

Leicestershire 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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EXECUTIVE SUMMARY¹

In 2006-7 Leicestershire Learning and Skills Council plans to:

1. Help a further **2370** young people to achieve a **full** level 2 by 19, and a further **1365** adults to achieve a first full Level 2 qualification. Targeting will include those who live in the West of the conurbation and who are part of disadvantaged groups.
2. Help **2% more adults** and **3% more 16-18 year olds** achieve a full level three in construction, engineering, health and social care or retail sectors.
3. Work with Local Authorities and employers, to plan curriculum provision for 14-19 year olds which will increase vocational offers at levels one and two, particularly in schools and, with the help of robust, targeted, impartial, Advice and Guidance enable young people to progress to FE or work based learning in their chosen area of learning
4. Ensure the new Train to Gain programme builds on previous experience with Skills at Work locally and delivers excellent skills brokerage in areas of identified local sector need.
5. Use Local Area Agreements to bring about improvements in the skills base of Leicestershire and improvements in provision for learners with learning difficulties and or disabilities.
6. Raise the participation of learners from Black and Minority Ethnic heritage backgrounds and those of young women and men in gender biased occupational areas.
7. **Help a further 890** learners, studying through workbased learning routes, to complete a full framework at level 2 by the end of 2006, concentrating particularly on those working on apprenticeship programmes in the public service sector.
8. Help a further **5612** adults to achieve a Skills for Life qualification by the end of the academic year 2006/7, concentrating particularly on the public sector and identified groups of Job Centre Plus clients.
9. Achieve our priorities faster by working with providers to encourage them to change the balance and mix of their provision so that employer needs at level 2 and 3 are met and Sector Skills Council's key qualifications are available in sufficient quantities.
10. Identify and continue to secure investment in relevant first steps, level one and personal learning, so that these important activities are retained for those who need them.
11. Ensure that the local LSC develops its staff to enable them to partake fully in the organisational changes accompanying the Agenda for Change.

¹ In the following pages, LeicesterShire is used when both the city and the county local authority areas are referred to. Leicestershire means the County, with the exception of the title Leicestershire Learning and Skills Council

Our Vision

This is the Leicestershire Learning and Skills Council's Annual Plan for 2006-2007. It sets out our focus and priorities for the coming year. It builds on our deepening understanding of the needs of our area, its people, our communities and our economy. It translates national and regional policies and priorities into actions that are appropriate to our local circumstances. It looks to a future in which every individual will have the opportunity to enrich their lives and achieve their potential through learning and skills.

We will achieve our purpose through partnerships. We are working energetically with others at strategic and operational levels to build trust, commitment and a sense of common purpose. There is great energy for change in Leicester and Leicestershire and we are seeking to bring leadership and direction to the learning and skills agenda, placing people at the heart of economic and social renewal. We are building on strong foundations, and we are strengthening our role in economic development through key relationships amongst others with employers, the LeicesterShire Economic Partnership and our Local Strategic Partnerships.

During the past year we have been active partners in the development of draft local area agreements with our principal local authorities. We have also contributed fully to the emerging and important Children's Services Agenda. In 2005/06 it will be a priority to build further on these firm relationships. We have also worked to support the current review of the Regional Economic Strategy and in 2005/06 will be seeking to finalise our plans to see it provide renewed economic impetus in our sub-region.

These are exciting times. LeicesterShire stands on the brink of major public and private investment, the scale of which has not been seen in a century. Transformational investment in schools, colleges and Further and Higher Education. Unprecedented investment in the Health and Care sector. Major retail, office and cultural developments as part of an ambitious Leicester City Master Plan. Finally major growth of the Region's airport and in distribution and logistics reflecting the area's excellent communication links. And of course all of these developments create great demand for construction skills.

Leicester and Leicestershire are changing fast. New skills will be needed and new and exciting job opportunities will be created. We are determined that these opportunities and benefits should be available to all. Access to learning and skills is a great driver to social and economic inclusion. Together with our partners, employers, public and private providers we are determined to promote the message that learning pays and to ensure that the opportunities that we offer are truly led by the demands of the economy and are of the highest quality. We look forward to working with you to make sure that Leicester and Leicestershire secures these benefits. We are ambitious for our area and hope we can recruit you to our vision for a better future.

Maureen Milgram Forrest
Chair

David Nelson
Executive Director

Our National Priorities

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

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

Our Regional Priorities for the East Midlands

The LSC's regional priorities for 2006-07 reflect a commitment to transform the leadership and direction of the learning and skills agenda within the East Midlands. It strengthens the capacity to work regionally and locally, providing a responsive, demand led environment for delivering skills, which places the learner at the centre of our planning and delivery.

To maximise the impact of this transformational change, the LSC will continue to be a key strategic partner within the region to deliver enhanced products and services to employers, individuals and communities. This will be co-ordinated through the employment, skills and productivity partnership (esp), within which the LSC is involved at all levels.

As lead partner for 3 priorities for action within the esp we will work with partners in the region to:

- increase participation rates of 14-19 year olds
- develop adult skills at all levels, providing pathways for progression for those employed and developing employability skills for those seeking entry to employment, and
- improve the infrastructure and responsiveness of skills supply and the coordination of provision

The LSC's regional imperatives demonstrate how we aim to maximise the benefits of working regionally to provide consistency and greater impact within the region, whilst ensuring local flexibility to respond to local need. This includes developing a regional capital strategy to ensure we purchase provision that is responsive to demand and meets our needs and priorities; working with partners to develop an adult universal offer for employers; implementing the regional skills brokerage service and developing regional vocational pathways framework for 14-19 entitlement.

Our Local Priorities for Leicestershire.

We will:

1. bring leadership and direction to the learning and skills agenda in LeicesterShire, through building up our strategic partnerships and enable more young people to participate and achieve their level two passport to employment and further learning;
2. work with strategic partners and providers to increase the level, volume and quality of vocational provision available for young people;
3. bring renewed economic impetus to the sub-region by working with employers to increase the level, volume and quality of training available which is responsive to sector needs, and where those who participate achieve;
4. work with employers to involve them in increasing the level, volume and quality of apprenticeships available in key sectors and driving up the percentage of employees who have achieved key skills qualifications;

5. drive forward the regional economic strategy by working with providers to change the balance and mix of provision so that skills gaps in key sectors such as construction can be met locally
6. develop our leadership in the public sector so that public sector employers can work with highly trained and well qualified staff

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 **2370** young people to gain a Level 2 in 2006/2007 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 we need to deliver 350,000 full Level 2

Locally we plan to deliver **2761** full Level 2 achievements through further education and work-based learning in 2006/07, that is an increase of **923** compared to 2005/06,

In addition, we will also deliver **1758 first** full Level 2 achievements 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 **11194** 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 **1046** in 2006/07.

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

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

Our Values

Our values set out for us the way we work.

- **Trust:** the LSC has to be world-class at partnership and so we believe trust must be at the heart of the LSC.

- **Expertise:** we demonstrate expertise and true leadership in every aspect of our work. We have complete understanding of the communities we serve and of what is needed by business in terms of current and future skills.
- **Ambition:** we are ambitious for ourselves, in the goals and objectives we set, but more importantly we are ambitious for the communities we serve, for employers and for individuals in education and training.
- **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 IN LEICESTERSHIRE

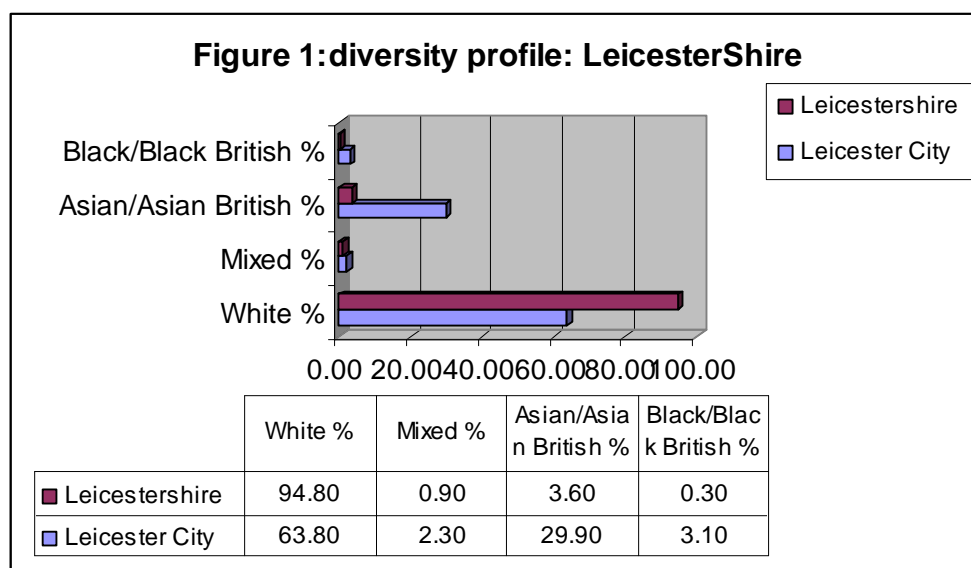
Leicestershire is a diverse area, with both a deprived urban area and a rural focus. The following sections outline the effects of demographic and economic issues on the local area and in relation to these, the skills requirements of key sectors of the economy.

1. DEMOGRAPHIC CHANGES

Population projections for the next twenty years show a significant rise in the over 65s, from 1,250,000 to 2,240,000, with smaller rises in the over 45 to 64 age group. The younger aged populations, of under 14 and 15-19 show some fluctuations, but broadly speaking they remain static at around 1,750,000 and 600,000 respectively. Where employers have a large net requirement, many will have to change their recruitment practices to take advantage of an ageing workforce and other less accessible parts of the population such as those in areas of multiple deprivation and prisons.

2. DIVERSITY PROFILE²

Whilst the trend towards an aging workforce may have significant effects over the next twenty years, the increasing diversity of Leicestershire is a more significant factor in the demographic picture. In Leicester city the balance between ethnic groups has been changing steadily and will continue to do so. This poses a challenge for employers in attracting a range of ethnic groups into employment sectors not traditionally associated with them.



The graph³ indicates the differences in the ethnic mix of city and county, where in the city, around 36% of the population are of Black or minority ethnic origin compared to 15% for Leicestershire.

² Source: Census 2001, Crown Copyright 2003

³ For ease of presentation, only the four largest groups in Leicestershire are displayed in the graph
01 June 2006

The most substantial ethnic minority groups overall are Asian/Asian British, which comprise 12% of the population in Leicestershire, rising to around 30% in the City. The population of Indian origin are the most significant of this group, representing just-under 26% of the City's population and just over 10% overall. New arrivals are also an important consideration, but the data for these are as yet unavailable. Whilst groupings by heritage are an important feature of the population landscape. It is important in Leicestershire to examine groupings by faith. Up to date data on faith groups and their relationship with economic positioning is not yet available.

3. ECONOMIC PROFILE

A high proportion of the population in Leicestershire is in employment with the working age employment rate at 76.3%. The unemployment rate of 3.8% hides some marked differences by age, gender ethnicity and geographical area throughout Leicestershire.

A. Employment by Sector

The table below shows the percentage level of employment by broad industrial sector for Leicestershire. The figures are illustrated by ethnic group to enable an understanding of some of the diversity challenges facing the LSC in the area⁴.

Table 1: the level of employment by broad industrial sector for Leicestershire, by ethnic group

% of 16+ In employment who are employed:	White	Non-white	Indian
In agriculture and fishing	1.2	-	-
In energy and water	0.8	1.3	1.3
In manufacturing	18.5	27.6	29.0
In construction	8.0	1.4	1.3
In distribution, hotels and restaurants	19.4	23.5	20.4
In transport and communications	7.0	8.2	9.0
In banking, finance and insurance	12.6	11.0	11.8
In public admin, education and health	27.0	23.9	24.0
In other services	5.5	2.9	2.8

The table clearly shows the differences in the types of occupation and industry sector of employment by ethnicity. These will be more sharply defined in Leicester City whereat the latest census, 40.7% of the working age population was non-white. This is currently projected to be over 50%. Marked differences occur in the ethnic employment patterns in sectors such as manufacturing, where 29% of the Indian heritage group were employed, compared to 18% of the white heritage group. In construction 8% of the white population were employed compared to 1.3% for the Indian population. Given the shifts in age attracting a different ethnic mix into key sectors such as construction will be a key area of work for Train to Gain activity in 2006-7.

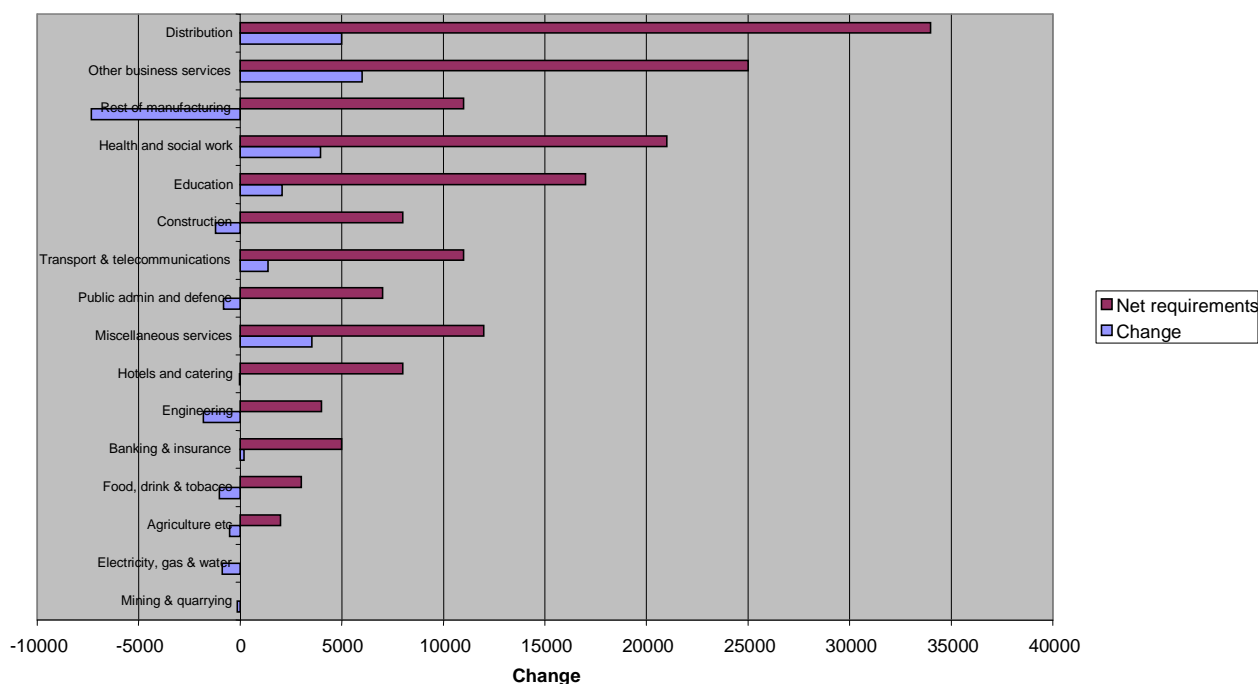
B. Economic Change

Over the next 10 years there is predicted to be a growth of over 8,000 jobs within the sub-region. However, projections indicate that this is an under-estimate, with regeneration work in the City and County providing temporal shifts much higher than this estimate, particularly within the construction, retail sectors and business admin. The figure below shows how employment levels are expected to change by sector.

Figure 2: Projected change in employment levels over the next decade by sector

⁴ Source: Annual Population Survey, Jan-Dec 2004 NB: range of confidence intervals between 1%-10%

Projected change in employment 2004-2014



Only three sectors are predicted to increase their share of employment. These are Education, Health and Social Work and Miscellaneous services. Engineering on the other hand is expected to lose around a quarter of its workforce in Leicestershire. However, even those sectors that are forecast to decline still have significant requirements in terms of replacement demand. Where demand is greatest, in public service occupations, this growth is seen in health and social care preparing to meet the care needs of an ageing population.⁵

4. SKILL NEEDS

A. Qualification attainment:

Table 2: Profile of residents' qualifications Leicester and Leicestershire

	Leicestershire		East Midlands	
	% Highest qualification held	% cumulative	% Highest qualification held	% cumulative
No qualifications	12.3	12.3	12.2	12.2
NVQ 1+	15.0	77.9	16.4	80.6
NVQ 2+	18.7	62.9	18.9	64.1
NVQ3+	20.0	44.2	20.2	45.2
NVQ4+	24.3	24.3	25.0	25.0

There is a close relationship between levels of qualification and area of residence. The Super Output Areas with the highest levels of deprivation have the most residents with the lowest level of qualification. Although the proportion of residents within the Leicestershire LSC area without the employability proxy of an NVQ level 2 (or equivalent) has been decreasing since 2001/02, it remains a significant percentage of both the working age population and the economically active population. In 2003 it represented over 40% of the Leicestershire working age population, some 230,000 people.

⁵ Working Futures II, October 2005, 16EM040.xls
01 June 2006

B. Basic skill needs

The City of Leicester has a higher proportion of the population with only entry level literacy and numeracy skills. Within the County Districts, this is highest in Oadby and Wigston and Hinckley and Bosworth and North West Leicestershire.

C. Employer skills issues

Table 3: Skills shortages and gaps by key priority sector⁶

Sector	Hard to fill vac as % all vacs	% vacs that are Skill Shortage vacs	skills Gap as % employment
Manufacturing	38.0%	29.2%	8.2%
Construction	47.0%	34.5%	11.9%
Wholesale and Retail	40.1%	17.4%	12.8%
Health and Social Work	25.3%	29.6%	10.4%
TOTAL	38.8%	28.7%	9.3%
REGION	41.4%	21.6%	10.6%

Although the proportion of hard-to-fill vacancies is lower in Leicestershire than for the Region as a whole (38.8% compared to 41.4%), skills shortage vacancies and the associated recruitment difficulties are more of an issue for LeicesterShire employers. In LeicesterShire, a vacancy is more likely to be hard-to fill because of a skills related reason than for reasons such as low pay or poor terms and conditions. Skills gaps reported by employers represent just over 9% as a proportion of employment. Higher than average skills gaps are reported by Wholesale and Retail, Hotels and Restaurants, Construction and other Business Services.

D. Training activity by employers

In 2005, less training was provided by employers than in 2004. Across all industries, only 30% of employers had a training budget in 2005 and just over half had arranged training for staff. Only around a quarter of all employees in the key sectors had received training. Those employed in Health and Social work fared best, with 89% of employers arranging training in this sector in 2005. This is a matter of concern since LSC priorities clearly indicate an expectation that some training currently provided for adults will need in future to be at least part funded by their employers. This is an area where the brokerage activity within Train to Gain will be expected to bring about considerable change by working with employers to increase skills.

5. PRIORITY SECTOR ISSUES

Plans prepared by the by Sector Skills Leads indicate the following key priorities and future skills demands in the three regional priority sectors and the local priority of retailing.

Construction.

Skills priorities in the priority areas of wood trades, bricklaying and plastering at level 2 and management:

- Industry minimum standards requiring flexible provision and on-site assessment
- Need for multi-skilling and a broader occupational range, including more specialisms such as roofing, sheeting and cladding and stone masonry

⁶ (Source NESS 2003) * Regional figures used as local sample below 40. ** Both Regional and Local sample size is below 40

Future skills demands

- Major local regeneration and commercial development are not reflected in employment forecasts and are generating employment growth
- Replacement demand – need to attract new recruits to maintain current employment levels, especially from non-traditional groups (females, ethnic minority groups)
- By 2014, employment growth is forecast to decrease by 1,213, but replacement growth is forecast to be 8,000, making a net demand of 6787.

Wholesale/retail priorities

Skills priorities:

- Poor level of management and leadership skills
- High levels of need of basic skills and level 2 qualifications
- Customer handling, communications and team working

Future skills demands

- Attracting better qualified new recruits to help meet growing employment opportunities due to retail development (e.g. The Shires)
- Attracting in under-represented groups: males, ethnic minorities, young people
- Need to raise profile of sector as seen as low pay and short-term
- Need to increase the number of managers with a level 4 qualification
- By 2014 employment growth is forecast to increase by 5004, and replacement growth is forecast to be 34,000, making a net demand of 39,004.

Health and Social Work Priorities

Skills priorities:

- Skills gaps within the sector exceeds recruitment problems
- Key gaps in generic skills e.g. communication, customer service, IT and management
- Some specialist requirements counselling, managing difficult behaviours and key occupation groups
- Aim to increase recruitment from non-traditional groups (males, ethnic minorities and disabled people)

Future skills demands

- Significant growth forecast across all groups due to the service requirements of an ageing population
- This will also affect the balance of services required and the skilled staff to deliver them
- By 2014 employment growth is forecast to increase by 3953, and replacement growth is forecast to be 21,000, making a net demand of 24,953.

Engineering priorities

Skills priorities:

- Cyclical working so skills deficiencies most apparent at busiest times, but in slow times cost pressures cause cutbacks to training
- Basic skills needs of older workers
- Business improvement techniques, supply chain and project management

Future skills demands

- Rapid technological change and development of new practices and techniques requiring higher level and more complex skills than traditional ways of working
- Demand for new recruits given the ageing workforce
- Increasing demand for multi-disciplined employees, rather than traditional skill sets
- By 2014 employment growth is forecast to decrease by 1810, but replacement growth is forecast to be 4000, making a net demand of 2190

In addition, Sector Skills plans drew attention to barriers to developing and maintaining a fully proficient staff. Overwhelmingly in all four sectors, this was reported as being lack of time and cover for training. In the construction sector, a further barrier identified was lack of suitable courses in the local area.

6. PROVISION AND UPTAKE OF EDUCATION AND SKILLS

A. Young people: Participation and Achievement.

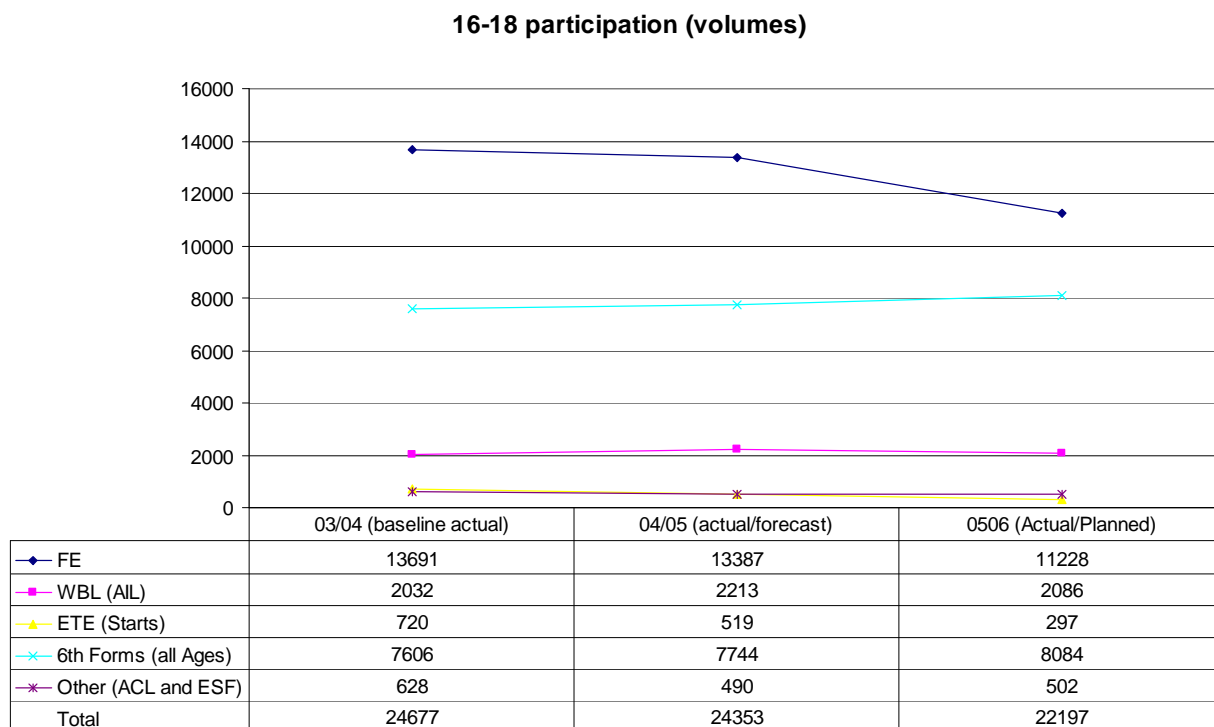


Figure 3 16-18 participation

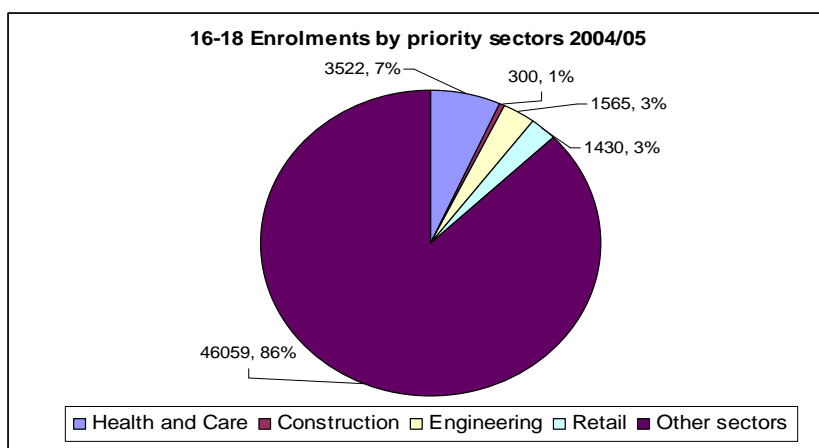
i. Participation

The participation of young people has fluctuated over the three years since 2002/03 in comparison to the size of the 16-18 year old cohort, which has seen an increase of 8% over the same period. During the period 2003/04 and 2005/06 there was a 10% reduction in 16-18 volumes. The bulk of this reduction lay in FE enrolments, (18%) with small decreases in Work Based Learning, and E2E. School Sixth forms by contrast grew by 6%.

These fluctuations are associated with five factors:

1. Below national average GCSE results in the City 11-16 schools, which is extremely low when GCSE Maths and English are taken in to account as part of a full level 2.
2. Poor curriculum match between schools and colleges resulting in poor progression, and very few vocational opportunities in City or County schools
3. Inconsistent advice and guidance around career choices, resulting in many young people undertaking an inappropriate curriculum
4. Difficult funding climate with conflicting policy trends in which FE Colleges chose to be risk averse in developing their 16-18 enrolments
5. A significant shift towards full time from part time learning amongst 16-18 year olds in 2005-6.

Figure 4: 16-18 enrolments by priority sector 2004/5



The figures for enrolments in key sectors, as shown in figure four above indicate that there is a need for impartial advice and guidance for 16-18 year olds as well as, in some areas, a need for improved capacity in FE and Work Based Learning provision particularly in construction, if the key priorities are to be met in the future. **ii Not in Education, Employment or Training**

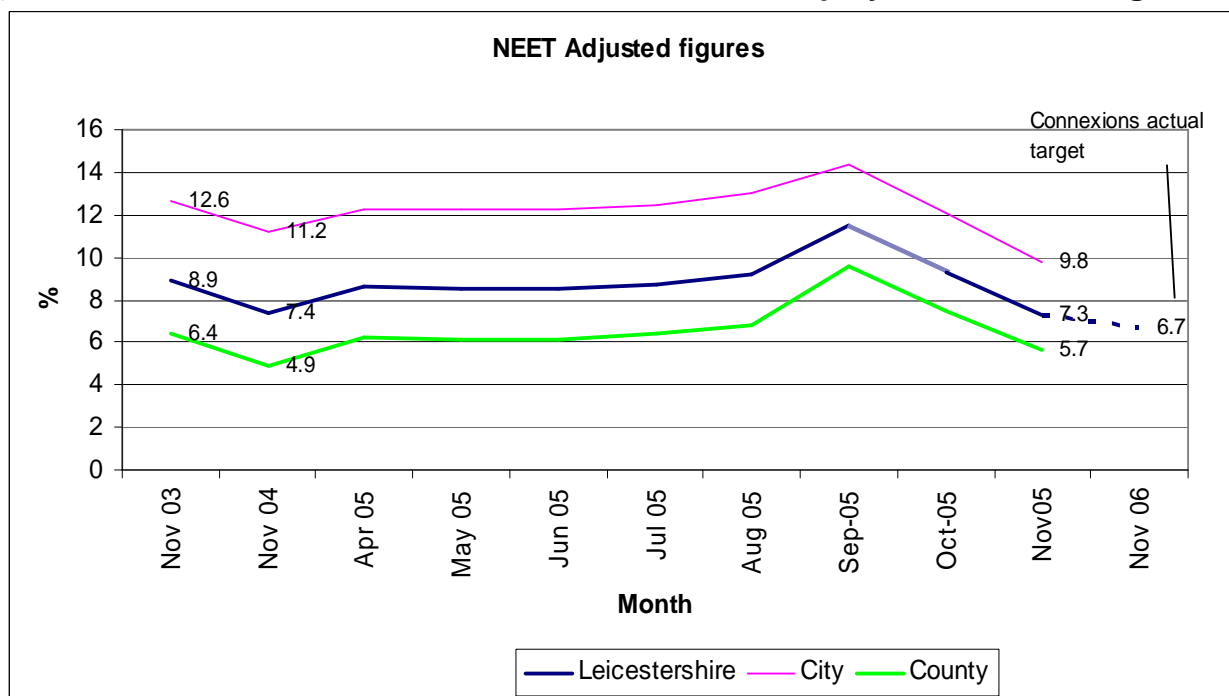


Figure 5 16-18 year olds Not in Education Employment or Training as at November 2005

Those 16-18 year olds not in employment, education and training (NEET) fell by a very small amount - 21 learners – between 2004 and 2005 at the September count. However, good progress has been made in reducing the percentage of unknown destinations which fell by 7.2% during this same period, from 13.3% in 2004 to 6.1% in 2005.

Of those in employment (15.3%), 2% were employed part time, 1% were in temporary employment and 12% in employment without training to level 2. Of the 6% of the 16-18 who were in training, (as opposed to education,) 3% were employed and undertaking apprenticeships, 3% were non-employed but undertaking NVQs and 1% were undertaking Entry to Employment (E2E) courses. Leicestershire has the smallest percentage of 16-18 year olds in training in the East Midlands⁷

⁷ The figures for those in training do not include those enrolled with national training providers who are resident in Leicestershire.

The number of learners undertaking Entry to Employment courses is falling steadily in Leicestershire, with a 27.9% decline between 2003/4 and 2004/5. Forecast numbers for 2005/6 are showing an increase again, but this still represents a decline on the 2003/4 figure. The percentage of those who go on to positive destinations after their E2E courses has risen by 10% between 2003/4 and 2004/5.

iii 16-18 Full Level 2 and 3 achievement

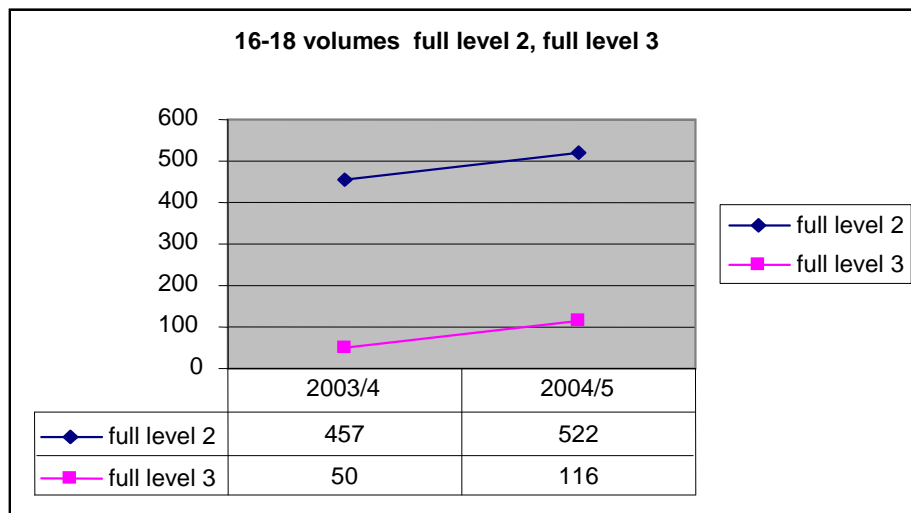


Figure 6: Achievement of 16-18 year olds at levels 2 and 3

Whilst there has been growth in the volumes of 16-18 year olds achieving full level two and three qualifications, there is still a considerable amount of work to be done in reaching the 2006 target for full level 2.

Success rates of 16-18 year olds have been increasing in line with rising success rates in all colleges and schools with sixth forms in LeicesterShire. In 2003/4, 75% of all 16-18 year olds participating achieved success. This was the highest in the region and well above the national benchmark.

Workbased learning success rates improved by 6% during 2004/5 but lag behind those of colleges and schools. Framework completions are one of the most important issues for LeicesterShire to address currently since these stood at 31% in 2004/5 compared to a regional average of 37%. All framework completions in the **priority sectors** were below both the LeicesterShire average for 16-18 and regional averages, with notably low full framework completions in Health, Public Services and Care (17.5%). There has however been an increase in performance for Health and Care and Construction. Full framework completions for Retail decreased between 2003/04 and 2004/05. Performance at full Level 3 (Advanced Apprenticeships) is below local average and Regional performance. This pattern is reflected in full framework completion performance.

In the 2004-5 plan, Leicestershire concentrated effort with its partners on the West side of the conurbation. This has resulted in improvements in 2 of the 4 wards targeted, Braunstone Park and Rowley Fields. New Parks has the lowest attainment at Level 2 out of all the 4 Western Wards, but it does have high levels of Multiple Deprivation. Even taking this into account, attainment at level 2 is very low.

Many City West side residents are educated in County schools. Attainment of full level 2 is higher for those from West wards attending County schools, with an increase in each of the 4 wards, compared to those who attending City schools. For those residing in New Parks the 'no pass' rate has significantly increased regardless of whether a City or County institution was attended.

Gender and ethnicity are differentiators of key stage 4 performance nationally and this is reflected in the West of the City. Lack of attainment by White males is the key issue in these wards, especially New Parks with very low male attainment, (6.5%) in 2005.

B. Adult Participation and Achievement.

i. Participation

The participation of adults has fallen over the last two years. In 2003/4 the total participation was 114,087 and in 2004/5 this fell to 105,941. This has been across all areas of work. Only Adult and Community Learning (ACL) is planned to rise in 2005/6

Level two participation for adults in Leicestershire in 04/5⁸ was 4425 against a planned total of 5463, showing Leicestershire as achieving only 81% of its target. At level 3, Leicestershire had 2586 adult participants in 2004/5 against a target of 6014, achieving 43% of target. Full level three participation has fallen by 5% since 2003/4, and Leicestershire is only 31% of the way towards its full level 3 target.

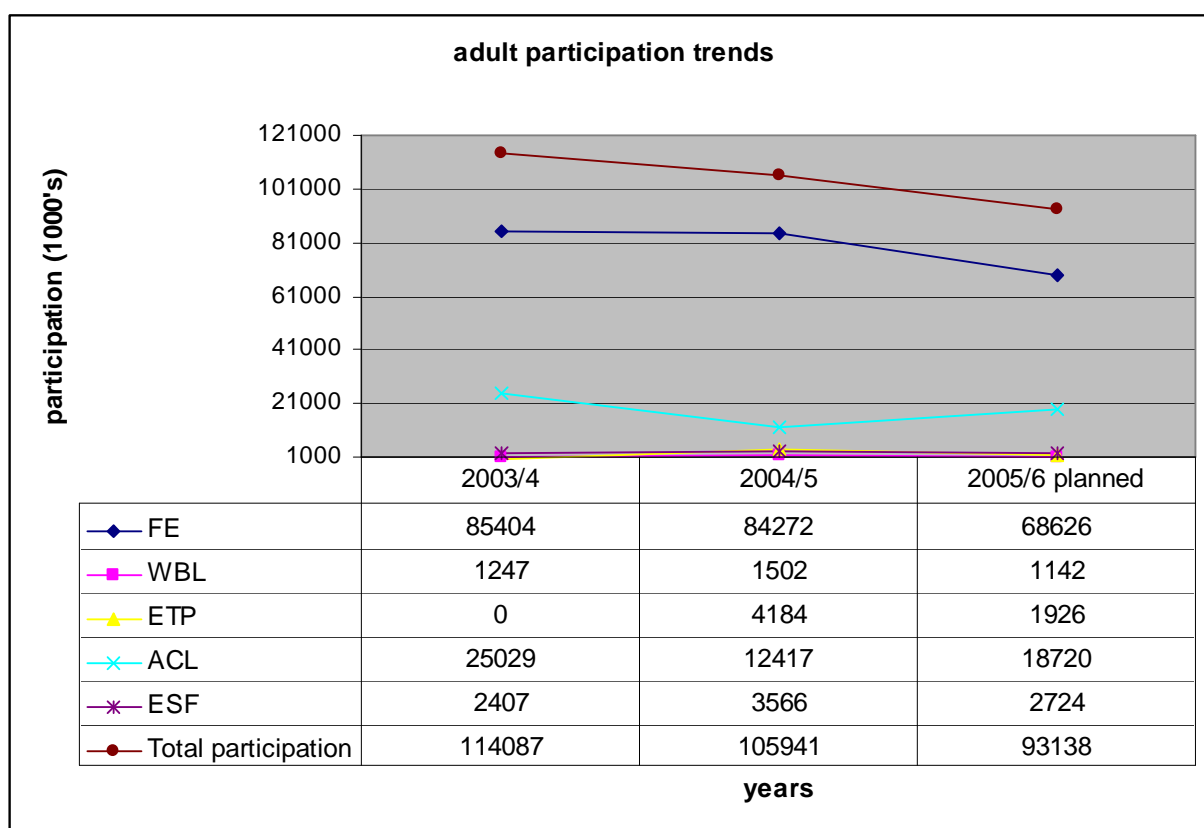


Figure 7: Adult participation

⁸ September FO4
01 June 2006

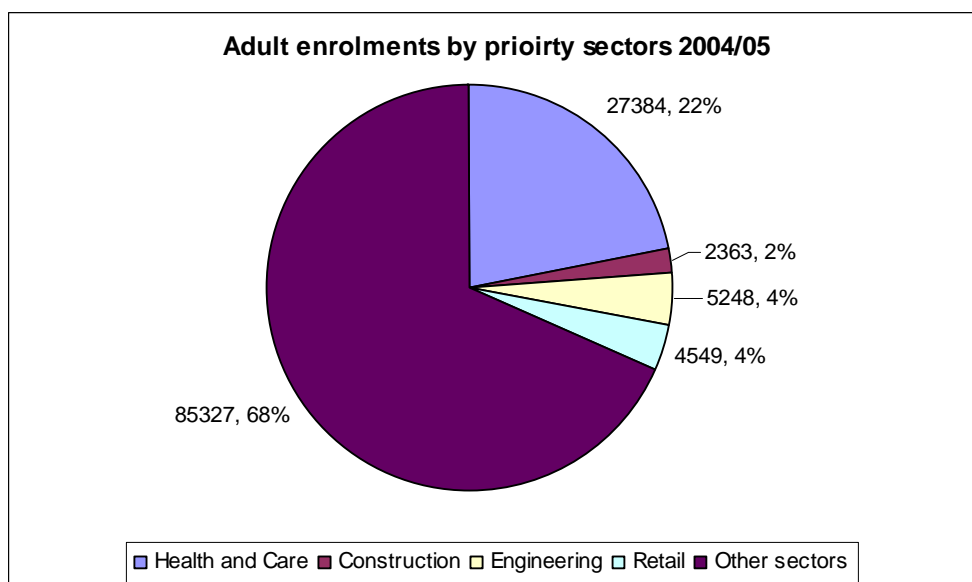


Figure 8: Adult enrolments by priority sector.

The enrolments of adults by priority sector is encouraging, indicating that there have been attempts by providers to accommodate shifts in their balance and mix of provision. Provision and capacity in Construction is still too small however to ensure that the relevant skills gaps reported earlier will be filled. This is a capacity issue which Train to Gain and skills brokerage needs to take into account.

As with 16-18 year olds, there are a range of issues which need to be addressed within the application of funding. Some of these are about capacity in particular sectors, others relate to the need for reconsideration, in line with Priorities for Success, as to funding sources for some areas of work. A more equitable balance between public funding, funding by employers and funding by individuals will need to be achieved over the next few years.

ii Achievement

Full level two achievements for adults have increased by only 1% since last year⁹. This apparent stagnation is a matter of concern.

Achievement in skills for life courses has been increasing steadily over the last three years, from 2,545 gaining qualifications in literacy, numeracy and/ or language skills, in 2001/2 to 5633 in 2004/5 across all areas of provision. However, many of the courses undertaken by learners in this group are locally accredited and in 2004/5, on average, across all ages 51% of the provision did not count towards the LSC targets.

Success rates of adults have been increasing in line with those of 16-18 year olds. In 2003/4 76% of all adults participating achieved success. This was higher than both the regional and national benchmarks. However, as with 16-18 year olds, this overall achievement by providers masks some issues as the level of success rates in individual qualifications. These issues will need to be addressed.

Whilst fewer adults participate in WBL than young people, full framework performance in WBL for adults in 2004/05 has been positive. Most sectors are above the Leicestershire adult average of 50.4%, Strong performing sectors are ICT and Arts, Media and Publishing. Performance in **priority sectors** is lower than average in Construction and Retail. Engineering is the only priority sector that has performed strongly, as is the case with FE.

⁹ this count does not include those who undertake level 2 qualifications funded through Employer Training Pilot (Skills at Work)
01 June 2006

C. Quality of provision.

Overall, Leicestershire has seen good inspection performance of its providers. There are no learners in Colleges with poor provision and with the exception of one small Work Based Learning provider, no learners in provision that is poorly led. All recent inspections and re-inspections have shown improvements in provision. Leadership and management is usually a key indicator of the quality of provision, and Leicestershire's providers achieve well in this area. Of those providers inspected, 80% of grades were satisfactory or above. By area of learning, this was shown at 89%.

Plans for addressing Sector Skills priorities.

Construction.

Leicestershire has a joint CoVE for construction between two colleges. The Train to Gain activity locally will be focusing on enabling these two colleges to provide high quality qualifications at levels one to three. In addition other general FE colleges are ensuring that their level 1 and 2 provision in construction is designed to allow progression at level 3 to the COVE colleges. For the longer term, three Leicestershire schools, as part of their 14-19/BSF developments are securing skills centres for construction. Two of these are on the West side of the conurbation. One is being proposed with NDC funding locally. Discussions are in place with the bidders for BSF contracts around the provision of apprenticeships and work based learning opportunities.

The quality of FE provision, despite the CoVE is still of concern, and much of the dialogue with providers is being focused on addressing the improvement of this area of work. However, 16-18 Work based learning framework completions have increased by 3% in the last year and are now above sector averages. Adult Work based learning participation in this sector has marginally increased between 2003/04 and 2004/05,

Health and Care

Enrolments have increased in this sector during 2004/5 and there has been an increase in the volume of provision from high quality providers. Nevertheless quality of achievements in this sector is still below average in many qualifications. Work is being undertaken to seek new providers who can deliver the required quality. This will be a key area of activity for Train to Gain brokers.

Retail

There have been significant increases in 16-18 enrolments over the last two years in a sector where traditionally enrolments for both young people and adults have been low.

FE success rates are currently at 64% and are below Leicestershire's sector average.

Leicestershire has established a pilot for a retail academy, with a local employer and the pilot has progressed well. This experience will be extended to other employers as the development of the Shires shopping centre takes place. A detailed local plan has been put in place to improve quality, achievements and participation in this sector.

Balance and mix of provision

The Learning and Skills Councils in the East Midlands have developed a tool for focusing on the prioritisation of funding for learning and skills. Provision is divided into three categories.

1. Provision in sectors which are high priorities and that accessible by learners with learning difficulties and/or disabilities
2. Provision in sectors or on qualifications which could contribute to the LSC targets at level 2, 3 and skills for life
3. Provision which does not contribute to the LSC's targets. It should be noted however that within this category falls all level one provision, and a great deal of valuable first steps activity.

Figure 9: Summary of provision 16-18

Provision	Target Contribution	High	%	Medium	%	Low	%	Total	%
Contributes to target	Basic Skill	£1,778,179.00	5%	£ -	0%	£273,875.00	1%	£2,052,054.00	6%
	Full Level 2	£3,205,514.00	10%	£2,025,141.00	6%	£1,769,008.00	5%	£6,999,663.00	21%
	Full Level 3	£2,017,489.00	6%	£3,652,500.00	11%	£404,616.00	1%	£6,074,605.00	18%
	Total	£7,001,182.00	21%	£5,677,641.00	17%	£2,447,499.00	7%	£15,126,322.00	45%
Partial contribution to target	Partial Level 2	£4,691,801.00	14%	£2,623,565.00	8%	£2,598,650.00	8%	£ 9,914,016.00	30%
	Total	£4,691,801.00	14%	£2,623,565.00	8%	£2,598,650.00	8%	£ 9,914,016.00	30%
Does not contribute to target	Total	£4,863,945.00	14%	£2,824,131.00	8%	£875,806.00	3%	£8,563,882.00	25%
	Grand Total	£16,556,928.00	49%	£11,125,337.00	33%	£5,921,955.00	18%	£33,604,220.00	100%

Under 19

Early returns for 2005/6 show considerable shifts by providers in the balance and mix of their provision. In 2004/5 only 40% of the provision for those under nineteen contributed to the LSC's targets and only 20% of this was in high priority areas. To date, returns for 2005/6 show improvement. 45% of provision now contributes to LSC targets and 21% of this is in high priority areas. There has been an increase too, in the amount of provision that could contribute to target, from 26% to 30%. Much of this is delivery to young people undertaking AS/A2 courses in FE, who in addition are taking one or two level 2 courses.

The overall percentage of young people leaving school at 16 who had a full level two including English and Maths was 33% in 2004/5. A large amount of the provision in FE for 16-18 year olds is of necessity catering for those young people taking or retaking English and maths qualifications. However, such work does not contribute to LSC targets because it is not a designated full level 2. A quarter of provision in 2005/6 did not contribute to target, and this is a reduction from 30% in 2004/5. Much of this provision is at level one, increases in which were designated as being necessary by the AWI inspection report. Until there is improvement in the achievements of young people at the end of key stage 4, much of this provision will continue to be necessary.

Figure 10: Summary of Over Nineteen provision

Provision	Target Contribution	High	%	Medium	%	Low	%	Total	%
Contributes to target	Basic Skill	£1,050,079.00	4%	£ -	0%	£100,617.00	0%	£1,150,696.00	5%
	Full Level 2	£2,121,857.00	8%	£464,519.00	2%	£910,343.00	4%	£3,496,719.00	14%
	Full Level 3	£1,593,316.00	6%	£752,659.00	3%	£443,571.00	2%	£2,789,546.00	11%
	Total	£4,765,252.00	19%	£1,217,178.00	5%	£1,454,531.00	6%	£7,436,961.00	30%
Partial contribution to target	Partial Level 2	£ 275,715.00	1%	£ 229,585.00	1%	£173,088.00	1%	£ 678,388.00	3%
	Total	£275,715.00	1%	£ 229,585.00	1%	£173,088.00	1%	£678,388.00	3%
Does not contribute to target	Total	£11,512,759.00	46%	£ 4,082,026.00	16%	£1,459,255.00	6%	£17,054,040.00	68%
	Grand Total	£16,553,726.00	66%	£ 5,528,789.00	22%	£ 3,086,874.00	12%	£ 25,169,389.00	100%

Over 19.

Early returns for 2005/6 show similar improvements in the balance and mix of provision for over nineteens to that available for 16-18 year olds. A third (30%) of the adult provision currently contributes to target, an increase from 25% in 2004/5. Of this only 19% is in high priority areas. However, this is a 3% increase on 2004/5. This indicates the constrained capacity in many of the high priority areas for FE providers. Currently 68% of adult provision does not contribute to target. This is for three main reasons.

- Leicestershire has the largest proportion of internally accredited provision in the region (including 16-18).
- Community and personal development activity is all categorised in this section
- First steps learning is categorised in this section.

Whilst it is important to work with providers so that learners are gaining qualifications that are nationally recognised and thus count towards LSC targets, it is equally important to ensure that targets are set for maintaining both Community and Personal Development activity and First steps learning for the future.

Franchising – For all age groups, for 2004/05 (latest F04) shows franchising to be at 10%. This figure includes both franchise and partnership activity. Across the network, all providers except one are actively changing their position with regard to franchising and are meeting agreed targets in these areas.

Other Provision – In 2004/5 across all age groups, (latest F04) other provision was at 36% This is highest in the region but on par with Derbyshire and Nottinghamshire. For 19+ other provision is 49% and highest in the region, against regional average of 42% For 16-18 Leicestershire is on par with the regional average 23%. Despite these high levels, there have been significant shifts in just one year, since from 2003/04 to 2004/05, enrolments have reduced from 63% to 49% and funding from 45% to 34%. Leicestershire has the largest proportion of internally accredited provision in the region (including 16-18). Relationship Managers are currently meeting with Providers to address further the balance and mix of provision, utilising the data in the matrix shown in figures ten and eleven.

Capital Strategic Priorities

Leicestershire has developed the following strategic priorities for capital investment.

- estates renewal,
- curriculum change,
- rationalisation and/or merger of institutions,
- demographics,
- regeneration
- economic development.

In the light of the changing local and national policy context and the changing demographic picture in Leicestershire, for example, reductions in the 15-19 age group and increases in the over 60s age group, with increasingly employers having to re-skill the older age groups to meet skills demands, there will be the need to ensure that the FE estate renewal builds in flexible, modern facilities. The buildings should be susceptible to expansion and sensitivity analysis must be carefully considered. Capital investment in the FE infrastructure must also align to the major investments that are planned through growth and renewal in Higher Education and the Building Schools for the Future programme.

- There may be other funding sources, including funds from the East Midlands Development Agency, to support capital developments, particularly where projects are aimed at supporting the broader economic development agenda. We would expect the project development and appraisal processes to take account of these.

Leicestershire Current Capital Position

Significant progress has been made in recent years in bringing Leicestershire's FE estate up to world class standard. Recent new developments include:

- completion of a new campus for Stephenson College (opened Summer 2005);
- Loughborough College Phase 1 refurbishment and new build (ongoing, planned completion July 2007).

In addition during 2005/6 the LSC granted approval in principle (AIP) to a £40million major new college re-development at Leicester College with detailed approval for phase 1 of the project estimated to cost circa £13.1million. Phase 2 of the AiP for an estimated £26.9million is expected to receive detailed approval in June 2006 (completion of project estimated in 2008). The estimated cost of implementing already approved capital projects (including AIP projects) within Leicestershire is £66.7million and an estimated £26.8million capital support will be required in order to facilitate this. Although the implementation of the current ongoing schemes will have a major impact there is still much more to be done in order to address the area's capital priorities.

The estimated cost of implementing future capital projects in the period to 2012 within Leicestershire is £99 million. At assumed LSC support rates of 35 and 50%, grants of £34.5m and £49.3m respectively would be required. Capital plans in preparation for 2006-7 and not part of the above include:

- Feasibility study for relocation of Gateway College and Application in Principle following this.
- Application in Principle for Brooksby Melton College
- DDA work for Regent College

- Application in Principle for Wygeston and Queen Elizabeth 1 College

Specific regional objectives.

National Priority	All 14-19 year olds have access to high quality, relevant learning opportunities (links to priority 4 in the esp)
Associated target for the region	Regional Imperatives
78% of 16-18 year olds participating in education and training 67% of all 16-18 year olds gaining a level 2 qualification	<ul style="list-style-type: none"> • Substantially reduce the number of young people Not in Employment Education or Training (and in Employment with No Training) • Develop vocational pathways against an East Midlands framework for 14-19 entitlement • Define and deliver a learner entitlement for all young people by working in collaboration with schools, training providers, further education colleges and our strategic partners.
National Priority	Make learning truly demand-led so that it better meets the needs of employers, young people and adults (links to priority 2 in the esp)
Associated target for the region	Regional Imperatives
20,000 Adults achieving a full level 2 <ul style="list-style-type: none"> • Priority sectors for the region are: construction, health and social care, engineering and manufacturing • We will target 30% of our achievement of full Level 2s towards these 3 regional priority sectors together with those additional local priority sectors identified within the Local LSC More Level 3 achievements in the priority sectors set out in the esp 5,500 learners complete a framework from the WBL programme	<ul style="list-style-type: none"> • Implement the Train to Gain programme supported by Local LSC capacity building from April 2006 • Implement the regional brokerage service (skills brokerage) available across the region from 1/4/06 with focus on priority sectors and clients • Stimulate demand from employers for workforce skills and implement improved employer engagement strategies • Enhance specialist vocational provision in support of key regional and local sectors including a review of Centres of Vocational Excellence and the development of skills academies and specialist schools
National Priority	Transforming the learning and skills sector through agenda for change (links to priority 6 in the esp)
Associated target for the region	Regional Imperatives
No contracting within poor areas of provision	<ul style="list-style-type: none"> • Purchase provision that meets our needs and priorities through a robust development plan • Develop provision that is more responsive to demand • Enhance business excellence for all Providers of education and training • A Regional Capital Strategy that is priority led
National Priority	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 (links to priority 5 in the esp)
Associated target for the region	Regional Imperatives
21,500 Skills for Life qualifications	<ul style="list-style-type: none"> • Work with jobcentre plus to align our strategic approach and introduce an adult universal offer for employers • Strengthen the quality of the Skills for life provision that leads to progression into level 1 and level 2 and ensure it contributes to the skills for life target • Review and award contracts for Offender Learning and Skills Service (OLASS)

National Priority	Improve the skills of workers who are delivering public services
Associated target for the region	Regional Imperatives
<p>Increase Apprenticeships to 330 in local government</p> <p>Deliver 2,010 first full level 2 qualifications</p> <p>Deliver 490 skills for life qualifications</p>	<ul style="list-style-type: none"> • Create a workforce development plan for key components of the public service sector with priority given to <ul style="list-style-type: none"> ○ NHS plan for skills ○ Care sector ○ Childcare sector <p>All plans agreed by June 2006</p> <ul style="list-style-type: none"> • Create a structure and pathway for employers, employees, stakeholders and supply <ul style="list-style-type: none"> ○ Create a regional network of specialist skills brokers for the public services sector ○ Pilot a public service sector compact in Leicestershire LSC in 2006 for full roll out in 2007
National Priority	Strengthen the capacity of the LSC to lead change nationally, regionally and locally
Associated target for the region	Regional Imperatives
<p>LSC restructuring implemented in the region successfully</p> <p>New structure in place by June 2006</p> <p>Effectiveness of partnerships</p>	<ul style="list-style-type: none"> • Provide first class leadership to the sector through agenda for change • Enhance the skills of LSC staff through learning and development • Review business processes to improve efficiency and impact • Develop a Regional Board to champion and drive learning and skills in the East Midlands

Summary of key changes and associated risks.

1. Through developing further the 14-19 and adult strategic infrastructures in City and County, enable **2370** young people to achieve a **full** level 2 by 19, 2438 adults to achieve a full Level 2 qualification of which **1758** adults achieve a first full level two qualification, with particular reference to increased provision in key sectors and further improvements in the participation of disadvantaged groups and those residing in the West of the conurbation.
2. Improve the percentage of learners gaining a full level 3 in priority areas by an average of **2% for adults** and **3% for 16-18 year olds**.
3. In conjunction with key strategic partners, the Local Authorities, put in place sustainable locality planning based upon specialisms and learner travel to learn areas, to provide an enhanced 14-19 curriculum with greatly increased vocational provision at all levels and make these progression routes clear through Impartial Advice and Guidance.
4. Ensure effective and efficient progression from the local Skills at Work to the new Train to Gain programme and ensure the efforts of skills brokers in this programme are focused locally in sectors where skills gaps are higher than average or where there are replacement demand needs such as Retail, Construction and Engineering.
5. Make full use of the investment opportunities available through Local Area Agreements to focus with key strategic partners on improvements in the skills base of Leicestershire and improvements in provision for learners with learning difficulties and or disabilities.
6. Raise the participation of 19+ Asian/Asian British (Bangladeshi, Pakistani, Indian, Other Asian) learners in FE to **20%** and the participation of 19+ male learners in FE to **45%**. In addition, raise the participation of non-white groups in work-based learning to **15%** and improve the percentage of males and females in gender biased occupational areas by **5%**.
7. Improve achievement rates in workbased learning to enable a further **890** learners to complete a full framework at level 2 by the end of 2006, concentrating particularly on those from ethnic minority heritage backgrounds and increasing apprenticeship achievement in public service sector employees.
8. Enable a further **5612** adults to achieve a Skills for Life qualification by the end of the academic year 2006/7, by directing a greater percentage of funding towards recognised qualifications, and concentrating particularly on the public sector and identified groups of Job Centre Plus clients.
9. Work with providers to speed up the change in the balance and mix of provision towards meeting employer needs in key sectors at level 2 and 3 and delivering Sector Skills identified qualifications in sufficient quantities.
10. Work with key strategic partners to investigate and identify those activities which represent investment funding in first steps, level one and personal learning, so that these activities are retained to meet learners' needs.

Ensure that the local LSC develops its staff to enable them to partake fully in the organisational changes accompanying the Agenda for Change

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05			
	Volumes of learners	Learners		Funding £
		In-year achievements (volume)	Success Rates	
FE Total Learners	14564			£40,124,809
<i>of which...</i>				
Learners on Skills for Life target qualifications	3464	2531	73%	
Learners on a full Level 2 qualification	1986	1254	63%	
Learners on a full Level 3 qualification	3840	588	15%	
Learners on 2 or more A2 quals	1241	221	18%	
Discrete* activity, e.g. fully ESF, or LIDF funded provision	537	376	70%	
School sixth form	7744			£36,734,194
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement /12 month AiL	Funding £
WBL Total Learners	2207			£7,095,906
<i>of which...</i>				
Learners on Skills for Life target qualifications	1053	392	37%	
Learners on an Apprenticeship	1530	335	22%	
Learners on an Advanced Apprenticeship	517	66	13%	
Entry to Employment	Learners			
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations
All E2E	523	527	21.9%	46%
				£2,353,471

2005/06				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Success Rates		
12532				£43,308,135
3293	2580	78%		
2315	1505	65%		
4028	684	17%		
1094	218	20%		
487	341	70%		
7893				£38,992,768
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
1980				£7,507,466
1040	421	40%		
1490	420	28%		
451	85	19%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
600	530	22	50%	£2,382,407

2006/07				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Success Rates		
12493				£46,947,401
5188	3861	74%		
2445	1812	74%		
4311	3361	78%		
1261	1185	94%		
498	349	70%		
8357				£40,285,413
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
1858				£8,002,994
2517	1721	68%		Includes 19+ also
1342	558	42%		
483	110	23%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
670	993	21.5	55%	£2,045,188

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			
	Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £	Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £	Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
FE Total Learners	83443			£40,202,878	63455			£39,031,807	51824			£35,457,967
<i>of which...</i>												
Learners on Skills for Life target qualifications	2487	1829	74%		2448	1895	77%		7052	5612	80%	
Learners on a full Level 2 qualification	4429	2141	48%		3157	1579	50%		3677	2438	66%	
Learners on a full Level 3 qualification	2633	1009	38%		2216	886	40%		2716	1448	53%	
Learners on 2 or more A2 quali	70	36	51%		61	51	84%		78	67	86%	
Discrete* activity, eg fully ESF, or LIDF funded provision	3898	2729	70%		5781	4047	70%		4486	3140	70%	
Adult & Community Learning	22126			£6,464,205	15942				16298			
Work Based Learning	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 £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
WBL Total Learners	1501			£2,947,284	1164			£3,185,180	1667			£2,960,011
<i>of which...</i>												
Learners on Skills for Life target qualifications	618	391	63%		680	421	62%					
Learners on an Apprenticeship	747	179	24%		725	259	36%		1037	323	31%	
Learners on an Advanced Apprenticeship	569	101	18%		566	140	25%		651	194	30%	
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 £	
	7412		£5,773,753		4560		£7,684,369		8044	2186	£6,127,140	

Budgets¹⁰	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05¹¹	£8,829,4000	£10,287,000	£2,491,765	£35,627,000	£6,464,205	£4,998,000	£2,228,000	£1,844,000	£2,368,000	£9,101,000
2005/06¹²	£90,300,000	£10,693,000	£2,606,000	£38,992,768	£6,464,205	£7,685,000	£1,747,000	£948,000	£1,974,000	£7,218,000
2006/07			£2,300,138	£40,285,413 ¹³	£5,981,140	£6,127,140				

¹⁰ Please refer to Missing sheet for breakdown of what is included under development funding, other programme budgets

¹¹ Version 15 budget book

¹² Version 12 budget book

¹³ Figure will be reduced

Key Actions

National Priority	Key local changes	Action	Measure of success
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	One	Set realistic and aspirational targets for 16-18 participation in FE and workbased learning to reverse the downward trends in participation	78% of 16-18 year olds participating in education and training.
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	One	Enhance specialist vocational provision through a review of Centres of Vocational Excellence, their relationships with the local employer infrastructure, locality and area planning and specialist schools	A further 2370 16-18 year olds achieve a full level 2 by 19 in 2005/06
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities		Use the strategic resources of the local Council to persuade specific employers to contribute to work based learning through offering Apprenticeships.	Improve achievement rates in work Based learning to enable a further 890 learners to complete a full framework in 2006/07
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	One	Begin pilot developments of diploma work with providers and schools in key areas of the city and County relating to the critical super output areas	A further 2370 16-18 year olds achieve a full level 2 by 19 in 2005/06.
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	One	Use curriculum analyses of schools and FE to increase the proportion of vocational work in schools and provide a clear progression framework in key sectors across schools and colleges, highlighting a move away from applied GCSE towards BTEC	A further 2370 16-18 year olds achieve a full level 2 by 19 in 2005/06
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	One	Target high intensity activity to support the participation and achievement of young people in the West of the City particularly on E2E and within this a positive destination of FE, WBL or employment with training.	A further 2370 16-18 year olds achieve a full level 2 by 19 in 2005/06. Reduce the proportion of young people not in education, employment or training by two percentage points by 2010
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	One	Enable intensive individual support for targeted individuals on E2E to achieve a marked improvement in successful outcomes for the E2E programme	Reduce the proportion of young people not in education, employment or training by two percentage points by 2010
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	One	Develop a delivery plan with providers and Connexions to ensure information regarding places and opportunities are communicated in a timely manner and an increase in staggered start dates for those emerging from E2E	Reduce the proportion of young people not in education, employment or training by two percentage points by 2010

National Priority	Key local changes	Action	Measure of success
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	One	Enhance the pre and post E2E developments going forward with ESF funding	Reduce the proportion of young people not in education, employment or training by two percentage points by 2010
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	One	Using the newly set up strategic partnership group for NEET, ensure a September Guarantee is in place by Sept 2006 and all young people who are able to enter colleges courses at that time have found a place	Reduce the proportion of young people not in education, employment or training by two percentage points by 2010
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	One	Improve the multi-agency competency of advisers and ensure that advice given to learners with LLDD is independent, informed and responsive to the learner and the family.	78% of 16-18 year olds participating in education and training Raise the participation of disabled learners to 12% in 2006/7 in FE and work based learning
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	One	Improve regular communications between schools, Colleges, the LSC and Connexions regarding the availability of places on college courses from May onwards	Reduce the proportion of young people not in education, employment or training by two percentage points by 2010
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	One	Develop communication with local Black and Ethnic Minority businesses and community networks to enable capability in SMEs to offer Apprenticeships	Raise the participation of 19+ Asian/Asian British learners in FE to 20% an additional 1758 adults gain a first full Level 2 qualification in 2006/07 Improve achievement rates in Work Based learning to enable a further 890 learners to complete a full framework in 2006/07.
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	Six	Work with the FE Equality and Diversity group, to raise success rates of Caribbean and Bangladesh heritage young people.	Raise the participation of 19+ Asian/Asian British learners in FE to 20%
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	Two	In concert with key partners, the LAs and Connexions, develop new planning localities engaging with providers across local authority borders	A further 2370 16-18 year olds achieve a full level 2 by 19

National Priority	Key local changes	Action	Measure of success
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	Three	Implement the first stages of the 14-19 implementation plan by agreeing new learner entitlements and publishing the first draft version of the prospectus working in collaboration with schools, training providers, further education colleges and our strategic partners.	A further 2370 16-18 year olds achieve a full level 2 by 19 in 2005/06.
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	Three	Ensure entitlement statements have reference to LLDD and that the voice of the student with LDD is heard and responded to. Work towards the provision of appropriate qualifications.	Raise the participation of disabled learners to 12% in 2006/7 in FE and work based learning
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	Three	Ensure experience with the electronic common application form is used to build the requirements of the new area prospectus through the prospectus development partnership.	A further 2370 16-18 year olds achieve a full level 2 by 19 in 2005/06.
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities	Three	In concert with Connexions and LAs, ensure all schools are aware of their career education responsibilities and are using the prospectus to enable young people to make appropriate choices from 14	A further 2370 16-18 year olds achieve a full level 2 by 19 in 2005/06.
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities.	Three	Develop a clear, agreed and implemented policy, across agencies and providers that reflects the transport needs of learners with LLDD , and ensures that where necessary they are not disadvantaged in their choice of provision by the absence of transport.	78% of 16-18 year olds participating in education and training. Raise the participation of disabled learners to 12% in 2006/7 in FE and work based learning
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities Make learning truly demand-led so that it better meets the needs of employers, young people and adults.	Six	Undertake a gap analysis of characteristics and distinctive needs of EDIMS groups	Raise the participation of 19+ Asian/Asian British learners in FE to 20% the participation of 19+ male learners in FE to 45% . Raise the participation of non-white groups in work-based learning to 15% . Improve the percentage of males and females in gender biased occupational areas by 5% .

National Priority	Key local changes	Action	Measure of success
<p>Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities</p> <p>Make learning truly demand-led so that it better meets the needs of employers, young people and adults.</p>	Six	Develop distinctive strategies for targeting EDIMS groups within locality planning and ensure accountability in each locality for the achievement of different groups	<p>Raise the participation of 19+ Asian/Asian British learners in FE to 20% the participation of 19+ male learners in FE to 45%. Raise the participation of non-white groups in work-based learning to 15%. Improve the percentage of males and females in gender biased occupational areas by 5%.</p>
<p>Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities</p>	One	Develop multi agency protocols for support of learners with LLDD and use these to identify learner needs through a partnership and learner engagement approach	<p>78% of 16-18 year olds participating in education and training.</p> <p>Raise the participation of disabled learners to 12% in 2006/7 in FE and work based learning</p>
<p>Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities</p> <p>Make learning truly demand-led so that it better meets the needs of employers, young people and adults.</p>	One	Develop a three to five year planning horizon for LLDD, using improved data sharing between strategic partners and providers and ensure this is linked to our local capital strategy	<p>78% of 16-18 year olds participating in education and training</p> <p>Raise the participation of disabled learners to 12% in 2006/7 in FE and work based learning</p>
<p>Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities</p> <p>Make learning truly demand-led so that it better meets the needs of employers, young people and adults.</p>	Three /Nine	Model the implications of required changes in capacity in key sectors and required qualifications over the next the years. Use these models when engaging with providers in planning discussions and in encouraging increased joint planning amongst providers	<p>Improve the balance and mix of provision to meet local demand and skills shortages in key sectors</p>
<p>Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities</p> <p>Make learning truly demand-led so that it better meets the needs of employers, young people and adults.</p>	One/Two	Maintain the network of community development workers to engage with those adults least likely to participate in learning and to facilitate their progress into Skills for Life activity or a first full level two.	<p>An additional 1758 adults gain a first full Level 2 qualification in 2006/07</p> <p>5612 adults achieve a Skills for Life qualification in 2006/07.</p>

National Priority	Key local changes	Action	Measure of success
Make learning truly demand-led so that it better meets the needs of employers, young people and adults.	Two, Eight	Enable improved tracking of adults from entry level through to level two achievements through further increased joint planning amongst providers	An additional 1758 adults gain a first full Level 2 qualification in 2006/07
Make learning truly demand-led so that it better meets the needs of employers, young people and adults.	Ten	Develop a clear policy of level 2 entitlement by agreeing critical first steps, entry and level one qualifications with providers that are supportive of investment in early and progressed learning for adults.	An additional 1758 adults gain a first full Level 2 qualification in 2006/07 5612 adults achieve a Skills for Life qualification in 2006/07.
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities Make learning truly demand-led so that it better meets the needs of employers, young people and adults.	Four	Ensure effective and efficient progression in all aspects from the local Skills at Work employer training pilot to the new Train to Gain regional programme.	An additional 1758 adults gain a first full Level 2 qualification in 2006/07 5612 adults achieve a Skills for Life qualification in 2006/07. Improve achievement rates in Work Based learning to enable a further 890 learners to complete a full framework in 2006/07.
Make learning truly demand-led so that it better meets the needs of employers, young people and adults.	One, Two, Four	Ensure Train to Gain skills brokers utilise Management Information and intelligence to focus locally in sectors where skills gaps are an issue and/or where priority sector replacement demand needs are significant.	An additional 1758 adults gain a first full Level 2 qualification in 2006/07 5612 adults achieve a Skills for Life qualification in 2006/07. Improve achievement rates in Work Based learning to enable a further 890 learners to complete a full framework in 2006/07.
Make learning truly demand-led so that it better meets the needs of employers, young people and adults.	One, Four, Eight	As part of the joint Job Centre plus/LSC action plan, develop a package of training/re-training and one-to-one support combined with a job brokerage service to move economically inactive individuals into the workplace, this includes specific support to encourage women with caring responsibilities to enter the workplace.	An additional 1758 adults gain a first full Level 2 qualification in 2006/07 5612 adults achieve a Skills for Life qualification in 2006/07.

National Priority	Key local changes	Action	Measure of success
Make learning truly demand-led so that it better meets the needs of employers, young people and adults.	One, Seven, Eight	Negotiate increased capacity in key sectors and improved achievement within particular providers so that by 2007, (30%) of adult level 2's achieved are in the four key sectors.	An additional 1758 adults gain a first full Level 2 qualification in 2006/07
Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities Make learning truly demand-led so that it better meets the needs of employers, young people and adults.	Seven	Target LID funding at the gender stereotyping and ethnic minority participation in WBL.	Improve achievement rates in workbased learning to enable a further 890 learners to complete a full framework in 2006/07. To raise the participation of disabled learners to 12% in 2006/7 in FE and work based learning
Transform the learning and skills sector through agenda for change	Seven / Nine	Develop direct action with FE providers with poor rates of retention and success in Work Based learning, providing a package of support / consultancy but ensuring withdrawal of contracts if there is no improvement.	Improve achievement rates in workbased learning to enable a further 890 learners to complete a full framework in 2006/07.
Transform the learning and skills sector through agenda for change	Seven / Nine	Develop mutual friend project to support work based learning provision within FE and training providers to boost quality	Improve achievement rates in workbased learning to enable a further 890 learners to complete a full framework in 2006/07.
Transform the learning and skills sector through agenda for change	Nine	In allocations negotiations with providers in 2006/7 be specific about longer term target numbers and qualifications required in key sectors to allow providers sufficient lead in time to meet staffing and curriculum change	An additional 1758 adults gain a first full Level 2 qualification in 2006/07. Improve achievement rates in Work Based learning to enable a further 890 learners to complete a full framework in 2006/07. A further 2370 16-18 year olds achieve a full level 2 by 19 in 2005/06.
Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs	One/ Nine	Improve provision for rural communities by encouraging specialist land- based providers to develop training processes that enables participants to develop personal portfolios, which can be built up through 'bolt on' land based focussed training.	An additional 1758 adults gain a first full Level 2 qualification in 2006/07.

National Priority	Key local changes	Action	Measure of success
Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs	Five	In conjunction with key strategic partners, develop a strategy for investment funding, through influencing the resourcing of the Local Area Agreements in City and County to focus on the improvement of the skills base in LeicesterShire in priority sectors.	Local Area Agreement targets met
Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs	Five	Focus ESF funding on key areas of improvement and capacity building in the voluntary and community sector	An additional 1758 adults gain a first full Level 2 qualification in 2006/07. 5612 adults achieve a Skills for Life qualification in 2006/07
Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs	Five	Use Council influence to ensure that local strategic funding delivers outcomes on key LSC targets	Local Area Agreement targets met An additional 1758 adults gain a first full Level 2 qualification in 2006/07.
Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs	Eight	Engage with major sports clubs in the area to develop Innovative delivery of the Skills for Life programme	5612 adults achieve a Skills for Life qualifications in 2006/07.
Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs	Eight	Work with providers to ensure a full understanding of Youth offending and offenders in Community provision currently delivered, in addition to priority gaps in provision that need to be addressed.	5612 adults achieve a Skills for Life qualifications in 2006/07. An additional 1758 adults gain a first full Level 2 qualification in 2006/07.
Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs	Eight	Ensure providers have a full awareness of the OLASS contract and it's delivery in LeicesterShire.	5612 adults achieve a Skills for Life qualifications in 2006/07. An additional 1758 adults gain a first full Level 2 qualification in 2006/07.
Improve the skills of workers who are delivering public services	One / Three	As part of the region, produce a template for the setting up of a Public Sector employers Compact for the East Midlands region.	An additional 1758 adults gain a first full Level 2 qualification in 2006/07. 5612 adults achieve a Skills for Life qualifications in 2006/07.

National Priority	Key local changes	Action	Measure of success
Improve the skills of workers who are delivering public services	One / Eight	Increase the percentage of public sector employees achieving a full level 2 and basic skills	5612 adults achieve a Skills for Life qualification in 2006/07 An additional 1758 adults gain a first full Level 2 qualification in 2006/07.
Improve the skills of workers who are delivering public services	Five	Through the public sector and voluntary and community compacts, assure the commitment of all LeicesterShire public sector employers to employing adults with LLDD	5612 adults achieve a Skills for Life qualification in 2006/07. An additional 1758 adults gain a first full Level 2 qualification in 2006/07.
Improve the skills of workers who are delivering public services	Seven	Increase the percentage of public sector employers who offer apprenticeship opportunities	Improve achievement rates in workbased learning to enable a further 890 learners to complete a full framework in 2006/07
Improve the skills of workers who are delivering public services	One, Eight	Further develop the Job Centre plus/ LSC action plan to target specific groups of Job Centre plus clients	5612 adults achieve a Skills for Life qualification in 2006/07. An additional 1758 adults gain a first full Level 2 qualification in 2006/07.
Strengthen the capacity of the LSC to lead change nationally, regionally and locally	Eleven	Ensure all staff kept up to date with theme 7 changes	Staff fully informed of changes and local queries progressed Local Training and Development budget fully spent in supporting staff to improve skills
6 Strengthen the capacity of the LSC to lead change nationally, regionally and locally	Eleven	Ensure all staff supported through Learning and Development opportunities to maximise their potential in theme 7 changes	All staff have opportunity to attend learning and development sessions associated with theme 7

Our Delivery Resources

Partnership Working

A. Local Area Agreements and Local Authority partnership working

We are fully engaged at a number of levels within the Office, in the development of the 2nd phase pilot of Local Area Agreements in Leicester City and Leicestershire for implementation from April 2006. The LSC contribution is largely focused upon influencing the Economic Development and the Children and Young People blocks, and in negotiation with partners, LSC funding and activity will be aligned in support of agreed local targets. The Agreement in Leicester City area will be inclusive of the Local Enterprise Grant Initiative and the City Growth strategy.

Leicestershire has developed strong partnership working with both Local Authorities, particularly in areas of 14-19, Children and Young People's planning, Local Area Agreements and preparation for Joint Area Reviews. In addition, the LSC and the Local Authorities have a strong relationship in economic planning terms, with the LSC being a key player in the local economic partnership and influencing the regeneration agendas in both City and County.

Partnership working with providers is good, and high levels of trust exist between FE principals, Local Authority Officers, headteachers and LSC staff. This has facilitated the agenda for change strongly and enabled Leicestershire to develop an evolving local Quality Improvement Strategy and Commissioning policy in full consultation with their key partners.

The local office has been very pro-active in establishing a data observatory with both Local Authorities and Connexions. This involves key staff in both LAs and Connexions. Analysis of data is received at Learner level which allows aggregation at various levels such as Provider, ward or LSC. Destinations Data, NEET data at learner level, GCSE Results, Fisher Family Trust data. Key Stage 3 Results, Contextual Data of the learner and predictions of achievement for Learners have all been used to enable the planning for SARs at locality, LA and LSC level. This data observatory has enabled Leicestershire to be unique in the country in its data analysis. In terms of level 2 data and to be at the forefront of understanding in the development of local area agreements. It is critical that such capacity to plan with partners at a local level and have accurate data to support this is not lost in forthcoming changes.

B. Public Services Sector Compact

The Public Services Sector Compact aims to promote and facilitate local public sector employer organisations working together to share good practice in staff development and collaborating to improve access to staff development opportunities and improvement of qualifications levels amongst public sector workers. The LSC has a key role amongst the public sector employers in identifying and stimulating demand and facilitating appropriate provision. Members of the compact locally include those working in health and social care, local authorities, children's services, schools and colleges. By the end of 2005/6 we will have a pilot Public Services Sector Compact fully in place in Leicestershire. In 2006/7 we will build on this partnership experience and produce a template for the setting up of a Compact that can be replicated and rolled out in the rest of the of the East Midlands region.

C. Voluntary and Community Sector

We are funding the capacity building of 25 voluntary sector organisations staff, volunteers and management in 2006 / 2007 through learning and skills development programmes to equip them to be able to offer local communities access to learning provision

In addition July 2005 saw the signing of the first regional Compact in the East Midlands between voluntary and community organisations and the LSC. This initiative will be taken forward by

continuing to promote processes to help the sector in Leicester and Leicestershire to work together towards mutually agreed standards in 2006 and beyond

D. Rural Developments

Under Strategic Priority 2.9 we are working with the Sector Skills Council to recognise, and formalise the skills that already exist within the rural workforce and build on these to address the "low skills" issues of the sector, through the development of a progression route to level 2/3 NVQ.

In 2006/7 we will encourage specialist land-based providers to develop training processes that build on the success of on-line training and assessment and enables participants to develop personal portfolios, which can be built up through 'bolt on' land based focussed training.

Local Council

The 2006/7 plan was presented to the Local Council for consideration at its November and January meetings. In addition a sub group of five Council members was set up to consider the plan in more detail. They met for a workshop afternoon to develop the plan in early February. This sub group will remain as a standing one to monitor progress against the plan during the year. In addition, the local council as part of its work plan for 2006/7 has agreed its actions with regard to their support and championing of the plan with key stakeholders. An action to this effect is included within the key actions section of the plan.

FE principals and Local Authority representatives spend a half day workshop developing specific actions for the plan in early January. This work is planned to continue as implementation plans for different sections are developed.

Equality and Diversity

We have identified at local level areas of under representation and under achievement for different groups. The EDIMs set out below will allow us to monitor the effect of targeted action by ourselves and providers to make progress and reduce gaps over time. Progress against the measures at provider level will be monitored annually as part of the Annual Planning Review.

Local Impact Measures (Table)

The '**Leicester 14-19 AWI Action Plan**' identifies a number of specific groups of learners. These include: '*students with learning difficulties and/or disabilities*' (B5, esp. 5.1). B7, and specifically: those '*west of the City*' (7.1), '*Black African Caribbean males*' (7.2), some '*White males*' (7.3), some '*of Bangladeshi descent*' (7.4), '*young offenders*' (7.5) and '*new arrivals*' (7.6). These groups may change from time to time as circumstances change. The numbers in brackets identify the paragraph in the **Plan**. We have set some specific EDIMs to measure increased participation and achievement of some of these groups. Where we cannot set specific EDIMs due to the difficulty in obtaining baseline data and in measuring progress, we are asking providers to note the necessity to address the needs of these groups in contributing to the delivery of the plan.

Participation in worked based learning by different ethnic groups and genders continues to be very gender stereotypic. This is a social stereotypic effect which will require specific marketing and understanding by parental groups. This is not easy to achieve. Currently Leicestershire is not achieving its targets in participation. Ethnic participation targets in workbased learning are 15%. Data on 02/3 participation shows 9.3 participation rate. The male participation target in under represented areas (see appendix A) is 30%. 04/5 figures show a participation rate of

18.4%. The female participation target in under represented areas (see appendix A) is 7%. 04/5 figures show a participation rate of 2.5%.

Participation and achievement in FE are also matter for concern. Leicestershire has a particular issue with the participation and achievement of white males on the West side of the conurbation. The target for adult males is 45%. The actual rate in 04/5 was 32.5%.

There continues to be under-representation of learners from ethnic minority heritage in work based learning as well as a continuation of stereotypical choices in areas of learning by gender. Whilst this is a socio-stereotypical effect and thus very difficult to change in a short time scale, it does nevertheless have economic implications for the local area and the region. It will require further efforts on behalf of the LSC and providers to market and promote a wider understanding of potential areas of employment and qualifications to young people, their parents and carers and to adults.

Currently, Leicestershire is not achieving its participation targets in respects of those potential learners from ethnic minority heritage backgrounds. For example the 05/6 target from the participation of Black and Ethnic Minority learners in work based learning was 15%. Actual participation in 2004/5 was 6.6%. Other Ethnic Minority targets demonstrate a similar picture. Tighter monitoring by the LSC and its strategic delivery partners will be critical to changing this picture.

LSC LEICESTERSHIRE
Local Leicestershire EDIMs

Regional Headline EDIM 1: Improve the quality and collection of Data		Actual 2002/ 2003	Actual 03/ 04	Actual 04/ 05	Target 05/ 06	Target 06/ 07	Target 07/ 08
WBL	Reduce Ethnicity data 'not supplied/not known' to achieve less than 0.2% by 2008	1.50%	0.90%	0.60%	<0.5%	<0.3%	<0.2%
WBL	Reduce Disability data 'not supplied/not known' to achieve less than 0.5% by 2008	6.90%	2.60%	2.3%	3.00%	0.50%	<0.5%
FE	Reduce the overall proportion of 'not known/not provided for ethnicity to less than 2.5% by 2008	13.2%	3.30%	2.7%	5%	2.5%	<2.5%
FE	Reduce the overall proportion of not known/not provided' for disability to less than 5% by 2008	15%	9.3%	7%	8%	5%	<5.0%
ACL	Reduce the overall proportion of 'not known/not provided' for ethnicity to less than 0.5% by 2008	N/A	2.34%	1%	0.5%	<0.5%	<0.5%
ACL	Reduce the overall proportion of 'not known/not provided' for disability to less than 3%	N/A	9.07%	8.80%	5%	3%	<3%
Regional Headline EDIM 2: Remove barriers to learning and widen participation for disadvantaged groups							
WBL	To raise the participation of non-white groups to more than 20% by 2008	9.30%	8.90%	6.60%	15.00%	20%	>20%
WBL	To raise the participation of disabled learners to more than 15% by 2008	13.20%	8.50%	7.60%	15.00%	>15%	>15%
FE	To raise the participation of learners with a learning difficulty and/or disability to more than 15% by 2008	7.20%	8.10%	9.1%	12.00%	15%	>15%
ACL	To raise the participation of 19+ Asian/Asian British (Bangladeshi, Pakistani, Indian, other Asian) learners in Leicestershire to 15% by 2006. (From 06/07 this measure has been disaggregated between the City and County)	N/A	6.20%	6.90%	15%	N/A	N/A

ACL	Raise the participation of 19+ Asian/Asian British (Bangladeshi, Pakistani, Indian, other Asian) learners in the City to more than 30% by 2008. <i>Participation of 19+ Asian/Asian British (Bangladeshi, Pakistani, Indian, other Asian) learners in the City is over-representative of the population on average, however, there are still pockets of under-representation in particular community settings.</i>	N/A	N/A	20.00%	Awaiting data		>30%
ACL	To raise the participation of 19+ Asian/Asian British (Bangladeshi, Pakistani, Indian, other Asian) learners in the County to 8% by 2008	N/A	N/A	3.20%	Awaiting data	6%	8%
ACL	To raise the participation of learners with a learning difficulty and/or disability to more than 10% by 2008	N/A	3.80%	4.60%	8%	10%	>10%
ACL	To raise the participation of 19+ male learners to more than 35% by 2008	N/A	19.80%	20.50%	30.00%	35%	>35%
Regional Headline EDIM 3: Improve Skills for Employability for the following groups by addressing Skills for Life needs and raising participation and achievement of full level 2 and where appropriate, level 3 qualifications							
FE	Raise the participation of 19+ Asian/Asian British (Bangladeshi, Pakistani, Indian, other Asian) learners to 20% by 2006 (From 06/07 this measure has been disaggregated between the City and County)	14.70%	13.10%	14.60%	20%	N/A	N/A
FE	Raise the participation of 19+ Asian/Asian British (Bangladeshi, Pakistani, Indian, other Asian) learners in the City to 30% by 2008	N/A	N/A	N/A	N/A	26%	30%
FE	Raise the participation of 19+ Asian/Asian British (Bangladeshi, Pakistani, Indian, other Asian) learners in the County to 10% by 2008	N/A	N/A	N/A	N/A	8%	10%
FE	Raise the participation of 19+ male learners to more than 45% by 2008	37%	36%	32.5%	45%	>45%	>45%
FE	Monitor the success rates of Black African heritage young people to ensure increase in success rates is maintained	72%	70%	to add	72%	72%	72%
FE	Improve the success rates of Black Caribbean heritage young people to 72 % by 2008	60%	58%	to add	68%	70%	72%

Regional Headline EDIM 4: Address gender imbalance by raising the participation of males and females in sectors where they are under-represented

WBL	To raise the participation of males in business administration, hospitality, retailing, health & beauty, health & social care and public services	23.30%	22.9%	18.4%	30.0%	35%	>35%
WBL	To raise the participation of females in construction, engineering, ICT and manufacturing	2.50%	2.5%	2.5%	7.0%	12.0%	>12%

Leicestershire Workforce Goals

Total Headcount	Total Band3+ number	Total Band3+ %	Band3+ Females number	Band3+ Females %	Senior Women target	Band 1 Total	Band 1 %	Band1 Males number	Band1 Males %	Band1 Males target	Total BME Number	Total BME %
64	11	17.19	6	54.55	50.00%	16	25.00	5	31.25	33.00 %	6.00	9.38

Total BME Number	BME Band3+ number	BME Band3+ %	BME (B3+) target	Disabled number	Disabled %	Disabled target
6.00	0.00	0.00	8.00%	3.00	4.69	12.00%

- Target for senior posts held by women has been exceeded by 4%
- Posts held by men in Band 1 have effectively met the target of 33% given the numbers of staff.
- Progress has yet to be made on BME figure, which is currently 6.62% under target.
- Posts held by BME staff in a role banded 3 or higher has not made any progress.
- Staff who have specified having a disability is 7.31% under target.

Health and Safety

In the recent Annual Review for providers, all providers received a positive health and safety report from the regional health and safety officer. There were no outstanding actions and all providers have an up to date health and safety policy which conforms to LSC guidelines.

Learners with Learning Difficulties and / or Disabilities

The Leicestershire Learning and Skills Council has set up a strategic group for the development of Learners with Learning Difficulties and or Disabilities (LLDD) in the area. This group has representation from all key partners involved with LLDD planning and provision across both local authorities and the post sixteen sector. Based upon the national LSC report into LLDD provision and a local research report into LLDD provision commissioned in 2005, the Strategic group has identified the following six priorities for work during 2005/6 to 2010.

1. **Person centred planning** – to identify the needs of learners through an understanding of the requirements of the whole person. This will be negotiated with the learner as well as the agencies involved. This planning will help in the transition processes and will be supported by multi agency protocols.
2. **Planning provision** – through a protocol for sharing data, and the use of Personal planning, the development of a longer term view of potential demand on provision of places for learning and skills development, alongside the attendant social, care, health and support needs. This should allow for 3-5 year planning estimates to be made to support development of appropriate resources.
3. **Engaging with employers** – if learners are to arrive at a point where they can make their contribution to the economy and share in the benefits of that contribution, there will need to be a significant improvement in the level of engagement with employers. This should develop an adequate supply of work experience placements and also to help ensure that students come adequately prepared with relevant skills. Using the Public Sector and Voluntary and Community sector compacts for this will emphasise the use of large local employers as partners.

4. **Creating an inclusive agenda** – ensuring that entitlement statements and accords, in particular across the 14-19 phase, but also earlier and beyond that phase, have reference to LLDD that embody real values, and that the voice of the student with LDD is heard and responded to. It will also be important to work towards the provision of appropriate qualifications.
5. **To improve advice and guidance to young learners.** If learners are to make successful transitions from School to FE from FE/School to adult life. They will need to be supported by experienced and skilled advisers. Improving the multi-agency competency of advisers and ensuring that advice is independent, informed and responsive to the learner and the family will be a real challenge.
6. **To develop a clear, agreed and implemented policy**, across agencies and providers that reflects **the transport needs of students**, and ensures that where necessary learners are not disadvantaged in their choice of provision by the absence of transport.

Sustainable Development

The LSC believes that the learning and skills sector should contribute to sustainable development through the learning opportunities it delivers, the way it uses resource and the way it works with communities

In September 2005, The LSC published a strategy on sustainable development. 'From Here to Sustainability'. Our vision is that the learning and skills sector will proactively contribute to sustainable development through the management of resources, the learning opportunities it delivers and its engagement with communities. In particular, during the lifespan of this plan, the LSC, colleges and other learning providers will:

- Decide how best they can contribute to sustainable development through a structured programme of capacity building;
- Have done a baseline audit of current sustainable development activity and identified examples of good practice
- Agree on the guiding principles and approaches they will adopt
- Include criteria for strategic development in all guidance and reporting requirements
- Use their experience of implementing sustainable development to identify risks and opportunities
- Understand what improvement looks like for the sector and develop a reporting framework
- Agree longer term milestones for 2020 and beyond
- Launch pilot projects to develop good practice and contribute towards sustainable development in the sector

Sustainable development will continue to be a key element of the provider development process Leicestershire LSC is in the process of integrating sustainable development approaches into local policy and practice, supporting the implementation of the agreed national strategy. Working within the framework of the Local Strategic Partnership the LSC is developing an appraisal toolkit to assess local strategies, programmes and projects to ensure that resources are managed for sustainability. This toolkit will be shared with key strategic and community partners and further developed during 2006/7. Monitoring of its use and the sustainability of projects beyond initial funding stage will take place.

Provider Financial Health.

All Leicestershire colleges are in financial health category A or B. There are no colleges at risk currently. Planned capital investments at Leicester College during 2005/6 will change this categorisation for the college. This is currently within planned and managed change as identified in the Approval in Principle.

Offenders' Learning and Skills Service (OLASS)

The LSC is preparing for the implementation of the Offenders' Learning and Skills Service (OLASS) from August 2006. A tendering exercise has taken place to identify a lead provider. In 2006/7 the following are in scope for OLASS:

- HMP Gartree
- HMYOI Glen Parva
- HMP Leicester
- NPS Leicestershire and Rutland Probation Area
- HMP Aswell (Rutland)
- HMP Stocken (Rutland)

The OLASS vision sees offenders having access to learning and skills which enable them to gain the skills and qualifications they need to hold down a job and have a positive role in society.

Probation Service figures (2004) for prisoners released on licence to an address in the area are as follows:

Leicestershire and Rutland 1051

A strong working relationship with the National Offender Management Service (NOMS), H M Prison Service, National Probation Service and the Youth Justice Board have been formed through the Regional OLASS Board. The LSC leads on the Education, Training and Employment Pathway of the Regional Reducing Re-offending Action Plan.

Risk Analysis of Key changes

Key change	Likelihood of not achieving change	Impact on targets of not achieving change
Through developing further the 14-19 and adult strategic infrastructures and vision in City and County, enable a further 2370 young people to achieve a full level 2 by 19, and a further 1758 adults to achieve a first full Level 2 qualification, with particular reference to increased provision in key sectors and further improvements in the participation of disadvantaged groups and those residing in the West of the conurbation.	H	H
Improve the percentage of learners gaining a full level 3 in priority areas by an average of 2% for adults and 3% for 16-18 year olds.	M	M
In conjunction with key strategic partners, the Local Authorities, put in place sustainable locality planning based upon specialisms and learner travel to learn areas, to provide an enhanced 14-19 curriculum with greatly increased vocational provision at all levels and make these progression routes clear through Impartial Advice and Guidance.	M	H
Ensure effective and efficient progression from the local Skills at Work to the new Train to Gain programme and ensure the efforts of skills brokers in this programme are focused locally in sectors where skills gaps are higher than average or where there are replacement demand needs such as Retail, Construction and Engineering.	L	H
Make full use of the investment opportunities available through Local Area Agreements to focus with key strategic partners on improvements in the skills base of Leicestershire.	M	H
Raise the participation of 19+ Asian/Asian British (Bangladeshi, Pakistani, Indian, Other Asian) learners in FE to 20% and the participation of 19+ male learners in FE to 45% . In addition, raise the participation of non-white groups in work-based learning to 15% and improve the percentage of males and females in gender biased occupational areas by 5% .	H	H
Improve achievement rates in workbased learning to enable a further 890 learners to complete a full framework by the end of 2006, concentrating particularly on those from ethnic minority heritage backgrounds and increasing apprenticeship achievement in public service sector employers.	H	H
Direct a greater percentage of Skills for Life funding towards recognised qualifications, so that a further 5612 adults achieve a Skills for Life qualification by the end of 2006, concentrating particularly on the public sector and identified groups of Job Centre Plus clients.	L	H
Work with providers to speed up the change in the balance and mix of provision towards meeting employer needs in key sectors at level 2 and 3 and delivering Sector Skills identified qualifications in sufficient quantities.	L	H
The LSC, with its key strategic partners needs to investigate and identify those activities which represent investment funding in first steps, level one and personal learning, and indicate that these are critical to retain otherwise gains made in lowering the level of no qualifications will be lost. Following on from that any funding not within these categories should be re-aligned towards recognised qualifications and the level 2/basic skills targets.	L	M
Ensure that the local LSC develops its staff to enable them to partake fully in the organisational changes accompanying the Agenda for Change.	M	H

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