,920	63%	
<i>Learners on a full Level 3 qualification</i>	5,720	2,460	59%		6,410	2,650	60%		6,330	2,390	61%	
<i>Learners on 2 or more A2 quals</i>												
<b>Discrete* activity, e.g. fully ESF, or LIDF funded provision</b>	5,510				7,680				7,680			
<b>Personal and Community Dev't Learning</b>	22,930			£3,230,000	23,620			£3,151,000	25,700			£3,151,000
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
<b>WBL Total Learners</b>	2,670		38%	£6,794,250	2,590		49%	£6,555,580	2,700		50%	£6,132,510
<i>of which...</i>												
<i>Learners on Skills for Life target qualifications</i>												
<i>Learners on an Apprenticeship</i>	1,320	450	38%		1,310	440	50%		1,420	500	53%	
<i>Learners on an Advanced Apprenticeship</i>	970	210	39%		950	200	46%		1,030	230	49%	
<b>ETP / NETP</b>	Volumes of Learners	In year achievements (volume)		Funding £	Volumes of Learners	In year achievements (volume)		Funding £	Volumes of Learners	In year achievements (volume)		Funding £
<i>of which...</i>												£6,807,316
Level 2	0		0	£0	0		0	£0	7,340		1,870	
Skills for Life	0		0	£0	0		0	£0	1,210		450	
<b>Budgets</b>	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets		
<b>2004/05</b>	£178,024,663	£19,011,265	£5,499,273	£16,558,828	£2,334,196	£0	£8,004,072	£1,615,158	£3,080,171	£8,424,521		
<b>2005/06</b>	£206,011,084	£20,427,053	£5,959,268	£18,582,465	£2,369,465	£0	£6,800,157	£2,920,817	£3,150,495	£5,786,290		
<b>2006/07</b>	£215,687,000	£25,384,019	£4,988,225	£20,033,000	£3,036,000	£6,807,316	£2,829,000			£7,255,000		

## Key actions

National priorities	Local actions	Measures of success
<p><b>NP1. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities</b></p>	<p><b>1.1</b> Working jointly with Connexions and Local Authorities, develop and implement <b>14-19 strategies, local partnerships and consortia</b> to extend choice and opportunity for young people, improve advice and support, irrespective of the institution at which they are registered. <b>(Key changes: 7)</b></p>	<ul style="list-style-type: none"> <li>• 14-19 Strategies and Action Plans agreed and implemented with the three unitary authorities and Hampshire County Council.</li> <li>• 14-19 consortia / partnerships established in 11 travel-to-learn areas with a commitment to putting in place learner entitlement agreements supported by an area-based prospectus, by Dec 06: 3 area-based 14-19 prospectuses published by March 07</li> </ul>
	<p><b>1.2</b> Increase 16-18 participation and reduce the proportion of young people not in education, training and employment by developing additional <b>vocational provision, particularly at levels 1 and 2</b>, either through collaborative models or, where appropriate, through 16-19 competitions. <b>(Key changes: 1, 2, 3, 4)</b></p>	<ul style="list-style-type: none"> <li>• Enable an additional (1.5%) 913 young people at age 19 gain a level 2 in 05/06 compared to 03/04; (0.5%) 480 in 06/07 compared to 05/06</li> <li>• Enable a 2% point increase in the number of young people at age 19 gaining a level 3 qualification in 05/06 compared to 03/04 and 1% point increase in 06/07 compared to 05/06</li> <li>• Secure agreement on the curriculum offer and plans to develop new vocational provision, particularly at levels 1 and 2, in Gosport, Central Portsmouth, Isle of Wight, Southampton, East Hampshire, Winchester and Andover</li> <li>• 4% growth in 16-18 participation, including targeted increases above 6% in Portsmouth and Southampton</li> <li>• 1.5 percentage points reduction in the proportion of NEETs from 6.1% in Nov 05 to 4.6% by Nov 06, including targeted reductions of 3 percentage points in Southampton, Portsmouth and Andover (supported by the successful delivery of 4 ESF projects)</li> <li>• 13,600 EMAs taken up by 16-18 year olds during 06/07, including an extension to e2e and Programme Led Pathways (PLPs)</li> </ul>
	<p><b>1.3</b> Further develop the <b>work-based learning</b> (WBL) offer by increasing the number of apprenticeships and completions (focusing on regionally agreed key priorities), improving entry to employment (e2e) progression rates, further development</p>	<ul style="list-style-type: none"> <li>• Raise the number of apprenticeship completions to 1,625 in 2006/07, a completion rate of 50% compared to 42% in 2004/05 (53.5% increase since 2002/03), targeting priority sectors</li> <li>• Increase the 16-18 average in learning (AIL) for apprenticeships from 3,639</li> </ul>

	<p>of the regional contracting arrangements, developing further the Year 11 Offer and establishing a Centralised Vacancy Unit for employers. <b>(Key changes: 5, 6)</b></p>	<p>in 05/06 to 3,750 in 06/07</p> <ul style="list-style-type: none"> <li>• Increase the 19+ AIL for apprenticeships from 2,588 in 05/06 to 2,700 in 06/07</li> <li>• Increase e2e progression from 42% in 04/05 to 54% in 06/07; 28,857 16-18 year olds involved in e2e</li> <li>• Refine the Year 11 Offer and launch the Central Vacancy Unit in Sept 06; 50 new employers offering apprenticeships in 06/07</li> <li>• Complete regional contracting arrangements for WBL providers contracting with more than one local LSC in the SE</li> <li>• Consolidate WBL partnership arrangements in Southampton focussing on joint marketing, shared assessors and agreement to delivery of programme led pathways at City College – in place by March 07</li> </ul>
	<p><b>1.4</b> Continue to develop and extend delivery of <b>14-16 work-related learning, Increased Flexibility (IF) programmes, Education Business Links (EBL) and Young Apprenticeships (YA)</b> to widen choice as part of a 14-19 learning entitlement, supported by the continued development and roll out of the A4PL system developed by S-Cool. <b>(Key changes: 7)</b></p>	<ul style="list-style-type: none"> <li>• 7,500 young people in Years 10 and 11 to benefit from 13 IF Partnerships during 06/07; 70% of Year 11 pupils completing IF projects in 05/06 to progress to post-16 structured learning; 66% to achieve a level 1 or 2 qualification</li> <li>• 18,000 work experience placements (extended work placements for 440 pupils) for Year 10 and 11 pupils during 06/07; 1,130 Professional Level placements for teachers during 06/07</li> <li>• Launch YA Cohort 3 (60 learners) in 06/07 targeting the hospitality and care sectors on the Isle of Wight; continue with Cohort 2 (60 learners – automotive sector in Basingstoke)</li> <li>• Implement phase 3 of A4PL - make the system available to all secondary schools and pilot in post-16 institutions; 4,000 young people to have developed a ILP and have access to enhanced guidance through the A4PL system</li> </ul>
	<p><b>1.5</b> Continued improvement of education and training for <b>young people with learning difficulties and / or disabilities (LLDD)</b>, ensuring information is available to support progression, and developing the learning infrastructure to address gaps.</p>	<ul style="list-style-type: none"> <li>• Complete local review of LLDD by July 06 and publish action plan for 06/07</li> <li>• Disseminate to providers across the South East the findings of the collaborative project led by Treloar College (development of multi disciplinary assessments to support FE colleges in providing learning support and assistive technology for learners with complex needs)</li> </ul>

<b>NP2. Making learning truly demand-led so that it better meets the needs of employers, young people and adults</b>	<b>2.1</b> Address the needs of <i>priority sectors</i> in: construction; health and social care; retail; marine, engineering and manufacturing; and e-learning and IT users; and respond to employer skill needs as identified through the Local Skills for Productivity Alliance (LSfPA), sector-specific investment plans, CoVEs and Sector Skills Agreements (SSAs). <b>(Key changes: 9, 13)</b>	<ul style="list-style-type: none"> <li>• Sector Action Plans for the five priority sectors agreed and in-year milestones met</li> <li>• Contribute to the regional targets of: 27,720 iTQ enrolments at level 2 (IT users), with a minimum 20% completion rate; 5,843 OSAT level 2 qualifications; and 76,160 level 2 and 9,520 level 3 BIT qualifications</li> </ul>
	<b>2.2</b> Implement <i>Train to Gain</i> with, at its core, an independent and impartial skills brokerage. This service will diagnose business skills needs and source appropriate training provision based upon a comprehensive analysis of an employer's training needs. <b>(Key changes: 13)</b>	<ul style="list-style-type: none"> <li>• Deliver 1,581 first full level 2 qualifications through Train to Gain targeting priority sectors and areas of deprivation</li> <li>• 1,120 businesses engaged through Train to Gain supported by business skills brokers</li> </ul>
	<b>2.3</b> Develop the network of accredited <i>Action for Business Networks</i> and <i>Centres of Vocational Excellence</i> (CoVEs) (or its national successor – Quality Mark) as the core network of high quality, flexible providers of choice for delivering Train to Gain, meeting employers' training needs and increasing demand for workforce development. <b>(Key changes: 8)</b>	<ul style="list-style-type: none"> <li>• 7 accredited Action for Business Networks Action for Business Colleges established by July 07</li> <li>• 15 Centres of Vocational Excellence (full status) established by Feb 07</li> </ul>
	<b>2.4</b> Implement the LSC <i>Voluntary and Community Sector</i> Strategy (Working Together) and support 'Change Up by developing the VCS as both a key employment sector and provider of learning.	<ul style="list-style-type: none"> <li>• Investigate models for VS consortium working for the delivery of learning – prepare recommendations by Sept 06</li> </ul>
<b>NP3. Transform the learning and skills sector through agenda for change</b>	<b>3.1</b> Continue to undertake and review an <i>assessment of the ability of the provider network in each local area to meet the needs of its learners, employers and communities</i> , building on the work of the Strategic and Local Area Review (StAR and LARs) and subsequent Strategic Options Reviews and feasibility studies. <b>(Key changes: 11, 12)</b>	<ul style="list-style-type: none"> <li>• Secure an agreed solution for the future configuration of post-16 provision in Fareham &amp; Gosport and North West Hampshire</li> <li>• Ensure adequacy and sufficiency of post-16 provision in Southampton and on the Isle of Wight through formal models of collaboration</li> <li>• Complete local reviews and action plans for Andover, Havant, East Hampshire and Winchester by Dec 06</li> </ul>
	<b>3.2</b> Through our <i>Local Capital Plan</i> seek to modernise the	<ul style="list-style-type: none"> <li>• Secure £75m of capital investment in post-16 learning infrastructure during</li> </ul>



	<p>post-16 estate and develop new provision according to the priorities set out in the Plan. A total investment of £435m is planned over the next 5-10 years. <b>(Key changes: 10)</b></p>	<p>06/07</p> <ul style="list-style-type: none"> <li>• Reduce percentage of poor quality FE accommodation from 33% to 23% during 06/07</li> </ul>
	<p><b>3.3</b> Drive forward <b>efficiency and quality improvement</b> by embedding business excellence and through self assessment. Intervene, where appropriate, to facilitate / broker support for providers where the quality of provision is only satisfactory or less.</p>	<ul style="list-style-type: none"> <li>• During 06/07 improve curriculum areas that are currently unsatisfactory (four in total) to a minimum rating of satisfactory by July 07</li> <li>• New Measures of Success embedded for all providers</li> <li>• Implement the findings of the regional review of SARs</li> <li>• Agree with providers measures relating to the participation and achievement of ethnic minorities and disabled learners in relation to local demographics; continue to run the Value Added project until the new LSC LAT system is fully operational</li> <li>• Complete needs analysis of management training for FE Colleges – agree action plan for 06/07; consolidate peer referencing and succession and transition training in FE Colleges</li> </ul>
	<p><b>3.4</b> Building on the local review of <b>equality and diversity</b> support providers in the development of local Equality and Diversity Impact Measures (EDIMs).</p>	<ul style="list-style-type: none"> <li>• Delivery of local events and production of relevant materials completed in order to support providers in development of EDIMs and promote the regional race and equality strategy and action plan</li> <li>• As a minimum agree with our providers measures on ethnic minority and disability participation and achievement</li> </ul>
<p><b>NP4.Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs and</b></p>	<p><b>4.1</b> Work closely with Hampshire, Southampton, Portsmouth and Isle of Wight Local Authorities, through <b>Local Area Agreements (LAAs)</b> to ensure the alignment of priorities and resources.</p>	<ul style="list-style-type: none"> <li>• Targets and measures for LAA Blocks 1 and 4 for Hampshire, Southampton, Portsmouth and Isle of Wight aligned to local LSC targets and priorities.</li> </ul>
	<p><b>4.2</b> Prioritise finite resources for <b>adults in work, or disengaged from learning</b>, towards the achievement of a first Level 2 qualification, supported by the Level 2 Entitlement, the Adult Learning Grant (ALG) and targeted Information, Advice and Guidance (IAG). <b>(Key changes: 13, 15)</b></p>	<ul style="list-style-type: none"> <li>• Deliver 3,285 Level 2 qualifications through further education and work-based learning in 06/07</li> <li>• Secure a 4 percentage point increase between 04/05 and 05/06 and a 3 percentage point increase between 05/06 and 06/07 in the proportion of FE adult funding allocated to high priority provision that contributes to the national targets; secure a 4 and 3 percentage point reduction over the same timescales in the proportion of FE adult funding allocated to low</li> </ul>

<b>lifelong employability</b>		<p>priority provision that does not meet national targets</p> <ul style="list-style-type: none"> <li>• Support 220 learners with an Adult Learning Grant</li> <li>• 21,000 learners participating in Learndirect provision during 06/07 including the delivery of 1,610 first Skills for Life tests and 161 full NVQs (focusing on iTQ, BIT and customer service)</li> </ul>
	<p><b>4.3.</b> Prioritise <b>Skills for Life</b> learning that leads to a nationally recognised qualification up to and including Level 2 and continue to support the Hampshire and Isle of Wight Essential Skills Support Unit (ESSU). <b>(Key changes: 14)</b></p>	<ul style="list-style-type: none"> <li>• Improve the ratio of nationally recognised qualifications to non national recognised qualifications – closer to the 80:20 ratio recommended by the LSC (HIOW is currently 68:32); and for non nationally recognised qualifications prioritise LLDD</li> <li>• Increase to xx% the proportion of adult Skills for Life provision that counts against the target</li> <li>• Ensure 7,473 learners achieve Skills for Life qualifications in 2006/07</li> <li>• Deliver ESSU targets for 06/07, including: 220 SfL tutors / managers to receive specialist training and 45 level 3 qualifications</li> <li>• Ufi (Learndirect) to deliver 1,610 first Skills for Life tests</li> </ul>
	<p><b>4.4</b> Work with the four Local Authorities to support <b>learning for personal or community development</b> (PCDL), focusing on first steps learning, essential skills and progression to Level 2 learning. <b>(Key changes 14)</b></p>	<ul style="list-style-type: none"> <li>• 3 year plans and funding levels agreed with each Local Authority by July 07</li> <li>• 16,700 learners engaged in PCDL and first steps learning during 06/07</li> <li>• 6,000 learners engaged in Family Learning; 800 learners engaged through Neighbourhood Learning in Deprived Communities (NLDC) during 06/07</li> <li>• 7,300 learners engaged in Family Learning, Literacy and Numeracy (FLLN) during 06/07</li> </ul>
	<p><b>4.5</b> Working with Jobcentre Plus, secure <b>Skills for Life and ESOL provision for Jobcentre Plus customers</b>, and deliver the new deal for skills to enable the low-skilled to acquire the qualifications necessary to enter and progress in the labour market.</p>	<ul style="list-style-type: none"> <li>• Local LSC / Jobcentre Plus 06/07 Action Plan in place from April 06</li> </ul>
	<p><b>4.6</b> Working with Jobcentre Plus, the Probation and Prison Service, manage the development of the <b>Offenders' Learning and Skills Service (OLASS)</b> as a comprehensive advice and learning service for those aged 15+ in custody and in the community, with a focus on developing the provider</p>	<ul style="list-style-type: none"> <li>• Agree with the key agencies a partnership plan for the delivery of the OLASS in the community by end of July 06</li> <li>• 830 Skills for Life (SfL) starts, 180 SfL qualifications, 100 contributions to the SfL PSA target</li> <li>• Contribute to regional targets of: support for 8,000 offenders in prison; and</li> </ul>

	network, including delivery through mainstream provision. <b>(Key changes: 14)</b>	delivery of up to 22,000 and 2,500 learning opportunities respectively for those on probation and juveniles in prison or serving community sentences
	<b>4.7</b> Improve and enhance access to <b>information, advice and guidance</b> , targeting adults with essential skills needs and without a Level 2 qualification. <b>(Key changes: 13, 14)</b>	<ul style="list-style-type: none"> <li>• 85,000 information sessions during 06/07; 12,500 face-to-face advice sessions for individuals without a level 2 qualification; plus 3,500 targeted advice sessions focusing on Jobcentre Plus clients, offenders / ex-offenders and those at risk of redundancy</li> <li>• Complete local mapping of IAG, building on the national review of IAG</li> </ul>
<b>NP5.Improve the skills of the workers who are delivering public services</b>	<b>5.1</b> Deliver joint working arrangements with <b>Trade Unions and the Learner Representative Programme</b> (for union and non-union employees) in order to promote the benefits of learning to lower skilled workers, particularly within the public sector. <b>(Key changes: 13)</b>	<ul style="list-style-type: none"> <li>• 100 Union Learning Representatives trained; 100 new Learner Representatives</li> <li>• 50 new Learner Representatives gaining OCN qualifications at level 2 and 50 established Learner Representatives progressing to level 3</li> </ul>
	<b>5.2</b> Work with public sector employers to increase the number of level 2 qualifications (through Train to Gain and the Level 2 entitlement) and apprenticeships. <b>(Key changes: 6, 13)</b>	<ul style="list-style-type: none"> <li>• Xxx low skilled workers targeted in the public sector</li> <li>• Xxx first full level 2 qualification achieved by the public sector target group</li> <li>• Xxx apprenticeship starts in the public services</li> </ul>
	<b>5.3</b> Support the delivery of the workforce development strategy for those <b>working with children</b> through the delivery of the NETP offer / Train to Gain to employers and the Level 2 entitlement to individuals. <b>(Key changes: 13)</b>	<ul style="list-style-type: none"> <li>• Xx number of public sector employees who work with children achieve full level 2 qualification</li> <li>• Contribute to the regional target of 2,250 school support staff (SSS) to achieve a first full level 2 qualification through the new SSS Vocational Qualification (VQ)</li> </ul>
<b>NP6.Strengthen the capacity of the LSC to lead change nationally, regionally and locally</b>	<b>6.1</b> Deliver a smooth transition to the <b>new internal structure</b> , including the establishment of four partnership teams and an economic development team in Hampshire and the Isle of Wight. Ensure providers and key stakeholders are aware of the changes and the new lines of relationship management. <b>(Key changes: 16)</b>	<ul style="list-style-type: none"> <li>• Complete the <b>internal restructuring</b> by Sept 06 through the establishment of four geographically based partnership teams and one economic development team, supported by two regional offices</li> </ul>
	<b>6.2</b> Increase the <b>influence and impact of non-executives</b> , using them as ambassadors to support our objectives.	<ul style="list-style-type: none"> <li>• Local LSC Council Members designated as ambassadors in the context of their interests and skills</li> </ul>

## **Our delivery resources**

### **Partnership working**

Whilst the LSC is recognised as the statutory planning and funding body for all post-16 learning outside higher education, there exist other bodies with a different but complementary funding and / or remit and focus. In Hampshire and the Isle of Wight they include: the South East England Development Agency (SEEDA); the four Children's Services Authorities, South Central Connexions; Jobcentre Plus; and Business Link Wessex.

A 14-19 Executive has been established involving the four Children's Services Authorities and South Central Connexions. The Local Skills for Productivity Alliance (LSfPA) is now well established with excellent employer representation supported by the key funding and planning agencies of the LSC, Business Link, Jobcentre Plus and SEEDA.

During 2006/07 we will strengthen our role in economic development. Working with local and regional partners, we will ensure our plans are closely aligned in order to address local economic priorities through the Regional Economic Strategy, Partnership for Urban South Hampshire (PUSH), Hampshire and Isle of Wight Economic Partnerships, Area Investment Frameworks (AIFs) and the economic blocks of the four Local Area Agreements (LAAs).

At a local level, and as part of the internal restructuring, we will be establishing four Partnership Teams who will have responsibilities for improving and maintaining the key relationships in each area in terms of key stakeholders and providers. Improving our relationship with providers and building trust, both in terms of senior managers and governors, will be a key objective. This builds on the existing area-based Project Action Teams established during 2005-06.

### **Local Council**

Local Council Members will continue to take a proactive role in the development and monitoring of the Annual Plan 2006-07. A sub-committee of the Council, the Strategic Advisory Group, is responsible for reviewing the plan and recommending it to the Local Council for approval, as well as receiving and reviewing quarterly performance reports against the Plan. A key objective during 2006-07 will be to increase the influence and impact of Council Members, using them as ambassadors to support our objectives.

### **Equality and diversity**

The Council will ensure that planned activities take account of its duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations Act (Amendment) 2000, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith 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 Regional Action Plan. The local office will work in partnership with colleagues at Regional and National level to support the process of Equality Impact Assessments across all functional areas.

### **Learners with learning difficulties and / or disabilities**

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

Activity in 2006-07 will reflect and where appropriate incorporate the recommendations of the national and local review of LLDD, including a focus on building capacity within the post 16 provider network to support more learners in local provision. This will be achieved by identifying and sharing expertise and good practice via the further development of Action for Inclusion networks of specialist and mainstream providers. The networks will concentrate on increasing the range and quality of provision for learners with profound and complex needs; developing local residential provision; and filling gaps in provision for learners with behavioural and emotional difficulties, those with mental health difficulties, and those with autistic spectrum disorder.

### **Sustainable development**

Following publication of the LSC's strategy for sustainable development in September 2005, we will proactively commit and contribute to sustainable development through our management of resources, the learning opportunities we fund and our engagement with local communities. During 2006-07 we will work with providers to decide how best they can contribute to sustainable development, agree on guiding principles and approaches and launch pilot projects to develop good practice within the sector.

### **Health and safety**

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

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

- to promote the raising of standards for learner health and safety through support, and challenge, as appropriate.

### **Financial, performance and risk management**

The Council operates an effective process of financial and performance management at several levels. The Executive Director's report presents and provides commentary on each of the key areas closely linked to priorities. The report also includes a breakdown of budgets, expenditure and variances. We conduct half-yearly reviews of performance using the Council's developing Performance Scorecard. The Senior Management Team and budget holders review the management accounts each month, to ensure that our budgets are properly managed. The Executive Director is responsible for ensuring that adequate systems of internal control are maintained.

The Council will continue to ensure that there is a system for the effective and timely management of risk. The Executive regularly identifies and reviews the most significant risks relating to the successful delivery of our priorities and targets. These are presented to the local Audit Advisory Group throughout the year in its role to challenge and assess the effectiveness of the risk management process.

### **Human resources**

We are recognised as an 'Investors in People'. Learning and development needs will be identified and delivered according to local priorities and will focus on the LSC values of trust, urgency, ambition and expertise. All staff are informed of key developments and progress against the Annual Plan through monthly core briefs and termly all staff briefings, supported by individual management arrangements.

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Publication reference: LSC-P-NAT-060340