



Leading learning and skills

Humberside 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

Last year we published our first national Annual Statement of Priorities highlighting six areas of focus. Locally we championed these, knowing we still had much to do to change attitudes towards and engagement in learning. Low aspiration was seen as a major barrier to participation and achievement in learning which would hold back the economic development and regeneration of our area.

Much progress has been made. We have more young people staying on in learning after completing their compulsory education than ever before, in school sixth forms, further education and apprenticeships. Attainment rates are higher as more young people complete their learning and achieve their qualifications. Young people and adults alike are benefiting from increased quality standards and improved teaching and learning across all provision. Working closely with a wide range of partners, we responded to the high level of need in our area for improved basic skills and the flexibility and responsiveness demanded by our local employers.

What we have achieved so far, and our future success in supporting the development of Humberside, is dependent on our ability to forge and sustain strong and effective working relationships with all our partners. Great work has been done by partners through the Strategic Area Review process which demonstrated the value of people coming together to plan and work collaboratively to meet local needs. This work continues, but there is still much to be done and we will continue to forge strong partnership arrangements, delivering the Agenda for Change as it gathers pace. We will also work with partners to implement the recommendations from Sir Andrew Foster's Review of Further Education and Lord Sandy Leitch's Review of Skills. This plan sets out our priorities for the coming year which will determine how we will use our resources to ensure that the efforts of the LSC, our partners and our stakeholders help the Humber achieve its aims and ambitions through improving participation and achievement.

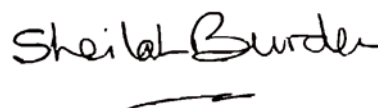
Our local priorities are to:

- Increase participation and achievement on Level 2 provision.
- Increase participation for 16-18 year olds with appropriate Foundation provision
- Improve our service to employers.
- Increase the amount of fee income collected by colleges.
- Improve the quality and suitability of the learning infrastructure.
- Improve our capacity to deliver and attainment for adults pursuing Skills for Life, ESOL and Level 2 qualifications.
- Provide training and career development for the Health and Social Care sector
- Lead on the development of a skills plan for the Hull and Humber Ports City Region.
- Implement our own internal change programme

We know what needs to be done, but it must happen quickly. That is our biggest challenge. Our promise, from Council members and staff, is that we will commit ourselves wholeheartedly to the job of transforming learning and skills in Humberside.



Richard Brough
Chair



Sheilah Burden
Executive Director

Our Priorities

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

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

Our Regional Priorities for the Yorkshire & the Humber

- Improve level 2 attainment at 16, at 19 and in the work place
- Successfully implement Train to gain, the National Employer Training Programme, using the lessons learned from the Employer Training Pilot
- Deliver in our key sectors of Construction, and Health and Social Care
- Implement the Regional Strategic framework for 14-19 Collaboration
- Improve achievement of Skills for Life Qualifications, including English for Speakers of Other Languages
- Support the successful implementation of the regional Equality and Diversity Plan and ensure progress against local Equality and Diversity Impact Measures.

- **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 **370 young people to gain a Level 2** in 2007/2008 compared to 2005/2006.

Under priority 2, for adults:

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

Nationally, in 2006/07 we need to increase the numbers of full Level 2 achievements through further education and work-based learning to 117,000 [NB excludes NES and 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 3,600 full Level 2 achievements through further education and work-based learning in 2006/07, that is an increase of 250 compared to 2005/06.

In addition, we will also deliver **430 first full Level 2 achievements** through NETP¹.

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 **5,000 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 1,400** in 2006/07.

¹ Note that this is a notional cut of anticipated performance within Yorkshire and the Humber.
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We will also continue to 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.

A Context for Delivery

Humberside is one of the four Yorkshire and Humberside sub-regions. It accounts for around a quarter of the region's area, a sixth of the region's population and contributes a similar proportion of the region's Gross Value Added. It is made up of the Unitary Authorities of **Kingston upon Hull, the East Riding of Yorkshire, North Lincolnshire and North East Lincolnshire**. The majority of Humberside is rural in nature giving it the second lowest population density in the region. This brings with it a problem of difficult access to learning facilities, giving the need for us to have a range of appropriate learning strategies in place, including an effective e-learning strategy. Conversely, at a local authority level, Kingston upon Hull is the most densely populated in the region and accounts for over a quarter of the population of Humberside. Other major areas of population are Grimsby, Immingham, Cleethorpes, Scunthorpe, Goole, Beverley and Bridlington.

A major geographical feature of the area is the Humber Estuary, with **major port facilities** at Hull, Grimsby, Immingham and Goole. In both 2002 and 2003 the combined ports of Grimsby and Immingham handled the largest weight of freight of all ports in the UK.

The area has a **low skills equilibrium**. There are in excess of 75,000 people in Humberside with entry level literacy skills or below and 270,000 with entry level numeracy skills or below. It is also estimated that there are around 370,000 individuals who have poor ICT Skills. There are large numbers of **economically inactive** people in the working age population (between four and five economically inactive adults for every one unemployed). Humberside has the highest **Economic Inactivity Rate** and **Unemployment Rate** in the Region. Significant pockets of deprivation exist across Humberside, with around one third of the households in Hull falling within the 5% most deprived areas and Grimsby having the most deprived educational area in England.

Between 2004 and 2014 **the number of jobs in Humberside is predicted to grow by around 8000**. These are likely to be in Distribution, Hotels and Catering, Business Services and Health and Social Care. These are likely to be offset by a reduction in Agriculture and Manufacturing. Whilst the predictions are that there will also be a fall in the number of Construction jobs, local knowledge tells us that we are likely to need a significant number of people in that sector because of the extensive regeneration work planned for the area, including Building Schools for the Future and the potential Housing Pathfinder in Hull.

There are likely to be around 145,000 retirements between 2004 and 2014, which, together with the extra jobs, means that around **155,000 vacancies** will need to be filled over this period. The sectors expected to be most affected by retirement are Retail/ Distribution (29,000), Health and Social Work (22,000), General Business (19,000) and Education (16,000). **Changing work patterns** are forecast especially in relation to part-time working. The forecast for 2014 is that 2% more people will work part-time whilst those working full time will fall by 0.5% and those in self employment will fall by 2%. This will increase the need for flexible learning delivery by Colleges and other providers.

There are 9 Further Education colleges in Humberside, 4 of which are sixth form colleges, 4 offer a wide range of general further education, and one has a specialism in land-based industries. There are currently 7 Centres of Vocational Excellence. We will ensure that the 8 key recommendations of the Foster Review of 'The Future role of F.E. Colleges' are embedded in all our dealings with the colleges.

We have 25 LSC funded school sixth forms and 32 work-based learning providers, with additional apprenticeships in the area managed nationally. Adult and Community Learning is funded through each of the four Local Authorities with additionally a vast infrastructure of voluntary and community groups interacting in the local communities. There is one Ufi/Learndirect hub with 20 Learning Centres across the area.

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

In Humberside, and for the region as a whole, **low aspiration and poor motivation** to develop skills is seen as a major barrier to participation and attainment. This is demonstrated by **the under-achievement of 16 year olds** at Key Stage 4 in schools where attainment of 5 or more GCSEs at grades A to C is below the national average. This presents a real challenge to us in meeting the level 2 target from a relatively low baseline. However, all four local authorities showed improvement compared to the previous year with Hull closing the gap on the national figure and the East Riding improving at further against the national figure.

Summary of GCSE and GCE/VCE level performance 2005

	GCSE % A* to C	Change from previous year	GCE/VCE (A level) points per student	Change from previous year	GCE/VCE (A level) points per exam	Change from previous year
East Riding	61.2	5.6	268.1	7.1	76.4	2.1
Hull	44.0	9.6	242.3	-16.9	69.1	-0.7
North East Lincolnshire	42.6	3.4	276.0	20.6	75.4	3.1
North Lincolnshire	50.9	1.7	323.1	24.1	79.2	2.2
England	57.1	3.4	277.6	8.4	79.9	1.2

Achievement post-16 is varied across the patch. At points per student North Lincolnshire and the East Riding have increased by more than the national average with East Riding approaching the average and North Lincs moving further ahead. North East Lincolnshire have dropped marginally whilst Hull have dropped by 16.9 points per student. At points per exam, all four local authorities in Humberside are lower than the national average, although the East Riding, North East Lincolnshire and North Lincolnshire narrowed the gap with the England average.

Another indicator of low motivation and participation is the proportion of young people aged 16-18 who are **Not in Education, Employment or Training (NEET)**. In Humberside this now stands at 9.4%, which is an improvement of 0.6% compared to the same point in 2004. The number of young people whose situation is 'not known' is 12.6%. Hull has much the highest NEET and not known groups, whilst the East Riding has the lowest.

Despite this move forward, we are concerned to ensure that employed young people are receiving training, and that there is an appropriate curriculum offer to engage with those for whom traditional mainstream provision is not yet appropriate. **Progression from the Entry to Employment (E2E) programme** has increased faster than the national rate and is now only marginally below the national rate (47% locally compared to 48% nationally, at December 2005). This is the subject of review and action locally and regionally. Progression into work-based learning, in particular, which was a key expectation for the programme, is not reaching the level we would want to see (10% of E2E leavers entered Work Based Learning in 2004/5). There is evidence that some learners entering the programme may be better suited to other kinds of provision, with **a better range of Foundation and Level 1 provision required**.

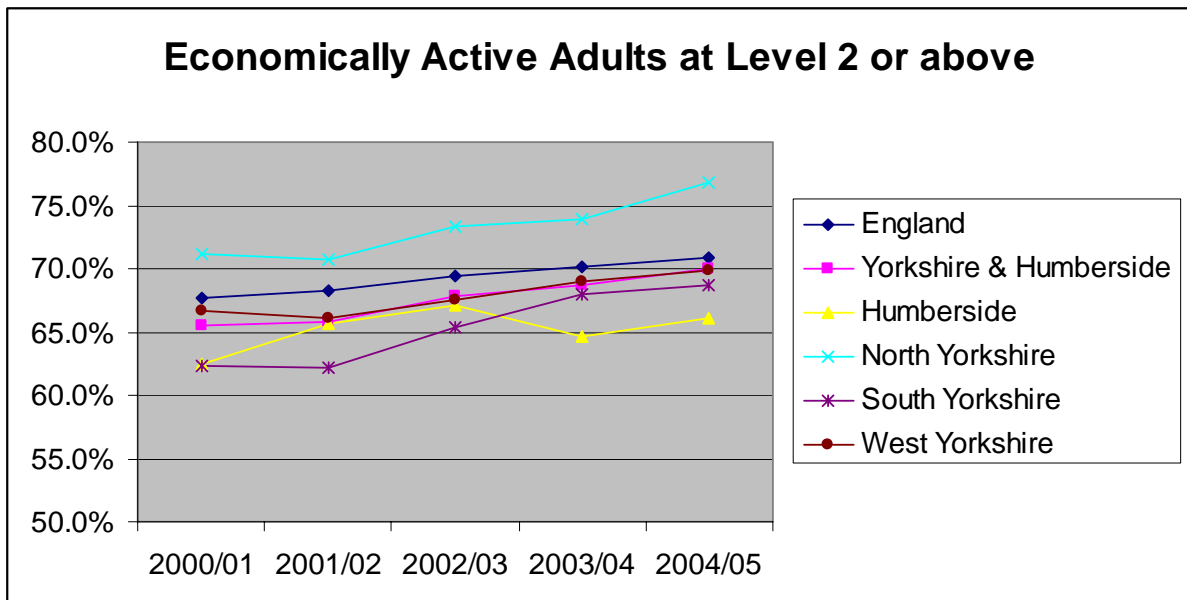
A common issue from the **Strategic Area Review** across all of our area is concern about effective, occupationally based, information, advice and guidance for the 14 to 19 group of learners. This was also a finding of the recent **Area Inspection** of North and North East Lincolnshire. In some areas, this is seen as a particular problem in relation to those of low ability or from communities of high deprivation, but more general concerns have been raised about whether all young people have access to **impartial information** about the full range of provision on offer to them so that an **informed choice** can be made. This is also featured within the development of the **Learning Entitlement**.

Our **key local changes** will be:

- Increase the proportion of 19 year olds with a Level 2 qualification from 66% in 2004/5 to 70% in 2006/7.
- Increase 16-18 learner numbers by 2% (540 learners) in 2006/7, compared to 2005/6, including provision of additional foundation and level 1 learning to support a reduction in NEET to 7.8% by November 2006.
- Increase Entry to Employment positive destinations to 50% in 2006/7.

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

In 2004/2005, 66.1% of economically active adults in Humberside were qualified to Level 2 compared with a national average of 70.9% and a regional figure of 70.1%. This means that we have around **133,000 adults who are not qualified at Level 2**. 44.6% of adults in our area are qualified to Level 3 against a national rate of 49.8% and a regional figure of 48.4%. Humberside is the worst performing area in the region at levels 2, 3 and 4. This pattern is continued for qualifications at Level 4 or above, where there is also an identified need for improvement in **management and leadership skills** and greater access to **Higher Education**.



The latest Home Office dispersal figures tell us that in September 2005 approximately 600 asylum seekers were dispersed to Humberside, mainly in Hull and North East Lincolnshire. The most common countries refugees came from were Iran followed by Eritrea and China. Regional research tells us that around 70% will need help in improving their English. In addition there are an increasing number of foreign nationals entering Humberside following the expansion of the European Union who have a right to work here. For example local knowledge tells us that there are a significant number of Latvian, Polish and Portuguese nationals now living and working in the area. This is likely to have a significant impact on the scope and scale of our **English for Speakers of Other Languages** provision. A research project has been commissioned which will better identify the issues.

The national Equality and Diversity Strategy 2004/07 underpins all provision and ensures that Equality and Diversity is embedded in everything that we do. Our local Equality and Diversity Impact Measures (EDIMs) are used to monitor and drive equality of learning provision In Further Education and Work Based Learning. All providers contribute to the local targets and self monitor against the relevant measures. New EDIMs set for 2005/06 onwards have a greater relevance to our training provision overall. They capture critical aspects of improving attainment for black and ethnic minority learners and those with learning difficulties or disabilities. The EDIM based on Business Administration, Management and Professional area of learning (level 2) provides an indicator of the effectiveness of gender equality initiatives.

In terms of the proportion of employers reporting that they have skills gaps in their existing workforce, the following Sector Skills Councils report gaps at higher than the national average in our area: Cogent (38%), Semta (32%), Construction Skills (25%) and People 1st (27%). This is based on locally commissioned supplementary work to National Employer Skills Survey 2005. Analysis of the Sector Skills Agreements has shown the importance of promoting On Site Assessment and Training, Information Technology Qualification and Business Improvement Technique.

Our Sectoral approach will be taken further in 2006/07 by the implementation of Train to Gain along with the rest of the region.

The Government Office for Yorkshire and the Humber ESF Objective 3 Regional Development Plan identifies equality of opportunity for men and women in the labour market and disadvantage faced by women in the labour market as two key issues. Research undertaken in North East Lincolnshire shows that only around 6% of care workers are male. Nationally the equal opportunities commission quote this figure as 13%. Subsequently we will be undertaking ESF funded activity commencing in 2006 to address these issues.

Our **key local changes** will be:

- Improve our service to employers by successfully introducing Train to Gain, and delivering 430 first full level 2 achievements in 2006/7.
- Increase the proportion of fee income collected by colleges from 37% of the theoretical amount (2004/05 baseline) to 50% of the theoretical amount.

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

The **Better Deal for Business** regional framework has been developed by key partners to ensure that customers are placed at the heart of how publicly funded business support services operate. Skills support is seen as one of the key drivers of productivity and the LSC is committed to ensure that our network of colleges and work-based learning providers are supported to become more customer focussed and make best use of resources. One test will be how responsive the learning and skills sector can be to the delivery of the **Sector Skills Agreements**.

The **Customer First** Quality Assurance framework underpins the development of a customer driven approach within Better Deal for Business, and colleges and work-based learning providers across the region are being funded to work towards the standard. In Humberside, all 9 colleges and 19 of our the work-based learning providers, as well as the Consortium for Learning and Humberside Learning Consortium, have achieved Customer First.

Quality standards are increasing across our provision. Inspection Grades in December 2005 showed that leadership and management in all further education provision was satisfactory, with 78% judged to be good or better. For work-based learning, 97% of leadership and management has been judged at least satisfactory, with 59% good or better. One provider currently has an unsatisfactory assessment at inspection.

The local provider risk assessment processes have been developed to incorporate national guidance and work towards a common regional framework. We have used our internal risk assessment to decide which providers need additional support to improve standards. This is usually the poorest performers but may occasionally include “coasting” providers. We have had good results in improved performance with this caseload during 2005.

Within our overall network, we have 7 providers assessed to be good or excellent and 2 providers assessed as poor. This compares favourably to the regional average. However there are concerns about potentially coasting work-based learning providers and employer engagement and innovation are not improving as fast as we would like. The level of staff qualifications in General FE colleges is not meeting benchmarks.

Work-based learning success rates improved by 7 percentage points between 2003/2004 and 2004/2005 to 53%, matching the national rate. Apprenticeship framework completion rates increased by 9 percentage points, and at 42% this remains higher than the national average of 40%. Provisional **Further Education success rates** for 2004/5 show an improvement from 64% to 65% for long courses, which is 2 percentage points higher than the national rate. The proportion of Further Education provision, which does not contribute to national skills priorities, has been reduced in line with national policy. The proportion of enrolments in “other provision” has been reduced from 46% to 38% between 2003/2004 and 2004/2005, with a reduction in the share of the funding from 24% to 17%.

The availability of **high quality information and advice** for adults about local learning and work opportunities is the key to lifelong learning. We have increasingly focussed the service on those people who do not have a Level 2 qualification and plan to expand our provider base to ensure that people from black and ethnic minority communities have a service that is accessible and easy to use. Performance has been strong with all targets being met for 2003/2004 and running ahead of expectation for this year.

Having been blighted by a lack of major **capital investment** in the years prior to the LSC’s formation much has been done to develop and improve the college estates in the area. This work has allowed for student growth in the 16-19 age range to be absorbed in the main whilst preserving or improving space utilisation. Poor quality and temporary accommodation is being removed, although significant amounts of the latter still remain in some colleges. Except for one or two notable projects much of the work has been of an expedient nature to enable catching up with the increased demands caused by rising participation in the area.

Negotiations on several large scale developments are in train and applications are at or close to appraisal within the current LSC procedures.

Following 18 months of data collection and analysis which has identified a range of key issues, the **Strategic Area Review** Advisory Groups are starting to identify potential responses and recommendations to improve participation, performance, and access to high quality learning. The major issues have been shared widely with all stakeholders and these have been endorsed and supported. The next stage will present recommendations to address these issues. The inclusive approach developed by the LSC has been a major success and given the whole process much credibility. Many of the recommendations will highlight the need for greater collaboration and partnership but it will also include some potential restructuring of current provision.

As part of the Humberside **Strategic Area Review**, we will:

Establish protocols defining collaborative ways of working supported by financial implications to encourage engagement and adherence to agreed principles. Protocols to cover Curriculum Planning, Learner Entitlement, Data Sharing and regular Performance Monitoring,

Undertake AS/A2 feasibility study to determine strengths and weaknesses of the 5 potential models in North East Lincolnshire.

Explore new ways of delivery to improve post 16 learning provision (young people and adults) in Goole and Bridlington.

Rationalise/remove duplication of provision across all areas and encourage local area partnerships to initiate this immediately.

The East Riding South Area Partnership to address significant underperformance across the providers.

Integrate StAR Recommendations into existing action plans including 14-19 strategies, Area Wide, Children's Services and 19+ processes.

Using the Skills strategy, the LSC will encourage all businesses, particularly small and medium sized companies, to provide integrated work experience opportunities in the skills offer to employers. In particular target Health, Care and public authority organisations to generate increased work based learning opportunities.

Accommodating travel to learn patterns, develop a uniformed electronic prospectus, covering each authority area, detailing all learning opportunities incorporating schools, colleges, Adult Community Learning, voluntary and community organisations and private training providers.

Develop a Humber wide E-Learning Strategy building on existing developments.

Improve curriculum performance by establishing a network of subject champions to share excellence and best practice.

Introduce the New Measures of Success across all providers and create a common approach for monitoring and reviewing achievement and quality which will be the basis of future of the planning curriculum across partnerships.

Establish for all providers a standard benchmark for Information Advice and Guidance to ensure impartial and consistent provision for all learners

Build on current workforce development structures including Trade Unions, Brokers, Sector Skills Councils and Employer Training Pilot to improve employer engagement in the planning and delivery of learning provision.

LSC and Local Authorities must define post 16 partnership structures to drive forward the 14-19 and 19+ agendas for change.

Our **key local changes** will be:

- Improve the quality and suitability of the learning infrastructure to deliver improvement in FE long programme success rates from 65% in 2004/5 (provisional) to 68% in 2006/7; and Apprenticeship framework completion rates from 42% in 2004/5 to 47% in 2006/7.
- Increase the amount of provision graded at inspection as good rather than satisfactory, so that 55% of our learners are attending good provision in 2006/7, compared to 51.6% in 2005/6.

Priority 4 - Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs

In terms of Skills for Life, data from the Read Write Plus tells us that across Humberside there are in excess of 72,000 (13%) people with poor literacy skills, 262,000 (49%) with poor numeracy skills and 8,000 requiring English for Speakers of Other Languages (ESOL). This is based upon numbers of adults that are below a low level GCSE. Interestingly, the latest Household Survey tells us that only 10% of respondents consider they have a basic skill need in literacy and 16% in Numeracy, therefore suggesting that people's perception is that their current basic skill levels are adequate for their current lifestyle, in particular in Numeracy. If we want to **lift people's basic skills level**, we have significant work to do in raising the understanding of the benefits of learning.

Between April 2001 and July 2005, over 64,000 learners took part in LSC funded Skills for Life provision, and LSC Humberside has already delivered 65% of its July 2007 achievement target. In 2004/05, 52% of Skills for Life enrolments in Further Education were on target qualifications; 18% were on first rung provision leading to target qualifications; and the remaining 30% were on qualifications which did not count directly, or indirectly as target qualifications. We will continue delivery of Skills for Life provision with particular emphasis on Numeracy and ESOL.

The Regional Skills Partnership set six priorities in 2005/06, to take forward the Regional Economic Strategy. The six priorities are to be reviewed in the coming months, to ensure the Region is well placed to deliver the Government's 14 to 19 and Skills strategies. All of the local LSCs will take forward the five priorities which directly relate to the LSC agenda and will embed them in the Sub-regional Investment Plan, these are:

1. Creating a new enthusiasm for learning and increasing attainment
2. Improving basic skills and skills for everyday work
3. Improving skills for technicians, crafts people and managers
4. Improving the skills of people already in work and the potential workforce
5. Using research and evidence on skill needs and business demand to guide action.

In this way we will support the key findings of the Leitch report which state that 'even if the UK can meet the current challenging targets, the nation's human capital will still fail to be world-class. Considerable problems will remain; at least 4 million adults will still not have the literacy skills expected of an 11 year old and 12 million would not have numeracy skills at this level.

The responsibility for all **offender learning** and skills transfers to the LSC on the 1 August 2006. This includes provision for the 8000 offenders in the region's 12 public sector prisons and the 24,000 offenders on probation. The LSC is currently procuring services for those in prison by open competitive tender and a preferred lead provider has been identified with whom we hope to contract. The LSC will be making suitable arrangements with mainstream providers, as an integral part of their overall provision, to deliver learning and skills to offenders supervised by probation in the community. The LSC designated offenders a priority group from 1 January 2006.

The Regional Development Plan has been used to focus our activities and target groups for **European Social Fund Objective 3**, Round 4. The research involved in this work has highlighted the following policy fields as priorities:

- Active labour market policies
- Equal opportunities for all and promoting social inclusion
- Lifelong Learning
- Adaptability and entrepreneurship
- Improving the participation of women in the labour market

Our **key local changes** will be:

- Improve our capacity to deliver numeracy and ESOL by increasing the number of qualified tutors by 30 in 2006/7.
- Increase the number of adults achieving a full level 2 in further education and work-based learning from 3,246 in 2004/5 to 3,600 in 2006/7.

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

The National Employer Skills Survey found around 33% of employees in Humberside are employed in the **public sector**. This amounts to some 120,000 employees. Around 6,000 of these employees are considered by their employers to have a skills gap and around 60% of all public sector employers fund training.

Nationally the public sector needs to recruit 75% of all school leavers over the next 10 years in order to maintain current levels of provision.

Locally we will initially focus on the Health and Social Care sector as identified by the Regional Skills Partnership.

Our **key local change** will be:

- Provide training and career development in the Health and Social Care sector to 425 people, delivering 160 Level 2 qualifications in 2006/7.

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

The 'Hull and Humber Ports City Region' is defined by the river Humber and contains the major conurbations of Hull, Grimsby, Scunthorpe, Beverley, Bridlington, Cleethorpes, Goole and Immingham. Skills and Learning are key issues in the Northern Way document and as such LSC Humberside will take a leading role in those areas. Humberside also has Rural Pathfinder status in which we will champion learning and skills.

Agenda for Change Theme 7 will bring about the restructuring required to improve our capacity to work productively with partners.

Our **key local changes** will be:

- Successfully implement the change programme to improve our capacity to work productively with partners, engaging and influencing at strategic and operational levels.
- Lead on the development of a skills plan for the Hull and Humber Ports City Region and four Local Area Agreements by 2006/07.

Mix of Provision

The skills matrix gives an overview of the match between FE provision in Humberside in 2004/05, and priorities and targets for the area. It is a useful tool in our efforts to increase the proportion of available funding for priority learners. The high, medium and low classification along the horizontal axis refers to the degree of importance attributed to learning aims for the region based on the sector they relate to. The “likely to contribute” and other headings in the vertical axis refer to the strength of contribution to national targets.

16-18 provision is priority and we are seeing more young people taking part in learning, but this means there is a **pressure on the overall budget for adults**. To manage this, the LSC has had to prioritise what it will pay for. 81% of 16-18 FE provision in 2004/05 was in qualifications which are likely to contribute directly to LSC targets. Overall, 30% of funding was provision was delivered in low priority sectors, although 12% of this is “entitlement” provision which we intend to retain. The remaining 18% covers A/AS/A2 qualifications on courses such as history, law, geography and accounting, and full level 2 and 3 qualifications in subjects such as customer service and administration. This is not provision we are looking to remove as it contributes directly to our level 2 and 3 targets, as well as facilitating progression to HE. At A-level there has been an increased focus on maths, science, and technology as well as performing arts. The science elements are in response to cluster/sector priorities for the area. We need to retain a broad range of provision, which will continue to include an element of low/medium priority qualifications, in order to increase levels of participation.

For adults, target qualifications accounted for 71% of our FE provision. This represented a significant improvement from 2003/4, when 60% of adult provision contributed directly to LSC targets. Within the provision for adults that does not contribute directly to our targets, 80% was delivered in sectors identified as high priority for the region. Access to Higher Education courses are also shown as low priority in the skills matrix, but we would want these courses to continue to be available for adults, to support the 50% progression to HE target.

We are continuing to work with providers to minimise “other provision”, and ensure low levels of non-priority provision are maintained. We are working with providers to ensure all qualifications delivered are part of the National Qualifications Framework (NQF), and encouraging them to convert other qualifications to provision which contributes to our targets.

Skills Matrix – 2004/5 F05

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	29,759,530 41255	49%	8,855,076 5929	15%	10,221,372 10296	17%	48,835,978 57480	81%
Potential to contribute	2,677,492 4229	4%	858,311 1226	1%	236,923 409	0%	3,772,727 5864	6%
No longer eligible for LSC funding	414,238 1506	1%	28,825 84	0%	30,522 251	0%	473,584 1841	1%
Other (eg UFI and Unclassified)	0 0	0%	0 0	0%	0 0	0%	0 0	0%
Entitlement	0 N/A	0%	0 N/A	0%	7,358,438 N/A	12%	7,358,438 N/A	12%
Totals	32,851,260 46990	54%	9,742,212 7239	16%	17,847,255 10956	30%	60,440,728 65185	100%

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	20,745,339 42373	55%	3,717,773 5198	10%	2,016,660 4139	5%	26,479,773 51710	71%
Potential to contribute	6,720,483 21323	18%	1,350,012 4506	4%	420,939 1995	1%	8,491,434 27824	23%
No longer eligible for LSC funding	1,999,727 12231	5%	99,485 143	0%	353,107 5807	1%	2,452,319 18181	7%
Other (eg UFI and Unclassified)	0 0	0%	0 0	0%	0 0	0%	0 0	0%
Entitlement	0 N/A	0%	0 N/A	0%	119,111 N/A	0%	119,111 N/A	0%
Totals	29,465,549 75927	78%	5,167,269 9847	14%	2,909,818 11941	8%	37,542,637 97715	100%

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

The key changes needed

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

- Increase the proportion of 19 year olds with a Level 2 qualification from 66% in 2004/5 to 70% in 2006/7.
- Increase 16-18 learner numbers by 2% (540 learners) in 2006/7, compared to 2005/6, including provision of additional foundation and level 1 learning to support a reduction in NEET to 7.8% by November 2006.
- Increase Entry to Employment positive destinations to 50% in 2006/7.

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

- Improve our service to employers by successfully introducing Train to Gain, and delivering 430 first full level 2 achievements in 2006/7.
- Increase the proportion of fee income collected by colleges from 37% of the theoretical amount (2004/05 baseline) to 50% of the theoretical amount.

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

- Improve the quality and suitability of the learning infrastructure to deliver improvement in FE long programme success rates from 65% in 2004/5 (provisional) to 68% in 2006/7; and Apprenticeship framework completion rates from 42% in 2004/5 to 47% in 2006/7.
- Increase the amount of provision graded at inspection as good rather than satisfactory, so that 55% of our learners are attending good provision in 2006/7, compared to 51.6% in 2005/6.

4 Strengthen the role of economic development so that we provide the skills needed to help all individuals into jobs

- Improve our capacity to deliver numeracy and ESOL by increasing the number of qualified tutors by 30 in 2006/7.
- Increase the number of adults achieving a full level 2 in further education and work-based learning from 3,246 in 2004/5 to 3,600 in 2006/7.

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

- Provide training and career development in the Health and Social Care sector to 425 people, delivering 160 Level 2 qualifications in 2006/7.

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

- Successfully implement the change programme to improve our capacity to work productively with partners, engaging and influencing at strategic and operational levels.
- Lead on the development of a skills plan for the Hull and Humber Ports City Region and four Local Area Agreements by 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				Funding £
	Learners			Learning Aims Success Rates**	
	Volumes of learners	In-year achievements (volume)			
FE Total Learners	17,001				57,298,621
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	7,438	4,671	62.8%		
<i>Learners on a full Level 2 qualification</i>	3,054	1,739	56.9%		
<i>Learners on a full Level 3 qualification</i>	6,912	3,575	51.7%		
<i>Learners on 2 or more A2 qualis</i>	1,692	1,476	87.2%		
Discrete* activity, e.g. fully ESF, or LIDF funded provision	Numbers not split by age – totals for all ages shown in "adults" section				
School sixth form	4,173				18,602,660
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate*		Funding £
WBL Total Learners	3,763				9,250,891
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	Numbers not split by age – totals for all ages shown in "adults" section				
<i>Learners on an Apprenticeship</i>	2,857	708	24.8%		
<i>Learners on an Advanced Apprenticeship</i>	892	143	16.0%		
Entry to Employment	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
All E2E	1,254	1,342	16.0	569	5,278,680

2005/06				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates**		
18,070				66,068,305
7,356	5,021	68.3%		
3,322	2,210	66.5%		
7,181	3,947	55.0%		
1,745	1,546	88.6%		
Numbers not split by age – totals for all ages shown in "adults" section				
4,110				19,229,428
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
3,209				10,173,229
Numbers not split by age – totals for all ages shown in "adults" section				
2,357	793	33.6%		
913	224	24.5%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
1,266	1,298	15.8	639	5,297,121

2006/07				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates**		
18,548				69,437,230
7,607	5,180	68.1%		
3,454	2,355	68.2%		
7,864	4,715	60.0%		
1,951	1,679	86.1%		
Numbers not split by age – totals for all ages shown in "adults" section				
4,200				19,590,680
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
3,340				11,137,763
Numbers not split by age – totals for all ages shown in "adults" section				
2,459	887	36.1%		
959	237	24.7%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
1,443	1,331	16.4	760	4,249,466

*This column actually shows Framework achievement/12 month AiL, not Framework success rates. **Learning aim success rates shows success rates at learner level, i.e. in-year achievements divided by volumes of learners.

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				2005/06				2006/07			
	Learners		Learning Aims Success Rates	Funding £	Learners		Learning Aims Success Rates	Funding £	Learners		Learning Aims Success Rates	Funding £
	Volumes of learners	In-year achievements (volume)			Volumes of learners	In-year achievements (volume)			Volumes of learners	In-year achievements (volume)		
FE Total Learners	65,010			36,103,492	51,868			32,755,954	43,893			29,370,111
<i>of which...</i>												
<i>Learners on Skills for Life target qualifications</i>	5,767	3,100	53.8%		6,312	4,253	67.4%		6,338	4,589	72.4%	
<i>Learners on a full Level 2 qualification</i>	5,419	3,009	55.5%		5,342	3,309	61.9%		6,050	4,043	66.8%	
<i>Learners on a full Level 3 qualification</i>	2,213	765	34.6%		2,420	992	41.0%		2,549	1,075	42.2%	
<i>Learners on 2 or more A2 qual.</i>	74	48	64.9%		65	46	70.8%		75	58	77.3%	
Discrete* activity, eg fully ESF, or LIDF funded provision	1,900	475	25.0%		4,973	1,190	23.9%		2,860	715	25.0%	
Personal & Community Dev't Learning	15,251			2,692,933	14,523			2,575,954	13,333			2,364,877
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate*	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
WBL Total Learners	1,678			2,397,879	1,438			2,794,718	1,279			2,617,425
<i>of which...</i>												
<i>Learners on Skills for Life target qualifications</i>	2,128	1,006	47.3%		2,870	1,312	45.7%		2,939	1,387	47.2%	
<i>Learners on an Apprenticeship</i>	871	324	37.2%		693	284	41.0%		589	299	50.8%	
<i>Learners on an Advanced Apprenticeship</i>	728	140	19.2%		697	196	28.1%		632	218	34.5%	
ETP / NETP	Volumes of learners	In-year achievements (volume)		Funding £	Volumes of learners	In-year achievements (volume)		Funding £	Volumes of learners	In-year achievements (volume)		Funding £
<i>Of which...</i>												
Level 2												
Skills for Life												

*This column shows Framework achievement/12 month AiL, not Framework success rates. **Learning aim success rates show success rates at learner level, i.e. in-year achievements (volume) divided by Volumes of learners.

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05	£96,719,704	£13,192,320	£5,506,325	£18,127,236	£4,160,892		£9,165,086	£2,252,328	£1,762,277	£2,664,882
2005/06	£100,630,000	£13,837,000	£5,375,000	£19,043,000	£4,144,000		£7,714,024	£1,403,910	£1,874,000	£1,929,000
2006/07	£105,465,248	£14,363,778	£4,425,381	£6,804,000	£3,835,000		£3,381,000			£3,335,000

Key actions

Priority	Action	Measure of Success
1) Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities		
1.1	Implement comprehensive 14-19 Strategies , Operational Plans and Learner Entitlements in all four Local Authority areas using co-ordinators to support Local Area Partnership arrangements.	Locally owned strategies embedded across all providers 4 Learner Entitlements
1.2	Increase 16-18 participation in Further Education, School Sixth Forms and Work Based Learning through the Agenda for Change , giving a curriculum offer which is accessible, flexible, responsive, diverse and reflects the emerging 14 lines of learning. (Key Change)	Increase participation by 2% (540 learners)
1.3	Reduce number of NEETs with an appropriate range of Foundation Learning (Key Change) Review and expand pre-Level 2 provision (to include Entry to Employment) linked to learner and employer needs, with progression into other vocational programmes including residential activity.	Number of Entry to Employment starts to be confirmed through provider allocations process. Increase Entry to Employment progression into positive destinations to 50% NEET strategy (jointly agreed with Connexions)
1.4	Increase participation and achievement of those without a first level 2. (Key Change)	Proportion of learners aged 19 with a Level 2 qualification to increase to 70% in 2006/7.
1.5	Develop employability skills through sustaining and further developing the Education Business Link Organisation Consortium and its partners, Science, Technology, Engineering and Maths strategy and associated activities.	To deliver Aug 05-Jul 06 11,000 work experience placements 350 Personal Development Plans 60 new employer engagements 122 existing employer engagements
1.6	Engage Local Area Partnerships in <ul style="list-style-type: none"> developing a single continuing professional development strategy for those involved in teaching and learning Reviewing local infrastructure through the Local Area Partnerships in line with the Strategic Area Review findings including, where appropriate, 16-19 competitions 	Improved Teaching and Learning grades and increased success and achievement measures.
1.7	Working with the Local Authorities and through the local 14-19 structures, develop area prospectuses, including with Connexions the links through the local IT portal.	More learners on more appropriate courses and greater levels of participation and achievement. 4 area prospectuses
1.8	Implement Strategic Area Review and Area Inspection recommendations for	Improved participation, achievement, retention and progression, in line with

	Humberside through existing 14-19 and emerging adult partnership arrangements.	agreed Area Inspection target matrices.
1.9	Improve the individual learning technology contribution to the quality of delivery of coherent 14-19 phase of learning including: - E-learning strategies - Digital repository - Information Technology Qualifications (ITQ)	Increased participation on learning programmes and increased success rates
1.10	Review need, assessment and referral programmes to ensure provision matches needs and that students are referred to appropriate provision.	Improved progression Improved Level 2 achievements by age 19
1.11	Implement a co-ordinated and comprehensive local Information, Advice and Guidance Strategy (linked to Learner Entitlements.)	Pathways clearly identified Area wide post 16 provision presented to all learners (area Prospectus) Assessment and referral processes to be improved Collaborative arrangements with Connexions and other agencies
1.12	Take forward Increased Flexibility programme.	3,000 learners, with 33% to achieve Level 2 and 66% progressing to further learning Look for new GCSEs
1.13	Continue the second year of Young Apprenticeships from September 2006 for Business Administration and Motor Vehicle Introduce a second cohort subject to competitive competition.	20-30 young people engaged in the programme Partnership to be identified
1.14	Implement the review of the Apprenticeship programme Review and increase the number of work based learning opportunities (see Area Inspection)	Increase apprenticeship completion rate to 47%.
1.15	Promote vocational options: - Employer secondary school visits - Awards programme (eg Education Business Link Organisation)	Area Prospectuses Local area based vocational prospectus Increase Apprenticeship opportunities
1.16	Plan local provision linked to labour market information, skills clusters and Sector Skills Councils and the emerging 14 lines of learning.	Wider choice, linked to labour market information, employer need and the 14-19 strategy Vocational Framework for each Local Education Authority area Career pathways clearly identified to support promotion, using locally based curriculum groups locally based
1.17	Explore the potential for 14-16 Skills Centres within BSF across Humberside	Improved achievement rates KS4 Reduced NEETS
1.18	Develop pre-16 motivational and taster programmes linked to progression to Work	Increased progression from those engaged in the programme (66% of participants)

	Based Learning/Further Education	
1.19	Maintain and increase involvement in Aim Higher and create an integrated networked set of arrangements within the LSC and between partners.	Increase numbers of young people progressing to Higher Education. Targets: 25% by 2006 33% by 2010 Aimhigher Foundation Degrees Progression pathways
1.20	Implement with local providers an effective and integrated learner support programme including: - Learner Support - Education Maintenance Allowance - Transport	All learners have opportunities to progress and participate. Targeted groups are supported
1.21	Promote and monitor locally set EDIMs	Reduction in the barriers to learning in FE and WBL
1.22	Improve the performance of provision through the use of School Improvement Partners	Improved results at Key Stage 4
2) Making learning truly demand-led so that it better meets the needs of employers, young people and adults		
2.1	To take forward a comprehensive Adult Learning Strategy for each geographical area, supported by coherent infrastructure and partnership arrangements	Collaborative planning and delivery at a local level Improved retention, attainment and progression in adults
2.2	Introduce Train to Gain, improving our service to employers (Key Change)	430 first full Level 2 qualifications
2.3	Agree fee income targets for each Further Education college (Key Change)	Fee income increased to 50% of theoretical amount.
2.4	Introduce Priorities for Success Policy through the development planning process	49% of 16-18 and 55% of 19+ provision to be in high priority areas
2.5	Plan with Local Authorities and schools an effective transition for those : with statements pre-16 into post-16 learning from ethnic minorities with parenting responsibilities	All students are supported into appropriate provision
2.6	Implement an efficient and cost effective Learners with Learning Difficulties and Disabilities programme which fully meets the needs of all learners Review local provision and its links to learner support	All learners within scope of the process are appropriately placed
2.7	Support regional planning to meet skills needs through membership of Regional Skills Partnership, Regional Skills Alliance , particularly for Levels 3 & 4, Leadership and Management and also in the key sectors of Construction and Health and Social Care.	Coherent planning and delivery to meet the needs of the region
2.8	Promote sharing of data through Yorkshire	Coherent planning and delivery to meet

	Futures and targets through Advancing Together .	the needs of the region
2.9	Contribute to sub-regional Investment Planning through the Humber Economic Development Investment Plan by taking the lead on skills and linking our work on skills to employment and regeneration activities in support of the Regional Economic Strategy .	Coherent planning and delivery to meet the needs of the region
2.10	Take forward the delivery of the Action for Skills plan under themes Qualifying the Workforce, Diversity and Sector Skills Intelligence, through Yorkshire and Humberside Construction Skills and Productivity Alliance, supporting On Site Assessment and Training (OSAT)	Deliver against the challenges and issues in the Sector Skills Agreements
2.11	Ensure delivery plans address priorities contained in Sector Skills Agreement such as Business Improvement Techniques (BIT) through work with Skills Brokers – including low level skills, intermediate and leadership and management and identify closer working links to 14-19 curriculum planning.	Reduce skills shortages and gaps Increase qualifications Levels 2, 3 and 4
2.12	Continue to develop Centres of Vocational Excellence infrastructure to address skills issues particularly at Level 3 and progression routes to Higher Education.	Increase qualifications Level 3, increasing participation in Higher Education
2.13	Increase participation through offering a broad curriculum of first rung provision, through the Development Planning process.	Numbers to be confirmed through provider allocations process.
2.14	Build the capacity of Voluntary and Community Sector organisations and provide learning opportunities for volunteers and users (not in paid employment) by co-financing Global Grants.	Increase in skills and employability among people in deprived areas. Provision of accessible funding to small Voluntary and Community Sector organisations. Increase in Vol/Com sector organisations capacity to deliver community-based learning. Approx 33 organisations funded up to 825 learners.
2.15	Promote and administer learning taster activities to encourage long term unemployed people to progress on to an Information, Advice and Guidance session and/or further learning that will improve their employability and enhance their vocational and other keys skills	1,200 beneficiaries attending taster
2.16	Progress learners who have undertaken experiential first rung training into further learning and employment.	500 beneficiaries.
2.17	As part of the Neighbourhood Learning for Deprived Communities initiative, equip	210 residents undertaking Tennant Management and participation training.

	residents in deprived areas with the skills to enable them to play a greater role in neighbourhood renewal activities and where relevant progress into further learning and employment opportunities.	90 residents participating in Managing Community Buildings Training. 140 residents participating in Citizenship Training. Continuation of the Common Treasury Equipment Provision in Hull.
2.18	Raise awareness of Employer Ambassador Award to recognise and reward those employers who have embraced literacy, language and numeracy learning for their employees	10 awards
2.19	Continue to support Humberside Learning Consortium to: Be the strategic 'learning voice' of the Voluntary and Community sector for Humberside, at local, regional and national levels. Assist the LSC locally, regionally and nationally deliver the Working Together Strategy. Facilitated Voluntary and community organisations to deliver ACL funded provision. Manage a pilot project to build the capacity of voluntary and community sector organisations to deliver learning provision to Common Inspection Framework standards.	Maintain and further develop robust channels of communication with vol/com sector organisations. Identify the capacity building needs of sector organisations and the learning and training needs of the sectors paid employees, volunteers and users. Act as a broker for the sector, sourcing training and funding. 220 learners across the Humber sub-region. Up to 10 organisations will engage in capacity building activities, undertake a Self Assessment and 'pseudo' ALI inspection. Up to 90 learners will receive training.
2.20	Improve the employability and remove barriers to labour market entry for users of black and minority ethnic organisations who are economically inactive and are of working age	400 learners to participate
2.21	Complete the Employer Training Pilot ' Train to Gain ' focussing on Level 2, particularly in our Key Sectors and Clusters	2,250 Employer Training Pilot Learners Level 2 Skills for Life qualifications and increased employer engagement
2.22	Promote and monitor locally set Equality and Diversity Impact Measures	EDIMs detailed within Our Delivery Resources
2.23	Ensure that Equality and Diversity is positioned with employers in accordance with LSC priorities, by supporting Train to Gain	Employers understand the business benefits of employing a diverse workforce.
2.24	To address the problems of gender stereotyping: 1) to reduce the level of disadvantage faced by women in the labour market 2) to improve employment opportunities of men in the non stereotypical area of private sector care work	Increased participation of women into learning and the labour market linked to non traditional areas, by helping them to gain qualifications and skills and progress into further learning or employment . 250 beneficiaries To increase the number of men in employment in the private care sector by

		helping them to gain relevant qualifications 150 beneficiaries
2.25	To support FE colleges, ACL and WBL to meet their legal responsibilities and improve their ability to reach out and engage disadvantaged adult learners. This will be achieved through maintaining provider networks and holding sub-regional events	Increased capacity of the FE colleges, ACL and WBL providers in embedding equality and diversity activity and measures for adults and in meeting their statutory responsibilities.
2.26	Work with the Regional Language Network to contribute to the national languages strategy in line with the LSC's position statement	Delivery of the local element of the strategy
3) Transform the learning and skills sector through agenda for change		
3.1	Implement Intervention and Support Strategy to include (Key Change) : <ul style="list-style-type: none"> Facilitate Work Based Learning providers to engage in collaborative arrangements to share good practice Rationalise provision by removing failing provision with poor prospects of improvement and develop further the contribution of excellent provision Undertake value added analysis of AS/A2 provision and explore a range of value measures for other types and levels of provision Work with the regional Standards Unit to encourage providers to use new curriculum teaching materials Ensure all providers undertake rigorous self assessment 	Success rates targets to be confirmed through provider allocation and development planning process.
3.2	Agree with providers their approach to engagement, initial assessment, retention, achievement, progression, learner support and delivery methodologies, through the Development Planning , in line with area need.	Delivery of Strategic Area Review and Area Inspection actions
3.3	Carry out a review of all franchised provision	Further Education sector that is more responsive to the needs of employers and demand led
3.4	Facilitate sharing of provider specialisms and planning among collaborating providers to enable learner progression to higher levels	Maintain franchised provision at current levels.
3.5	Undertake a detailed analysis and review of the mix and balance of provision to ensure a better fit with local, regional and national priorities	
3.6	Drive up quality through support for external inspection agencies and quality improvement	Minimum Grade 3 at inspection
3.7	Provide appropriate and well appointed facilities that will attract employers and	Secure X revenue funding to support and develop physical infrastructure based on bringing participation up to at least the

	learners in growing numbers	national average in all areas.
3.8	Work with providers to achieve Customer First standard	X providers to achieve Customer first
3.9	Agree the Better Deal for People Framework, Securing agreement and resources for the delivery of the framework across partners, providers and stakeholders. Review existing action plan for Better Deal for Business & agree future course, engaging key partners	Agreed delivery arrangements Revised action plan
4) Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs		
4.1	Increase the proportion of learners with a first full Level 2 qualification, focussing activity on people who are waged and unwaged in the workforce. (Key Change)	Numbers to be confirmed through provider allocations and development planning process.
4.2	Support Skills for Life sub regional infrastructure including the Skills for Life Resource Centres, the Training and Development Consortium and the Consortium for Learning to enable providers and other organisations to deliver SfL qualifications for tutors, particularly ESOL and numeracy due to the increasing demand in this area. (Key Change)	40 participants to work towards the Level 4 tutor qualification, 5000 adults to achieve a SfL qualification 1,800 learners achieving key skills in application of number and communication (included in the 5000 above)
4.3	Continue to promote the take up of the Adult Learning Grant , ensuring full implementation across the sub-region	700 people accessing Adult Learning Grants to gain first Level 2 and 3
4.4	Improve the Information, Communication and Technology capacity and qualification level of the workforce.	437 Level 2 Information, Communication and Technology qualifications 31 employees achieving Level 2 Information, Communication and Technology qualifications 10 employees achieving Level 3
4.5	Support Skills for Life sub regional infrastructure including the Skills for Life Resource Centres, the Training and Development Consortium and the Consortium for Learning to enable providers and other organisations to deliver SfL qualifications for tutors, particularly ESOL due to the increasing demand in this area.	40 participants to work towards the Level 4 tutor qualification, 5000 adults to achieve a SfL qualification 1,800 learners achieving key skills in application of number and communication (included in the 5000 above)
4.6	Work with providers , the Skills for Life Resource Centres, the Training and Development Consortium, the Consortium for Learning, Humberside Learning Consortium and other partner organisations to develop and implement Skills for Life strategies to meet local needs	The following strategies produced: Skills for Life, Quality Strategy and a Communications and Promotion Strategy
4.7	Work in partnership with local providers and agencies to use the national BBC RAW	170 learners to achieve SfL qualifications through ESF (included in the above

	campaign to engage and support new learners to achieve Skills for Life qualifications.	5000)
4.8	Continue to develop the Skills for Life brokerage programme, ensuring that delivery plans identify and address Skills for Life issues.	Increased number of Skills for Life brokers Increase participation in Skills for Life
4.9	Increase the skills level of unemployed, in low skilled jobs, migrant workers, rural communities, public sector and groups at risk of exclusion with Jobcentre Plus	Increase number in learning. Completion of joint Welfare to Workforce Development plan
4.10	Implement an effective action plan for Information, Advice and Guidance , with the Humberside Strategic Board and ensure it delivers the Humberside Information, Advice and Guidance strategy. This includes: Building capacity within the Information, Advice and Guidance delivery Provide a telephone helpline and a website offering advice services for adults who have already achieved a level 2 qualification and information for individuals, practitioners (including Trade Union Representatives) and employers	Offer 8,670 advice sessions to 6,330 individuals yet to achieve Level 2 Offer 695 enhanced services to individuals who have yet to achieve Level 2. 95% of Information, Advice and Guidance providers accredited to Matrix. Provide 1,200 information helpline enquires. Provide 200 advice sessions over the telephone. Have 300000 hits on website. Deliver 100 on line advice sessions
4.11	Increase the number of learning representatives in the workplace and work with Skills for Life Resource Centres to implement plans to promote Skills for Life awareness amongst Union Learning Representatives , delivering relevant training as needed	50 Union Learning Reps achieve Unit 1 Level 2 100 Union Learning Reps attend awareness sessions
4.12	Incorporate offender learning in prisons to offer a consistent, seamless transition from learning in prison to learning in the community using the Offender Learning and Skills Service (OLASS)	Contracts in place September 2006
4.13	Produce and implement a joint action plan with Jobcentre Plus supporting the economically inactive, those without a Level 2 qualification, needing Skills for Life or ESOL support	Joint Action plan produced by May 2006
4.14	Deliver the European Social Fund Objective 3 , Round 4 activity	5,600 beneficiaries
5) Improve the skills of the workers who are delivering public services		
5.1	Promote and provide training and career development opportunities in the public sector, specifically health and social care (Key Change)	425 beneficiaries 160 Level 2 qualifications
5.2	Actively support the delivery of the workforce development strategy for those	Mainstreaming of School Support Staff pilot

	working with children to level 2 and 3 through delivery of Train to Gain offer to employers and level 2 entitlement to individuals	
5.3	Implement the LSC strategy for school support staff by contributing to the LSC plan to train and develop 15,000 support staff in 2006-07 nationally	67 VQs 67 other qualifications
5.4	Develop and deliver workforce development plans with each local authority in line with area agreements	4 plans produced Increase in Apprenticeships, Skills for Life and Level 2 quals
6) Strengthen the capacity of the LSC to lead change nationally, regionally and locally		
6.1	Implement an internal change programme to improve our capacity to work productively with partners, engaging and influencing at strategic and operational levels (Key Change)	More productive relationships established
6.2	Lead on the development of a skills plan for the Hull and Humber Ports City Region and 4 Local Area Agreements by 2006/07. (Key Change)	Better aligned activity within sub-region
6.3	Forge stronger arrangements with Yorkshire Forward and other regional partners influencing their learning and skills agenda within key strategies including Northern Way and Regional Economic Strategy	Better aligned activity within sub-region

Our Delivery Resources

Partnership Working

A key driver for us in the coming year is the **Agenda for Change**, working with partners to be truly ambitious on behalf of learners and employers. For us to do this, we also need to change as an organisation, becoming more dynamic and customer focussed. We make the biggest difference by working locally and our local activity must focus on relationship management and partnership working. We have already begun to structure ourselves to work on a local area basis and we will further refine local roles to concentrate on partnership delivery of learning and economic development. For the coming year, there are many key areas of partnership activity that we need to further develop.

Within 14-19 activity, a comprehensive strategy needs to be taken forward within each area using 14-19 co-ordinators to support coherent infrastructure, partnership arrangements and the outcomes of the Strategic Area Review. From this base, we intend to proactively engage with **Building Schools for the Future, Academies and Childrens' Trusts**. Equally, we see the Local Area Partnerships as key to engage with young people to assess need and reflect their requirements in the planning of provision, including those with learning difficulties or disabilities. They will be an essential mechanism in addressing issues of quality and sufficiency in provision. **Local Authorities** will also be important ensuring the alignment of LSC funds to ensure the successful delivery of **Local Area Agreements and Every Child Matters**. We are committed to assess our effectiveness in partnership working with the regional LSC "toolkit". This will spur our improvement.

The **Adult Learning Strategy and Children's Workforce Development Strategy** will be implemented through partners within each area, as a central focus for our work with adults. We need to work with our key partners to reach in to communities and support the aspirations of adult learners. We see such organisations as the Adult Education Services, colleges and **Humberside Learning Consortium** as key partners in accessing the voluntary and community sector.

Equally important to us will be the partnerships that we build to support our work with employers. Within the region, the Regional Skills Partnership and Regional Skills Alliance have made a real contribution to focussing our local activity, particularly in Construction and Health and Social Care. We have also adopted the **Regional Economic Strategy** as our steer for skills. One of our challenges for the future will be to ensure that we build effective partnership arrangements with the **Sector Skills Councils**, ensuring that Sector Skills Agreements are delivered effectively within Humberside.

Many other partnerships and consortia are hugely important in helping us to realise our ambitions for our area. These include the **Business Link Humber, Jobcentre Plus, Connexions Humber, Voluntary and Community Sector Consortia for Learning, the Information, Advice and Guidance Partnership, the Education Business Links Organisation, the Consortium for Learning, the Early Years Development and Childcare Partnerships, UFI/Learndirect, Youth Offending Teams and Working in Partnership** which brings together employers and Trade Unions.

Local Council

In order for us to deliver our plan, we must fully harness our non-executive members. Within Humberside, we have a truly representative Council drawn from employers, trade unions, voluntary services, colleges, schools and local authorities. The Council have and will continue to contribute significantly to the production of the plan and the shaping of our strategic vision for the future.

Throughout the year the Council Members will play a critical role in the review of the plan and its outcomes, challenging the executive in its performance and in particular as ambassadors for the LSC externally. In their own sectors and interests they will help to make the critical interventions and broker partnerships and engage stakeholders as required. We contribute to develop a strategy on how to use the passion, commitment, specialisms and experience of our Members to support learning and skills development in the Humber. In the coming year we see them as an even greater asset.

Equality and Diversity

The Learning and Skills Council is required to produce a Disability Equality Scheme by December 2006 and employees will receive appropriate training. Employees will also be working towards the year two requirements of the Race Equality Scheme and Regional Action Plan 2005-2008. Within our work with providers, the following Equality and Diversity Measures 2005-06 have been agreed:

EDIM ref.	Programme	EDIM description	Baseline	Target 2005/06
EDIM 1 - BME people in learning	Further Education	% unknown BME data	5.6%	3.0%
		% BME learners	3.7%	3.7%
		Success rates BME	67.2%	69.0%
		Success rates gap (BME/White)	6.0	4.0
Work Based Learning	% unknown BME data	1.1%	1.0%	
	% BME learners	0.7%	2.0%	
EDIM 2 - learners with LDD	Further Education	% unknown BME data	12.9%	8.0%
		% LDD learners	14.2%	14.2%
		Success rates LDD	69.7%	71.0%
		Success rates gap (LDD/non-LDD)	3.3	2.0
	Work Based Learning	% unknown LDD data	1.5%	1.0%
		% LDD learners	10.8%	11.0%
EDIM 3 - males in Business Admin, Management & Professional Level 2	Further Education	Success rates male	51.7%	54.0%
		Success rates gap (male/female)	6.8	4.0
	Work Based Learning	Success rates male	41.4%	46.0%
		Success rates gap (male/female)	15.0	10.0

Baselines: FE learners data based on F01 2004/05; FE success data based on 2003/04; WBL data based on W10 2004/05. BME – Black and Minority Ethnic; LDD – Learning difficulties and disabilities

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

Learners with Learning Difficulties and / or Disabilities

The recently published consultation document *'Through Inclusion to Excellence': The Report of the Steering Group for the Strategic Review of the LSC's Provision for Learners with Learning Difficulties and/or Disabilities across the Post-16 Learning and Skills Sector* highlights the need for a co-ordinated partnership approach to the planning, funding and delivery of provision.

We seek to ensure that local provision is developed across all the funding streams and innovative solutions are built upon to respond to individual need.

Sustainable Development

The LSC has published a strategy for Sustainable Development (SD) entitled "From Here to Sustainability". The document develops the simple theme of ensuring a better quality of life for everyone, both now and for generations to come. This idea is translated into the following aim:- "to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life for future generations." The LSC's vision for SD is that the Learning and Skills sector will proactively commit and contribute to sustainable development through its management of resources, the learning opportunities it delivers and its engagement with communities. Locally, the LSC is establishing an Action Group of LSC staff and provider representatives to translate broad visions and aims into positive local action and dissemination of best practice.

Health and Safety

The health and safety of learners is a fundamental value for the LSC. 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 will fully meet their legal obligations and "duty of care" to learners.
- seek assurance that colleges and other providers have suitable and sufficient arrangements for learner health and safety.
- take appropriate action where expected standards are not met or maintained.
- promote the raising of standards for learner health and safety through support, and challenge, as appropriate.

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