

**Nottinghamshire
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**

We have pleasure in presenting our Local Annual Plan for Nottinghamshire for 2006/07. Staff from across the organisation, local Council members and key stakeholders have all contributed to the development of the plan, which demonstrates how we will translate the national and regional statements of priorities into a blueprint for action that will make a real, and sustainable, impact on skills levels across Nottinghamshire.

Raising skills levels through improving educational and vocational attainment lies at the centre of our vision for 2006/07. To achieve this we envisage improving the skills of Nottinghamshire's young people and adults at a rate that exceeds both the national average and our required contribution to national targets. Our desire to achieve this unprecedented level of change stems from the needs of the Nottinghamshire population, employers and economy to increase levels of knowledge, competence and productive skills from the current low levels.

The plan builds on firm foundations. In 2005/06 the further education sector, for the first time under our tenure, delivered over contracted volumes. Over half of Nottinghamshire learners are now enrolled in colleges where leadership and management is assessed as good and further education success rates continue to improve faster than the national average. A formal proposal for the merger of Broxtowe and The People's Colleges has been submitted to the Secretary of State and we are pleased to report that the Corporation of Newark and Sherwood College has agreed to explore a merger with Lincoln College.

Our work to transform the work based learning sector accelerated over the year, with success rates for full framework completions now running at over 50 per cent. The Nottinghamshire e2e programme remains consistently in the top ten of the national league tables in terms of positive progression outcomes for its participants and our pioneering work in offering a learner support service across the work based learning network has received national recognition.

Our vision and this plan are informed by a number of key challenges in 2006/07, which can be summarised as follows:

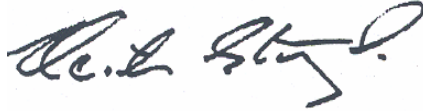
- **Level 2 attainment at age 19.** In 2004/05, Nottinghamshire features fourth from the bottom of the national league tables for Level 2 achievement at age 19. This represents progress on previous years but further improvement must be seen to take place. That the low Key Stage 4 attainment has a bearing is indisputable. The DfES recently released 2004/05 data for achievement of Level 2 at 16 which places Nottinghamshire 46th out of the 47 LSC areas at 46.1%. Further data shows that we are successful in adding value to the cohort we inherit at age 16 but require greater levels of increase to raise our position from the lower reaches of the league tables. We will change this in 2006/07 through a range of measures outlined in this plan.
- **Adult Skills for Life and Level 2 attainment.** We face a significant challenge in meeting the national targets for adult learners, with a step change required for attainment levels in Skills for Life and Level 2. We will deliver this through targeting resources for adults learning at these two priorities and continued efforts to raise the quality of the learning experience so that the already high levels of participation lead to higher levels of attainment.
- **Increase provision that meets key sector requirements.** We have already started to engage in dialogue with the Nottinghamshire learning and skills sector to gain more provision that meets the direct needs of the local economy. This process will accelerate during 2006/07 and we will use Train to Gain as vehicle to engage young people and adults without first level 2 qualifications in the workplace. These interventions, together with the focussed discussions we will have with all providers, will support us to achieve the aspirational targets we have set and ensure that the pace of progress in Nottinghamshire is, as it needs to be, faster than the national average.
- **Shaping the changing educational landscape.** Bringing the merger of Broxtowe and The People's College to fruition will play an integral part in a broader curriculum review across the conurbation. Alongside this development, we will expect the Area Strategy Groups that we have established to accelerate the development of innovative, partnership based provision that will keep more young people in learning and support them to achieve. We will also exert strategic leverage on Building Schools for the Future investment so that it supports the achievement of our objectives.

These challenges are significant and 2006/07 will be a year of change for the LSC internally as Theme 7 of *agenda for change* unfolds within the East Midlands region. Notwithstanding, we are motivated to also make it a transformational year externally, for individuals, communities and employers, by working with our partners and providers to raise skills and support competitiveness across Nottinghamshire.



Mick Brown

Executive Director



Keith Stanyard

Chair

Our National Priorities

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

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

Our Regional Priorities for the East Midlands Region

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

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

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

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

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

Nottinghamshire Priorities

- 1) Reconfigure further education in Greater Nottingham to deliver improved curriculum coherence, employer engagement and financial stability.
- 2) Re-structure post-16 education in Newark-on-Trent to improve quality, enhance learner achievement and deliver greater value for money.
- 3) Increase Level 2 attainment by 19 at an accelerated rate, above the national and regional averages, to raise Nottinghamshire from its current low position in relation to this measure.
- 4) Strengthen our contribution to the economic development of Nottinghamshire through enhanced partnership work and involvement in the two Skillsboards.
- 5) Improve the skill base in the Nottinghamshire LSC priority sectors (Construction, Engineering / Manufacturing, Retail, Health & Social Care) through the implementation of specific initiatives such as Train to Gain.
- 6) Ensure that the participation and progression requirements of Black and Minority Ethnic learners and learners with learning difficulties and/or disabilities are embedded throughout the delivery of our priorities.

Our Targets

Under national 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 **674** young people to reach the Level 2 threshold by age 19 in 2005/2006 compared to 2003/2004 and a further **334** in 2007/2008 compared to 2005/2006. In addition to these increases our aspiration is to secure Level 2 achievements by young people at a rate that improves our relative position. To do this, by 2007/08 we will aim to deliver an additional **362** Level 2 qualifications over target and thereby secure performance three percentage points above the 2008 target.

Under national priority 2, for adults:

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

Nationally we need to deliver 350,000 full Level 2 qualifications.

Locally, in 2006/07 we need to deliver **5,570** full level 2 qualifications of which **839** will be through Train to Gain. The balance of **4,731** requires an additional **146** full Level 2 qualifications in 2006/07 compared to 2005/06. This modest increase of 3.2% provides the vehicle for our plans to exceed national assumptions of 'firstness' and significantly improve 'success rates'.

Under national priority 2, for adults:

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

Locally, over the period 2005-2007, our aim is to exceed our Skills for Life allocation of 13,000 by almost 27%. We are making good progress towards this aspirational target of 16,500 and to achieve it we will need **6,700** learners to achieve Skills for Life qualifications in 2006/07.

Underpinning both national priorities 1 and 2, for Apprenticeships:

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

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

Locally we need to raise the number of completions to a figure of **1,428** in 2006/07.

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

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

Our Values

Our values set out the way we work.

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

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

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

A Context for Delivery in Nottinghamshire

Nottinghamshire is a diverse area, with considerable prosperity as well as areas of extreme disadvantage and disaffection. The following section outlines the effects of demographic and economic issues on the local area and how these impact on the skills requirements of key sectors of the economy.

Demographic Profile and Trends

The geography served by LSC Nottinghamshire (LSCN) encompasses the unitary authority of Nottingham City and seven local authority districts: Ashfield, Bassetlaw, Broxtowe, Gedling, Mansfield, Newark & Sherwood and Rushcliffe. In both the City of Nottingham and Nottinghamshire County there are areas where prosperity and disadvantage exist side by side. The City, acknowledged to be the regional capital, is ranked as the seventh most deprived area in the country¹. Aspley is the most deprived ward in Nottinghamshire in relation to education and falls within the Nottingham North constituency which has the lowest proportion of entrants to Higher Education nationally. The development of a specific action plan for Nottingham North features as a key aspect of our plan for 2006/07 and builds on the innovative work that has already taken place in this area.

LSCN serves a total population of 1,015,498, with a working age population of 666,427². This represents a net increase of 1000 from 1991, resulting from an increase of 13,400 in the county, contrasting with a decline of 12,400 in Nottingham City over the same period. Similar distinctions between county and city exist in the age profile of the population, with more elderly people residing the county. 13.1% of the population in Nottingham were aged 20-24 in 2003³, compared with 5.2% in the county.

The 2001 census identified 5.9% of the Nottinghamshire population as being from Black and Minority Ethnic communities. As with other factors, a wide variation exists across the local areas, with 15% of the Nottingham City population coming from Black and Minority Ethnic communities. The most substantial ethnic minority groups in the City are Asian/Asian British, which comprise 6.5% of the population and Black/Black British who make up 4.3% of the population. The Equality and Diversity Impact Measures (EDIMs), captured in annex B, outline our plans to secure better inclusion, achievement and progression through learning of Nottinghamshire's various minority communities.

20% (203,139 people) of the population are recorded as having a Limiting Long Term Illness or Disability compared to the national average of 17.9%. 15.5% of the working age population is included within this categorisation compared to 13.3% nationally and our strategy for provision for learners with learning difficulties and / or disabilities features throughout this plan.

Economic Profile

The economic activity rate for the area was 76.4% (509,000) in 2004, with 478,500 people in employment. There are variations in the proportions of economically active adults within each District area, from a high of 82.1% in Rushcliffe to a low of 69.7% in the City⁴. After several years of decline, unemployment has increased in recent months and currently stands at 2.3%⁵, marginally higher than the regional average of 2.1%. Several key wards have unemployment rates significantly higher than the overall average, notably St. Ann's in Nottingham and Ravensdale in Mansfield with rates of 7.5% and 6.5% respectively in December 2005. Such wards are the focus of prioritised resources in 2006/07, to be delivered in partnership with the other organisations supporting these communities.

Nottingham is one of eight 'Core Cities', recognised by the Government as being the most important potential drivers of the national economy outside London. A further development, the 'Three Cities Region' centres on Nottingham, Leicester and Derby in order to bring about a higher level of economic growth. We are actively involved in these developments and will prioritise this partnership work in 2006/07. Nottinghamshire carries a

¹ Index of Multiple Deprivation

² Census 2001

³ ONS Midyear population estimates, 2003

⁴ Annual Population Survey January 2004 – December 2004

⁵ Nottinghamshire County Council Employment Bulletin, December 2005

legacy of its traditional industries, with a significant number of people accessing incapacity benefits⁶ and we will work with partners to help these claimants' access appropriate education and training to support employability.

According to Working Futures 2⁷, employment within Nottinghamshire is set to grow over the period 2004-2014 by nearly 11,000, with 504,995 expected to be in employment by 2014. The largest overall sector in Nottinghamshire is Retail Distribution, followed by Other Business Services and Health & Social Care⁸. The largest overall sector in 2004 was Distribution (including Retail). While many sectors are set to see a decline over this period, several sectors are set to show an increase, notably, Other Business Services, Health and Social Work, Retail and Distribution, and Education.

Despite being a priority sector, Manufacturing (predominately in Textiles and Clothing) is predicted to see the largest employment decline over this period, with the loss of 5,500 jobs. Other Business Services is set to show an increase of just over 9,000 jobs between 2004-2014.

Our analysis of the supply of qualified learners into the labour market indicates the need for significant increases in some areas of provision, especially in Construction and Engineering and Retail. In other areas, such as Sports & Leisure, Visual & Performing Arts and Hairdressing & Beauty Therapy, the supply of education and training provision outstrips labour market demand and, in 2006/07, we will re-engineer provision to ensure that it aligns more closely with economic demand.

Skill Needs

DfES statistics⁹ suggest that 70.3% of the Nottinghamshire economically active population held at least a Level 2 qualification in 2004/05, slightly below the national figure at 70.9%. Between 2000/01 and 2004/05 Nottinghamshire has seen a 7.5 percentage points increase in Level 2 attainment, the largest in the region. A rate of progress higher than national averages will need to be achieved over the forthcoming years if the Nottinghamshire economy is to become more productive.

It is estimated that 80% of the workforce required in ten years time is already in employment in Nottinghamshire, leaving a labour market already considered unable to meet employer demand for skills facing a 5% decline in 'primary age' workers (aged 25-44) between 2001-2006. The demand for skilled, qualified and experienced labour within Nottinghamshire over the past three years has significantly exceeded supply in many sectors. This analysis provides a compelling case for the increased supply of priority sector provision, detailed below. Anticipated growth in such areas features throughout this plan. Our engagement at a local, regional and national level with Sector Skills Councils will also be a key aspect of our work in 2006/07. These links are being established through the Sector Skills Agreements to inform the provision that we fund as well as through specific initiatives such as COVEs and Young Apprenticeships.

Priority Sector Issues

The four priority sectors of Construction, Engineering & Manufacturing, Retail and Health & Social Care feature prominently in our discussions with colleges and learning providers. Analysis of LSCN data highlights an apparent under-supply of learners in Engineering & Manufacturing, Construction and Retail. This plan reflects our expectation that significant increases in the quantity and quality of provision within each of these sectors will take place in 2006/07. Investing in leadership and management also features as a key focus in the plan because of the role these occupations play in improving business strategy, determining skill level requirements and enabling Nottinghamshire to become more competitive, with higher value added products and services. The importance of leadership and management also features as Priority 1 of the Employment, Skills and Productivity Partnership (esp) of the East Midlands, led by emda.

Employment within the Construction sector is predicted to increase in Nottinghamshire by 1,885 positions between 2002 and 2012 due to the continuing demand for housing, hospitals, schools and other infrastructure projects. The Sector Skills Council 'ConstructionSkills' estimates that 45% of the workforce in the East Midlands is without qualifications and our priorities for the sector require more flexible training provision and on-site

⁶ 'The Diversion from Unemployment to Sickness Across British Regions and Districts', Christina Beatty and Stephen Fothergill, Centre for Regional Economic and Social Research, April 2004

⁷ Source: Working Futures: New Projections of Occupational Employment by Sector and Region, 2004, SSDA/LSC/IER/CE. Electronic Resource

⁸ Working Futures: New Projections of Occupational Employment by Sector and Region, 2003

⁹ LLFS05, Qualifications and Participation in Learning at a Local Level: England 2004/05

assessment as well as a need for multi-skilling and a broader occupational range. West Nottinghamshire College manage national funding for on-site assessment and training (OSAT), which is beginning to gain momentum with more employers engaged and partnerships developing between private providers and FE colleges. The links that we have established with the Sector Skills Council has informed our emphasis on the importance of providing progression from e2e and Level 1 provision to Level 2, which is the minimum entry level for the industry.

Replacement demand issues are particularly prominent in Construction and also Engineering skilled trades with a need to attract new recruits to maintain current employment levels, especially from non-traditional groups. Engineering and particularly Manufacturing employment is predicted to decline by 10,883 positions between 2002 and 2012 in Nottinghamshire, but is prioritised because of the replacement demand issues and the requirement for multi-disciplined employees that can adapt to rapid technological change. Basic skills needs of older workers are a priority for the Engineering / Manufacturing sector as well as learning opportunities that prepare the workforce for technological change.

Retail features as part of the largest sector in Nottinghamshire, with a further 5,068 jobs coming on stream between 2002 – 2012. A significant development in relation to this growth is the redevelopment of the Broadmarsh shopping centre, as well as other retail outlets. High levels of need for basic skills, Level 2 qualifications and management skills characterise the sector. There is a need to attract better qualified new recruits to meet growing employment opportunities and to increase the qualification levels of managers in Retail. New College Nottingham has led a consortium of training providers in successfully bidding for a Retail Centre of Vocational Excellence (COVE) for the East Midlands and this will be a key vehicle in engaging retail employers, developing solutions and raising the skill levels of the sector.

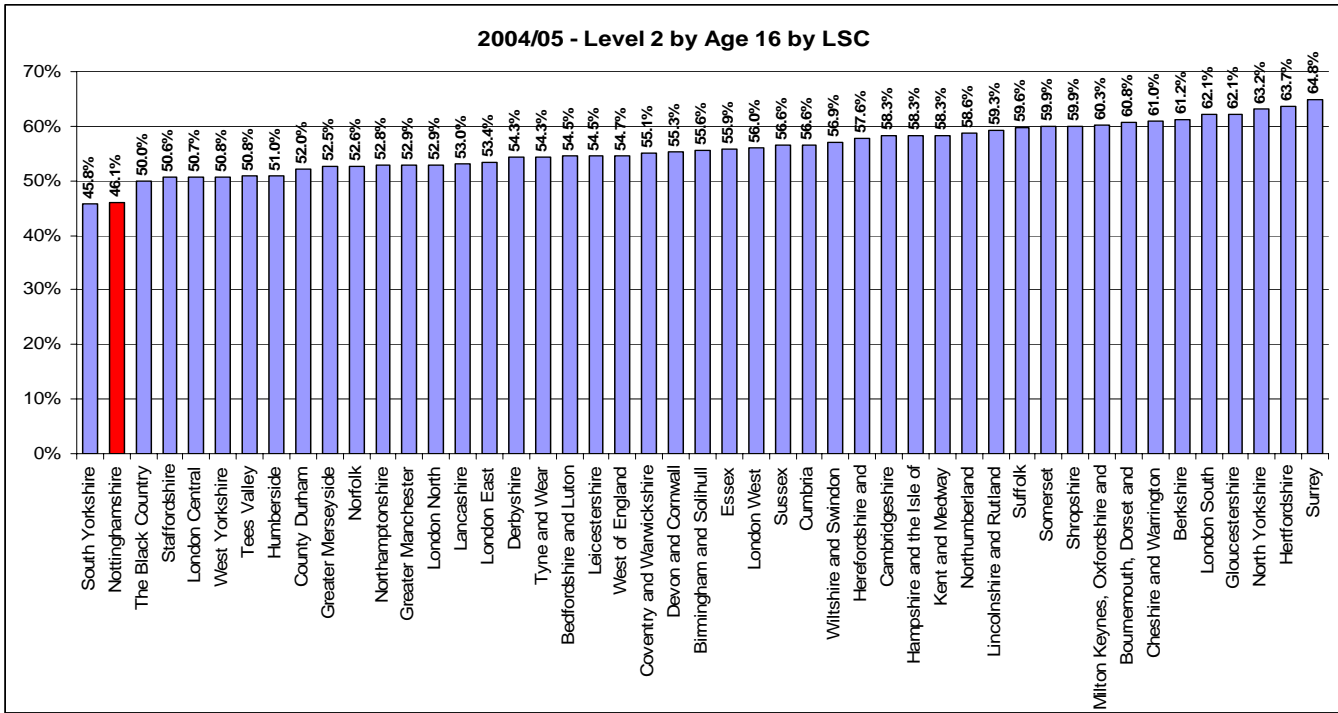
Skills gaps in Health & Social Work are more significant than recruitment problems, with a mixture of generic and specialist requirements featuring. Significant growth across the sector is forecast, with 4,657 additional jobs being created between 2002 and 2012. The increasing proportion of the ageing population is a causal factor in creating this need, and increased recruitment from non-traditional groups is seen as one method of fulfilling this demand.

Young People

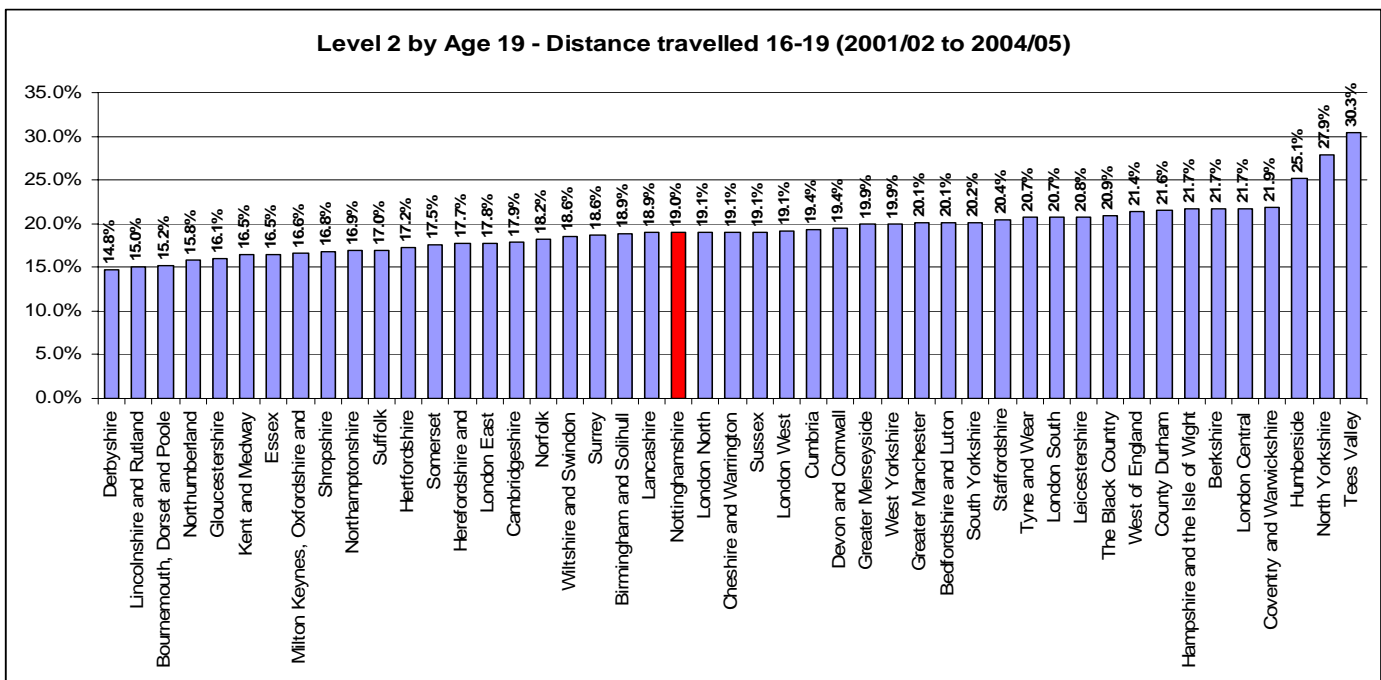
Achievement rates at age 16 in the area are poor and, whilst improving, for many years both Local Authorities performance at Level 2 (5 A*-C GCSEs) has been below the national average. In 2005, 41.5% of Nottingham City Year 11 students and 47.1% of their counterparts in the County reached the Level 2 threshold. The national average during 2004 was 57.1%¹⁰.

LSCN inherits a Level 2 attainment rate of 46.1% at 16, which is captured in the following table. This represents the **second lowest Level 2 attainment at 16 in the country by local LSC area**. When further disaggregated, these figures also show that the North Nottinghamshire Learning Partnership area (covering the districts of Ashfield, Bassetlaw, Mansfield and Newark & Sherwood) has the lowest proportion of Level 2 attainment at 16 by any Learning Partnership area across the country, at just 39.5%, compared to a national average of 57.1%.

¹⁰ DfES Achievement and Attainment Tables, January 2006



The following table shows that between the ages of 16 and 19 (2000/01 – 2004/05), LSCN funded provision adds 19.0 percentage points to the number of young people achieving the Level 2 threshold by age 19. This places us in the mid range of local LSCs across the country for Level 2 ‘value added’ between the ages of 16 and 19. In 2006/07 we will consider the Level 2 at 19 strategies developed by those local LSCs which have achieved the highest value added scores between the ages of 16 and 19 and adopt any measures which will benefit Nottinghamshire.



Despite being in the mid-sector of local LSCs across the country for value added in Level 2 attainment between the ages of 16 to 19, the overall proportion of Nottinghamshire’s young people achieving the Level 2 threshold by age 19 in 2004/05 was 63.2%, **which places us 44th out of the 47 local LSCs in the country.** This key statistic highlights why we have to **improve our Level 2 performance between the ages of 16 to 19 at a higher rate than the national targets.** The consequence of not achieving such an increase is to remain in the lower reaches of the national league tables, leaving further groups of Nottinghamshire young people unable to successfully contribute to or compete in the local economy. Critical to achieving this objective will be our plans to work closely with partners in further education and Connexions to ensure that those starting Level 2 become

successfully complete and those on Level 1 courses progress to Level 2 during 2006/07. In this context we will focus specifically on a group of 400 young people currently without Level 2 who will receive higher levels of support than would normally be the case.

A major educational development taking place in Nottingham City over the next few years is the implementation of the Building Schools for the Future (BSF) initiative. This will provide an extra £143 million to be invested in secondary and special schools in Nottingham, with the first refurbished schools completed by September 2008 and fully rebuilt schools opening in September 2009. The plans also include the creation of three new academies, which will considerably change the landscape of school provision in the city. One of the key actions in this Local Annual Plan reflects our desire to ensure coherence between these BSF plans and the restructuring of further education provision within the conurbation. Nottinghamshire County Council anticipates receiving BSF funding from 2009 onwards and we will be involved in preliminary discussions with the County Council regarding this issue during the forthcoming year.

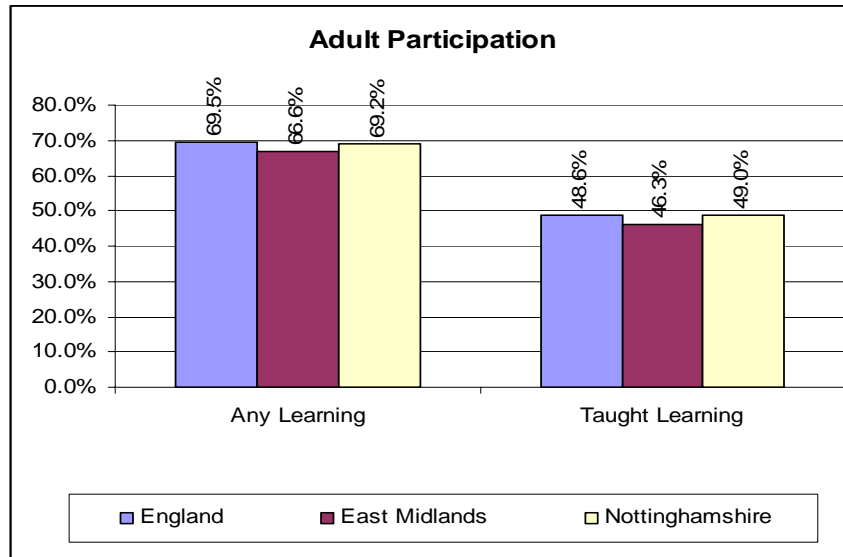
LSC capital funding has been agreed for the two post-16 centres in Bassetlaw due to open in September 2007 and our planning for these developments will intensify during the course of the year. Plans are also well advanced for a Motor Vehicle and Engineering training centre to be run jointly by Broxtowe College and Toyota UK, along with a similar development in Top Valley School. Consideration is also being given to the development of further vocational centres to be developed jointly by schools and colleges. These initiatives feature in the capital plan for Nottinghamshire, which will be further developed in 2006/07 in line with BSF progress, college plans and other submissions to the new 16-19 capital fund.

The 2005 Year 11 destinations analysis, provided by Connexions Nottinghamshire, reveals clear differences between the county and city in relation to proportions of young people entering school sixth forms and FE colleges. Only 15.9% of young people completing Year 11 in Nottingham City continued in school sixth forms, compared to 39.5% in the county. This can be partially explained by the differences in post-16 structures between city and county, with only four of the 18 state-funded City schools having sixth forms, whereas the vast majority of county schools cover the 11-18 age range. Participation in FE colleges, standing at 33.6% for the county and 53.1% for Nottingham City, corroborates this analysis. These destination figures also reveal that 86.6% of Year 11s across the LSCN area entered some form of structured education, training or employment, with 5.4% (696) of all students becoming unemployed upon leaving school.

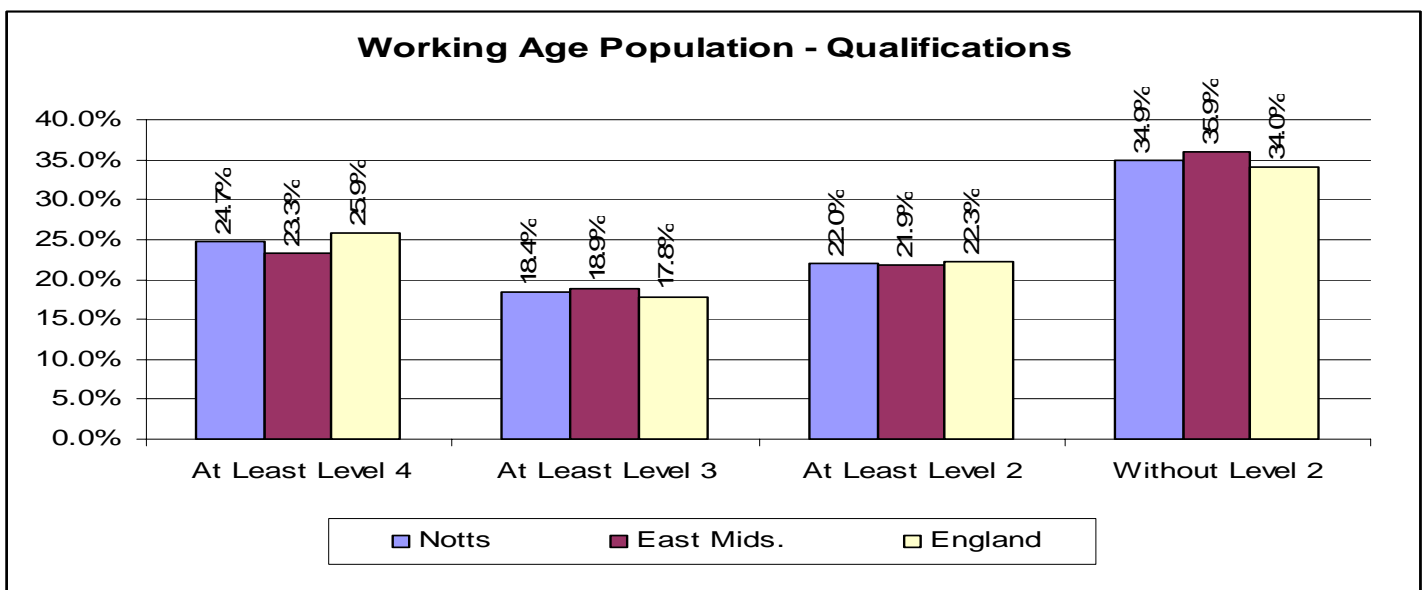
Targets for reducing the numbers of young people Not in Education, Employment or Training (NEET) are measured in November of each year. Working with Connexions Nottinghamshire, our objective for 2006 is for the NEET group to be no greater than 5.7% and the Not Known group to be no greater than 5.2%. The concluding report for Area Wide Action Plan (January 2006) also stated that between 2003 and 2005 there has been a significant drop in the percentage of young people entering employment with training (from 19.9% to 7.9% in the City). Area Strategy Groups, which feature prominently in this plan, have a pivotal role in raising participation in education and training for the post-16 age group.

Adult Participation

The following table, taken from the most recent DfES data regarding adult participation, captures the participation levels for adult learning ('any learning' and 'taught learning'). Whilst Nottinghamshire has the highest proportions of learners within the region at 69.2% and 49% respectively, participation rates within the East Midlands are below national averages.



For both the East Midlands region and Nottinghamshire, the proportion of working age adults with qualifications at Levels 2 and 3 has little variation from the national average. These proportions are captured in the table below, which also shows that although the proportion of adults without a Level 2 qualification in Nottinghamshire is higher than the national average, it is below the regional figure. The task of reducing these proportions by 40% presents a significant challenge that is acknowledged throughout this plan and covered in more detail in the following paragraph.



Source: DfES. LLFS. Qualifications and Participation in Learning at a local level: England 2004/05

- As a result of such analysis and planning discussions with providers, it is our belief that the capacity of Nottinghamshire colleges and learning providers to increase volumes of adult learners undertaking Level 2 programmes is constrained. Improving success rates and recruiting a higher proportion of learners who do not hold a full Level 2 qualification is therefore fundamental to delivering our contribution to the adult Level 2 target.

Whilst both further education and work based learning are currently forecast to significantly exceed their profiles (2004/05 figures show that 129,048 adults participated in learning against a profile of 110,908), the overall adult offer increasingly reflects the LSC's priority to contribute to Skills for Life or Level 2 qualifications. Recreational learning that does not offer a progression route to a priority outcome is becoming a less important component of the learning mix.

The key implication of this shift towards qualification-bearing provision is increased costs and subsequent reduced overall volumes for adult participation. The Adult and Community Learning funding stream will continue

to provide for personal and community development learning but other adult funding will increasingly focus on national LSC priorities.

Indicative data suggests that LSCN achieved 5,000 Skills for Life countable outcomes in 2004/05 against a target of 4,350. We are looking to continue this positive performance in 2006/07, by exceeding the 2005-2007 local target by almost 27%. To achieve this we will need 6,700 learners to achieve Skills for Life qualifications in 2006/07.

Quality of Provision

LSCN funded post-16 provision within Nottinghamshire is delivered through general FE colleges, school sixth forms, a sixth form college, 'external institutions' (community colleges), work based learning providers, voluntary and community sector providers and private providers. Adult and Community Learning is currently delivered through contracts with Nottinghamshire County Council and Nottingham City Council, who sub-contract to a range of providers.

a) Further Education

Currently four FE Colleges are graded good for leadership and management, three satisfactory and one unsatisfactory. Following a poor inspection in 2004, The People's College was re-inspected in January 2006 and has made significant progress in performance over the two year period which provides a strong platform for its merger with Broxtowe College. Newark & Sherwood College is currently in discussions with Lincoln College regarding a possible merger, which should provide greater economies of scale for increased investment into quality improvement.

Success rates within FE provision in Nottinghamshire vary considerably across general FE colleges, from 46% to 83%, with the average in line with the national position at 69%¹¹. Success rate trends in Nottinghamshire general further education are positive over the four years since 2001-02, with long qualification rates continuing to improve. Level 2 success rates in 2003/04 for young people in FE provision were 57%, considerably lower than Level 3 at 72%. Young women tend to have a slightly higher success rate than their male counterparts, 70% and 67% respectively, whereas men tend to do better than women in the 19+ age group.

The further education offer in the Nottingham conurbation is characterised by pockets of excellence but with duplication of provision at level 3, insufficient provision pre-level 2 and a physical estate that would, in the main, benefit from rationalisation and refurbishment. LSCN has for over two years now been working to broker a consensual solution to these problems, with a proposed merger of Broxtowe and People's colleges currently in advanced stages of development. We believe that the merger will make a significant impact on estates and curriculum rationalisation and has the capacity to deliver a significantly enhanced offer at foundation and entry level. It does, however, need to form part of a broader strategy for curriculum realignment and rationalisation across the conurbation, which we will strive to deliver through *agenda for change* and which will complement the partnership work already underway with Nottingham City Council.

Financial stability underpins several themes within *agenda for change* and is particularly important in Nottinghamshire, where the financial health scores of some of our colleges remains low. Through our ongoing dialogue with further education colleges and our review of their forecasts and capital plans, we are working to secure their improved financial stability. A stated objective of the proposed merger of The People's College and Broxtowe College is improved financial stability and we expect this to be realised if Ministerial approval is given to the proposal.

Our intention to work closely with college governors during 2006/07 links closely with several themes of *agenda for change*. Improved communication with college governors will be a key mechanism in improving quality, business excellence and reputation. Governor support will also be an important aspect of our continuing work to align more FE provision in accordance with the needs of employers and the labour market.

b) Work Based Learning

The quality of work based learning (WBL) provision has improved over recent years. This has been supported by extensive partnership working with the Nottinghamshire Training Network, including the development of a central learner support function for all WBL provision. WBL providers are clearly demonstrating their ability to prepare

¹¹ LSCN Management Information Team, October 2005

for and achieve improved inspection results as there are no providers that have been assessed overall as being unsatisfactory, with less than 2% of learners in an occupational area that is less than satisfactory. Whilst participation rates have fallen slightly, completion rates in WBL have improved from 25% to 35% during 2004/05, and LSCN has set out an ambitious but achievable target of 41% completion rate for this plan.

The e2e programme is performing well with the average length of stay now around 22 weeks. In 2004/05 the e2e programme had 1,172 leavers, 569 of which went into a positive destination, giving a success rate of 49%, a 2% increase on our 04/05 target. This places LSCN in a strong position to be able to achieve the national target for 2007/08 of 50% of all e2e leavers gaining a positive outcome.

A total of 33 providers are contracted in 2005/06 to deliver WBL in Nottinghamshire. This number includes FE colleges but not national providers who hold contracts through the National Contracting Service.

c) School Sixth Forms

In the 2005/06 academic year, 47 schools provided sixth form provision, with the September 2005 figures revealing that 7,603 learners were engaged in these institutions. The DfES figures for school and college GCE and VCE post-16 attainment across the LSCN area show that the average point score per student and per examination entry both rest below the England average by 18.1 and 6.6 percentage points respectively. Structural change is taking place in some areas of Nottinghamshire to increase the quality of outcomes obtained by learners in school sixth forms and this includes the creation of two new post-16 centres in Bassetlaw in 2007 as well as the removal of some sixth form provision in schools that are in special measures. All secondary schools are engaged in 14-19 Area Strategy Groups, where ongoing work to improve the post-16 offer in local areas is being developed.

d) Adult and Community Learning

Adult and Community Learning (ACL) was delivered in 2005/06 through Nottinghamshire County Council and Nottingham City Council, via subcontracts with a range of voluntary and community organisations, FE colleges and external institutions.

Nottingham City Council and Nottinghamshire County Council services were inspected by the Adult Learning Inspectorate during 2005 and both were found to provide inadequate provision. The Nottinghamshire County Council inspection found leadership and management to be inadequate, as well as its arrangements for quality improvement and two areas of learning. Nottingham City Council was also found to have inadequate leadership and management as well as two areas of learning. Although improvements have been made by both services, Nottingham City Council has decided to withdraw from providing a service in 2006/07. Securing a new provider that will be able to make significant improvements to the overall quality for Nottingham is therefore a priority, whilst continuing the improvement in the county will also be an important objective within 2006/07.

By August 2006, LSCN aims to have established a stable provider base with a balanced range of provision and learners on effective programmes that have a clear rationale and reflect local need and demand. This will require structural change to ensure that the planning priorities for safeguarded Personal and Community Development learning funds are delivered. As well as the changes in Nottingham City, LSCN will also continue to support the ACL Service of Nottinghamshire County Council in the delivery of their Post Inspection Action Plan to achieve at least an overall Satisfactory grade upon re-inspection (due June 2006).

e) Offenders' Learning and Skills Service

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

- HMP Nottingham
- HMP Ranby
- HMP Whatton
- NPS Nottinghamshire

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

Probation Service figures (2004) show that there were 1,671 prisoners released on licence to an address in Nottinghamshire out of a total in the East Midlands of 5,317.

A strong working relationship with the National Offender Management Service (NOMS), HM Prison Service, National Probation Service and the Youth Justice Board has been formed through the OLASS board. The LSC leads on the Education, Training and Employment pathway of the Regional Reducing Re-offending action plan.

Balance and Mix of Provision

The following table identifies the amounts and proportions of LSC funding in Nottinghamshire on further education provision in 2004/05.

	Total Spend	% of Regional Spend	Directly Contributes to National Target	Could Directly Contribute to National Target	Does not Directly Contribute to National Target
Nottinghamshire LSC 2004/05 (FO4 Return)	£84,135,640	30.95%	30.94% of Nottinghamshire spend	10.49% of Nottinghamshire spend	53.57% of Nottinghamshire spend

The table shows that over half of the LSC funding in 2004/05 was used to fund provision that does not directly contribute to national targets. The work undertaken in 2005/06 to increase the proportion of provision which directly contributes to national targets will be further extended in 2006/07 through actions detailed in this plan.

Another development for 2006/07 is the planned increase in provision that meets priority sector needs. The figures for 2003/04 and 2004/05 show the changing pattern of funding for the four priority sectors:

<u>Sector</u>	<u>2003/04</u>	<u>2004/05</u>
Construction	4.54% of total spending	5.54% of total spending
Engineering & Manufacturing	5.16% of total spending	6.54% of total spending
Retail	1.10% of total spending	8.58% of total spending
Health & Social Care	12.11% of total spending	14.13% of total spending

These figures show positive results in all four of the priority sectors, with increased amounts of spending in 2004/05 compared to 2003/04. We expect the forthcoming analysis of 2005/06 to reflect continued progress in this area.

Key Changes Required

Based on the historic delivery and strategic context detailed in the earlier sections we will, in 2006/07, make the following key changes to provision:

1. Increase Level 2 attainment by 19 at an accelerated rate, above the national and regional averages, to raise Nottinghamshire from its current low position in relation to this measure (National Priority 1, Key Actions 1.1, 1.2 and page 6 detailing targets).
2. Improve the breadth and quality of vocational provision to better match the needs of individuals in Nottinghamshire (National Priorities 1, 2, 3, Key Actions 1.1, 1.2, 2.1, 2.3, 2.4 and 3.1).
3. Provide enhanced information, advice and guidance to meet the increased needs of learners (National Priority 2, Key Action 2.1).
4. Implement the strategy for Nottingham North and evaluate the need for roll-out to other areas (National Priority 2, Key Action 2.6).
5. Increase the proportion of adult learners who achieve a first, full Level 2 qualification (National Priority 2, Key Action 2.3, 2.6, 3.2 and pages 6 and 13).
6. Increase levels of provision in skill shortage and priority sector areas, to strengthen the economy (National Priorities 2, 4, Key Actions 2.1, 2.2, 2.3, and 2.4).
7. Deliver Skills for Life and Level 2 qualifications through Train to Gain, to contribute to our key adult targets (National Priorities 2, 3, 4, Key Actions 2.5, 3.2, 4.1).
8. Reconfigure further education in Greater Nottingham, to deliver improved curriculum coherence, employer engagement and financial stability (National Priority 3, Key Action 3.6).
9. Re-structure post-16 education in Newark-on-Trent to improve quality, enhance learner achievement and deliver greater value for money (National Priority 3, Key Action 3.6).
10. Initiate new Adult and Community Learning arrangements in Nottingham City from July 2006 onwards (National Priority 3, Key Action 3.2).
11. Improve quality of all provision to raise success rates and ensure that more learners gain the qualifications that they are aiming to achieve (National Priority 3, Key Actions 3.2, 3.4 and 3.5).
12. Secure greater levels of financial stability within Nottinghamshire's FE colleges (National Priority 3, Key Actions 3.3, 3.4 and 3.6).
13. Engage Public Sector organisations to provide skills development in the workplace for this national priority (National Priority 5, Key Actions 5.1, 5.2 and 5.3).
14. Implement new working processes following LSC Agenda for Change Theme 7 restructuring (National Priority 6, Key Actions 6.1, 6.3, 6.4 and 6.5).
15. Raise overall participation and achievement in education and training of disadvantaged groups as detailed in Equality and Diversity Impact Measures (Underpinning all of our national priorities and local actions).

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 £		2005/06				Funding £		2006/07				Funding £	
	Volumes of learners	Learners		Success Rates			Volumes of learners	Learners		Success Rates			Volumes of learners	Learners		Success Rates		
		In-year achievements (volume)					In-year achievements (volume)					In-year achievements (volume)						
FE Total Learners	16,428				£46,995,650					£52,108,350					£55,958,334			
<i>of which...</i>																		
Learners on Skills for Life target qualifications	5,565	2,866	51.5%			6,346	3,140	49.5%			6,691	3,490	52.2%					
Learners on a full Level 2 qualification	2,338	1,324	56.6%			2,965	1,795	60.5%			3,247	2,085	64.2%					
Learners on a full Level 3 qualification	5,193	1,731	33.3%			5,460	2,129	39.0%			5,818	2,331	40.1%					
Learners on 2 or more A2 qualis	1,085	966	-			1,151	1,000	-			1,156	1034	-					
Discrete* activity, e.g. fully ESF, or LIDF funded provision	425	255	-			1,053	632	-			824	494	-					
School sixth form	7,598				£30,265,120	7,605				£32,717,552	7,795				£36,410,432			
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £			
WBL Total Learners	3,565				£9,114,529	4,089				£10,061,427	4,182				£12,061,138			
<i>of which...</i>																		
Learners on Skills for Life target qualifications	-	-	-			-	-	-			-	-	-					
Learners on an Apprenticeship	2,151	529	24.6%			2,045	866	42.3%			2,400	1050	43.8%					
Learners on an Advanced Apprenticeship	549	144	26.2%			694	140	20.2%			856	200	23.4%					
Entry to Employment	Learners				Funding £	Learners				Funding £	Learners				Funding £			
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations		Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations		Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations				
All E2E	629	710	18.3	377	£4,317,270	823	744	19.4	424	£4,981,269	916	830	19.2	572	£5,030,110			

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete

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

SUMMARY OF ADULTS (19+)	2004/05				2005/06				2006/07			
	Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £	Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £	Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
FE Total Learners	93,541			£47,760,252	67,444			£44,977,407	59,378			£41,974,236
<i>of which...</i>												
Learners on Skills for Life target qualifications	3,936	2,123	53.9%		4,173	2,253	54.0%		4,808	2,603	54.1%	
Learners on a full Level 2 qualification	6,742	3,002	44.5%		6,035	3,182	52.7%		6,394	3,606	56.4%	
Learners on a full Level 3 qualification	4,518	1,626	36.0%		4,207	1,949	45.3%		4,267	2,017	47.3%	
Learners on 2 or more A2 quali	105	83	-		134	108	-		132	107	-	
Discrete* activity, eg fully ESF, or LIDF funded provision	4,140	2,484	-		7,538	4,523	-		4,986	2,992	-	
Adult & Community Learning	17,405			£1,152,071	12,207				14,447			
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
WBL Total Learners	2,377			£4,966,256	2,577			£5,012,644	2,619			£5,562,887
<i>of which...</i>												
Learners on Skills for Life target qualifications	778	658	84.6%		719	721	100.3%		773	682	88.2%	
Learners on an Apprenticeship	1,125	339	30.1%		1,260	486	38.6%		1,382	550	39.8%	
Learners on an Advanced Apprenticeship	790	232	29.4%		1,040	548	52.7%		1,100	600	54.5%	
ETP / NETP	Volumes of learners	In-year achievements (volume)		Funding £	Volumes of learners	In-year achievements (volume)		Funding £	Volumes of learners	In-year achievements (volume)		Funding £
	2,941	1,625			2,903	1,577			3,429	1,780		
Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets		
2004/05	£104,726,000	£16,263,479	£5,004,656	£32,355,710	£3,794,823	£0	£5,555,716	£1,763,486	£3,348,884	£7,983,759		
2005/06	£107,016,000	£16,430,323	£5,029,606	£35,986,640	£3,794,823	£0	£3,852,828	£3,852,813	£2,236,150	£6,019,276		
2006/07						£3,676,284						

Key actions

Priority	Action	Measure of Success
1 Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities	1.1 Partnership action. Ensure that 14-19 and Children's / Young People's Services Partnerships incorporate the Level 2, Apprenticeship and NEET targets and action plans within their strategies.	Action Plans agreed by all partners by March 2007. Achievement of level 2 at 19 target. Outcome known by March 2007.
	1.2 Progression. Implement a collaborative Foundation (sub level 2) Learning Strategy with Local Authorities and Connexions in order to: <ul style="list-style-type: none"> • Reduce the volume of NEET. • Develop the capacity of e2e and FE provision to secure the successful progression of young people requiring the highest levels of intervention. • Target 18 year olds without a first level 2 qualification. • Accelerate first L2 achievement at 19 at a rate that is above the national average. • Implement co-ordinated referral/transition structure for NEET/priority learners. • Support informed referral process with directories of Foundation – L2 directories of provision. 	Strategy implemented by June 2006. NEET reduced to 5.7% by November 2006. Level 2 achievement at 19 increased by an additional 674 young people in 2006/07.
	1.3 Progression. Develop, with partners, the Nottinghamshire 'PassPortfolio', the database of provision and Area Prospectuses.	Passportfolio, Database, and Area Prospectuses published and long term funding and management secured by March 2007.
	1.4 Building Schools for the Future (BSF) / 14 – 19 Academies. Ensure coherence in planning through linking BSF/Academy	Sector priorities feature in strongly in Local Authority BSF plans as they develop. BSF / Academy strategies implemented as appropriate

	strategies in Nottingham and Nottinghamshire with LSC strategies and ESP priorities.	by Area Strategy Groups by October 2006.
	<p>1.5 Measuring Performance.</p> <p>Disseminate 14 – 19 performance information by Area Strategy Group to inform planning and monitor progress.</p> <p>Agree, disseminate and monitor new and revised EDIMs with partners and providers.</p>	<p>Performance Measures agreed and established by July 2006.</p> <p>Baseline established by July 2006.</p> <p>Targets established by October 2006.</p> <p>Reporting protocol and coherent terms of reference across ASGs established by October 2006.</p> <p>Agree EDIMs by April 2006.</p>
	<p>1.6 Level 3 / Progression</p> <p>Roll out and implement the value added measure of success for school sixth forms and undertake dialogue with Head teachers and Local Authorities to agree ways in which the information can be used to improve school sixth form performance and Level 3 / Higher Education progression in particular.</p>	Implementation of measures of success with Head teachers and other stakeholders takes place during 2006/07.
2 Making learning truly demand led so that it better meets the needs of employers, young people and adults.	<p>2.1 IAG</p> <p>Provide training and information regarding demand side needs to better inform progression planning for 'Next Step' and Connexions advisers.</p>	Training and information provided by July 2006.
	<p>2.2 Colleges</p> <p>Develop a Gateway Advice Facility in four colleges to respond to employer need.</p>	New provision via the Gateway in place by September 2006 and initial evaluation undertaken by March 2007.
	<p>2.3 Colleges</p> <p>Increase priority sector provision in FE colleges (especially</p>	Priority sector provision substantially increased, as evidenced by analysis of Individual Learner Record

	at L2 and L3) through the planning dialogue with colleges.	data.															
	<p>2.4 Work Based Learning</p> <p>Increase WBL completion rates within priority sector provision through the analysis and development of existing WBL operations and through the commissioning of new provision.</p>	<p>Completion rates</p> <table> <tr> <td></td> <td>04/05</td> <td>06/07</td> </tr> <tr> <td>Construction</td> <td>34%</td> <td>45%</td> </tr> <tr> <td>Engineering / Manufacturing</td> <td>36%</td> <td>45%</td> </tr> <tr> <td>Retail</td> <td>43%</td> <td>50%</td> </tr> <tr> <td>Health & Social Care</td> <td>22%</td> <td>45%</td> </tr> </table>		04/05	06/07	Construction	34%	45%	Engineering / Manufacturing	36%	45%	Retail	43%	50%	Health & Social Care	22%	45%
	04/05	06/07															
Construction	34%	45%															
Engineering / Manufacturing	36%	45%															
Retail	43%	50%															
Health & Social Care	22%	45%															
	<p>2.5 Train to Gain</p> <p>Develop and implement innovative approaches to the delivery of Skills for Life and Level 2 qualifications on employer premises through Train to Gain.</p>	<p>1 pilot in each of 4 colleges selected above (2.2). Level 2 qualifications increase as a result of Train to Gain.</p>															
	<p>2.6 Community Engagement</p> <p>Implement the Nottingham North Strategy and associated action plan, evaluate its effectiveness, and explore the possibility of replicating in other areas.</p>	<p>Strategy evaluated by September 2006. Roll out from January 2007.</p>															
	<p>2.7 Learners with Learning Difficulties / Disabilities</p> <p>Through the planning dialogue, ensure that colleges devise and implement their strategies for learners with learning difficulties and / or disabilities.</p>	<p>Providers' development plans address: Monitoring of participation and positive outcomes for learners with learning difficulties / disabilities. Development of progression pathways to employment and sustainable models of social enterprise. Effective partnerships with schools and Children's Services across the 14-19 curricula.</p>															
3 Transform the Learning and Skills sector through Agenda for Change	<p>3.1 Skills for Employers</p> <p>Create a network of colleges and other providers which are focused on the needs of employers and their workforce in</p>	<p>Network established by July 2006. 100 extra businesses engaged in and investing in training and development for their staff via the FE</p>															

	the priority sectors of Construction, Engineering, Health & Social Care and Retail, with a particular focus on equality and diversity issues.	sector.
	<p>3.2 Quality</p> <p>Provide briefing sessions for providers on the New Measures of Success.</p> <p>Discontinue funding for provision graded 4 or 5 where no significant improvement has occurred after 12 months of monitoring.</p> <p>Develop capacity of NTN to further support successful delivery of WBL by agreeing funding package and action plan, subject to review of achievement.</p> <p>Re-allocate Adult and Community Learning (ACL) monies in the City of Nottingham to ensure appropriate, quality provision.</p> <p>Support providers in the process of impact assessment of their provision as required under the LSC Race Equality scheme.</p>	<p>Significant quality improvement will be judged by:</p> <ul style="list-style-type: none"> ○ Improved re-inspection results ○ Success rates ○ Implementation of Post Inspection Action Plan <p>NTN business plan objectives achieved.</p> <p>New ACL provider contracted by May 2006.</p> <p>Workshops on LSC Race Equality standards to be held for both FE and WBL by May 2006.</p>
	<p>3.3 Funding</p> <p>Ensure that providers 3 year development plans clearly identify contributions to targets and priorities and improve on previous contributions.</p>	<p>Skills for Life target exceeded by 10%.</p> <p>Level 2 at 19 target exceeded by 3% by 2008.</p> <p>Adult Level 2 target for 2006/07 met.</p> <p>Apprenticeship framework completion target for 2006/07 exceeded by 5%.</p>
	<p>3.4 Business Excellence</p> <p>Support the delivery of effective peer referencing by FE colleges / WBL providers and benchmark all Nottinghamshire FE colleges against comparable organisations in pursuit of best practice for employer engagement and delivery of training.</p>	<p>All colleges involved in at least one peer referencing initiative and one pilot in WBL by March 2007.</p> <p>Clearly identified improvement targets and action plans for all Nottinghamshire FE colleges in relation to employer engagement by March 2007, particularly in relationship to the delivery of Train 2 Gain in</p>

		Nottinghamshire.
	<p>3.5 Reputation</p> <p>Establish baseline for the perceptions of employers regarding FE college provision in the priority sectors of Construction, Engineering, Health and Social Care and Retail.</p>	Clearly identified improvement strategy for addressing employer needs. Development of a clear communications strategy between employers and the FE sector by March 2007.
	<p>3.6 Structure</p> <p>Complete the re-organisation of FE provision in Greater Nottingham and Newark.</p>	<p>New college in conurbation established by May 2006.</p> <p>Newark & Sherwood College future determined by January 2007.</p>
<p>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.</p>	<p>4.1 Strategy</p> <p>Develop a three-year strategic plan for Nottinghamshire that will deliver the Greater Nottingham and North Nottinghamshire Skillsboards' priorities.</p>	<p>Three-year strategic plan drafted by December 2006.</p> <p>Three-year strategic plan agreed by February 2007.</p> <p>Three-year strategic plan disseminated by April 2007.</p>
	<p>4.2 Making the Connection</p> <p>Develop a sustainable model of 'Making the Connection' where local people are able to access local jobs by working with our partners e.g. Job Centre Plus, Local Authorities, EMDA, and Learning Partnerships.</p>	<p>Model agreed by July 2006.</p> <p>Target for increased numbers of people accessing jobs as a result of 'Making the Connection' agreed as part of Local Area Agreement' by July 2006.</p>
	<p>4.3 Learning Champions</p> <p>Promote learning to identified communities through the development of a network of Learning Champions for young people and adults.</p>	Learning champions employed in every Neighbourhood Renewal Fund area by March 2007.

<p>5 Improve the skills of the workers who are delivering public services</p>	<p>5.1 Public Sector Strategy</p> <p>Develop and start to implement a three-year strategy for engaging Public Sector partners in order to provide for skills development in the workplace, and to increase progression from Post 16 Education and Training into Public Sector employment.</p>	<p>Three year strategy agreed with partners, Sub-Regional Strategic Partnerships and Local Strategic Partnerships by July 2007.</p> <p>Local Public Sector leads identified within LSCN at Director level by July 2006.</p> <p>Implement a plan, within the three-year strategy, to directly connect the Public Sector with Train to Gain by December 2006.</p>
	<p>5.2 Research</p> <p>Implement the findings of regional research to comprehensively understand the skills supply/demand issues affecting the Public Sector.</p>	<p>Implementation of research findings agreed by March 2007.</p>
	<p>5.3 Outcome Targets</p> <p>Establish a baseline of participation and completion to inform the agreement of targets for Apprenticeships, the delivery of Skills for Life countable outcomes, and employment opportunities (with a particular focus at Level 1) with key Public Sector partners.</p>	<p>Baseline constructed by March 2007.</p> <p>Targets for Apprenticeships / Skills for Life agreed with key partners by July 2007.</p>
	<p>5.4 School Support Workers</p> <p>To deliver 300 school support worker vocational qualifications in line with national targets.</p>	<p>300 school support worker vocational qualifications delivered.</p>
<p>6 Strengthen the capacity of the LSC to lead change nationally, regionally and locally.</p>	<p>6.1 Clarity of Purpose</p> <p>Establish a common understanding regarding the working relationships between the new regional and local office structures.</p>	<p>LSCN has appropriate and effective representation in regional level forums.</p>
	<p>6.2 Learning and Development</p> <p>Implement a Learning and Development Plan to ensure that all staff have the skills and capacity to deliver their key tasks</p>	<p>Training needs analysis completed by September 2006, with resulting individual action plans in place by October 2006.</p>

	and responsibilities.	
	<p>6.3 Capacity to Deliver</p> <p>Staffing resources within the new local structure are prioritised to deliver the Annual Plan.</p>	Quarterly evaluation of Annual Plan delivery published.
	<p>6.4 Transparency in Working with Partners</p> <p>Devise and disseminate a protocol to all key stakeholders following the completion of theme 7, to clarify the role and the commitment of LSCN and its staff across all aspects of our partnership working.</p>	Partnership Statement published by March 2007.
	<p>6.5 Transition Planning</p> <p>Devise and implement a human resource and work transition plan in order to ensure that key themes of work continue into the new structures.</p>	Devise plan by 31 March 2006 for implementation from April to December 2006.

Our Delivery Resources

Partnership Working

We have established strong working relationships with a wide range of partner organisations since our formation in 2001 and these will be further strengthened in 2006/07. These relationships provide intelligence that is critical to our aim of providing education and training that has the maximum impact to employers, learners and communities.

Examples of LSCN partnerships:

- **Local Area Agreements.** At a strategic level, we will continue to support our Local Authority partners in the Local Area Agreement process to align our resources in order to maximise the impact we have on our targets. In particular, the low Level 2 attainment levels at 16 and 19 are key factors highlighted in the context section of this plan that will need addressing in these agreements.
- **ESF.** We have worked in conjunction with a wide range of partners to launch the 2006 Co-financed prospectus for the European Social Fund. We anticipate that these relationships will continue to strengthen in 2006/07 through monitoring the funded projects as well as our links with other strategic organisations such as Jobcentre Plus and the two Sub-Regional Strategic Partnerships. ESF also presents a prime opportunity for the continued strengthening of our relationship with the voluntary and community sector.
- **Economic Development.** Our engagement in the economic development agenda also continues to strengthen and features prominently in this plan as a national LSC priority. LSCN will support the regional links that have been constructed in the development of the Employment Skills Partnership (esp) action plan through the coherent range of employer interfaces that have been made within Nottinghamshire. The continued development of the Sector Skills Agreements feature as a strong guiding element within our work in this area.
- **14-19.** We have created nine 14-19 Area Strategy Groups in conjunction with the City and County Local Authorities that plan and develop collaborative education and training opportunities for the 14-19 age group. We will continue to support the development of these groups in 2006/07, giving particular emphasis to the production of performance figures for each area and providing additional resources to encourage the development of vocational Diplomas.

The transformation of the LSC that is currently being achieved through Theme 7 of *agenda for change* will strengthen our ability to forge effective strategic partnerships in Nottinghamshire. This will take place through the emphasis that is being placed on concentrating the work of local offices to work in partnership with colleges, schools, providers and stakeholders. Local geographically based partnership teams will be created that will have responsibility for developing these relationships and securing the provision of innovative, high-quality learning that meets the current and future skills needs of employers, young people and adults.

Local Council

Each local office of the Learning and Skills Council (LSC) has a Council of up to 16 members who exercise local leadership, oversight and scrutiny to the work of the LSC. The Council comprises a non-executive Chair, the Executive Director of the local office and up to 14 non-executive members representing the interests of people who work, live or provide learning in the local area.

Nottinghamshire LSC Council has played an active role in the production of this plan, through detailed consideration of it at meetings during 2005/06.

Driving the plan forward, the Council will review progress achieved during 2006/07 by focusing twice-yearly on the measures of success. A range of sub-committees have been established, which will contribute to providing a comprehensive scrutiny of all aspects of the plan during 2006/07. These sub-committees focus on the following areas:

- Audit
- Equality and Diversity
- Future Organisation of Further Education
- and Agenda for Change.

Equality and Diversity

The LSC recognises its statutory duties under Race Equality legislation and emerging duties around Disability and Gender equality. In Nottinghamshire we will work in partnership with colleagues at regional and national level to support the process of Equality Impact Assessments across all functional areas.

We will ensure that planned activities take account of our duty to promote equality of opportunity in relation to race, gender and disability. We will also execute our responsibilities under other equality legislation including the Race Relations Amendment Act (RR(A)A) the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age. In doing so, the targets and activities set out in this plan will be underpinned by, and reflect the Council's Race Equality Scheme and regional action plan. We will support the impact assessment of local functions and actions as required under the RR(A)A and continue to encourage providers to embed equality and diversity.

Our commitment to equality of opportunity for the county's various disadvantaged communities will be delivered within the LSC's regional framework of Equality and Diversity activities, summarised these include:

- A consultation process for learner entitlement will be established with black and minority ethnic groups across the region.
- Continued monitoring of participation and achievements of black and minority ethnic learners in all areas of provision.
- Require race equality to be specified in self assessment reports and included in both Provider and Quality Improvement Plans.
- Equality and Diversity Impact Measures (EDIMs) will be established and agreed with providers for incorporation within their three-year development plans.
- Brokerage activities for Train to Gain will take into account the needs of Black and Minority Ethnic employees and businesses.

The Nottinghamshire Equality and Diversity Action Plan sets out a range of activities agreed with our partners that are designed to address the priority needs of disadvantaged groups regardless of geography. Monitoring and measuring progress will continue through our EDIMs where, in some areas, we have made significant progress. The process of ongoing review of EDIMs with our partners ensures that we focus our resources to the needs of adults and young people within each of the key priority groups. For 2006/07 we have identified the following additional priorities:

- Carry out a full impact assessment of all local functions and actions as required under the Race Relations (Amendment) Act 2000.
- Ensure that all contracted providers are fully conversant with impact assessment so as to enable them to assess impact on all areas of their provision as required under the LSC Race Equality Scheme 2005-2008.
- Improving learning opportunities for minority groups outside the Greater Nottingham conurbation, for example the travelling community and migrant workers.
- A range of new EDIMs designed to build on and compliment existing activities.

We are committed to working with partners at strategic and operational levels to secure better outcomes for learners with learning difficulties and / or disabilities and black and minority ethnic learners. Ongoing review of our EDIMs has identified new areas where we can improve equality and diversity and reaffirmed the need for the Further Education sector to improve completeness of data in relation to ethnicity and disability. To achieve this we will support providers' efforts to embed equality and diversity throughout their three year development plans. Our Equality and Diversity Impact Measures (EDIMs) for 2006/07 are set out at Annex B and provide the key mechanism for supporting, monitoring and assessing the impact of our equality and diversity activities.

Learners with Learning Difficulties and / or Disabilities

During 2006/07 we will ensure that we deliver our responsibilities in relation to the LSC's legal duties within the 'Learning and Skills Act 2000', towards the funding of placements at specialist colleges for learners with learning difficulties and/or disabilities.

LSCN recognises that the majority of learners with learning difficulties and/or disabilities can, and should have; their education and training needs met within the general post 16 sector. We will continue in 2006/07 to further develop inclusive access to an improving choice of academic and vocational provision across Nottinghamshire.

Our aim is to fund a range of high quality education and training opportunities which secures successful progression for learners with learning difficulties and/or disabilities at a rate that is at least comparable with non disabled people.

It is our intention to develop collaborative responses with partners for improving inclusive choice in the following ways:

- Over the next 3 years establish a regional Centre of Excellence for 16 – 24 year old learners with support needs within the Autistic Spectrum in the Mansfield/Ashfield area, drawing in learners from Derbyshire, South Yorkshire and Lincolnshire in addition to Nottinghamshire.
- For 2008 develop sustainable models of social enterprise and private/public sector partnerships to deliver broader access to employment for learners with learning difficulties and/or disabilities.
- Ensure that all new developments in provision inclusively support the learning needs of learners with learning difficulties and/or disabilities, and that existing areas of specialist expertise are an integral feature within such developments.

LSCN will also be making the following specific responses to the policy document 'Through Inclusion to Excellence'¹²:

- Contribute to regional communications that will provide clarity and prominence to development priorities for 2006/07 and beyond.
- Communicate to providers and partners our priorities for learners with learning difficulties and/or disabilities and secure a mutual understanding regarding the importance of such provision.
- Identify the key priorities for funding in terms of learners, and the mix of learning provision.
- Foster an inclusive approach to provider planning and funding that supports local statements of priorities.
- Require providers to ensure their Development Plans improves participation and monitors progression.
- Work in partnership with schools and integrated Children's Services to secure successful progression across the 14 – 19 curricula.
- Secure seamless linkage of Children's Services to Adult Services.
- Adopt joint approaches to progression pathways into and out of post 16 provision, and the development of local provision that integrates specialist and mainstream provision.
- Develop equality and diversity impact measures (EDIMs) for learners with learning difficulties and/or disabilities to increase participation and achievement in Skills for Life provision and at level 2 in FE for 16 – 18 year olds and 19+.

¹² 'Through Inclusion to Excellence' ¹² The Strategic Review of the LSC's Planning and Funding of Provision for Learners with Learning Difficulties and/or Disabilities across the Post 16 Learning and Skills Sector'

Sustainable Development

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

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

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

Sustainable development will continue to be a key element of the provider development process.

Health and Safety

The health safety and welfare of learners matters to the LSC. We recognise that, whilst the duty of care lies firmly with the Learning Provider, we have a responsibility to ensure that all people who are learning and training on LSC funded programmes are afforded the appropriate level of protection in respect of their Health, Safety and Welfare. We will ensure that learner health and safety is an integral component of high quality training provision and also an area for continuous improvement.

Our priorities include:

- Integrating learner health and safety consistently across all LSC-funded all programmes in response to the recommendations of the CAW report (Garnett and Vicars, 2004)
- Promoting the safe learner concept and raising the safe learner profile.
- Disseminating the results of the institute for Employment Studies review of the reporting of accidents and incidents involving learners through interactive briefings for providers.
- Working towards establishing the single validation principle so that employers participating in work experience/work based learning are validated against a common standard.
- Promoting the LSC health and safety procurement standards
- Preparing for the year of the young person in 2006 with emphasis on the safe learner message.
- Raising the standard of the health and safety content in providers' self assessments reports and development plans.

Regional LSC Actions

- Building relationships through provider networks.
- Regional and /or local briefings on the under-reporting of incidents studies by the IES.
- Following LSC procedures for fatal /major accidents/incidents.
- Promotion of the safe learner concept.
- Responding to the pilot of the safe learner framework/strategy (Selected YA programmes from other regions).
- Setting up intervention strategies where necessary.
- Promoting the year of the young person.

LSCN Actions

- Seeking assurance from providers that their arrangements for learner health and safety are effective. This will be carried out on a risk basis.
- Building relationships through provider networks.
- Supporting providers to improve the content of self assessment reports and development plans.
- Providing input into planning review processes.
- Ensuring Beacon and COVE status providers are of a minimum acceptable standard for learner health and safety.
- Quality assurance of accident/incident reports and preparation of 'lessons learnt' to be disseminated to providers.

Annex A

East Midlands Imperatives for Change

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

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

Annex B Current EDIMS for Nottinghamshire

Equality and Diversity Impact Measures - Nottinghamshire		Actual 02/03	Actual 03/04	Actual 04/05	Target 05/06	Target 06/07
Links to Regional EDIM 2 : Remove barriers to learning and widen participation for disadvantaged groups						
WBL	Increase Ethnic Minority starts with City of Nottingham postcode from 14.9% to 18.5% by August 2007	14.9%	15.1%	15.8%	17.1%	18.5%
WBL	Increase starts from young people with a Disability on MA from 4% by 2% to 6% by August 2007	4%	3.4%	7.5%	Under Review	Under Review
WBL	Increase starts from young people with a Disability on FMA from 5.5% by 2% to 7.5% by August 2007	5.5%	6.3%	7.3%	7.4%	7.5%
Links to Regional EDIM 3 : Improve skills for employability for disadvantaged groups						
WBL	Raise proportion of EM achieving a learning outcome and progression into a positive destination from 9.8% by 10% to 19.8% by August 2007	9.8%	16.3%	31.5%	Under Review	Under Review
WBL	Raise proportion of EM achieving a learning outcome and progression into a positive destination from 54.6% by 10% to 64.6% by August 2007	54.6%	58%	59.9%	62.2%	64.6%
WBL	Raise proportion of Disabled young people achieving a learning outcome and progression into a positive destination from 8.6% by 10% to 18.6% by August 2007	8.6%	19.8%	41.8%	Under Review	Under Review
WBL	Raise proportion of Disabled achieving a learning outcome and progression into a positive destination from 58.2% by 10% to 68.2% by August 2007	58.2%	50.3%	66.1%	67.2%	68.2%
Links to Regional EDIM 4 : Address gender imbalance on programmes and areas of learning including non traditional occupations						
WBL	Male Starts - Increase from 42.4% by 2% each year to 48% by August 2007	42.4%	41.8%	40.2%	46%	48%
WBL	Leavers - Reduce Gender imbalance of learners achieving an outcome from 25.6% by 5% to 20.6% by August 2007	25.6%	19.2%	20.2%	Under Review	Under Review
FE	Increase male participation in FE from 39.7% to 41% by 2004/05	39.7%	40%	39.7%	40.3%	41%
FE	Increase male participation in WBL from 45.1% to 46% by August 2007	45.1%	42.5%	43.7%	44.9%	46%

Proposed Equality and Diversity Impact Measures - Nottinghamshire		2004/05 Baseline	EDIM 05/06	EDIM 06/07	EDIM 07/08
Links to Regional EDIM 1: Improve the quality and collection of data					
FE	Reduce the proportion of "not known" ethnic origin from 4.9% to 1%	4.9%	3.6%	2.3%	1%
FE	Reduce the proportion of "not known" disability from 20.9% to below 5%	20.9%	15.6%	10.3%	5%
FE	Reduce the proportion of "not known" destinations from 50.7% to 25%	50.7%	42.2%	33.6%	25%
Links to Regional EDIM 2: Remove barriers to learning and widen participation for disadvantaged groups					
FE	Raise overall ethnic minority participation from 12.6% to 15.6%	12.6%	13.6%	14.6%	15.6%
FE	Raise Level 2 ethnic minority participation from 10.7% to 18.5%	10.7%	13.3%	15.9%	18.5%
FE	Raise Level 3 ethnic minority participation from 12% to 18.5%	12%	14.2%	16.4%	18.5%
WBL	Raise overall ethnic minority participation from 4.6% to 10%	4.6%	6.4%	8.2%	10%
WBL	Raise ethnic minority starts with Nottingham City postcodes from 15.8% to 18.5%	15.8%	16.7%	17.6%	18.5%
WBL	Raise Level 2 ethnic minority participation from 4.1% to 10%	4.1%	6.1%	8.1%	10%
WBL	Raise Level 3 ethnic minority participation from 3.3% to 10%	3.3%	5.5%	7.7%	10%
Links to Regional EDIM 3: Improve skills for employability for disadvantaged groups					
FE	Raise ethnic minority success rate from 68% to 73%	68%	69.6%	71.3%	73%
FE	Raise ethnic minority achievement rate from 79% to 86%	79%	81.3%	83.6%	86%
FE	Raise ethnic minority male achievement rate from 65% to 76%	65%	68.7%	72.4%	76.1%
WBL	Raise ethnic minority framework completion from 19.9% to 25.7%	19.9%	21.8%	23.7%	25.7%
WBL	Raise proportion of ethnic minorities achieving a progression to a positive destination from 60.8% to 64.6%	60.8%	62.1%	63.4%	64.6%
Links to Regional EDIM 4: Address gender imbalance within areas of learning and non-traditional occupations					
FE	Increase male participation from 39.7% to 47% by 2007/2008	39.7%	42.2%	44.6%	47%
WBL	Increase male starts from 40.2% to 49.6%	40.2%	43.3%	46.4%	49.6%
WBL	Raise male framework completions from 32.3% to 38.2%	32.3%	34.4%	36.2%	38.2%
WBL	Raise male success rate from 44.8% to 50.4%	44.8%	46.7%	48.6%	50.4%

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Publication reference: LSC-P-NAT-060358