



Leading learning and skills

North Yorkshire 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

This Annual Plan 2006/07 takes us into our sixth year of operation and outlines the priorities and work of the LSC in York and North Yorkshire. The plan has been developed in the context of the LSC's Annual Statement of Priorities and also the Regional Statement of Priorities for Yorkshire and the Humber, and is focused on the transformation of the post 16 learning and skills sector as signalled through Agenda for Change.

Our overarching targets, priorities and activities reflect the contribution we make to support the National Skills Strategy and the implementation of the 14-19 Education and Skills White paper, as well as the Regional Economic Strategy and the local vision for economic and community development described in the York and North Yorkshire Sub-Regional Investment Plan 2004-09.

Our vision for the sub-region remains very clear – to develop plans and create opportunities which will engage young people and adults leading them to acquiring the knowledge and skills matching the best in the world, and to respond to and support the skills needs of employers for economic competitiveness.

The LSC North Yorkshire has moved closer to this vision through its many achievements in 2005-06, including:

- implementation of Strategic Area Review recommendations has started to transform the mix and quality of 14-19 and adult provision
- participation among young people is at an all time high and our proportion of young people not in education, employment or training is the lowest in the country
- achievement rates among young people at age 19 (87.1%) are above the national target of 85%
- the number of learners achieving a Skills for Life qualification was 2% over target in 2005
- capital investments totalling £330 million have produced improvements to local colleges through CoVEs, new build and refurbishment programmes
- strong FE/HE links have brought about a significant growth in foundation degrees to a year end total of 48
- the first 14-19 Area Wide Inspection for North Yorkshire achieved a grade two (good) outcome.

These, and many more unmentioned achievements are testament to the commitment and drive of LSC and partner staff, who are eager to change the lives and fortunes of people through learning.

As we move into 2006 and beyond, our plans show how we will:

- focus on delivering the 14-19 reforms which will broaden the curriculum for young people
- change the mix of adult provision to better meet the needs of employers whilst still supporting those adults who have few or no qualifications
- ensure learning provision is of high quality.

Partnership remains at the heart of how we work in York and North Yorkshire. Our focus on collaborative working will be enhanced even further as a result of the transformation currently underway within the LSC, which will see the new local Partnership and Economic Development Teams working through partnerships to influence the provision of learning and skills. Although there will inevitably be challenges ahead as we make the transition into the new structure, we are determined to maintain the close and effective relationships that we have built up over the lifetime of the LSC and make sure we are strongly placed to make an even greater contribution, through continued development of these and new relationships, to learning and skills in the sub region.

We will continue to work closely with a whole range of providers, partners and groups. These include:

- Learning Partnerships which have a crucial role to play in identifying ways to meet local priorities and supporting us in achieving our objectives
- Local Authorities, as both providers of learning and in their strategic role in support of education in the sub region
- Local Authorities in their economic development role, where we will want to work with them through Local Area Agreements to ensure that skills developments underpin local economic development and regeneration
- the Voluntary and Community sector, who have a key part to play as part of the local learning and social inclusion infrastructure
- and others including Connexions, Business Link and Jobcentre Plus.

Effective relationships between our staff, providers and partners are essential for the success of this plan. Only through working together using our collective skills, knowledge and resources will we ensure that we make an impact on the lives of young people and adults in York and North Yorkshire.



Rachel Mann
Acting Chair



Liz Burdett
Acting Executive Director

Our Priorities

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

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

Our Regional Priorities for the Yorkshire and the Humber

In Yorkshire and the Humber we have some key challenges that set the context for the delivery of the national priorities. They are to:

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

Our Targets

Under priority 1, for young people:

- Increase the proportion of 19 year-olds who achieve at least Level 2 by three 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 **190** young people to gain a Level 2 in 2007/2008 compared to 2005/2006.

Under priority 2, for adults:

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

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

Locally we plan to deliver **1,330** full Level 2 achievements through further education and work-based learning in 2006/07, representing an increase of 160 compared to 2005/06.

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

- Improve the basic skills of 2.25 million adults between 2001 and 2010, with a milestone of 1.5 million in 2007.

Locally we need **5,970** 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% more people to complete their apprenticeships in 2007/08, compared to 2002/03.

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

Locally we aim to raise the number of completions to **1,000** 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% 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

This section sets the context for the delivery of LSC priorities across the York and North Yorkshire sub-region. It includes economic and demographic information, details of our headline performance and also key aspects of demand and supply, which identifies the issues and challenges for us in delivering each of the six priorities.

In summary, we serve an area characterised by:

- a tight labour market, with local supply of labour unlikely to keep pace with demand unless expansion can come from among those who are currently out of paid employment or in short term employment
- an ageing population and workforce, needing to learn new skills to enable them to move between jobs and employers
- economic regeneration and growth which will create a mix of businesses and associated skill needs very different from that of today
- young people who achieve higher academically than others across the region, with many going on into HE, leaving employers struggling to find new young recruits with vocationally applicable skills and abilities
- an adult population, which has lost the learning habit and is no more qualified than other adults nationally, which needs to be reached through engagement of its employers
- groups of hard to reach young people and adults, whose access to and take-up of learning is restricted by location, attitudes and aspiration to learn.

Strong, vibrant local economies are made up of people with the skills and aspirations to contribute to the success of communities and businesses. The priorities and actions of the LSC are central to providing people with the mix of opportunities to develop their skills to meet their aspirations and contribute to economic, business and community growth.

The York and North Yorkshire Sub-region – key facts

- The **sub region of York and North Yorkshire** comprises the unitary authority of the City of York, and North Yorkshire County Council, the latter of which includes seven local authority districts within its boundaries
- York and North Yorkshire has 750,754 residents (Census 2001¹), covers 831,000 hectares² (equating to over 50% of the landmass of Yorkshire and the Humber region, but accounting for 14% of the **population**), reflecting the **rural** nature of the county. This poses challenges to us regarding access and reaching out to very small pockets of need
- The local workforce totals 375,000 16-60/64s, of which 84% are **economically active** (Labour Force Survey June 2004-May 2005 via Nomis)
- By 2011, York and North Yorkshire's population will grow by 4%, however this is not expected to keep pace with the demand for labour market growth. York and North Yorkshire's population is an **aging** one with growth predicted to be

¹ 2001 census [Key Statistics for Local Authorities] Crown copyright 2003'

² A unit of area equal to 10,000 square metres (2,471 acres).

primarily among the over 55s, while the number of 16-24s and 30–54s will remain static (Census 2001)

- There are approximately 32,000 **businesses** in York and North Yorkshire; 82% have fewer than 10 employees and given the rural nature of the area many fall into the 'hard-to-reach' category: only 170 businesses have more than 200 employees, (85,000 employees in total), accounting for 25% of employment (ABI 2003)
- Around 50% of the **workforce is employed** in four industries; wholesale/ retail (17%), manufacturing (13%), health/social work (11%) and real estate/business (10%) (Census 2001)
- Of the 46 **business sectors expected to increase** turnover by 50% over the next 10 years, only 14 are present in any significant number in the sub-region, creating the need to train people for new and emerging industries as well as maintain the supply of skills for traditional businesses
- **Forecasts** predict an increase of around 9,800 employees³ by 2010, mainly due to increases in part-time employment. Predictions by industry show the most growth in hotels and catering, health, education and transport industries with jobs in sales, driving, operatives and caring personal services (Census 2001)
- In 2004, around one fifth (18%) of businesses in York and North Yorkshire had vacancies (22% in 2003), one in five (21%) of employers reported **skills gaps**, 7% felt their workforces were not fully proficient, 43% of employers stated that they had a training plan, and 64% of businesses had conducted training in the last 12 months (51% off-the job and 48% on-the-job training) (National Employers Skills Survey 2005). Employers are increasingly looking to develop skills from within, due in part to the tight labour market which is reflected in lower levels of vacancies
- The sub-region has a tight labour market with low levels of **unemployment**, totalling 6,150 in October 2005, a rate of 1.3% for York and North Yorkshire, compared to 2.5% for Yorkshire and the Humber and 2.3% for England. York and North Yorkshire's highest levels of unemployment are seen in Scarborough (2.4%) and Selby (1.5%) (Claimant count Jobseekers Allowance, Jobcentre Plus, ONS Crown Copyright Reserved 2005)
- Among those who are **long-term unemployed**, (more than 12 months) the highest figures are seen in Ryedale (16%) and Scarborough (14%) (Claimant Counts 2005). The number of people claiming **incapacity benefit** is highest in Scarborough (8.8%) and York (5.0%). This compares to 3.8% for England (IAD Information Centre 2003). The areas where these figures are high also show other deprivation characteristics and require outreach and other targeted activity to raise aspirations and re-engage people in learning
- Around 1 in 6 (16%) of the population is **economically inactive** (Local Labour Force Survey – June 04-May 05). In many cases this is through choice, but for some it is necessity, such as full-time carers who account for around 180,000 people locally. Some of these adults would return to paid work if they had the appropriate skills, knowledge and experience. Of those people who class themselves as economically inactive, 47% do not have a Level 1 qualification (Census 2001)
- **Economic growth** in York identifies that tourism is strong and growing, and the food and bioscience industries are major economic forces in the City and

³ Based on full time equivalents

its hinterland. The rural areas are mainly dominated by agriculture, tourism and retail based economies, with some manufacturing in the lowland areas. Within the county, the rural economy is fragile with many small firms serving the local area but few large firms with global markets. The coastal economy is affected by the seasonality and changing nature of tourism and the long-term decline of the fishing industry

- In 1992 the sub-region had **higher productivity** than the rest of the region, but this has since significantly changed with productivity growth at 45% compared to 53% in the rest of the region. Productivity growth in North Yorkshire is lower than any of the other sub-regions. This is a reflection of the industry mix and also skills levels, raising concern about local competitiveness.

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

Between 2003/04 and 2004/05 the numbers of **16 -18 year olds participating in learning** in North Yorkshire have risen from 18,705 to 18,960. This represents an overall increase of 1.4%. Based on the latest Census population figures for North Yorkshire for 16 – 19 year olds (2001) this increase in participation compares to a cohort increase for 2005 of 1.3%. Hence, we are maintaining, on these measures, a very similar proportion of 16-18 year olds in learning.

Absolute numbers in FE show a slight but steady decline. However this masks an increase in full time learners and a reduction in part time learners. Sixth form numbers are showing steady and consistent growth of just over 3% each year. WBL numbers have seen a growth of 6.5 % over the last year, but we expect this growth rate to reduce to around 2.5% in 2005-2006.

The Apprenticeship and Public Service Agreements (PSA) starts targets have been met. However, Entry to Employment (e2e) starts in 2005/06 are behind profile, largely because of the very small and increasingly challenging target client group. With learner numbers up, the number of young people not in education, employment or training (NEET) has fallen. In July 2005, there were 781 in the NEET group (4.4%) compared to 818 (4.6%) in July 2004. The number of 'not knows' has also seen a considerable reduction; 19.4% in July 2004 to 4.5% in July 2005, which is the lowest percentage of NEETs and 'not knows' in the region.

Achievements have also risen:

- FE success rates in 2003/04 on long courses is 59% (slightly below regional and national average), but 70% overall (just above the national average)
- GCSE achievement grades A* to C for 2004/05 show figures of 60.6% for the City of York and 62.7% for North Yorkshire compared to 57.1% for England. Between 2004 and 2005 there has been an improvement of 4 percentage points in York and a 2 percentage point improvement in North Yorkshire
- on a like for like basis Apprenticeship Framework completions in North Yorkshire increased by 29% between 2002/03 to 2004/05, but this is below the national improvement rate for completion levels of 43%

- in 2004/05, 87% of people had achieved Level 2 by age 19. This compares to a regional average of 67% and a national average of 70%
- in 2004/05, 39% of e2e leavers went into positive destinations, which is broadly in line with the regional and national averages of 37% and 43% respectively.

Educational Maintenance Allowances (EMAs) take up has increased from 489 in 2004 to 928 in 2005. Early evidence from colleges is indicating improved retention and attendance by students supported by EMAs, and we expect this to continue as an important means of re-engaging members of the NEET group in learning.

The quality of provision is seen as good in York and North Yorkshire and there is high performance in schools at both age 16 and age 18. The **14-19 Area Inspection for North Yorkshire**, in 2005 awarded an overall grade two of 'good' to provision. Following **Strategic Area Review (StAR)** and the identified need for increased collaboration between work-based learning providers, we have established the **Providers in Partnership Consortium** which is now developing a business plan.

Recent data from the Skills Matrix (refer to page 24) indicates that the mix of provision is good but a range of provision issues were identified through our StAR and confirmed through the Area Inspection. Key actions from StAR, for York and North Yorkshire include; increasing vocational provision both at Key Stage 4 and post 16 at Foundation and Level 1, improving **equality of provision** in terms of the need for targeted information, advice and guidance and the need to consider the needs of those learners with difficulties and disabilities (LLDD) in terms of the breadth and flexibility of provision. Development of LLDD provision is at the heart of the 14-19 strategies and features strongly in the local area 14-19 action plans.

The **Learning Partnership** structure is central to taking forward the 14-19 Strategy through implementation groups. These have been set up to share resources and increase collaborative activities across the whole 14-19 infrastructure, leading to the production of an area prospectus.

We are a member of the **North Yorkshire Children's Strategic Board** which forms block one of the local area agreement and we are also working closely with the Children's Service Authority in York with the **City of York Council** to contribute to developments in the city.

Once in place, the local office **Partnership teams** will be working with **School Improvement Partners**, initially to consider joint training so that both parties understand each other's roles.

Key issues/challenges to delivering Priority One

- Increased participation will come from an increasingly smaller and harder to reach group of young people, including the NEET group and will require a range of learning routes, styles of learning delivery and more flexibility in the system, adding to the pressure on budgets. Implementation of changes to further expand numbers will require extra emphasis on **partnership and collaborative working**

- We need to ensure that we are responding to the **national 14-19 implementation plan** through the York and North Yorkshire 14-19 strategies
- As identified in the 14-19 Strategy making improvements to achievement rates is particularly challenging, building from already high levels, improving the **breadth of vocational learning opportunities** including foundation and level one provision, encouraging the take up of science and technology subjects, furthering the enterprise agenda and links with business and focusing on areas of relative weakness such as FE success rates on long courses
- We need to develop our ability to measure the impact of work with the **14 – 16 sector**, with particular reference to how vocational options are being taken up
- Equality of access, particularly for those learners with LLDD to fulfil the agreed **learner entitlement** is challenging both in and given the urban/rural mix of the area.

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

Only 43% of adults have undertaken training or worked towards a qualification in the last 12 months (since January 2004 – Acxiom National Lifestyle Survey 2004), which is no better than the national picture for **adult participation**. This creates a vast pool of potential learners which could be accessed.

The change of emphasis in FE funding in 2005/06 resulted in colleges in York and North Yorkshire making significant alterations to the planning and delivery of learning for adults. Adult FE learner numbers for 2005/06 will be 21% lower than in 2004/05 but colleges have worked effectively to ensure that the mix of provision is shaped to respond to LSC priorities.

Adult and community learning plans for the sub region point to a 21% increase to about 17,000 learners between 2004/05 and 2005/06. Work based learner numbers amongst 19 – 24 year olds have shown a steady rise which is expected to be maintained.

Around 96,000 people of working age⁴ in York and North Yorkshire (27% of the total) have yet to achieve a **qualification at Level 2** (DfES 2004), which is in line with national attainment levels. Similar proportions have difficulty with literacy and/or numeracy, again in line with the national picture. Evidence shows that people with few or no qualifications are disadvantaged in the workforce.

There has been an increase of 14% in **FE full Level 2 adult learners** in 2004/05 against the previous year and further expansion of places is planned with an increase in full **Level 2 provision** of approx 20% between 2004/05 and 2005/06. **FE success rates** have increased by 5% in 2003/04 against the previous year, in line with national performance. Adult **FE WBL framework success rates** have improved by 6% for learners aged 19+ for 2004/05 from the previous year, whilst combined success rates have increased by 8% over the same time period. Overall achievement rates in WBL are relatively low at 27.5% in 2004/05,

⁴ Defined as women aged 18-60 and men aged 18-64.

compared to a national average of 39% but it is anticipated that in the area's FE colleges the rate will reach 40% at the end of 2005/06.

We are continuing to work with the Regional Skills Partnership to plan and align funding for **Level 3 and Level 4 qualifications** to meet higher skills needs. Locally 50.4% of adults (who are economically active) are qualified to Level 3 and below (excluding those with 'other' and no qualifications) and 32.9% are qualified to Level 4 and above. ((Labour Force Survey March 2003-February 2004 via Nomis).

In 2004/05 Yorkshire Forward funded the **ETP programme**. This has been based on a holistic model involving the demand led approach which has also been piloted within the National Employer Training Programme. In 2006/07, the service will move to a regional model within the **national 'Train to Gain'** service.

Broker arrangements have been developed around key clusters and sectors. We have led on the digital/ICT Plan for the region, also seen as the response to the **sector skills agreement for e-skills**, made use of European Social Funding for adult apprenticeships, and participated in the **On-Site Assessment Training** pilot within construction, delivering on the assess/train/assess model.

The **CoVE** infrastructure has begun to establish itself as part of enhanced employer provision and links to employers include the Craven College airport learning centre.

Raising aspirations amongst people who are underachieving is essential, especially in parts of Selby and Scarborough, with targeted information, advice and guidance on immediate or longer-term career choices.

Over the last two years we have been working to **improve the capacity** and where appropriate, the **quality** of our provider network to meet the needs of our learners, particularly those who have **learning difficulties and/or disabilities** by encouraging the sharing of resources for outreach activity. This work will increasingly focus on the large number of small employers within York and North Yorkshire.

We shall explore the opportunities that might be available through the **skills academies** programme for the sub region, for example with land-based studies.

Key issues/challenges to delivering Priority Two

- **Adult participation** has huge potential to increase numbers, but the challenge is how to do this, in often deprived, sparsely populated areas and with small companies/employers, how to fund the increased take-up often among those with low aspirations, those who are least likely and able to pay, how to make the optimum use of funding programmes such as Local Intervention Development Fund (LIDF), Neighbourhood Learning in Deprived Communities (NLDC), Personal Community and Development Learning (PCDL) etc and how to encourage increase collaboration and sharing of resources

- In order to respond to the expansion of growth industries, we need to **expand our labour market**, taking account of these new skill areas. To do this will require improving the skills of those in and out of work, not only to provide the skills, but also the confidence to be able to obtain employment
- Despite high participation, in particular attainment among young people, after the age of 19 the population loses the learning habit thus presenting the challenge of bringing the **qualification levels of adults** up to those of young people across York and North Yorkshire
- **Low achievement rates in WBL** must be addressed, initially through close attention to performance in FE colleges which deliver around 50% of WBL provision in York and North Yorkshire
- The **transition from ETP to Train to Gain (NETP)** will need careful planning and supporting to develop the capacity and understanding of the infrastructure, whilst maintaining performance across all delivery priorities and ensuring significant penetration into York and North Yorkshire, with overall activity being at least in proportion to that in the other sub regions
- Delivering services to **key sectors** such as health (and social care) and construction in line with the Regional Economic Strategy, requires a mix of funding to support the type of learning needed
- Understanding the demand side and changing the curriculum mix will enable more appropriate **employer engagement** in training and bring about flexible delivery to meet employer needs (incorporating Sector Skills Agreements)
- Providing a range of learning opportunities and progression support which will appeal to those who have **lost the learning habit**, and increasing the number of people gaining useful qualifications (and meeting employer needs), especially among those with few or no qualifications continues to be a challenge within core budgets. The challenge is to manage and **facilitate collaborative planning** (via National Contracting Service/learndirect etc) to ensure effective and efficient use of LSC resources for adult learning in line with LSC priorities.

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

During 2004/05 there have been **inspections** in six work-based learning providers, three FE colleges and one Higher Education Institution. Key findings from these inspections are that college FE provision is largely satisfactory, but low grades were given for WBL provision in colleges.

Quality improvements are being addressed through:

- responding to the recent North Yorkshire Area Inspection and working through the 14-19 strategy implementation
- the case conference approach to the provider review process
- development of the Provider Consortium for WBL deliverers
- specific actions to improve the delivery of WBL in FE colleges.

There are seven FE Colleges in York and North Yorkshire, made up of one specialist college (land based, Askham Bryan), one Sixth Form (Scarborough) four general colleges (Yorkshire Coast, York, Selby and Craven) and Harrogate which is a faculty of Leeds Metropolitan University. Three are currently **classed financially** as category C. We review all college management accounts on a monthly (for category C) or quarterly basis as appropriate, reporting progress to the local Senior Management Team. We are monitoring progress on the major capital build at York College and assessing earned value analysis on a quarterly basis. We ensure that financial health is an integral part of our evaluation of colleges' development plans and other programmes and where financial health issues arise or appear likely our local teams, with regional support, work actively with college management to minimise impact or optimise opportunities.

Colleges and other partners have adopted the standards and principles set out in the '**Better Deal for Business**' framework, to improve our service delivery and increase engagement of employers. All our FE colleges are signed up to the **Customer First standard** and two have achieved Full College Approval.

Detailed **accommodation strategies** are in place to 2006 with all FE colleges. There are two major capital projects (York College and Yorkshire Coast College) that continue to be monitored and supported as they progress. In addition, the **capital investment strategy** 2005-08 for York and North Yorkshire contributes to the overall regional capital investment plan. There is continual open dialogue with all colleges to progress a range of plans for expansion and improvement of facilities with exploration of potential funding sources.

We are working with partners to ensure more **effective planning of adult learning** at a sub-regional and local level in order to maximise the available resources and opportunities for adult learning. This will challenge accepted methods of delivery and routes for learning including the **proportion and level of fees paid** by learners.

The **Foster Review of Further Education** and the **Leitch Review of Skills**, together with the LSC's national intent to simplify the funding methodology and the statements that we shall challenge and withdraw from poor performance, promote first class leadership and embed business excellence amongst our providers present a range of local opportunities for us. We shall build on our existing excellent relationship with the sector to ensure that the sub region is at the forefront of positive change in the quality and relevance of further education.

Key issues/challenges to delivering Priority Three

- **Maintaining the capacity and willingness of the provider network to seek collaborative solutions**, ensuring a consistent approach is taken by all providers to improve responsiveness and meet needs, opening up a dialogue and discussion with colleges on pricing strategies in terms of relevance and effectiveness, and setting appropriate targets
- Working in partnership to **consolidate and expand the CoVE network**, using a range of resources including discretionary funds to enable increased cooperation and sharing of good practice

- Using **WBL in FE**, and all strands of employer services, as a vehicle for influencing employer engagement, ensuring clarity of message about employer engagement and securing collaboration through a network of providers including formal associate arrangements
- Facilitating linkages between LSC funded **providers and large employers**, and enabling high level workforce development discussions to shape the curriculum and increase employer engagement
- Liaise with other **strategic funders and planning organisations on capital investment plans** to optimise resources, focus on areas of greatest need and exploit opportunities for development
- With the support of regional colleagues and partners we will work with local learning providers to **build the capacity of the sector to deliver ITQ** (Information Technology Qualification) and the e-passport. In particular there is a need to raise awareness about this new framework and assess any capacity issues within the provider network. We will be assessing each learning provider's capacity to deliver ITQ and the e-passport by March 2007

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

We have been taking **economic development** activity forward on two levels, working with strategic partners who lead on economic development locally and regionally, and simultaneously at a delivery level, managing projects which meet specific areas of need such as Skills for Life, ESOL, including the needs of migrant workers and offender learning.

Working with partners is essential for shaping local plans and an established part of being effective across such a large geographic area. The **Sub Regional Investment Plan Skills Partnership** and York and North Yorkshire **Learning Partnerships**, led by LSC North Yorkshire are two key partnership structures through which this work is taken forward.

LSC North Yorkshire is a member of the strategic partnerships developing **Local Area Agreements** for York and for North Yorkshire.

Leeds provides the focus for the **City Regions** agenda, with York and Harrogate being the areas of significance for York and North Yorkshire, although Hull and Teesside also have a strong influence in the sub region. LSC North Yorkshire has direct contact with the Leeds City Region Skills Group along with other local LSCs.

One of the key strategic groups in the region is the **Regional Skills Partnership**. It has set six priorities/objectives in 2005/06, underpinning the **Regional Economic Strategy**, of which objective three relates to 'skilled people'. The priorities are being reviewed in the coming months, to ensure the Region is well placed to deliver the Government's 14 to 19 and Skills strategies. The four local LSCs in Yorkshire and the Humber are to take forward the following regional

priorities (RES objective three) and embed them in the Sub Regional Investment Plans:

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

In terms of delivery, we have agreed challenging targets with providers for increasing the delivery of full **Level 2 adult provision** in order to upskill the workforce, increasing business competitiveness. It is anticipated that there will be an increase in participation of 20%, from 4,832 in 2004/05 to 5,783 in 2005/06.

We will therefore need to be focusing our efforts on **sectors of importance** in terms of size and growth potential. Predictions show that occupations anticipating the largest volume increases in employment are sales, transport drivers, operatives and caring personal service (Census 2001). Employment forecasts predict an increase of around 9,800 employees⁵ by 2010, mainly due to increases in part-time employment. Predictions by industry indicate that most growth is expected in hotels and catering, health, education and transport (Census 2001).

It is recognised that skills and education are key to addressing inequalities and increasing productivity and therefore have a vital impact on economic growth and employment.

Since the beginning of the **Skills for Life** agenda 13,222 learners have achieved a Skills for Life qualification against a target of 12,237 to July 2005 (102% of the target). We are on track to achieve our challenging 2007 target of 22,700 and at July 2005 22% of the target had been met. Nationally 44% of Skills for Life provision is classed as 'non target bearing qualifications' and needs to move down towards the national benchmark of 20%; the current sub regional figure of 28% indicates good progress.

The Skills for Life Leadership Group has requested that the LSC gather information from providers and partners on the **capacity of the Skills for Life network** in terms of teacher and tutor numbers and qualifications. A report is expected in March 2006 for the Skills for Life Leadership Group identifying teacher/tutor numbers, geographical spread, qualifications, together with information on the demand for Level 4 subject specification training.

LSC North Yorkshire has worked with **JobCentre Plus** (JCP) in the areas of Skills for Life, Information, Advice and Guidance (IAG) (including skills coaching), the advertisement of Apprenticeship employed status vacancies on their system and work to smooth transition between New Deal and entry to employment (e2e) for JCP clients. A new regional JCP/LSC action plan, nearing completion, will ensure collaborative working across county boundaries.

⁵ Based on full time equivalents

The 'nextstep' contract finished in July 2005, having met its targets. Advice and guidance sessions to clients who already have a Level 2 are now being provided via ESF projects ensuring that all adults can access **Information, Advice and Guidance**. The second year of the nextstep contract is now under way with an increased number of delivery partners ensuring cross-county coverage. In April 05 the Skills Coaching trial started offering support to JCP clients for whom lack of skills is the barrier preventing them getting a job and we are currently waiting to see whether the trial will be rolled over for another year.

Preparation is underway for the roll out of the regional **Offenders Learning and Skills Service** commencing in August 2006. This involves two components; provision in the local prisons and the responsibility of connectivity into community settings and provision in the other nine prisons in the region.

In relation to Offenders in the Community, we are working with North Yorkshire (including York) Probation Service and local core funded providers to develop provision responding to the needs of the offender. Currently offenders access Skills for Life learning as well as, in some areas, vocational learning in painting and decorating, catering and horticulture. From September 2006 it is anticipated that offenders will access an integrated curriculum model enabling credit achievement from Vocational Units, Wider Skills Development, Think First Framework and Skills for Life, in order to achieve the relevant award or certificate.

In 2005/06, we have been committed to developing the strategic relationship with both Local Authorities and Partnership Boards in order to respond to the **LLDD** themed review which was part of StAR and also to the national LLDD review.

Trade union learning representatives have continued to play a key role in providing advice and guidance to those in the workplace that need to improve their skills. Specifically they have recruited new learning centre representatives, undertaken IAG related training courses, sought to engage 175 people into new learning opportunities, managed and supported a minimum of three Trade Union learning centres, maintained the network and acted as sign posters for ETP.

Key issues/challenges to delivering Priority Four

- It is essential that we secure the commitment of all stakeholders in the local economy so they recognise the importance of skills development, at all levels, **addressing inequalities** and increasing productivity
- We must be clear about our role and remit at a local level and the LSC's relationship with all key partners in **economic development**, ensuring that we contribute effectively to the formation of **Local Area Agreements**
- We need to develop and enhance existing mechanisms to ensure there is alignment of plans, strategies and funding streams in response to new local opportunities, driven by the RES and the emerging **City Regions**
- Strengthening local links to economic development by increasing and supporting the work of the **Learning Partnerships** in economic development

and ensuring effective links to **Local Strategic Partnerships** are in place is vital

- We must increase the take up of **Skills for Life** and **ESOL** related courses and qualifications, and build the **capacity of the provider network**, ensuring that it makes optimum use of all appropriate programmes and groups e.g. Extended Schools, Children's Centres etc
- Skills for Life provision must continue to be targeted at people already in the workforce and in other hard to reach areas
- Skills for Life opportunities shall be embedded in the **Train to Gain** service and providers will be challenged to include a significant portion of provision resulting from Train to Gain interventions in their Skills for Life achievements
- Aspiration raising and progression through appropriate **IAG interventions** is essential if we are to equip the local population with the skills needed in order to take up new employment opportunities and provide recruits for an expanding employment market.

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

In York and North Yorkshire it is estimated that there are at least 48,000 public sector employees (14% of the sub-region's workforce), working in 1,200 establishments (around 4% of all sub-regional employers). On average fewer than 7% of current employees are aged under 25 years and 45% are aged over 45 years (Annual Business Inquiry 2004).

Around 28% of public sector workers in the sub-region do not have a **Level 2 qualification** – the level recognised as essential for sustained employability. It is estimated that 23% of public administration, defence and social security employees do not have a Level 2, within education the figure is 17% and in health and social care the figure is approaching 30%. In many sectors such as care, the demands for better regulation of non-professionally qualified 'support workers' are increasing the need for these employees to possess national vocational or other relevant qualifications.

The recent Children's Bill, which has taken forward the proposal from the Green Paper **Every Child Matters**, calls for the introduction of a common core of knowledge and skills to ensure that all those who work with children are able to support and safeguard them effectively.

Within local authorities, the **range of skills** needed by those delivering public services is wide and growing; from community engagement to customer service; and project management to strategic leadership and workforce planning.

The growing public expectation of consistently high levels of service, combined with the need for **greater efficiency and accountability**, is leading to an even stronger focus on skills and development in all areas of public service delivery.

To address some of the issues mentioned above, we have been working with the health sector, including the **Tees and North Yorkshire Ambulance Service**, engaging their staff with the Yorkshire Forward funded Employer Training Programme, worked with GP practices to gain **Investors in People** recognitions and following North Yorkshire County Council's successful achievement of corporate liP, also provided initial support so that **Scarborough Borough Council** has also been able to achieve corporate liP recognition. We are continuing to work with our schools towards recognition.

York and North Yorkshire Schools are on target in meeting the sub region's volumes for achievement by successfully continuing to be engaged with the National Pilot programme, accessing the new VQ Certificate and Diploma awards specifically designed for **Support Staff in Schools** and other appropriate NVQs. In the forthcoming year, the National Pilot programme will end and delivery will be integrated into LSC North Yorkshire mainstreaming.

We will be continuing discussions with North Yorkshire County Council and Scarborough Borough Council about workforce development strategies including the recruitment of **Apprentices, Skills for Life and NETP** in the next year. Although no firm agreements have been reached, there is a strong body of support from within both Councils to enhance substantially current commitments to developing their respective workforces at all levels, through closer alignment with LSC funding priorities.

Key issues/challenges to delivering Priority Five

- **Engaging** with senior level executives of public sector organisations
- Ensuring that ETP and then the Train to Gain programmes are used and promoted appropriately and **effectively target** public sector organisations
- Working with FE Colleges to **develop their capacity** and ability to meet the challenge of forming effective working and training relationships with public sector organisations
- Introducing **new and innovative approaches** to delivering Skills for Life to new client groups in the public sector will be needed. Using ESF to establish collaborative and sustainable delivery models of training provision that will effectively address upskilling requirements within the public sector
- Ensuring that we have a **strategy to build upon existing linkages** with local authorities, in order that relationships are in place to influence Extended Schools, Children's Centres and Trusts and the 'Every Child Matters' agenda and assess how the new structures within the health sector, including the new Primary Care Trust arrangements, could impact on the skills agenda.

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

Relationship management is one of the key strengths of LSC North Yorkshire and there is a strong recognition that relationships are a function of everyone's work across the office. Timely and appropriate communication is of utmost importance and comprises a mix of cascading National Office communications, regular telephone and one-to-one contact, senior management team briefings, briefing meetings and events for providers and partners.

The template set by **agenda for change** has formed the base of our work with providers which will ensure they are well placed to respond to forthcoming changes. The LSC development of the model of local offices focusing on exemplary **leadership** and **partnership working** in particular **geographical areas**, will emerge as a seamless evolution of an established way of working at LSC North Yorkshire. In the context of revised local team structures, we shall continue to build on the geographic knowledge and relationships that have been cultivated. The achievement of our July 2004 Skills for Life target, 14-19 strategy implementation, effective completion of Strategic Area Review and high levels of performance, is evidence of the impact of **good relationships**, in particular with our Learning Partnership structures that are already established in the sub region.

Local **organisational development** over the past 12 months has focused on developing cross team and cross directorate working, led by a strong local management group. This group is building both collective and individual knowledge and appreciation of the role of the LSC at a local level. According to the report from the recent Area Wide Inspection of North Yorkshire (June 2005), 'senior local LSC managers are accessible, communicate well and pursue an approach which is seen as promoting the need for collaboration' and, 'the non-executive Chairs of bodies such as the local LSC and the North Yorkshire Learning Partnership demonstrate understanding, vision and commitment'. The local office was reaccredited with LiP status, the assessor commenting on a number of exemplar ways of working.

The LSC North Yorkshire will continue to contribute at all levels to the achievement of regional objectives both through local partner activity and participation in regional initiatives and programmes. The Regional Statement of Priorities provides the foundation and focal point for this activity.

In 2005/06 we have sought to embed and promote **equality and diversity** issues internally via briefing sessions to staff on age and gender legislation and the Race Equality Scheme. Externally we have continued to work with providers highlighting equality and diversity issues through a conference and by helping them to address and embed this in their development plans.

Key issues/challenges to delivering Priority Six

- Rapidly establishing an effective working relationship and appropriate **ways of working** between regional and local offices focusing on consistency of delivery

- **Facilitating** necessary changes to approaches to workforce development incorporating labour market information, work with key sectors and action on Sector Skills Agreements
- Managing change and **transition** to the new structure of the LSC. In particular maintaining timely and clear communication to partners and providers, and to begin to embed an **understanding** of the new way of working and the benefits it will bring to transforming the learning and skills sector
- Ensuring the work of the Learning Partnerships is maintained and enhanced.

Skills Matrix

The matrix below gives an overview of how FE provision on offer in the local area in 2004/5 matches priorities and targets. This enables the LSC to identify how we can ensure available funding is increasingly directed towards priority learners. The high, medium and low classification along the horizontal axis refers to the degree of importance attributed to learning aims for the region. The 'likely to contribute' and other titles in the vertical axis refer to the strength of contribution to LSC national targets.

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	13,429,574	41%	6,457,510	20%	7,380,236	23%	27,267,320	84%
Potential to contribute	681,782	2%	462,193	1%	83,460	0%	1,227,434	4%
No longer eligible for LSC funding	116,880	0%	7,762	0%	2,781	0%	127,422	0%
Other (eg UFI and Unclassified)	0	0%	0	0%	0	0%	0	0%
Entitlement	N/A	0%	N/A	0%	3,794,277	12%	3,794,277	12%
Totals	14,228,235	44%	6,927,465	21%	11,260,754	35%	32,416,454	100%
	25048		5815		5821		36684	

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	8,194,542	38%	2,298,591	11%	2,210,453	10%	12,703,586	59%
Potential to contribute	4,303,152	20%	2,775,445	13%	711,224	3%	7,789,821	36%
No longer eligible for LSC funding	954,364	4%	87,957	0%	108,721	1%	1,151,043	5%
Other (eg UFI and Unclassified)	0	0%	0	0%	0	0%	0	0%
Entitlement	N/A	0%	N/A	0%	42,070	0%	42,070	0%
Totals	13,452,135	62%	5,161,993	24%	3,072,468	14%	21,686,596	100%
	46866		13626		6571		67063	

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

In 2004-05 84% of LSC North Yorkshire 16-18 funded provision (under 19) is classed as likely to contribute to targets and 61% is high or medium priority in terms of regional skills. This compares to 81% and 63% in the region respectively. If provision with potential to contribute is added in, this increases to 88% and 64% in the sub region compared to regional figures of 87% and 68%.

The figures for adult provision (19 and over) likely to contribute to targets in York and North Yorkshire are 59% and 49%; regionally the figures are 62% and 54%. When provision with potential to contribute is added the proportions rise to 95% and 82% in our sub region compared to regional figures of 92% and 81%.

Low priority provision with respect to the skills sectors appears to be significantly higher in the area when compared to other parts of the region; this is partially explained by the locally different nature of industries, with, for example, agriculture being of proportionally more importance in this sub region.

Local provision that is no longer eligible for LSC funding is broadly in line with the region in the 16-18 and adult ranges at around 1% for 16-18s and 5% for 19+. It is worthy of note that in 2002-03 these figures were 14% for 16-18 and 30% for adults, which illustrates the very significant shift towards priorities that has taken place in recent years.

The key changes needed

- Increase the take up of vocational options at KS4 by driving forward the implementation of the **York and North Yorkshire 14 – 19 strategies** in line with the National Plan
- Increase **positive destinations on e2e to 50% in 2006/07**, from a current base of around 35%
- Increase **completion rates in work based learning** in the Further Education Colleges by 8% to 48% by the end of 2006-07
- Increase **full adult Level 2 achievements** through Further Education and work based learning in 2006/07 by 13% to a total of 1,330
- Raise the number of **Apprenticeship completions** by 12% to 1,000 in 2006/07
- Bring about a major transformation in the **quality, penetration and value of adult learning** by putting in place planning forums and securing full collaboration to optimise use of resources
- Embed the skills agenda in the emerging **Local Area Agreements** for York and North Yorkshire, ensuring that it is recognised by the respective Strategic Partnerships as a primary driver of economic and social development
- Achieve 5,970 **Skills for Life target qualifications** in 2006/07
- Improve **Skills for Life target bearing qualifications** to 80% in 2006/07
- Increase **engagement with the public sector**, targeting at least three large organisations from the sector and achieving at least 100 Apprenticeship starts in the sector by the end of 2006/07
- Introduce the **Train to Gain service**, increasing employer engagement especially amongst the smaller hard to reach employers in rural areas
- Increase the **capacity of the area's providers** to respond to the introduction of the Train to Gain service so that 60% form part of the commissioned element of the service.

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

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05				Funding £
	Learners			Learning Aims Success Rates	
	Volumes of learners	In-year achievements (volume)			
FE Total Learners	9637				£30,821,019
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications</i>	3353	1716	51.2%		
<i>Learners on a full Level 2 qualification</i>	1844	1018	55.2%		
<i>Learners on a full Level 3 qualification</i>	4455	1912	42.9%		
<i>Learners on 2 or more A2 quals</i>	902	814	90.2%		
Discrete * activity, e.g. fully ESF, or LIDF funded provision **					
School sixth form	6872				£30,215,316
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate		Funding £
WBL Total Learners	2039				£6,352,121
<i>of which...</i>					
<i>Learners on Skills for Life target qualifications**</i>					
<i>Learners on an Apprenticeship</i>	1489	296	19.9%		
<i>Learners on an Advanced Apprenticeship</i>	542	90	16.6%		
Entry to Employment	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
All E2E	338	480	26	146	£2,047,500

2005/06				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		
9255				£34,589,854
3888	2146	55.2%		
1853	1030	55.6%		
4699	2279	48.5%		
936	849	90.7%		
7009				£32,728,976
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
2238				£6,618,871
1676	637	38.0%		
542	169	31.2%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
240	377	28	66	£1,327,754

2006/07				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates		
9500				£36,772,585
3992	2210	55.4%		
1993	1107	55.6%		
4953	2443	49.3%		
989	893	90.3%		
7120				£34,157,032
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
2280				£7,276,559
1681	725	43.1%		
559	229	38.2%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
240	370	22	55	£1,136,528

* Discrete funded activity – i.e. activity which is solely ESF funded (not co-financed) and is not already included in FE, WBL or ACL toolbox

** See adult summary

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete

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

SUMMARY OF ADULTS (19+)	2004/05			
	Learners Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates	Funding £
FE Total Learners	50058			£20,146,277
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	2388	1569	65.7%	
<i>Learners on a full Level 2 qualification</i>	2086	846	40.6%	
<i>Learners on a full Level 3 qualification</i>	1696	591	34.8%	
<i>Learners on 2 or more A2 quals.</i>	36	26	72.2%	
Discrete * activity, e.g. fully ESF, or LIDF funded provision	8161	6466	79.2%	
Personal & Community Dev't Learning	14282			£3,144,843
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £
WBL Total Learners	1274			£2,607,211
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications (nb: figures include all ages)</i>	3051	1499	49.1%	
<i>Learners on an Apprenticeship</i>	694	190	27.4%	
<i>Learners on an Advanced Apprenticeship</i>	528	88	16.7%	
ETP / NETP	Volumes of learners	In-year achievements (volume)		Funding £
<i>Of which...</i>				
Level 2				
Skills for Life				

2005/06			
Learners Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates	Funding £
35399			£17,257,838
3115	2130	68.4%	
2033	806	39.6%	
1587	655	41.3%	
29	22	75.9%	
2387	1838	77.0%	
16852			£2,939,161
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
1328			£2,716,883
3466	1527	44.1%	
734	349	47.5%	
562	155	27.6%	
Volumes of learners	In-year achievements (volume)		Funding £

2006/07			
Learners Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates	Funding £
34050			£16,640,824
3284	2297	69.9%	
2257	1064	47.1%	
1603	705	44.0%	
32	27	72.9%	
2730	2177	79.7%	
15884			£2,682,000
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
1277			£2,839,046
3915	1914	48.9%	
729	371	50.9%	
547	212	38.8%	
Volumes of learners	In-year achievements (volume)		Funding £

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05	£52,629,660	£10,231,619	£2,055,240	£30,608,890	£3,156,982	£0	£6,724,888	£1,755,083	£1,556,393	£1,304,896
2005/06	£54,525,000	£10,707,000	£1,560,000	£32,690,000	£3,111,000	£0	£5,784,000	£1,189,954	£1,631,000	£941,000
2006/07	£56,939,932	£10,875,810	£1,333,948	£11,581,000	£2,890,000	£0	£3,540,000	£0	£0	£3,874,000

Please note:

FE/WBL/E2E budgets are academic year budgets

SSF 2006/07 regional budget allocations are not yet finalised

Key actions

All actions are underpinned by the principles of Priority 3, Agenda for Change.

Priority	Action	Measure of Success
National Priority 1 – Ensure that all 14 -19 year olds have access to high quality, relevant learning opportunities		
NP1	Implement the 14-19 strategies for York and North Yorkshire, (with LEAs, Connexions, NYBEP and the York and North Yorkshire Learning Partnerships) in alignment with national 14-19 policies and implementation plans	<p>North Yorkshire area 14-19 Action Plans reviewed and updated by Summer 2006 to include action and provision as appropriate for Gifted and Talented and LLDD groups</p> <p>Submission of Post Inspection Action Plan Report for North Yorkshire to DfES by end January 2007</p> <p>York 14-19 Implementation Plan agreed and commenced by Autumn 2006</p> <p>Plans in place September 2006 for the production of 14-19 Joint Area Prospectus by September 2007</p>
NP 1 NP 2 NP 4	Stimulate and promote new 14-19 vocational provision through partnership working	<p>A total of 2,500 learners to be enrolled through the Increased Flexibility programme</p> <p>Develop and agree consistent local policy for 16-19 competitions and capital funds by Summer 2006 with both local authorities</p>
NP 1	Maintain and improve Level 2 achievement at age 19	Level 2 at 19 reaching 88% by 2007
NP 1 NP 4	Increase apprenticeship completions to 1150 by 2007/08	Milestone of 1,000 apprenticeship completions in 2006/07
NP 1 NP 4	Support further development of entry/foundation level provision post 16 for FE and WBL	<p>Proportion of learners with positive destinations on e2e to be at least 50% by the end of 2006/07</p> <p>240 starts on e2e during 2006/07</p>
NP 1	Increase access to, participation, retention and achievement in learning amongst young people,	<p>Take up of EMA to reach 55% of learners in FE sector</p> <p>NEET level to be less than 4% in</p>

NP 2	targeting specific geographic areas	2006/07 Consistent strategies and policies agreed on LLDD/Special Educational Needs (SEN) and transport with both local authorities
National Priority 2 – making learning truly demand-led so that it better meets the needs of employers, young people and adults		
NP 2	Local ETP to continue delivery to December 2006	ETP achievement targets - 1650 Level 2 starts and 156 Skills for Life starts by March 2006 - 85% achievement rate – 1402 Level 2 and 132 Skills for Life achievements by Autumn 2006
NP2 NP 4	Using the Train to Gain service and Better Deal for Business Framework: - plan and support transition from ETP to Train to Gain - support employers in the identification of training needs and in accessing suitable learning provision - ensure business and skills support services are better connected so that businesses get the support they need from the right provider -respond to priority sectors which are critical to economic growth and overall prosperity of the region - Adult Learning entitlement, Level 2	Launch Train to Gain in August 2006 Contribute to regional (skills brokerage) target of delivering the Train to Gain service to 3,140 employers in 2006/07 All area FE Colleges to have Full College Approval for Customer First Provider plans to include detailed approaches to workforce development responding to local labour market intelligence and response to Sector Skills Agreements
NP 2 NP 4	Ensure that personal and community learning (PCDL), including family learning provision is responding to the need to develop citizenship, curriculum changes and new priorities, especially Skills for Life, Level 2/3	Learning Partnerships to agree plans for delivery of adult provision – Autumn/Winter 2006 North Yorkshire County Council and City of York Council to produce detailed plans with learner number targets agreed by July 2006 Objectively confirmed refocusing of provision
NP 2	Increase the capacity of the provider network to deliver	Recommendations implemented

NP 1	learning to young people with learning difficulties and/or disabilities through the implementation of the key recommendations from the StAR LLDD Review in coherence with the national LSC LLDD review and Local Authority reviews	Specific reference to SEN / LLDD provision included in local 14-19 planning forums' action plans
NP 2	Agree a strategic framework for the development of higher education/higher level learning opportunities in the FE sector	Background research complete by September 2006
NP 4		Strategic Framework agreed by March 2007
National Priority 3 – Transform the learning and skills sector through <i>agenda for change</i>		
NP3	Establish and develop the credibility and authority of the Partnership Teams internally and with key partners	Partnership teams to receive positive Council and Provider network feedback Local area performance measures
NP 3 NP 4	Achieve measurable progress in refocusing of providers on provision that meets our priorities	Increased provider awareness of the proposed changes to the funding methodology and implications of the 'core' and commissioned elements Establish providers' baselines and subsequently agree providers' development plans, by April 2006 Agreement of improvement actions, with providers where performance is below minimum levels Monitor inspection results and findings and issue 'notices to improve' where provision currently assessed as unsatisfactory
NP 3	Explore with schools and local authorities how they will be affected by <i>agenda for change</i> funding proposals	Agree joint plan of action with Local Authorities and schools by end of 2006/07
NP 3	Determine the degree of risk colleges represent to the LSC if they do not have the financial resources to continue operating	Complete financial health checks and issue financial categories by October/November 2006 Financial forecasts completed by December 2006

NP 3 NP 1 NP 2 NP 4	Implement long term capital plans for investment in premises and other facilities, building on the CoVE programme, Strategic Area Review and other educational cases	Capital programme monitored and regularly reviewed with colleges and local authorities Dissemination of CoVE reconfirmation process by local provider involved in pilot, with one college successfully re-confirmed (York College, by Sept 2006) Submission to Capital Committee on proposed re-build of Yorkshire Coast College – Autumn 2006 CoVE Enhancement project successfully implemented
National Priority 4 – Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs and lifelong employability		
NP4	Provide the support and direction needed on skills to those partners who are leading on economic development Develop substantive links between Learning Partnerships and the corresponding Local Strategic Partnerships	Plan in place to ensure links are fully established by Autumn 2006 Impact measures to be included in the Learning Partnership contracts – April 2006 Monitor Learning Partnership contracts –three times a year
NP 4	Skills issues affecting the sub region to be addressed in activity emerging from Northern Way / City Region proposals, the Regional Economic Strategy etc. Ensure inward investment activity is linked with skills development	Quarterly (minimum) keep in touch meetings with the North Yorkshire Head of Service and Skills lead from YF Participate in and have a recorded contribution in the Leeds City Region Skills and Labour Market theme group meetings Establish the lead role of the LSC on skills in the revised North Yorkshire partnership structures - Spring 2006
NP 4 NP 2	Align learning and skills training that we and others fund, to the social and economic wellbeing of local communities, and to regional and sub regional priorities	Quarterly meetings with local authority economic development officers Skills to be specifically addressed in a minimum of 50% of local

		community plans Skills to be clearly addressed within the development of local area agreements
NP 4 NP 2	Embed the principles of the Working Together Strategy with the voluntary and community sector	Findings of the Working Together North Yorkshire benchmarking report implemented through internal and external working groups
NP 4 NP 2	Deliver the sub-regional Skills for Life Strategy and Delivery Plan, with local, regional and national Skills for Life partners Develop the literacy, numeracy and language skills of the workforce Reach out to the hard to reach learner	Skills for Life Strategy and Delivery Plan to be reviewed Summer 2006 5970 - agreed Skills for Life Learner Achievement Target for 2006/07 In 2006/07 80% of learners (Skills for Life cohort) taking up recognised target Skills for Life courses 2004/05 – 70% (Nationally 44% in 2004/05) Set new targets with providers
NP 4 NP 2	Establish ESOL needs and how best to address them: - Learning Partnerships study initiated	Learning Partnership report completed and accepted. Recommendations progressed and monitored
NP 4 NP 2	Promote participation, retention and achievement by adults in learning	Introduce the Adult Learning Grant by September 2006 Agreement with providers on all adult learning targets by September 2006 Achieve an FE overall success rate for adults of 80% by the end of 2006/07 (75% in 2004/05) Promote the Level 2 entitlement
NP 4 NP 2	With JobCentre Plus, plan engagement in learning and training of those not in work	Delivery of New Deal for Skills - 2006/07 Agreement reached on a joint action plan with Job Centre Plus – quarterly reporting

		<p>Pilot the Skills Coaching programme – possible continuation into year two</p> <p>Agree the referral process between New Deal and e2e – Summer 2006</p> <p>Advertise Apprenticeship vacancies – Summer 2006</p> <p>Successful transfer of responsibility to LSC for funding and securing provision of Skills for Life and English for Speakers of Other Languages (ESOL) – date tbc</p> <p>JobCentre Plus involved in Train to Gain processes – Autumn 2006</p>
NP 4 NP 2	Plan and purchase delivery of information, advice and guidance (IAG) services for adults in York and North Yorkshire	<p>5,018 adults to receive advice via the 'nextstep' service by July 2006</p> <p>500 adults to receive guidance (for example: job-shadowing, tasters, psychometric testing) by July 2006</p> <p>IAG services for Level 2 and above clients provided through ESF projects</p> <p>IAG strategic board to monitor and approve progress against the development plan up to July 2007</p>
NP 4 NP 2	<p>Roll out of the regional Offenders Learning and Skills Service commencing August 2006</p> <p>As part of 'Offenders in the Community', work with North Yorkshire Probation Service (including York) and local core funded providers to further develop provision to respond to offender needs</p>	<p>Lead provider commences delivery of learning in all prisons in the region from 1 August 2006. Delivery plan produced and achieved in all prisons</p> <p>Achieve the joint target we have with the Probation Service of 435 starts and 109 awards by 31 July 2006</p> <p>Provision commissioned with providers by 31 July 2006 to ensure continuation of service from 1 August 2006</p>

National Priority 5 – Improve the skills of the workers who are delivering public services		
NP 5 NP 2 NP 4	Continue to work with public sector organisations, including local authorities, schools and health sector	<p>At least three large public sector organisations targeted</p> <p>Strategies developed for working with local authorities on workforce development by Spring 2007</p> <p>Improvement of schools support workforce skills via taking of qualifications by 140 individuals</p> <p>Health sector engaged through Train to Gain</p> <p>Increase number of apprentices in the public sector by 100</p> <p>Research completed to determine the level of qualifications held by public sector employees during 2006/07</p> <p>ESF project ‘Supporting low skilled public sector workers’ to meet targets</p>
NP 5 NP 2 NP 4	Increase responsiveness of colleges to the needs of those delivering public services	<p>Specific actions to be highlighted in provider plans by June 2006</p> <p>Quarterly monitoring and review of responsiveness via provider plans</p>
NP 5 NP 1	Support the delivery of the Children & Young People’s Plan for York and North Yorkshire	<p>Representation on Children’s Strategic Board</p> <p>Clarify LSC role - Summer 2006</p> <p>Influence direction of strategies by December 2006</p>
National Priority 6 – Strengthen the capacity of the LSC to lead change nationally, regionally and locally		
NP6	Manage the successful transition to the new LSC structure ensuring new roles and responsibilities and ways of working between regional and local teams are successful and fully embedded	<p>Regional and local functions clearly defined and communicated – June 2006</p> <p>Clear business processes and new ways of working across the region established - Autumn 2006</p>

NP 6	Maintain strong and effective relationships with partners and providers through the transition, ensuring a clear understanding of the new ways of working	Regular communications with partners and providers throughout the transition period Continuity of relationships with partners and providers through the change period
NP 6 NP 1 NP 2 NP 4	Embed first class leadership across the LSC Improve our capacity to work productively with partners, engaging and influencing at strategic and operational levels Enhance the skills of our people – consistent and professional management of relationships at all levels	Roles, responsibilities and ways of working clearly established for Partnership and Economic Development Teams – June 2006 Organisation development plan in place and implemented embedding new ways of working – Autumn 2006 Training and Development of staff – ongoing 2006/07
All	Harness the power and influence of local Council members	New Council Chair in post by April 2006 Council membership complete by June 2006 Confirmation of role of local Councils Review and re-focus role and contribution of local Council members – Summer 2006
All	Embed equality and diversity in all we do	Annual Plan demonstrates how equality and diversity embedded Equality and Diversity included as part of organisation development plan and operational plan Equality and Diversity included as part of individual work objectives

Our Delivery Resources

Partnership Working

At a regional level our work with **Yorkshire Forward**, the **Regional Skills Partnership** and the **Regional Skills Alliance** is crucial in ensuring clarity and vision for learning and skills and determining and agreeing action with partners to address skills needs in Yorkshire and the Humber.

We support the priorities identified by the Regional Skills Alliance. These include implementing Train to Gain (the National Employer Training Programme) in all parts of the region, and continuing to ensure frameworks for more integrated business support (Better Deal for Business) and individuals (Better Deal for People) are fully adopted by partners. In addition, the Alliance has agreed to develop a regional approach to meeting the skill needs of the construction industry and the health and social care sectors. The emerging action plans are being taken forward collectively by the four LSCs in partnership with Sector Skills Councils. The Alliance is also co-ordinating the region's approach to implementing the Sector Skills Agreements (SSAs), which each **Sector Skills Council** is preparing and four are currently in place.

The **LSCs in Yorkshire and the Humber** have identified director and operational leads for sectors across the region, to develop closer ways of working with partners and common delivery models. The cultural industries, land-based sector and key regional clusters (advanced engineering and metals, bioscience and chemicals) have established groups and frameworks to bring about closer alignment.

Lead responsibility has been shared amongst colleagues in the LSCs for cross-cutting actions for example LSC South Yorkshire is leading work on the 14-19 curriculum, LSC Humberside is leading on the development of the learning infrastructure, including strategies for capital investment, and LSC North Yorkshire is leading on shaping the employment and skills action plan within the Framework for Modernising Rural Delivery, working closely with the RDA and Government Office following the Haskins Review of Rural Service Delivery.

We also have a specific role in implementing the **Regional Economic Strategy** (RES), working with regional and sub-regional partners to promote the economic development and regeneration of York and North Yorkshire. To do this, we will continue to manage funds provided by Yorkshire Forward and ESF Objectives 2 and 3 and align these strands within the **Sub-Regional Investment Plan (SRIP)**. The LSC leads on the skills element within SRIP, which is being re-written during 2006. Regional skills priorities, such as activities to increase the take-up of learning in Science, Technology, Engineering and Maths (STEM) related curriculum areas, are embedded within the SRIP.

In the sub-region, high level, strategic engagement is via the **York and North Yorkshire Development Board and Partnership Executive**, comprising senior representatives of local authorities, Business Link York and North Yorkshire, the

Yorkshire Tourist Board, Yorkshire Forward, Jobcentre Plus, Further Education, the voluntary sector, police, National Park Authorities and the LSC.

Economic development is a key priority for the **Local Strategic Partnerships** (LSPs). There are LSPs in each local authority district in North Yorkshire, an over-arching LSP for North Yorkshire, and a further LSP in the City of York. LSPs take their learning and skills priorities from Area Learning Plans produced by the local Learning Partnerships, which are in turn a localised reflection of LSC priorities. We see the Learning Partnerships as the principal link into LSPs at the district level, and we will provide information and support to all the LSPs as appropriate. The LSC is working with partners to take forward a review of partnership structures which will lead to changes in 2006. The new structure will bring in the Local Area Agreement thematic groups and ensure there is greater clarity of roles and alignment between groups. The LSC is a member of the York and North Yorkshire Children's Boards and the Economy and Enterprise LAA groups.

Learning Partnerships are at the heart of local partner and provider engagement. There are Learning Partnerships for York and North Yorkshire (including the seven Area Learning Partnerships, one per local authority district). As networks for providers, and agents for change through specific task groups such as 14-19 and Skills for Life, they provide an effective delivery resource.

The LSC North Yorkshire has been operating on the principle of **Geographic Working** for some time, with Directors having responsibility for specific areas and teams developing relationships with providers based in those areas. The new LSC structure will see the continuation of this approach enabling further development of a detailed view of specific local issues and appropriate links between learning and economic, social and community aspects.

The LSC helps **shape the plans of others** by providing learning and skills information for and feedback on a range of local strategies and plans, such as local authority economic plans, theme based plans such as the Children's and Young People's plan, tourism and cultural strategies, providing geographical feedback on the Regional Economic Strategy consultation and feeding back nationally on the ESF Objective 3 programme for post 2007.

Key partnerships and consortia are at the heart of how we engage others in the delivery of LSC targets, these include the Education-Business Link Consortium, the local Information, Advice and Guidance Partnership, Transport Partnership, Youth Offending Teams and the voluntary sector forum. During 2005/06 we supported the establishment of a work-based learning provider consortium, Providers in Partnership, as part of our infrastructure development plans in York and North Yorkshire.

The LSC and **Connexions** have agreed a formal Memorandum of Understanding. Joint planning meetings are held with colleagues to identify areas for closer collaboration and development.

Other partnerships we are involved with include; business support, the Connexions Board, the North Yorkshire Forum for Voluntary Organisations (NYFVO) and the Assessment Centre for Voluntary Organisations (ACVO).

At a sub-regional level the LSC works with **Jobcentre Plus** as co-financers of ESF Objective 3, to share ideas and information on local needs, prioritise activities and look for areas where activities can be integrated and to remove duplication. Jobcentre Plus is represented on the LSC-led SRIP Skills Partnership group and in 2006 the LSC/Jobcentre Plus joint action plan 'Welfare to Workforce Development' will be in its second year of operation.

Business Link York and North Yorkshire is a key strategic and delivery partner, working closely with the LSC to increase employer engagement.

Agenda for change is bringing significant change to the sector and will continue to be at the heart of our work as we meet the challenges being set to us. We have good and effective relationships with our provider network which we shall strive to develop further. Our new Senior Management Team, the partnership teams and the Economic Development Team will continue to work with all parts of the post 16 sector but our primary focus will be on the Further Education institutions where we shall provide leadership towards transformation. Maintaining and increasing contact with **College Governors** will be an important part of our relationship development as we progress specific strategic issues affecting their colleges and ensure that they are fully aware of our priorities and direction. Our work with Governors includes attending Governors' meetings, contributing to their planning events, briefing on funding arrangements and changes, and detailed work on strategic capital investment plans. Governors are included in our regular corporate communications processes.

Local Council

Our **Council members** play an active part in developing the strategy of the Council, by engaging in an effective dialogue with partners and in monitoring progress and performance. At any time, at least two Council members also serve on the Audit Committee, together with at least one person with extensive relevant experience who is neither a Council member nor a member of staff. Council members are invited to contribute to processes assessing tenders for provision through participation in interview panels.

Equality and Diversity

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

Local Equality & Diversity Impact Measures – summary of progress
(Unless stated WBL figures do not include Army Foundation College learner information).

EDIM 1a. To decrease the not known (NK) categories on the returns of the 16-18 old FE learner participants from the baseline as measured on the IR 25. From 7% down to 4% for ethnic minority data

Year	Not Known
2001/02	7%
2002/03	5%
2003/04	4%
2004/05	4%

EDIM 1b. To decrease the not known (NK) categories on the returns of the 16-18 old FE learner participants from the baseline as measured on the ILR 25. From 7% down to 4% for disability data

Year	Not Known
2001/02	7%
2002/03	4%
2003/04	7%
2004/05	11%

EDIM 1. To improve the success rate of female leavers aged 19+ in all work-based learning programmes from 34% to 37%.

Year	
2001/02	34%
2002/03	44%
2003/04	45%
2004/05	56%

EDIM 2. To improve the success rate of non-Army Foundation College male learners aged 16-18 in all work-based learning programmes from 46% to 49%

Year	
2001/02	46%
2002/03	50%
2003/04	45%
2004/05	48%

EDIM 3. To improve the leaver's completion rate for 16-18 year old learners with a disability in all work based learning programmes from 46% to 49%

Year	
2001/02	46% (inc Army Foundation College)
2002/03	38%
2003/04	44%
2004/05	46%

EDIM 4. To improve the participation of females aged 16-18 in engineering provision offered by colleges from 2% to 5%

Year	
2001/02	<i>Under Review</i>
2002/03	
2003/04	
2004/05	

EDIM 5. To improve the success rate of 16-18 year old FE learners with a learning difficulty from 56% to 62%

Year	
2001/02	56%

2002/03	61%
2003/04	63%
2004/05	62%

Our **Equality and Diversity Impact Measures** (EDIMS) are currently being updated. Progress against last year's Equality and Diversity Impact Measures (EDIMS) was good with nearly all targets met. The one remaining outstanding EDIM will be incorporated into the new measures.

Once updated, the EDIMs will be sent to our Senior Management Team to be endorsed during February before being forwarded for final ratification by the Council and the Equality and Diversity Advisory Group in March. Following approval, new targets will be agreed with providers during April.

The Regional **Race Equality Scheme** has been agreed and generic staff training has been undertaken. However, further job-specific training will need to be provided once staff are in their new roles following Theme 7 re-organisation. Impact assessment will also be carried out once further guidance is received from National Office.

Workforce Diversity Goals

HR Business Partners monitor progress towards the People Plan with the Senior Management Team on a regular basis, to ensure it is fit for purpose and that it continues to reflect business priorities. The People Plan includes key actions on equality and diversity issues, including work to ensure that our workforce composition reflects agreed local workforce diversity goals.

Please note that the following figures do not include vacant posts. Following the completion of Theme 7 of *agenda for change*, these will be reviewed to ensure that they are fit for purpose.

- **Increase the proportion of women in senior roles (Band 3 and above) to 51%**

Currently 60% of staff in Bands 3-4 are women.

- **Increase by 50% the proportion of men in Band 1 roles by 2010 (to 28.5%)**

6.7% of staff in Band 1 are men.

ACTION: possibility of developing a positive action programme linked to Apprenticeships. Aim to increase to 25% by 2010.

- **Ensure that by 2010, at least 9.1% of the LSCs workforce will come from non-white ethnic minorities.**

In York and North Yorkshire non-white ethnic minorities make up 1.4% of the population.

In LSC North Yorkshire, 1.52% of staff (on which we have data) define themselves as coming from a non-white ethnic minority background.

ACTION: Continue to match the local community figure of 1.4%.

Learners with Learning Difficulties and / or Disabilities

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

In responding to the LLDD review, we will ensure:

- that the Local Area Partnership Teams clearly establish their role, remit and responsibilities in relation to the new regional approach to LLDD, strengthening links with both Local Authorities to ensure there is a consistent approach to the development and planning of SEN/LLDD provision in the 14-19 phase
- there is coherence between the recent national LSC LLDD review, StAR recommendations in York and North Yorkshire and Local Authority reviews
- local 14-19 planning forums include specific reference to SEN / LLDD provision in their action plans
- the capacity and commitment of 14-19 planning forums to plan provision at the local level is developed
- access to relevant learning opportunities for adults with LLDD is maximised
- that we work with other partners including voluntary organisations, Local Partnership Boards and Job Centre Plus to ensure provision is developed through a joint planning approach.

Voluntary & Community Sector

Work is continuing to meet the requirements of the LSC's **Working Together Strategy**. An external working group with the sector will be set up to monitor progress against the scheme and a Council member has agreed to chair this group. Regional working with the sector will continue to share good practice already identified and to complement sector work through ChangeUp and Capacity Builders.

European Social Funding

LSC North Yorkshire has recently announced (Jan 2006) a further significant round of ESF Objective 3 Co-financing, with approximately £3.3 million available. The previous rounds distributed approximately £11 million and have helped to fund some 82 projects across York and North Yorkshire, all of which are aimed at helping to promote the value of learning and increasing the skills levels of people and local communities.

LSC North Yorkshire was approved as a Co-financing Organisation (CFO) in November 2001. Our co-financing plans and priorities have been developed through research and consultation with partners, including representatives from the public, private, the voluntary and community sectors and representatives from Further Education.

Through co-financing the LSC North Yorkshire aims to encourage a diverse range of providers to access and use co-financed funds to help extend participation, improve provision and ensure effective delivery for all.

Sustainable Development

The LSC has published a strategy for Sustainable Development [SD] entitled “From Here to Sustainability”. The document develops the simple theme of ensuring a better quality of life for everyone, both now and for generations to come. This idea is translated into the following aim:- “to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life for future generations.” The LSC’s vision for SD is that the Learning and Skills sector will proactively commit and contribute to sustainable development through its management of resources, the learning opportunities it delivers and its engagement with communities. Locally, we look to support projects that embed and promote the principles of sustainable development and will continue to ensure this vision is embedded in our work with providers.

Health and Safety

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

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

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