

Norfolk
Learning and
Skills Council
Annual Plan
2006-07

May 2006

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

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Our Vision

In 2005, the Learning and Skills Council (LSC) published two important documents, *Priorities for Success* and *Transforming Learning and Skills: Our Annual Statement of Priorities*. Together, these two documents provide a clear national direction for the learning and skills sector. Our challenge for 2006/07 will be to deliver the national vision in a local context.

Our vision for Norfolk is to secure a flexible and vibrant learning and skills sector that is responsive to the economic, social and personal development needs of the communities we serve.

2005/06 has seen many successes for the learning and skills sector in Norfolk. As a sector, we came together to start the implementation of the outcomes of the Strategic Area Review. There has been a good deal of continued 'buy-in' from a wide range of partners who are now working together more closely countywide and locally to deliver better outcomes for young people, adults and employers.

Last year, we made good progress towards meeting all of our targets. This means that we have improved the skills and life chances of thousands of Norfolk's residents. We have provided young people who didn't succeed at school with a second chance, helped thousands of adults improve their basic skills, provided thousands of adults with a platform for employability, and helped hundreds of businesses improve their productivity by increasing the skills of their workforce.

For 2006/07, we will continue to build on what we achieved last year. We will:

- a. embed the five Learning Systems Groups, which are planning bodies made up of senior stakeholders with a responsibility to plan, review and develop learning provision within each area;
- b. focus on ensuring that many more young people are achieving a minimum of a Level 2 qualification by the age of 19, providing them with the opportunity to gain and maintain lifelong employability;
- c. maintain the momentum generated on delivering the Skills for Life agenda, ensuring social inclusion and employability through the acquisition of basic skills;
- d. deliver the learning and skills development solutions that employers want through implementing Train to Gain;
- e. change adult provision with a greater emphasis on Skills for Life and programmes leading towards a Level 2 qualification; and
- f. drive up success across all programmes, especially on 'long programmes'.

This can only be achieved by a concerted effort with our partners. Partnership is a constant theme that runs through this plan. We have developed and maintained strong partnerships with a wide range of organisations. We will continue to strengthen these partnerships and ensure that they are based on a spirit of trust.

Edward Libbey
Chair, LSC Norfolk

Graham Brough
Area Director for Norfolk

Our Priorities

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

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

Our Regional Priorities for the East of England

This statement of priorities has been developed to reflect the commitment to:			
<ul style="list-style-type: none"> • Prepare young people in the East of England to be the workforce of the future • Up-skill the present workforce • Support the unemployed to gain the qualifications necessary to re enter the labour market • Respond to the needs of individuals and employers 			
In addition to the sectors reported in the Annual Statement of Priorities we have agreed with partners the following sectors on the basis of level 2 and level 3 needs which are of importance to the East of England:			
<ul style="list-style-type: none"> • The built environment/construction • Logistics • Health and Social Care • Retail • Hospitality <p>In addition, the following sectors have been identified as important both to certain elements of the Regional Economic Strategy and partners:</p> <ul style="list-style-type: none"> • Manufacturing and engineering • Land based 			
National Priority	Regional Skills Priorities	What does success look like/Regional Targets	Key Partners
N1 Ensure that all 14 – 19 year olds have access to high quality, relevant learning opportunities	R1 Increase the attainment and relevance of young people in learning	a. 53,000 19 year olds qualified to level 2 by 2008 b. 132,500 16 – 18 year olds in structured learning by 2007 c. Jointly produce with partners area prospectuses on all learning opportunities for young people, for their information and their parents. d. Increase the amount of vocational learning undertaken by young people by developing links between schools and industry, and strengthen work related skills development.	Connexions Employers Higher Education Local authorities Schools, FE and work based learning providers Education Business Link Organisation

<p>N2 Making learning truly demand-led so that it better meets the needs of employers, young people and adults</p>	<p>R2 Develop clear routes to appropriate learning for employers, young people and adults</p>	<p>a. Commence Train to Gain: April 06: Cambridgeshire & Essex August 06: Bedfordshire, Hertfordshire, Norfolk and Suffolk b. By 2009 14,775 employers engaged Which will include 8,000 hard-to-reach employers c. Agree with partners the delivery of the flexible elements of Train to Gain and a shift in the balance of provision d. Implement the regional impartial skills brokerage service with a focus on priority sectors, including public services See also 1C above</p>	<p>Employers and employer organisations including Sector Skills Councils HE liP uk Jobcentre Plus Local authorities EEDA East of England Skills and Competitiveness Partnership</p>												
<p>N3 Transform the learning and skills sector through agenda for change</p>	<p>R3 Transform provision to ensure a better fit for employer and employee needs in the region with a focus on our regional priority sectors</p>	<p>a. Improve the quality of LSC funded provision including the leadership of the post-16 sector and aligning provider development plans to regional priorities. b. Produce Regional Sector Skills agreements for each priority sector c. Increase provision and align partner funding to support the achievement of:</p> <table border="1" data-bbox="576 819 1114 1256"> <thead> <tr> <th data-bbox="576 819 868 853">Qualification</th> <th data-bbox="868 819 1114 853">Target 06/07</th> </tr> </thead> <tbody> <tr> <td data-bbox="576 853 868 943">Information and technology qualifications (ITQ)</td> <td data-bbox="868 853 1114 943">(to be confirmed)</td> </tr> <tr> <td data-bbox="576 943 868 1005">school support staff (SSS)</td> <td data-bbox="868 943 1114 1005">(to be confirmed)</td> </tr> <tr> <td data-bbox="576 1005 868 1099">Onsite assessment and training (OSAT) construction</td> <td data-bbox="868 1005 1114 1099">(to be confirmed)</td> </tr> <tr> <td data-bbox="576 1099 868 1223">Business improvement techniques (BIT) engineering</td> <td data-bbox="868 1099 1114 1223">(to be confirmed)</td> </tr> <tr> <td data-bbox="576 1223 868 1256">Digital installation</td> <td data-bbox="868 1223 1114 1256">(to be confirmed)</td> </tr> </tbody> </table>	Qualification	Target 06/07	Information and technology qualifications (ITQ)	(to be confirmed)	school support staff (SSS)	(to be confirmed)	Onsite assessment and training (OSAT) construction	(to be confirmed)	Business improvement techniques (BIT) engineering	(to be confirmed)	Digital installation	(to be confirmed)	<p>Centre for Excellence in Leadership Colleges, independent training providers, schools Lifelong Learning UK Sector Skills Councils</p>
Qualification	Target 06/07														
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Business improvement techniques (BIT) engineering	(to be confirmed)														
Digital installation	(to be confirmed)														
<p>N4 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</p>	<p>R4 Ensure all individuals can access the skills and qualifications they need to improve employability</p>	<p>a. 84,000 Skills for life achievements gained between 2004 and 2007 b. Develop and roll out the L2 entitlement strategy for each local area c. Maintain current levels of provision for Personal and Community Development Learning d. Implement the New Deal for Skills for Jobcentre Plus clients e. Lead a regional consortia approach to access public funding that supports education and training in local communities, with at least one new provider receiving mainstream funding during 2006/07</p>	<p>Colleges, Schools and providers Employers and employer organisations Higher Education liP uk Jobcentre Plus NIACE EEDA EoESCP Trade Unions Voluntary and community sector National Offender Management Service</p>												
<p>N5 Improve the skills of the workers who are delivering public services</p>	<p>R5 Develop responsive learning pathways for public services</p>	<p>a. Include public services within the Train to Gain model including links to Apprenticeships b. Implement the regional early years strategy c. Implement Year 2 of the Skills for Life pilot project in partnership with EEDA</p>	<p>Colleges, schools and providers Government Office EoESCP EERA Trade unions</p>												

<p>N6 Strengthen the LSC to lead change nationally regionally and locally</p>	<p>R6 Lead the development of responsive provision in the context of the regional economy</p>	<p>a Implement the agreed statement of skills priorities b. Develop an effective rapid response approach to enable the delivery of relevant and timely training to employers c. Engage partners and employers in the development of the CoVE's and Skills Academies across the region</p>	<p>Regional intelligence centre (RIC) EoESCP CoVE's Skills Academies SSC's</p>
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Locally, we will work towards achieving the commitments made in both the National and Regional Statements of Priorities. A summary of local activities and measures of success are contained within the key actions section of this plan.

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.

In Norfolk, we need an additional 290 young people to gain a Level 2 in 2007/2008 compared to 2005/2006. In 2006/07, we will increase young people's Level 2 achievement by 259.

Under priority 2, for adults:

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

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

In Norfolk, we plan to deliver 3,110 full-level 2 learners (further education and workbased learning combined) compared with 2,809 in 2005/06 - an increase of 301, or 10.7%. Assuming a success rate of 60%, this will result in 1,862 achievements. In addition, we will also deliver XXXX first full Level 2 achievements through Training to Gain.

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.

In Norfolk, we need 4,550 learners to achieve Skills for Life qualifications in 2006/07. We plan to achieve 6,998.

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.

In Norfolk, we aim to raise the number of completions from 990 in 2005/06 to 1,176 in 2006/07 – an increase of 186 or 18.7%.

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

Geography and Demographics

Norfolk is a largely rural county of some 815,000 people¹. Around 38% of the population live in the three major built up areas of Norwich, Great Yarmouth and King's Lynn, and a further 18% in market towns. One fifth live in parishes with a population less than 1,000; and a fifth of these are in parishes with a population of less than 300.

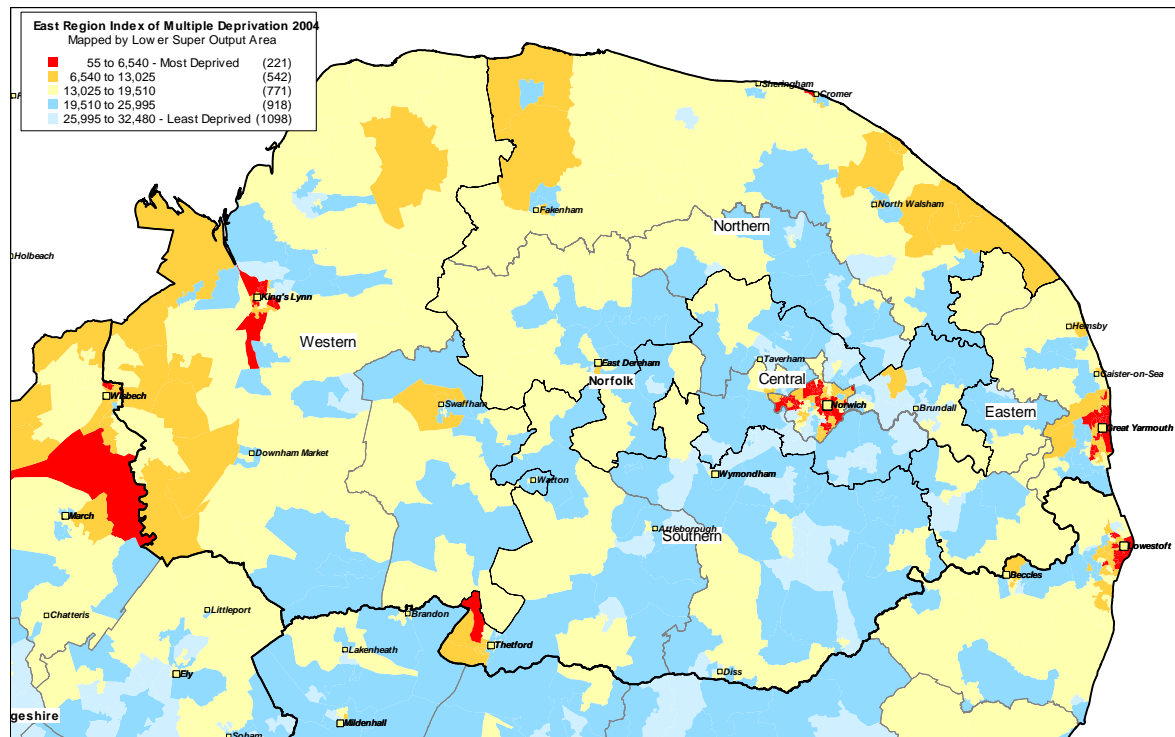
Norfolk has a smaller proportion of children and young people aged 0-19 than England (22% compared to 25%), and a higher proportion of people over the age of 60 (26% compared to 22%). Population estimates suggest that this pattern will increase.

Norfolk's population is predominantly white with only 1.5% of residents being of mixed race or from an ethnic minority group.

Norfolk has a higher proportion of people with a long-term illness than the rest of England (19.5% compared to 18%).

Wealth and Deprivation

In terms of deprivation, Norwich is ranked 61st and Great Yarmouth is ranked 70th out of the 354 Local Authority Districts in England. 29 of the local areas in Norfolk are in the top 10% most deprived in England.



Earnings are approximately 10% below the national average and 15% below the average for the region². Unemployment in the County is generally low, with 2.1% of the working age population registered as unemployed (this ranges from 1% in Broadland to 5.4% in Great Yarmouth): this indicates a relatively tight labour market.

A significant proportion of employment in Norfolk is unskilled, with over 23% of jobs classed as Machine Operatives or other Elementary occupations³ compared to a national figure of 19%. Conversely, there are fewer jobs in management and professional roles, with 36% in Norfolk compared to a regional level of approximately 43%.

¹ Mid-year estimate of population, NOMIS (2004)

² Annual Survey of Hours and Earnings (2004).

³ Annual Population Survey, NOMIS (2005)

The Economy

Norfolk's industrial base is characterised by a large number of very small firms with 85% of all companies employing less than 10 people. Only 1 in 20 businesses are of medium size (employing between 25 and 199 people) and less than 1% has 200 or more employees. Correspondingly, a higher proportion of the Norfolk workforce is employed by smaller enterprises (37% in Norfolk compared to 34% in England).

The Norfolk economy is not dominated by any particular sector however the county has a higher proportion of employment (employee jobs) in manufacturing and construction than nationally⁴. 25% of jobs within the county are within public administration, including education and health.

Norwich is in the top ten shopping destinations in the country. Norfolk has a large number of tourist destinations, including the coastal resorts of Great Yarmouth, Cromer, Sheringham, and Hunstanton, the Norfolk Broads, and the historic city of Norwich. The County's tourism infrastructure provides significant employment however much of this is low-paid and seasonal.

Compared to the East of England, employers in Norfolk are less likely to have a business plan, a training plan or a training budget, despite significant improvements since 2001. Employees in Norfolk receive on average fewer days training per year than employees elsewhere in the region. Fewer employees receive training than in the East of England however the average spend per employee is higher in Norfolk⁵.

The figures given above, alongside the low income levels and higher level of unskilled employment support the conclusion that Norfolk operates a largely low value-added economy, focussing on low specification goods and services.

The Norwich economy is different to that of the rest of the County. Norwich has a large service sector, predominantly finance and retail, with many jobs in higher level occupations. Despite this more positive picture, income levels are even lower than the Norfolk average owing to the large number of residents who commute into the city from outlying areas, with city residents more likely to work in lower skilled and lower paid employment.

The Learning Infrastructure

The learning and skills sector in Norfolk comprises:

- a. three General Further Education colleges, which primarily operate from campuses in King's Lynn, Norwich and Great Yarmouth (although a range of adult provision is offered from a number of outreach centres based around the county);
- b. two Sixth Form Colleges which offer a largely academic range of programmes, one in Great Yarmouth and the other in North Walsham;
- c. one specialist agricultural college, just south of Norwich, that operates across the county (and beyond);
- d. a network of work-based learning providers that operate across the county, with most of the provision however being focussed on the main conurbations;
- e. twenty-seven schools with sixth forms, which vary considerably in size, curriculum offer and quality;
- f. one provider which delivers a mix of Adult and Community Learning and Further Education provision, delivered across the county;
- g. the *learnirect* hub, which delivers a range of provision in a number of centres across the county; and
- h. a wide range of organisations from the public, private and voluntary sectors, delivering services funded by the European Social Fund.

⁴ Annual Business Enquiry (2003)

⁵ National Employer Skills Survey (2004)

In addition to the organisations listed above, the LSC contracts with a range of organisations which deliver skills brokerage to employers; information, advice and guidance to adults; education business link activities and education and guidance services to offenders in custody and in the community.

None of our colleges are currently in Financial Category 'C' however we anticipate that one of our colleges will enter this category due to a planned major capital investment. We will continue to monitor the financial position of all of our institutions to minimise the risk of instability.

Provider Capacity

While there are no immediate risks to overall performance, local issues with specific providers have been identified and are being addressed.

The current condition of the FE estate is a cause for concern: its suitability and capacity are issues. Some of the estate is not fit for purpose and not yet subject to capital development and improvement. Sustained growth in learner numbers will put pressure on capacity and a lack of sustained growth may threaten the longer-term stability of institutions currently subject to capital development or feasibility planning. These issues require regular and close monitoring.

Because of increased demand for learning at the start of the academic year, colleges are able to fill their full-time courses which is resulting in fewer opportunities later in the year, particularly for part-time learners. As a consequence, this is causing a shift in balance from part-time to full-time learning.

The quality of learning provision in Norfolk has continued to improve since the launch of the LSC in 2001. Despite this increase, provision is not consistently good across the county. A priority for us remains bringing Success Rates up to at least benchmark averages for all providers, and then ensuring that the county average is above the national level.

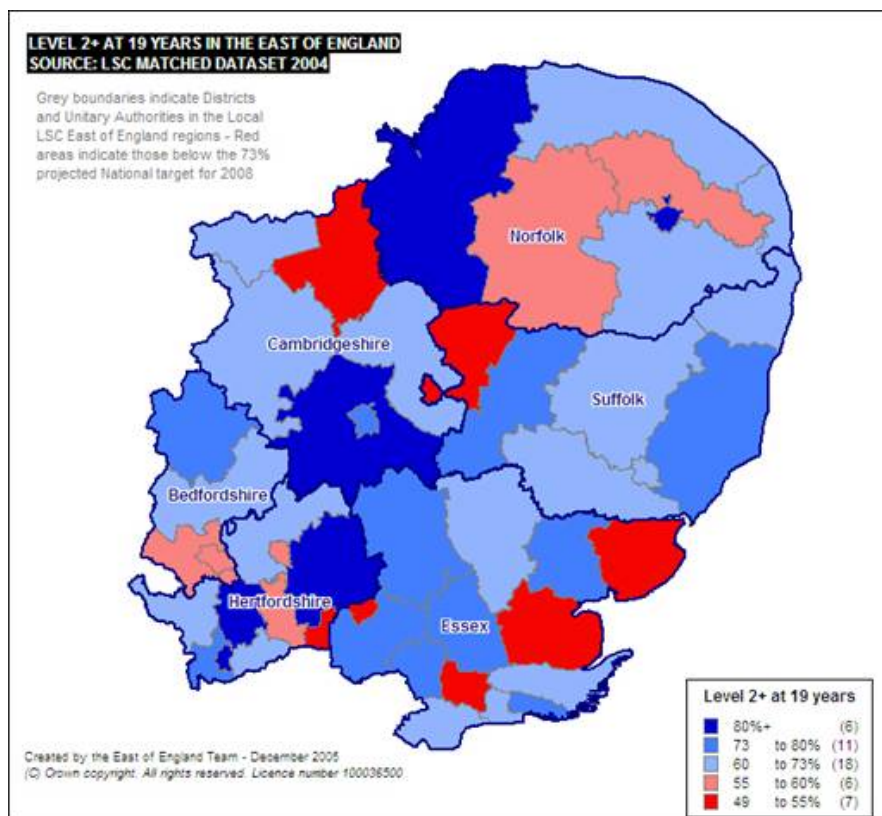
In colleges, both 'overall learner satisfaction with the learning experience' and 'teacher quality satisfaction' are slightly below rates for the East of England and the country as a whole. In work-based learning, overall learner satisfaction is marginally below regional and national levels.

Learning and Skills Issues: Young People

We have worked closely with our partners to produce a 14-19 Strategy.

The following table shows changes in 16-18 participation in learning, as delivered by Norfolk providers.

Young people (16-18) participating on LSC funded provision	2001/02	2002/03	2003/04	2004/05 Planned	2004/05 Actual	Variance	% to Plan	2005/06 Planned
FE	8,500	9,380	9,910	10,480	10,060	-420	95%	10,640
WBL	2,340	2,460	2,370	2,080	2,030	-50	97%	1,960
School 6 th Forms	5,060	5,010	4,990		5,330			5,400
TOTAL	15,900	16,850	17,270	17,890	17,420	-470	96%	18,000



Number of Norfolk learners reaching the Level 2 threshold									
Cohort that will be 19 years old in:	Cohort	16		17		18		19	
		#	%	#	%	#	%	#	%
2004	9,110	4,660	51%	5,230	57%	5,700	63%	6,020	66%
2005	9,100	4,710	52%	5,460	60%	5,910	65%		
2006	9,480	4,930	52%	5,590	59%				
2007	9,650	4,910	51%						

The above table shows that, in Norfolk, the LSC is adding value to the number of young people achieving a Level 2 qualification.

Young People Not in Education, Employment or Training (NEET)		Nov 2004		Nov 2005	
		%	Volume	%	Volume
Norfolk	NEET	6.6	1,550	7.1	1,740
	Not Known	6.1	1,510	5.5%	1,440
East of England Region	NEET	6.5	11,190	6.9	11,660
	Not Known	5.7	10,420	8.7	16,030
National	NEET	7.1	110,400	7.1	112,650
	Not Known	6.8	113,040	6.8	115,930

Norfolk has seen significant growth in 16-18 participation in learning in recent years. This is particularly true in the east of the County which has seen a largest percentage increase in participation.

Although participation in learning has grown substantially over the past four years, and the number of young people not in education, employment and training is in line with regional and national levels, a major challenge in Norfolk continues to be the number of young people in employment without training; a large proportion of which is seasonal, low-paid and low-skilled.

In terms of demand, a major issue that needs to be tackled is the low level of aspiration amongst young people.

An analysis of employment in the county has demonstrated a mismatch between the choices that young people make about learning and the jobs available. One of our priorities will be to work with partners, particularly Connexions Norfolk, to shape demand. Alongside this, we will work with our providers to ensure that the learning offer better reflects the needs of the local economy.

In general, there is a broad and balanced curriculum offer in Great Yarmouth, King's Lynn and Norwich, with opportunities to study a range of vocational and academic programmes, particularly at Level 2 and above. Recent years have seen an increase in Level 1 provision. Beyond these three areas, the offer becomes patchy, with young people often having to travel long distances to access the learning they want. Recognising that, particularly in rural areas, a broad curriculum offer is unviable, we are supporting providers to work together, with collaboration bringing about choice and progression.

A challenge for Norfolk is ensuring a coherent offer of Learning below Level 2. This is essential to ensure that there is the potential for progression to Level 2 and higher-level learning.

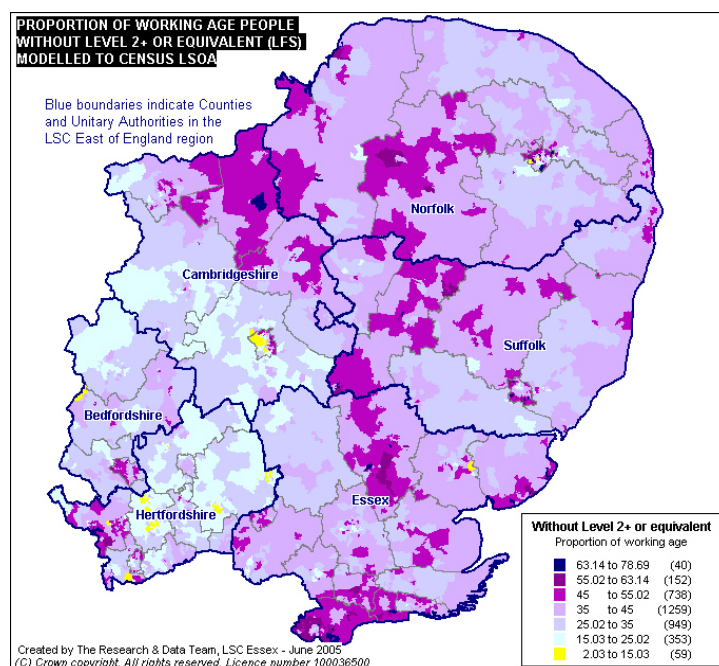
The cost per full-time equivalent learner has grown significantly over the past four years. A priority for us will be to ensure that providers can adequately demonstrate that this additional cost is bearing educational value for young people.

Learning and Skills Issues: Adults

As the tables below shows, overall numbers of adult participating in learning has started to decline. This is as a result of priority being given to longer programmes, particularly those leading to a full qualification at Level 2.

Adult Participation	2001/02	2002/03	2003/04	2004/05 Expected	2005/06 Expected
FE	43,830	50,310	48,320	39,780	27,508
WBL			1,400	1,390	1,151

	2003-04		2004-05		2005-06	
	Full Level 2 Participants	Full Level 3 Participants	Full Level 2 Participants	Full Level 3 Participants	Full Level 2 Participants	Full Level 3 Participants
Norfolk FE Enrolments	2,340	1,470	1,970	1,900	2,029	1,994



Despite an improvement in the number of adults achieving a Level 2 qualification, the proportion of Norfolk residents holding at least a Level 2 qualification is approximately 3 percentage points below national and regional levels.

Many of the adults without a minimum of a Level 2 qualification, as shown in the map (left), are concentrated in Breckland, Great Yarmouth, King's Lynn and Norwich.

In Norfolk, the LSC and its partners have made very strong progress towards achieving the County's contribution to the national Skills for Life target, as shown in the table below:

Norfolk LSC funded learners gaining target qualifications										
	2001 (part)	01/02	02/03	03/04	Cum. total to July 2004	Target to 2004	% to 2004 target	Cum. total to Jul 04/05 (est.)	2007 target	% to 2007 target
Norfolk	1,710	1,990	2,030	4,340	10,070	11,130	91%	14,750	21,580	68%
East of England	13,560	14,390	14,120	21,580	63,650	79,600	80%	92,860	157,350	59%

Attitudinal research in Norfolk has shown that many of those who do not participate in learning do not experience any specific barriers. Lack of motivation is therefore assumed to be the main factor that needs to be addressed with adults.

With a higher proportion of jobs in Norfolk classed as unskilled or low-skilled, when compared to the East of England, there is often less of an incentive for employers to train.

Future growth in employment in Norfolk will be at a technical level therefore significant improvement at a minimum of Level 3 will be needed.

Our providers need to significantly increase provision at Level 2 in future. This growth will need to be at the expense of short courses, those programmes not leading towards a full qualification and increasing charges to employers for non-priority programmes.

In 2004/05, 45% of Skills for Life provision did not lead to a qualification countable towards our targets. This proportion is too high and we will work with providers to increase the proportion of Skills for Life provision which contributes to national targets.

Learning and Skills Issues: Employers

Working with the Norfolk Skills Advisory Forum which we established, we have developed a Skills Strategy for Norfolk.

The Skills Strategy has identified seven key sectors for the County:

- a. agriculture and food processing;
- b. construction;
- c. engineering (including energy);
- d. health and social care;
- e. public services;
- f. retail; and
- g. tourism and hospitality.

The introduction of Train to Gain provides significant challenges and opportunities for providers in Norfolk. Train to Gain will require a major shift in provision, but will mean that what is offered in future is closer to the needs of employers. Importantly, provision will need to become more flexible and responsive; providers having to deliver learning at a time, place and pace suitable to employers and their employees.

Norfolk currently has eight Centres of Vocational Excellence in operation, six of which are accredited as 'Full Status'.

Skills Matrix

As shown below, in 2005/06, 47% of provision for young people will contribute to our high priority areas, with 29% of provision being delivered in low priority areas. With adult programmes, 51% will contribute to high priorities with 17% not supporting high or medium level priorities.

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	17,545,565	47%	6,153,523	17%	10,703,089	29%	34,402,177	92%
Potential to contribute	2,149,134	6%	216,380	1%	131,337	0%	2,496,850	7%
No longer eligible for LSC funding	117,631	0%	123,615	0%	81,054	0%	322,300	1%
Other (eg UFI and Unclassified)	0	0%	0	0%	0	0%	0	0%
Entitlement	0	0%	0	0%	0	0%	0	0%
Totals	19,812,329	53%	6,493,518	17%	10,915,481	29%	37,221,327	100%
	24416		3464		8124		36004	
19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	7,497,425	51%	2,087,353	14%	2,486,220	17%	12,070,999	82%
Potential to contribute	1,904,828	13%	413,841	3%	180,134	1%	2,498,803	17%
No longer eligible for LSC funding	117,500	1%	96,214	1%	8,124	0%	221,837	1%
Other (eg UFI and Unclassified)	0	0%	377	0%	0	0%	377	0%
Entitlement	0	0%	0	0%	0	0%	0	0%
Totals	9,519,753	64%	2,597,786	18%	2,674,478	18%	14,792,016	100%
	12660		6371		2999		22030	

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

The key changes needed

The key changes that we will make in Norfolk in 2006/07 have been arrived at following a detailed review of the imperatives, opportunities and challenges emerging from our assessment of both demand and supply and the capacity of the learning infrastructure to deliver against LSC priorities and targets. The key changes represent an ambitious agenda and one that can be realistically be achieved in year.

Young People - in 2006/07 we will:

1. increase 16 to 18 further education learner numbers from 10,518 to 10,897 and workbased learning numbers from 1,846 to 1,733 - this will result in an overall increase in 16 to 18 participation in LSC-funded provision by 266, or 2.2%;
2. increase Success Rates on long programmes in Further Education from 65% in 2005/06 to 68% in 2006/07;
3. following a detailed review of 16 to 18 participation in each ward in the county, ensure that LSC-funded participation does not fall below an minimum of 50% in any ward and this will represent a considerable challenge in a number of both urban and rural wards;
4. continue to increase the vocational and the sub-level 3 offer in schools and colleges across the county through new collaborative working arrangements, managed by the five Learning Systems Groups;
5. ensure that each of the five Learning Systems Areas have in place a detailed 14 to 19 Action Plan and a Three Year Strategy modelled on that developed in response to the 14 to 19 Area Inspection of West Norfolk; and
6. improve apprenticeships success rates from 49% in 2005/06 to 55% in 2006/07.

Adults – in 2006/07 we will:

1. reduce 19 plus further education learner numbers from 27,508 to 23,373 and reduce the workbased learning numbers from 1,151 to 922;
2. increase the number of adults that follow a Skills for Life programme, full Level 2 or full Level 3 programme from 7,193 (or 26% of the cohort in 2005/06) to 8,521 (or 36% of the cohort in 2006/07) – this will represent an increase of 1,328, or 18%;
3. increase the percentage of adults working towards a full Level 2 qualification in further education from 2,029 (7% of the cohort on 2005/06) to 2,515 (or 11% of the cohort on 2006/07) – this will represent an overall increase of 486, or 24%;
4. increase the amount of Skills for Life provision leading towards a countable qualification from 55% in 2004/05 to 80% in 2006/07; and
5. increase the proportion of enrolments on FE programmes likely to contribute to LSC targets and/or priorities from 88% in 2005/06 to 90% in 2006/07.

In addition to the alignment of numbers to LSC priorities, we will ensure that all provision (for all ages) is planned and developed within a sharply defined and shared economic context - including regional skills priorities – as defined by the Norfolk Skills Advisory forum. We will ensure that all providers and institutions align resources and planning within their 2006/07 Development Plans and that the contribution of all partners and institutions meet local and regional skills priorities.

What we have delivered so far and our planned changes for 2006/07 (sheet 1 of 2)

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05				Funding £
	Learners				
	Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		
FE Total Learners	10,239				35,078,707
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	4,255	2,330	54.8%		
<i>Learners on a full Level 2 qualification</i>	2,071	833	40.2%		
<i>Learners on a full Level 3 qualification</i>	4,199	1,910	45.5%		
<i>Learners on 2 or more A2 qualis</i>	817	626			
Discrete* activity, e.g. fully ESF, or LIDF funded provision	0	0	0		
School sixth form	5,247				23,481,540
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate		Funding £
WBL Total Learners	1,705				4,826,429
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>					
<i>Learners on an Apprenticeship</i>	1,289	417	32.4%		
<i>Learners on an Advanced Apprenticeship</i>	296	55	18.6%		
Entry to Employment	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
All E2E	571	291	16.7	428	2,524,312

2005/06				
Learners				
Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		Funding £
10,518				39,975,561
4,459	2,464	55.3%		
2,511	1,060	42.2%		
4,500	2,193	48.7%		
699	544			
0	0	0		
5,304				25,343,292
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
1,846				5,580,817
1,467	432	29.4%		
355	106	29.9%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
673	487	15.9	415	2,331,230

2006/07				
Learners				
Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		Funding £
10,897				42,658,143
4,786	2,789	58.3%		
2,661	1,141	42.9%		
4,692	2,359	50.3%		
744	588			
0	0	0		
5,447				26,022,492
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
1,733				5,757,121
1,394	610	43.2%		
339	114	33.6%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
705	530	16.4	502	2,102,254

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete

SUMMARY OF ADULTS (19+)	2004/05			
	Learners		Learning Aims Success Rates	Funding £
	Volumes of learners	In-year achievements (volume)		
FE Total Learners	39,977			18,253,287
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	2,436	1,773	72.8%	
<i>Learners on a full Level 2 qualification</i>	1,967	992	50.8%	
<i>Learners on a full Level 3 qualification</i>	1,928	888	47.6%	
<i>Learners on 2 or more A2 qual.</i>				
Discrete* activity, eg fully ESF, or LIDF funded provision	0	0	0	
Personal & Community Dev't Learning	16,000			2,397,128
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
WBL Total Learners	1,371			2,217,718
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>				
<i>Learners on an Apprenticeship</i>	776	309	39.8%	
<i>Learners on an Advanced Apprenticeship</i>	472	91	19.3%	
ETP / NETP	Volumes of learners	In-year achievements (volume)		Funding £

2005/06			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
27,508			17,329,546
3,104	1,938	62.3%	
2,049	1,240	54.5%	
2,031	1,083	54.8%	
0	0	0	
15,650			
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
1,151			2,235,837
760	325	42.8%	
394	127	32.2%	
Volumes of learners	In-year achievements (volume)		Funding £

2006/07			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
23,373			15,418,159
3,889	2,516	64.0%	
2,515	1,543	55.9%	
2,117	1,154	55.2%	
0	0	0	
14,659			2,200,064
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
922			1,775,657
595	319	54.2%	
327	133	40.2%	
Volumes of learners	In-year achievements (volume)		Funding £
	2,443	1,594	

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05	51,073,000	10,460,000	3,166,000	23,481,540	2,445,000	0	1,539,000	1,381,000	1,514,000	5,488,000
2005/06	58,295,000	8,856,000	2,235,000	25,343,292	3,378,000	0	1,843,000	1,107,000	1,528,000	5,015,000
2006/07	62,339,529	8,278,589	2,270,379	26,022,492	2,200,064	0	-	-	-	-

Key actions

Action	Measure of Success
NP1: Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities	
1.1 Identify programme areas in FE that perform poorly and agree actions for change.	Quality improvement targets agreed with all providers by May 2006 through the Development Planning process. Success Rates on long programmes for 16-18 year olds to increase by 2 percentage points during 2006/07.
1.2 Cease to fund those providers who have not met the minimum success rates agreed in 2005/06. We will work with Connexions and providers to target those employers which offer employment without training to young people.	Successful completions on Apprenticeships increasing to 55% in 2006/07.
1.3 Increase the percentage of young people achieving a positive destination on leaving Entry to Employment (e2e).	71% of young people achieving a positive destination from e2e during 2006/07.
1.4 Increase the recruitment of 17 year olds without a Level 2 onto appropriate provision. Activities will include marketing activity linking into the national ' <i>I wish I was</i> ' campaign.	550 17/18 year olds achieving a first full Level 2 qualification by July 2007.
1.5 Deliver new learning opportunities for young people who are not ready to start e2e, particularly focussing on young offenders, care leavers and those recovering from substance misuse.	570 young people supported during by March 2007. 415 young people gaining a qualification and progressing into further structured learning by March 2007.

Action	Measure of Success
<p>1.6 We will work with the Norfolk 14-19 Strategy Group and the five local Learning Systems Groups to:</p> <ul style="list-style-type: none"> a. make substantial progress towards delivering the Norfolk 14-19 Learning Entitlement; b. undertake joint planning, leading to greater choice and opportunities for progression for young people; c. target areas where participation and achievement in learning is below county averages and develop and implant local plans to improve performance; d. shape demand for learning locally by ensuring that young people are aware of local employment opportunities; and e. develop web-based local prospectuses. 	<p>Minimum of 50% participation in LSC-funded learning in all wards during 2006/07</p> <p>Plans developed to deliver the national 14-19 Implementation Plan by July 2006</p> <p>Young people's web-based prospectus of all learning opportunities produced by January 2007</p> <p>Joint planning undertaken with clear plans in place within the five local areas showing how the Norfolk 14-19 Learning Entitlement will be met</p> <p>Coherent range of pre-Level 2 provision available in all localities</p>
<p>1.7 Guarantee that all 16-18 year olds wishing to enter a learning programme are able to do so.</p>	<p>All young people will receive a suitable learning offer during 2006/07</p>
<p>1.8 Ensure that all young people eligible for EMAs are aware of their entitlement, and that providers and partners are supported in management and administration.</p>	<p>Ensure that all young people eligible for an EMA take up the opportunity during 2006/07</p>
<p>1.9 Through the Increased Flexibility for 14-16 Year Olds programme, provide greater opportunities for young people to benefit from vocational learning.</p>	<p>Over 2,000 young people participating in the Increase Flexibility (over two cohorts) during 2006/07</p> <p>75% of Year 11s progressing in post-16 learning in July 2007</p>
<p>1.10 Through the Young Apprenticeship programme, ensure that 14-16 year olds have a high-quality work-based learning programme.</p>	<p>We will increase the programme from 50 young people in 2005/06, to 60 young people in 2006/07</p>
<p>1.11 Provide high quality experiences of the world of work to young people in schools.</p> <p>Increase entrepreneurialism amongst young people in schools.</p>	<p>8,000 young people offered a minimum of a two week work experience placement by March 2007</p> <p>355 teachers participating in Professional Development Placements by March 2007</p>

Action	Measure of Success
NP2: Make learning truly demand led so that it better meets the needs of employers, young people and adults	
2.1 We will work with Further Education colleges and other providers to prepare for the rollout of Train to Gain.	All providers with plans in place to deliver Train to Gain, with an agreed element of their adult funding identified against NETP training Colleges agreeing a percentage of their budgets to be used for Train to Gain by May 2006
2.2 Ensure an effective brokerage service is in place, providing support to employers on getting the right solutions for skills development for their employees.	Regional Specialist Skills Brokerage Service operating effectively in Norfolk from August 2006
2.3 Change the mix of provision offered by FE providers to support the achievement of national and regional priorities.	Development Plans agreed by May 2006 that reflect national and regional priorities
2.4 Target growth in 16-18 provision and increases in Level 2 provision for adults in our priority sectors: Health and Care, Construction, Engineering, Tourism and Hospitality, Public Services and Retail.	Development Plans agreed by May 2006, reflecting changes in provision required to meet the needs of priority sectors Provision in place that meets the identified needs of priority sectors from August 2006 Increase in provision in priority sectors during 2006/07
2.5 Develop the existing CoVE network in Norfolk, ensuring that it is meeting the needs of employers.	7 Full Status CoVEs operational by March 2007
2.6 Develop a coherent offer of Personal and Community Development Learning (PCDL) for adults who do not traditionally participate.	Development Plans agreed with providers of PCDL by May 2006, showing how activities will be targeted towards non-traditional learners
2.7 Co-ordinate joint planning and marketing activities between providers of adult learning.	Local 'prospectus' of adult and community learning developed by March 2007
2.8 Ensure that all providers are fully complying with the requirements of the Race Relations (Amendment) Act 2000.	All relevant providers with appropriate policies in place Participation and achievement of learners from Ethnic Minority Groups at the Norfolk average by March 2007

Action	Measure of Success
<p>2.9 Challenge gender stereotypes and increase the participation and achievement of young people in non-traditional programme areas, through supporting providers to implement the Gender Equality and Race Inclusion (GERI) materials.</p>	<p>By March 2007:</p> <ul style="list-style-type: none"> female participation in Apprenticeships increased to 48% female participation in construction increased to 3% female participation in engineering increased to 4% male participation in business administration increased to 30%
<p>2.10 Ensure that providers are complying with the requirements of the Disability Discrimination Act, and where not, plans are in place to ensure that all learners have fair access.</p>	<p>Participation in learning of people with disabilities to increase to 12% by March 2007</p>
<p>2.11 Provide opportunities for adults to receive high quality information and advice on their opportunities for skills development, focussing on adults with Skills for Life needs and those adults without a Level 2 qualification.</p>	<p>37,500 adults accessing information services and 8,400 adults accessing Advice Services during 2006/07</p>
<p>NP3: Transform the learning and skills sector through <i>agenda for change</i></p>	
<p>3.1 Improve the capital infrastructure, prioritising work in King's Lynn and Fenland, North Walsham (via Paston College) and Norwich.</p>	<p>An improved capital estate for learning in Norfolk</p>
<p>3.2 Review targets set for colleges for generating income from employers. We will work with providers to ensure that they are maximising opportunities for business development alongside the introduction of Train to Gain.</p>	<p>Income Generation targets agree with providers by May 2006</p> <p>Colleges to achieve a minimum of 37.5% fee income by March 2007</p>
<p>3.3 Work with the Norfolk Colleges for Businesses Group to ensure that colleges are offering provision which delivered at a time, place and pace that meets business requirements.</p>	<p>Increased level of satisfaction from employers</p>

Action	Measure of Success
<p>3.4 Roll out the Level 2 Entitlement.</p> <p>Increase the number of adults working towards a first full Level 2 qualification.</p>	<p>An increase of 24% of adults participating in a full Level 2 qualification through FE provision</p>
<p>NP4: 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</p>	
<p>4.1 Fund a range of first-rung learning opportunities, which have the recognition of the achievement of soft outcomes, Skills for Life and opportunities for progression fully integrated, for those adults who do not traditionally participate in learning.</p>	<p>1,000 adults participating in taster programmes, with 500 progressing into further learning by March 2007</p>
<p>4.2 Offer a range of programmes that enable learners to develop numeracy, language and literacy skills, as well as English for Speakers of other languages.</p>	<p>3,889 adults and 4,786 young people participating in Skills for Life qualifications by July 2007 through further education, with a further 1,693 achieving a Skills for Life qualification through workbased learning</p> <p>Provision attracting a qualification countable against LSC targets increased to 80% by September 2006</p>
<p>4.3 Providers will have Action Plans for Skills for Life aligned to Norfolk's and East of England Plans.</p> <p>All providers in Norfolk will adopt a whole organisation approach to the delivery of basic skills</p> <p>Establish and support a best practise framework for Skills for Life in Norfolk.</p> <p>ESOL Research Project commissioned to address how to target high skill migrant workers.</p> <p>Increase involvement of Basic Skills in Sport, working initially with Skills Active and Norwich City Football Club, then extending through the county.</p>	<p>Increase by 20% those achieving Skills for Life qualifications in numeracy during 2006/07</p> <p>Increase by 80% those achieving Skills for Life qualifications in ESOL during 2006/07</p> <p>Increase by 5% Key Skills achievement rate</p> <p>Increased engagement with employers through the Sector Skills Councils</p> <p>Train 45 teachers at Level 4 together with 100 at Level 3 and 100 at level 2</p>

Action	Measure of Success
4.4 Support adults to achieve recognised qualifications, focussing provision on non-traditional learners and those working in priority sectors, using ESF.	240 adults achieving a Level 2 qualification by March 2007 550 adults achieving a Level 3 qualification by March 2007
4.5 Assume responsibility for the delivery of learning and skills to offenders, including those in custody and those in the community.	OLASS service effectively transferred to the LSC by April 2006
NP5: Improve the skills of the workers who are delivering public services	
5.1 Work with Local Authorities and other public sector employers to develop Skills Agreements.	Skills agreements piloted with at least two public sector employers during 2006/07
5.2 Ensure that there is a coherent offer of learning available to people delivering public services, particularly focussing on those working in low-skilled occupations and those with Skills for Life needs.	Increase in Skills for Life and Level 2 achievements from the public sector during 2006/07
5.3 Use Train to Gain to target those employees in the public sector who are classed as 'hard to reach'.	[Measure to be determined]
5.4 Develop Apprenticeship opportunities for careers in the public sector with local authorities and other public sector employers.	Increase in the number of Apprenticeships within the public sector in Norfolk during 2006/07
NP6: Strengthen the LSC to lead change nationally regionally and locally	
6.1 Develop new Partnership Teams to deliver first class leadership and management, supported by new business processes.	Internal restructuring completed by September 2006 2 geographically based partnership teams in place by September 2006

Our Delivery Resources

Partnership Working

A central theme of our work has been the development of effective relationships with partners. Our relationships have been built on trust and we intend to exercise this trust with responsibility, with commitment and with energy.

Whilst there is no doubt that we rely upon our network of partners to achieve our learning and skills ambitions, there are some specific partners, networks and groups that we will depend upon to help us to deliver the six priorities in the coming year.

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

We have created and managed a range of stakeholder groups, which were proposed through our strategic area review process. In each of our five sub-county areas, we have developed Learning Systems Groups. These are planning bodies made up of senior stakeholders with a responsibility to plan, review and develop learning provision within each area. The remit of each group has been primarily 14 to 19, but is increasingly encompassing skills and adult learning. The work of these local Learning Systems Groups is co-ordinated through the countywide 14-19 Strategy Group.

We have established Partnership Agreements with Connexions Norfolk and the Norfolk County Council's Children's Services Department. These documents clearly set out how we will work together for the benefit of learners in Norfolk.

With the emergence of Every Child Matters as a central plank in the reforms relating to services for children and young people, we will continue to play a full and active part in the local advisory board and relevant sub-groups. In particular, we will actively support the development of the skills of those working with children and young people.

The Norfolk NEET Group has been one of our primary mechanisms for working with partners to co-ordinate activities to support young people not in education, employment or training. Through this group, we will continue to work with partners to develop and implement joint approaches to increase participation in learning.

In a rural county, there are many interrelated barriers to learning, including funding, transport and childcare. We will continue to work with partners on the Norfolk Transport Group to overcome the extent to which transport is a real or perceived barrier to learning. We will co-ordinate the Educational Maintenance Allowance Partnership, minimising financial barriers to learning.

The LSC is a key partner within the Aim Higher strategy and locally our 'observer' status within the Aim Higher Partnership is likely to change to allow more formal involvement. We will continue to work with partners locally through the Area Steering Group to increase the number of young people from Norfolk progressing into higher level learning.

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

Alongside the 14-19 Strategy Group, we have created a Skills Advisory Forum and an Adult Learning Strategy Group. These groups have developed shared strategies for Norfolk, which ensure that the development of services to employers and adults are demand-led.

We have sought to develop our local strategies for employers and adults, actively consulting with those whom will be the recipients of our services. We will embed this approach to consultation with learners and employers to ensure that the education and

training provided by our colleges and other providers are relevant to the needs of beneficiaries.

We work closely with the voluntary and community sector (VCS) in Norfolk. We are a signatory to the Norfolk Compact and will be working in 2006/07 to implement the national Working Together strategy and our local action plan. This will be done by:

- a. recognising the sector as an employer, a source of expertise, a channel for communication and as a provider of learning opportunities;
- b. working with representative bodies to identify opportunities for targeting Skills for Life, First Steps and Level 2 learning for employees and volunteers working in the VCS;
- c. reviewing skills needs in the VCS to feed into local LSC planning processes;
- d. reviewing tendering and contracting process to ensure that they do not disadvantage the VCS; and
- e. reviewing local LSC involvement in Change Up and other relevant local activities.

Priority Three: - *Transform the learning and skills sector through agenda for change*

This priority cuts across all of our work, and will be particularly evident through the work we do with providers to develop the quality, responsiveness and relevance of the provision on offer.

We will strengthen our relationship with College Governors. We are currently engaging various Governors on the strategic groups that have been developed following the Strategic Area Review undertaken in Norfolk.

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

The Learning and Skills Council is a member of Shaping the Future, Norfolk's economic development partnership. Our Sector Skills Plans are our main contribution to the partnership and demonstrate how the work we do links to meeting the needs of employers, and how the work of the Learning and Skills Council in Norfolk supports the development of the local economy.

We have worked closely with Jobcentre Plus to produce a local Welfare to Workforce Development Plan which sets out clear and measurable actions to align the activities of both our organisations.

We continue to play a central role in the County Strategic Partnership and the seven Local Strategic Partnerships. This ensures that learning and skills is seen as a key factor in the social and economic regeneration of the communities that we serve. Through our work with the County Strategic Partnership, we are making a positive contribution to the development of the Local Area Agreement.

With our partners we are actively supporting the achievement of Local Public Service Agreement targets. We are playing a full and active role in the development and implementation of Norfolk's Investing in Communities Programme, and its Regeneration Strategy.

Great Yarmouth remains not only one of the most deprived places in Norfolk, but England as a whole. The LSC is supporting the Local Enterprise Growth Initiative (LEGI) in the Borough, ensuring that learning and skills is carefully planned alongside broader economic and human resource development activities.

Additionally, the North Earlham, Larkman and Marlpit (NELM) area of Norwich is an urban area which suffers from high levels of multiple deprivation. NELM has one of the 39 national New Deal for Communities Programmes, which is a community-led regeneration initiative. The LSC plays an active role in the strategic management of this programme.

Priority Five: *Improve the skills of workers who are delivering public services*

The LSC in Norfolk has develop strong and effective partnerships with employers in the public sector. In particular, we have worked closely with local authorities and the health sector on developing and implementing skills solutions to specific needs.

Over many years, we have develop productive and effective relationships with Trades Unions, many of which represent people employed in the public sector. Our work with Trades Unions have increased the number of adults accessing learning, particularly focusing on basic skills.

Priority Six: *Strengthen the capacity of the LSC to lead change nationally, regionally and locally*

The Annual Statement of Priorities confirms our commitment to working locally. We have already started to re-align some of our functions and processes at a regional level to enable more effective and efficient delivery on the ground. We recognise that we must transform ourselves if we are to deliver the sort of strategic changes we expect from our partners and that is why we have built an additional 7th theme into *agenda for change*, which will bring about that transformation. The focus of Theme 7 is on achieving better quality and more consistent delivery at a local level through partnership teams of highly skilled and experienced education and training professionals, working closely with partner organisations. In Norfolk there will be two partnership teams led by an Area Director.

Local Council

Our local Council provides regular input to the strategic development of the LSC in Norfolk. The knowledge and enthusiasm that they contribute ensures that we continually focussed on meeting the needs of the communities we serve.

Within the County, local Council members act as ambassadors for the organisation, working to develop the reputation of the LSC locally.

The Next Steps Plan, which was produced following our Strategic Area Review proposed the creation of a 14-19 Strategy Group, an Adult and Community Learning Strategy Group and a Skills Advisory Forum. These groups contain high-level representation from all main stakeholders. Local Council members are making an important contribution to all of these groups.

Equality and Diversity

The Council will ensure that planned activities take account of its duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations Act, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age (due to come into effect in 2006).

Our actions and activities which are covered in this plan will be underpinned by and reflect the Council's Race Equality Scheme (RES) and our local Equality and Diversity/RES Action Plan.

Locally, we have established Equality and Diversity Impact Measures (EDIMs) which identify those issues which are significant in Norfolk. They are:

Further Education	Baseline (01-02)	Position (03-04 year)	Target (06-07)
Male Participation	not measured	44%	46%
Disabled/learning difficulty Participation	5%	7%	12%
Male Participation (Business Administration)	31%	27%	39%
Female Participation (Construction)	4%	2%	8%
Male Participation (Hair and Beauty)	not measured	3%	11%
Reducing the number of BME 'Not Known'	9%	8%	5%
Work Based Learning	Baseline (01-02)	Position (04-05 year)	Target (06-07)
Female participation	34%	41%	48%
Male Participation (Business Administration)	28%	30%	35%
Female Participation (Construction)	1%	2%	5%
Female Participation (Engineering)	3%	3%	7%
Male Participation (Hair and Beauty)	4%	6%	8%
Male Participation Care	9%	8%	13%
BME Participation	not measured	3%	4%
Disabled/learning difficulty Participation	3%	6%	12%
Disabled/learning difficulty Retention	Not measured	67%	68%
Reducing the number of 'Destination not known'	16%	14%	13%

We have agreed provider-specific EDIMs and associated actions with all providers, where current levels of participation and/or achievement in learning are below the Norfolk average.

In 2006/07, we will be using ESF to fund an Equality and Diversity Advisor who will work with employers to support them in developing and implementing approaches to equality and diversity.

Learners with Learning Difficulties and / or Disabilities

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

to suitable provision that meets their needs and where appropriate the additional support required.

We will work with our partners locally to implement the outcomes of '*The Strategic Review of the LSC's Planning and Funding of Provision for Learners with Learning Difficulties and/or Disabilities across the Post-16 Learning and Skills Sector*'.

Sustainable Development

The LSC published its strategy for sustainable development *From Here to Sustainability* in September 2005. The LSC's vision is that the learning and skills sector will proactively commit and contribute to sustainable development through its management of resources, the learning opportunities it delivers and its engagement with communities. In particular, by 2007 we will expect providers to have carried out a baseline audit of current sustainable development activity, agreed on guiding principles and approaches, and agreed long-term milestones to 2020 and beyond.

In 2005, the LSC won a European Commission award for sustainable development for the work it did in Norfolk with providers on embedding sustainable development in European funded projects.

Health and Safety

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

- a. to expect that colleges and other providers funded by the Council will fully meet their legal obligations and "duty of care" to learners;
- b. to seek assurance that colleges and other providers have suitable and sufficient arrangements for learner health and safety;
- c. to take appropriate action where expected standards are not met or maintained;
- d. to promote the raising of standards for learner health and safety through support, and challenge, as appropriate.

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