

# **Surrey 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 is the 2006-07 Annual Plan of the Learning and Skills Council in Surrey. It describes how we intend to build on our programmes of the past few years and what key changes are needed in the year ahead.

Last year we completed our Strategic Area Review which identified gaps in provision and the steps needed to fill them. Together with our County Council and Connexions partners, we published a 14-19 Strategy for the county. Young people's participation in vocational education and training has since increased, with better take-up of Apprenticeships and Entry to Employment opportunities. We have sponsored successful programmes to boost skills in care and construction. Together with the County Council, we are in the process of restructuring the provision of adult learning in the community. We have set out in our capital investment plan proposals for improving the provider infrastructure in Surrey.

There are increasing pressures on our budgets, arising mainly from providers' success in increasing the number of young people participating in education and training. This means we must be even clearer about funding priorities in the period ahead.

In the South East, our vision is for a well planned and responsive system of learning and skills provision to support the sustainable prosperity of the region and fulfil the needs of learners, employers and communities. *In Surrey, our vision is for a future where:*

*All young people are informed about and able to participate in courses that meet their individual needs and the potential benefits of vocational skills are recognised by young people and their parents.*

*All adults can acquire new skills and access opportunities for personal development, with funding priority being given to enhancing the employability of people who are low skilled and/or under-qualified.*

*Networks of providers collaborate to enable employers to find provision where and when they want it and allow learners to access provision readily within their communities.*

*Colleges and other providers adopt strategies which effectively balance financial risks and potential learning benefits, ensure responsiveness to learners' and employers' changing needs, and offer education and training of consistently high quality.*

The LSC is restructuring to increase its effectiveness at national, regional and local levels. Our local Council will have a critical role in ensuring that our strategies are implemented in ways that are right for Surrey.

Rob Douglas  
Chairman

Nick Wilson  
Executive Director

## Our Priorities

We have published our second **Annual Statement of Priorities** nationally 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 South East

Our priorities for 2006-07 respond to each of the national priorities, It is, however, important to set out small number of key priorities which, although not necessarily more important than others, will form cornerstones of our regional approach. Our four key priorities for 2006-07 and beyond are:

1. To develop the number, range and quality of **Apprenticeships and other vocational opportunities** - in skill centres and elsewhere - to increase the number of young people reaching Level 2 qualifications and above by the age of 19.
2. To build a network of **30 accredited Action for Business Colleges** as the core network of high quality, flexible providers of choice for delivering 'Train to Gain' and meeting employers' needs.
3. To implement a **£1.4 billion capital improvement strategy** to ensure that further education takes place in buildings fit for the 21st century and to improve quality and levels of participation and achievement.
4. With a view to 2007-08 and beyond, to develop the South East **Action for Communities model** with providers and other partners to ensure that there is a wide range of accessible learning provision in the community and that LSC funding reaches those most in need, including economically inactive people who wish to work.

## **Our Targets**

### **Under priority 1, for young people:**

- Increase the proportion of 19 year-olds who achieve at least Level 2 by 3 percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008, and improve attainment at Level 3.

Nationally we need an additional 31,000 young people to gain a Level 2 in 2005/2006 compared to 2003/2004 and a further 22,000 in 2007/2008 compared to 2005/2006.

*In 2003/04, 77.9 % of 19 year olds in Surrey had achieved level 2 compared with 66.8 % nationally. Locally , we need an additional **566** young people to gain a Level 2 between 2005/2006 and 2006/2007; and a further **117** between 2006/2007 and 2007/08 to maintain our progress. We intend that in Surrey in 2005/06 , 78.9% of young people have level 2 at 19 compared to 69.8% nationally and by 2007/08 80.9% compared to 71.8% nationally.*

### **Under priority 2, for adults: \***

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

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

*Locally we need to deliver **1,260** first full Level 2 qualifications in 2006/07 and **1,440** first full Level 2 qualifications through NETP.*

### **Under priority 2, for adults: \***

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

*Locally we need **5,099** learners to achieve Skills for Life qualifications in 2006/07 (compared with 4,176 in 2004/05).*

### **Underpinning both priorities 1 and 2, for Apprenticeships: \***

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

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

*Locally we need to raise the number of completions to **500** in 2006/07 (compared with 446 in 2004/05).*

*\*Note – figures include regionally disaggregated targets.*

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

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

## Our Values

Our values set out for us the way we work.

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

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

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

## A Context for Delivery

The region is characterised by continued high economic productivity which is critical to the nation's prosperity. However, higher quality and more responsive learning and skills provision that meets employer and individual needs is fundamental to driving up productivity. The learning and skills sector in the region needs to take account of the key characteristics of the region, in particular: rising economic productivity, high levels of growth and development and significant diversity. Sustained economic growth is core to the revised Regional Economic Strategy (RES) in which skills, significantly, are identified as one of the top drivers for raising productivity in the region, supporting the development of a world class region, based on sustainable productivity. Although there are currently no designated Core Cities in the South East, eleven smaller cities and towns have been identified as areas where the principles of Core Cities might be considered, to improve economic and social performance, recognising their significant impact beyond their boundaries.

The factors affecting demand, supply and performance, in Surrey, have been analysed in relation to LSC policy priorities and outstanding issues and challenges. This has informed the key changes required to improve or shift provision, set out later.

Supporting economic competitiveness is a major factor driving demand for learning and skills but the LSC also promotes social inclusion, with emphasis on acquisition of skills which will increase ability to contribute to the workforce.

In future, Surrey will be divided into three areas for management purposes under LSC restructuring. The north will cover the Districts of Elmbridge, Runnymede, Spelthorne and Surrey Heath; the south west will cover Guildford, Waverley and Woking; the south east will cover Epsom and Ewell, Mole Valley, Reigate and Banstead and Tandridge. These broadly reflect travel to learn patterns for adults and also incorporate twelve 14–19 networks (see map at Annex 3). Although there will be local differences to take into account when planning services, Surrey as a whole shares many similar characteristics.

### Socio-economic overview<sup>1</sup>

The Surrey population is projected to increase slightly to nearly 1.1m by 2010, but with a continuing slowdown in the rate of growth (which is below South East and national levels). Additional housing is likely to be concentrated on smaller dwelling units. The 16-18 population will increase slightly by 2008 and then begin to fall. As 16-18s are the highest priority for LSC support, this causes some pressures on current adult provision. Proportions of people over 50 will increase to 2010 and beyond. This has important implications for labour supply - with a reducing proportion of young people entering the workforce there is a need to maximise potential for older people to participate in the workforce.

Most of Surrey is within the inner SE economic area, as defined by the draft Regional Economic Strategy (RES), a relatively affluent urbanised core around London. The far southern parts of Surrey are within the outer SE economic area

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<sup>1</sup> All sources consistent with those used in regional needs assessment

which is also affluent, but more rural. But London is a strong influence on most parts of Surrey, as is proximity to two major airports.

There is a tight labour market in Surrey with high rates of economic activity and low unemployment (0.9 % compared with 1.5% regional and 2.4% nationally.) This, along with issues such as housing costs and transport, adds to the problem of skills gaps and shortages. However, there are people who may leave the workforce or may currently be excluded from it who, with further support and training, could contribute to meeting skills needs.

Surrey has higher than national average levels of income and all Districts fall in the top quartile of Gross Value Added (GVA). However, there are pockets of deprivation across both urban and rural areas of the County. This means that reaching disadvantaged people requires a more finely targeted approach than where deprivation is more geographically concentrated.

There is significant cross border movement of learners and commuters to work which means we have to work with neighbouring LSC areas in the SE and London to plan provision.

Economic performance across Surrey is good with GVA expected to grow above national and regional averages. The largest employment sectors currently are banking, finance, insurance and education, health, public administration. Employment is projected to grow with the majority of new jobs in the business services sector and with emphasis on knowledge based occupations. But, as with the SE generally, Surrey still performs below world comparator regions, which means increasing skills levels, as a contribution to increased productivity, remains crucial in terms of competitiveness.

There are three geographic areas with particular scope for further economic development – around Heathrow in the north, Blackwater Valley in the south west and Gatwick Diamond in the south east, all of which overlap with other LSC areas. There are skills gaps and shortages in various business sectors as well as skills for life and generic skills needs.

Provision must take account of a range of skills and sector needs and provide opportunities to progress to appropriate employment. Regionally, the sector priorities are retail, care, business services, manufacturing/engineering, construction, plus public services as a national priority. We will work with providers and partners to identify any additional local priorities (potentially the creative and cultural services industry).

We estimate there are 143,000 adults and 26,000 young people who have some degree of learning difficulty and/or disability which requires a statutory response by the LSC.

Within the SE and in Surrey, there is some evidence of an 'hour glass' economy with higher paid high value added work on the one hand and lower paid service jobs on the other and less intermediate job types. This has implications for increasing the productivity and rewards of currently lower paid jobs to help meet skills gaps and shortages, but may also have potential implications for skills progression. The Surrey economy is also based more on consumption of services than other areas reflecting greater reliance on commuter income (although recent evidence suggests a slowdown in commuter flow out of Surrey).

88% of businesses have less than ten employees which is above national and region averages and it is often smaller businesses which find it harder to invest in



training. Therefore we need to widen commitment through effective marketing and brokerage of opportunities. All Surrey districts are within the top quartile nationally for new business start-ups, which indicates a relatively entrepreneurial culture.

## **Young People**

The supply market is mixed. In the maintained sector, there are 11- 16 and 11- 18 schools; Sixth Form Colleges and General Further Education Colleges; as well as a wide range of private training providers.

There are high numbers of independent schools - nearly 25% of learners are in independent education at 15 (and 18% at 16), which provides an important challenge to the nature of public provision. 81% of young people are in full-time education at 16 and 69% at 17 ( 72% and 59 % nationally. )

70 % of specialist Learners with Learning Difficulties and/or Disabilities (LLDD) placements are outside the County.

## **Progress / Performance**

Our progress and performance during 2005/06 is as follows:

- Surrey has the highest proportion of young people qualified to level 2 at age 16 and increased this proportion from 62.4% (2003/04) to 62.8%<sup>2</sup> (2004/05), compared to the regional average of 55.7%.
- The proportion of young people qualified to level 2 at 19 also increased from 77.9% (2003/04) to 81.5%<sup>3</sup> (2004/05), compared to the regional average of 74.6%.
- The proportion of young people qualified to level 3 at age 19 is 62% which is significantly above national and regional averages.<sup>4</sup>
- Between 2003/04 and 2004/05, the number of young people in Further Education (FE) Colleges increased by 4.6%<sup>5</sup> whilst those in School Sixth Forms and in Work-based Learning (WBL) increased by 2.5%<sup>6</sup> and 0.4%<sup>7</sup> respectively.
- 3.5 % (788) of Year 11 leavers were Not in Education Employment or Training (NEET) in July 2005 compared to 3.6% (893) in July 2004<sup>8</sup>.
- The local target for Apprenticeship 16-21 Starts for 2004/05 was exceeded, aided by Programme Led Pathways; 2,305 starts achieved against a target of 1,221 (188.8% of the target)<sup>9</sup>.
- 446 (36%) of apprentices completed their Apprenticeships in 2004/05.
- Within the Entry to Employment programme, 48% have moved on to positive destinations, the ninth best in the country<sup>10</sup>.

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<sup>2</sup> % of people reaching level 2 in each local LSC by age 19, split by year, DfES

<sup>3</sup> % of people reaching level 2 in each local LSC by age 19, split by year, DfES

<sup>4</sup> Matched Administrative Dataset, 2003/04 data

<sup>5</sup> ILR03/04 FO5, ILR04/05 FO4 backfilled

<sup>6</sup> PLASC 03/04, PLASC 04/05

<sup>7</sup> ILR03/04 Period 12b, ILR04/05 P12

<sup>8</sup> Numbers not in education, employment or training – South East, Performance Scorecard

<sup>9</sup> ILR04/05 P12

<sup>10</sup> ILR04/05 P12

- A 14-19 strategy and framework for collaboration which underpins the work of twelve 14 -19 networks has been agreed. The networks intend to ensure that every learner has access to an appropriate range of programmes, planned pathways and good IAG Networks. This will include increasing vocational options at level 2. The LSC and Surrey County Council have funded staff support in each network.
- From our projected target of 4,250 we had 4,207<sup>11</sup> learners benefiting from Education Maintenance Allowances in Surrey.
- The third Surrey Skills Festival was held in February. Over 8,000 young people and 3,000 adults attended and feedback has indicated that students are now citing the influence of the Festival when choosing course options.

## **Outstanding issues and challenges**

### ***Participation and achievement***

- There has been a trend of increased participation by 16 -18 year olds in recent years .This reflects a growing emphasis on initial advice and placing learners on suitable provision along with improved learner support and retention strategies. Some of our sixth form colleges now have high reputations backed up by Inspection reports. But there is some evidence of levelling off in participation, partly due to the cohort numbers levelling off and capacity issues in some of our popular sixth form colleges. Joint planning with schools is important in view of this capacity issue.
- Overall, the continuing drop out at 17 is linked to an absence of good quality and breadth of level 2 post 16 provision, particularly vocationally based, coupled with the strong employment market. Level 2 at 16 achievement had slowed, but now shows signs of improvement. However, there is still a need to increase post 16 achievement. Level 3 numbers have increased above the region average which reflects the continuing demand for this level of provision in Surrey, both in jobs and as a basis for further progression.
- The relatively high Apprenticeship non-completion rate means that many people do not have the skills that employers need.
- We are committed to greater social inclusion and the need to reduce any gaps in achievement between different groups of young people.

### ***Access to an appropriate curriculum***

- As part of our 14-19 Strategy, we are committed to ensuring that every person aged 14-19 in Surrey should have:
  - A broad, relevant, coherent range of programmes of learning that meet his or her needs and overcome the barriers to success. Currently we feel there is scope for more vocational provision for 14-19 year olds and level 1 and 2 provision for 16-19 year olds.
  - A choice of high quality and stimulating planned pathways and programmes of learning that will lead to employment, further learning or higher education. We feel there is an opportunity to further develop the integration of academic and vocational pathways.

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<sup>11</sup> As at 31<sup>st</sup> January 2006

- High quality, co-ordinated and impartial information, advice and guidance that will build on prior attainment and provide access to appropriate routes.
- We have higher than average out of area placements for Learners with Learning Difficulties and/or Disabilities (LLDD) and insufficient local LLDD provision. Additionally we have a lack of specialist college provision, both residential and non-residential.

## **Adults**

### **Progress / Performance**

Our progress and performance during 2005/06 is as follows:

- Adult full level 2 learner numbers increased by 7% between 2003/04 (1,703)<sup>12</sup> and 2004/05 (1,828)<sup>13</sup>. This reflects the focus on reducing participation in non priority provision and increased participation in the Care sector as a result of the Care sector initiative.
- Participation in skills for life provision has continued to increase through a range of providers and a major workplace based project although there may be capacity issues in colleges in the light of adult funding pressures. We have achieved nearly 30% of progress towards 2007 achievement targets. Progress has been slower than it might have been because of the high percentage of learners on courses that do not count towards targets and we need to shift more learners into these and focus on courses that provide more scope for progression. Current provision also includes significant numbers of ESOL courses, which may reflect increased demand from migrant workers, and which now count towards targets.
- Adult and Community Learning (ACL) enrolments for 2004/05 declined and are projected to decline further.
- There are 5 Centres of Vocational Excellence (CoVEs) in colleges, as well as a Care CoVE in a Sixth Form college and a WBL CoVE in Retail. Two colleges are aiming to achieve the Action for Business standard in 2006 to enhance the quality of employer responsiveness.
- Within our priority sectors, an area of particular success is Adult Care. Care provision has increased by 800% over three years including the introduction of Care Apprenticeships through a WBL provider and the development of a Care CoVE. At the other end of the spectrum, the range and quality of construction provision is low. We are undertaking some further development in the engineering sector.
- A Skills Brokerage service has been set up managed by Business Link Surrey. Good progress has been made in developing a network but this may be affected by the new arrangements for Train to Gain.
- Although the previous IAG contract performed poorly, the new contract started in August is currently performing well.

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<sup>12</sup> ILR03/04 FO5

<sup>13</sup> ILR04/05 FO5

- Offenders are among the most disadvantaged learners with literacy and numeracy skills on average well below the norm. A new Offenders and Learning Skills Service (OLASS) managed by the LSC is being set up to plan provision in prisons and in the community, and this will be delivered through a Surrey/Sussex contract. This is an important priority group for next year.
- Adult planning groups were set up during the year to promote collaborative planning amongst providers, based on three areas of Surrey, including a particular emphasis on widening participation.

## **Outstanding issues and challenges**

### ***Adult skill needs***

- The Surrey population is better qualified than national and regional averages. But, given our priorities, this still means 35% are not qualified to level 2 and 56%<sup>14</sup> are not qualified to level 3 and significant numbers also still have skills for life needs. It has the highest number qualified to level 4 in the SE. Older people are generally less qualified than young people, but are less likely to participate in work related provision and so may require additional support.
- The quality of information and advice for adults and employers is variable.

### ***Widening participation***

- More adults should gain their first Level 2 qualification to maximise both their individual potential and their economic contribution. More of the provision we fund must deliver full Level 2 learning, particularly where it responds to sector needs.
- We still spend too much money on Skills for Life provision that doesn't deliver the essential qualifications that individuals need to progress in the labour market and further learning.
- Offender learning service delivered in prisons and commissioned separately from probation service in the community reduces the scope for an integrated approach to needs. Too few offenders progress and achieve qualifications.
- The approach to personal and community development and community based provision does not clearly identify target groups and resources available, both in and outside the LSC.
- The response to business led demand should not overlook the needs of learners within the community who require support. We will develop this, with others, through the SE 'action for communities' concept. We will particularly focus on reaching deprived and excluded groups.

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<sup>14</sup> 2001 Census

## ***Needs of employers and key sectors***

- FE provision in some sectors does not fully meet employer needs because of issues of quality, breadth or responsiveness – there is a particular concern about construction provision, one of our priority sectors.
- Relatively few employers use FE colleges as a preferred supplier, although those that do seem generally satisfied.

## **Quality and infrastructure**

### **Progress / Performance**

Our progress and performance during 2005/06 is as follows:

- There is a major reorganisation project in progress in the north centred on the identified need to develop and improve both adult and 14 -19 provision in Spelthorne. This involves a possible merger of two colleges. Work is in progress to review the nature and type of provision in Surrey Heath (North) and Woking (South West).
- The quality of provision is variable. In recent inspections, three colleges have been classified as outstanding, two as good, four as adequate and two inadequate. We have provided substantial support to the latter which has resulted in a positive re-inspection for one. The other college has had its post-inspection action plan accepted by Ofsted and is submitting a recovery plan in February 2006. Other colleges are being supported where there are problems with specific aspects of delivery.
- A substantial quality improvement initiative is underway in Work Based Learning where inspection results have been similarly varied. Overall the quality of WBL is improving.
- Success rates in FE have increased steadily to a planned 70% for all ages in 2004/05 just below the national average.
- Apprenticeship success rates were below national and regional averages in 2004/05<sup>15</sup> (32% for full framework). But mid-year results for 2005/06 are showing a marked increase (46%).
- A recent Inspection has identified the current provision of Adult and Community Learning as inadequate. Future options for delivery are under review.
- We have recently completed a local capital plan in the context of work on capital investment regionally and nationally. Approximately 55% of floor space of FE colleges was defined as in poor condition against 46% across the region. Many of the buildings used for ACL are also in poor condition. Most Sixth Form Colleges are short of space whereas the General Further Education colleges have estates that are large in relation to student throughput.
- The location of buildings and facilities available are not always appropriate in relation to the needs of employers and learners. In moving forward, we need to encourage more flexible and innovative facilities, including more emphasis on outreach from main sites.

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<sup>15</sup> WBL Success Rates ILR 2004/05

- The quality of provision in the Independent Specialist Colleges in Surrey varies. Two colleges are working hard to improve from inadequate and unsatisfactory positions identified in recent inspections.

## **Outstanding issues and challenges**

### ***Sufficiency and adequacy of post-16 provision***

- The narrower range of provision available in Spelthorne (North).
- The competition between schools and colleges (and between colleges), is leading to reduced efficiency and affecting viability e.g. in Surrey Heath (North) and Woking and Waverley (South West).
- The quality of provision is variable.
- Provision funded by ESF comes to an end 2007 and future ESF funding is uncertain.

### ***Post-16 accommodation - quality and space utilisation***

- Some provision is in unsuitable facilities. Specialist vocational centres are limited and needs to avoid the requirements for excessive travel which is negative impacting on local communities.

### ***Viability of the provider network***

- The shift in adult provision and reducing adult funding may affect the financial viability of some colleges/learning venues. In particular, three colleges are currently at risk financially and 2006/07 funding issues may increase this risk. The relatively low levels of available adult funding will impact on the 4 GFE colleges in particular.
- Linked to this is the need for effective financial management and risk assessment across all providers in order to respond creatively to changing needs and pressures.

## Skills Matrix

(For information: Annex 2 of this document contains the National LSC provision mix matrix at a Surrey level.)

The LSCs in the South East have developed the **Provision Mix Matrix** to steer the allocation of FE 19+ funds (and NETP provision funds) and to ensure the prioritisation of public funding for national and regional policies, priorities and targets. The matrix will be used to inform our dialogue with providers, with a view to a better alignment of planning with funding. In particular, we would expect, over a period of time, to see a movement of investment towards higher priority (in terms of both target bearing and sector) provision.

The columns identify high, medium and low priority learning. In the South East, high priority learning includes learning in the five skills sectors determined by the Regional Skills for Productivity Alliance (Business & Financial Services, Health and Social Care, Construction, Engineering and Retail) and Foundation learning (including basic skills, provision for adults with learning difficulties and other programmes of learning designed to prepare adults for work or independent living).

The rows are defined in terms of national targets. The top row includes all provision that contributes, directly, to national targets, including Access courses; the second row includes provision that can be aggregated to contribute to national targets (ie GCSEs, AS and A levels); the third row includes all provision that does not contribute to a target (including National Qualification Framework (NQF) and Other provision at level 1 and level 4, and 'narrow' level 2 and 3).

*South East Matrix, shows total adult funding based on 2003-04 F05 data compared with 2004-05 F05 data.*

		High Priorities (eg: Construction, Engineering, Business, Health, Retail, Maths, English, SFL/BS/foundation)	Medium Priorities (eg: Land Based, Hospitality, Hairdressing, Science/Maths)	Low priority provision (eg: everything else)	Total
Provision contributes to National Target (i.e.: Skills for Life; full Level 2; full Level 3)	03-04	(17%) £37,848,853	(6%) £12,740,311	(3%) £6,455,391	(26%) £57,044,555
	04-05	(20%) £45,770,188	(6%) £14,679,563	(3%) £7,765,186	(30%) £68,214,938
Provision could contribute to National Target (eg: single GCSEs or A levels)	03-04	(0%) £1,060,756	(1%) £1,577,021	(3%) £5,527,542	(4%) £8,165,319
	04-05	(0%) £853,302	(1%) £1,444,969	(2%) £4,930,280	(3%) £7,228,552
Provision does not contribute to National Target (ie Basic Skills non target, Other and NQF)	03-04	(37%) £80,329,832	(10%) £21,419,560	(24%) £52,989,606	(70%) £154,738,998
	04-05	(37%) £84,913,669	(9%) £20,835,255	(22%) £49,921,304	(67%) £155,670,228
Total (Please note all percentages have been rounded)	03-04	(54%) £119,239,441	(16%) £35,736,892	(30%) £64,972,539	£219,948,872
	04-05	(57%) £131,537,159	(16%) £36,959,788	(27%) £62,616,771	£231,113,718

*Surrey matrix shows total adult funding based on 2003-04 F05 data compared with 2004-05 F05 data.*

		High Priorities (eg: Construction, Engineering, Business, Health, Retail, Maths, English, SfL/BS/foundation)	Medium Priorities (eg: Land Based, Hospitality, Hairdressing, Science/Maths)	Low priority provision (eg: everything else)	Total
Provision contributes to National Target (i.e.: Skills for Life; full Level 2; full Level 3)	03-04	(14%) £3,274,759	(7%) £1,730,901	(1%) £354,155	(22%) £5,359,815
	04-05	(16%) £4,397,698	(7%) £1,797,568	(4%) £1,007,151	(27%) £7,202,417
Provision could contribute to National Target (eg: single GCSEs or A levels)	03-04	(1%) £165,276	(1%) £178,690	(3%) £676,622	(4%) £1,020,588
	04-05	(0%) £93,064	(1%) £155,566	(2%) £544,961	(3%) £793,590
Provision does not contribute to National Target (ie Basic Skills non target, Other and NQF)	03-04	(32%) £7,619,960	(11%) £2,557,748	(31%) £7,427,211	(73%) £17,604,919
	04-05	(34%) £9,272,457	(11%) £2,860,663	(25%) £6,799,623	(70%) £18,932,744
Total (Please note all percentages have been rounded)	03-04	(46%) £11,059,995	(19%) £4,467,339	(35%) £8,457,988	£23,985,322
	04-05	(51%) £13,763,219	(18%) £4,813,797	(31%) £8,351,735	£26,928,751

**All Skills for Life qualifications appear within the leftmost column of the matrix i.e. high priority. Previously, non target Skills for Life qualifications had been coded to the bottom right cell (red) of the matrix, i.e. non target, low priority. These qualifications are within the bottom left cell of the matrix, i.e. non target, high priority.** This reflects strategic policy development and begins to build upon funding changes recently announced within 'Priorities for Success'.



## The key changes needed

A summary of the key changes is given below:

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

- We will achieve an improvement in 'Level 2 by 19' performance by:
  - Increasing **FE 16-18 full level 2 participation** from 2,170 (2004/05) to 2,380 (2006/07);
  - Improving the **FE 16-18 success rates** of long qualifications from 74% (2004/05) to 77% (2006/07).
  - Increasing **16-18 'average in learning' growth in Apprenticeships** from 965 (2004/05) to 1,320 (2006/07).
  - Improving **16-18 WBL completions (achievements)** from 240 (2004/05) to 400 (2006/07).
  - Improving **E2E 'positive destination'** progression from 48% (2004/05) to 50% (2006/07).
- We will support the development of more **14-19 vocational options** at all levels and further develop 14-19 networks to encourage collaborative planning by:
  - Aligning vocational funding (within the dedicated schools grant) with Increased Flexibility funding.
  - Supporting the development of skills centres in strategic areas of the county.

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

- We will deliver additional first level 2 qualifications for adults by:
  - Increasing **FE 19+ full level 2 participation** from 1,910 (2004/05) to 2,060 (2006/07);
  - Improving the **FE 19+ success rates** of long qualifications from 59% (2004/05) to 65%.
- We will respond to priority sectors, as explained in the Plan and the first **Sector Skill Agreements** by;
  - Changing the mix of provision we purchase locally;
  - Achieve accreditation for 2 Action for Business colleges; and
  - Reviewing the effectiveness of CoVEs.
- We will locally introduce '**Train to Gain**' (National Employer Training Programme) by September 2006 and:
  - Achieve 1,440 first level 2 qualifications.
- We will further develop **adult planning groups** to encourage collaborative planning and targeting of priority learners.

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

- We will support Brooklands and Spelthorne College to develop merger proposals in order to improve academic and vocational learning options in the **Spelthorne area**.
- We will implement changes to the **Adult and Community Learning** provision in the light of recent inspection, including a commissioning process for new contracts.
- We will locally implement the regional **quality improvement strategy** including peer review and the use of New Measures of Success to identify and act on poor provision (working with the new Quality Improvement Agency).
- We will implement a local **capital plan** in the context of work on capital investment regionally and nationally.
- We will develop more local provision with better progression routes for learners with learning difficulties and/or disabilities.

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

- We will increase the proportion of **Skills for Life** courses leading to nationally recognised qualifications and improve overall success rates.

Achieve 5,099 Skills for Life qualifications in 2006/07

- We will introduce the **OLASS** service and widen provision available for offenders in the community.
- We will target action on geographic areas as well as groups excluded from the workforce within Surrey through the local **Skills for Productivity Alliance**.  
This will include

Improving cross border planning in the Gatwick Diamond and work with Sussex LSC to implement a skills strategy for the area.

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

- We will participate in the **Surrey Workforce Partnership** and support a relevant project within our **Local Area Agreement** with particular emphasis on improving Skills for Life needs.

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

Revision - May 2006

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05				
	Learners		Learning Aims Success Rates	Funding £	
	Volumes of learners	In-year achievements (volume)			
<b>FE Total Learners</b>	16100		75%	£63,974,100	
<i>of which...</i>					
Learners on Skills for Life target qualifications	5280	3200			
Learners on a full Level 2 qualification	2170	1420	68%		
Learners on a full Level 3 qualification	8040	4210	80%		
Learners on 2 or more A2 quals	2610	1640			
<b>Discrete* activity, e.g. fully ESF, or LIDF funded provision</b>	0				
<b>School sixth form</b>	6480			£33,564,900	
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework Success Rates	Funding £	
<b>WBL Total Learners</b>	970		25%	£4,045,700	
<i>of which...</i>					
Learners on Skills for Life target qualifications					
Learners on an Apprenticeship	690	190	27%		
Learners on an Advanced Apprenticeship	280	50	19%		
<b>Entry to Employment</b>	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
All E2E	330	6060	20	48%	£1,437,600

2005/06				
Learners		Learning Aims Success Rates	Funding £	
Volumes of learners	In-year achievements (volume)			
15910		76%	£69,334,000	
5420	3550			
2370	1590	69%		
8680	4890	81%		
2690	1860			
0				
6370			£35,310,300	
12 month average in learning (volume)	Framework achievements (volumes)	Framework Success Rates	Funding £	
1070		45%	£4,744,500	
910	310	46%		
160	90	42%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
330	7340	22	50%	£1,394,800

2006/07				
Learners		Learning Aims Success Rates	Funding £	
Volumes of learners	In-year achievements (volume)			
16030		77%	£72,803,500	
5600	3730			
2380	1580	70%		
8360	4800	82%		
2780	1880			
0				
6370			£37,562,000	
12 month average in learning (volume)	Framework achievements (volumes)	Framework Success Rates	Funding £	
1320		53%	5,828,300	
1010	340	53%		
310	60	51%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
430	8570	22	50%	£1,406,600

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)

Revision – May 2006

SUMMARY OF ADULTS (19+)	2004/05			
	Learners		Learning Aims Success Rates	Funding £
	Volumes of learners	In-year achievements (volume)		
<b>FE Total Learners</b>	47580		74%	£25,886,300
<i>of which...</i>				
Learners on Skills for Life target qualifications	2660	1810		
Learners on a full Level 2 qualification	1910	980	68%	
Learners on a full Level 3 qualification	1890	1090	52%	
Learners on 2 or more A2 qual.	64	49		
<b>Discrete* activity, eg fully ESF, or LIDF funded provision</b>	5820			
<b>Personal &amp; Community Dev't Learning</b>	23530			£3,923,900
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievements (volumes)	Framework Success Rates	Funding £
<b>WBL Total Learners</b>	810		26%	£2,649,100
<i>of which...</i>				
Learners on Skills for Life target qualifications				
Learners on an Apprenticeship	380	150	38%	
Learners on an Advanced Apprenticeship	430	66	15%	
<b>ETP / NETP</b>	Volumes of learners	In-year achievements (volume)		Funding £
<i>Of which...</i>				
Level 2	0	0		£0
Skills for Life	0	0		£0

2005/06			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
34130		75%	£22,869,700
4260	2670		
1800	1070	69%	
2210	1380	54%	
50	41		
8990			
22390			£3,736,100
12 month average in learning (volume)	Framework achievements (volumes)	Framework Success Rates	Funding £
910		49%	£2,379,400
430	240	53%	
470	110	43%	
Volumes of learners	In-year achievements (volume)		Funding £
0	0		£0
0	0		£0

2006/07			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
31020		76%	£20,168,300
6050	3620		
2060	1260	70%	
2130	1290	56%	
36	24		
5240			
18820			£3,503,100
12 month average in learning (volume)	Framework achievements (volumes)	Framework Success Rates	Funding £
870		51%	2,210,000
540	200	53%	
330	110	47%	
Volumes of learners	In-year achievements (volume)		Funding £
			£5,245,000
5660	1440		
930	350		

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
<b>2004/05</b>	£92,187,700	£7,701,600	£1,446,100	£33,564,900	£3,941,100	£0	£6,320,900	£1,573,900	£2,265,800	£5,123,400
<b>2005/06</b>	£97,154,900	£8,003,100	£1,396,900	£35,983,400	£3,867,600	£0	£4,994,500	£1,119,800	£2,216,300	£1,369,500
<b>2006/07</b>	£97,828,500	£7,687,200	£1,406,600	£37,562,000	£3,571,400	£5,245,000	£3,568,700	TBA	TBA	£950,000

**Notes to Provision Table:**

- Train to Gain – local figures are disaggregations of regional targets and budgets, in proportion to potential employers in each local area. These will change in the light of final contract decisions.
- WBL – the SE is introducing regional lead arrangements for some providers. The 06/07 figures in the summary reflect local volumes and budgets although contracts will reflect regional arrangements.
- Capital and administration budgets (06/07) – these budgets are not yet known at a local level.
- School Sixth Form budgets (06/07) – these are local disaggregations of the regional budget based on spilt of budget in 05/06.

**General Note:**

The original Plan was submitted to National Office in March 2006 in line with planning timetable, before finalisation of budgets and provider negotiations. The provision table has been updated in the light of most recent available information. Key changes have been updated to reflect these changes.

## Key actions

Priority	Action	Measure of Success
1. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities	<b>Level 2 and Level 3 at 19</b> <ul style="list-style-type: none"> <li>▪ We will negotiate with colleges, training providers and schools to ensure funding is focused on achieving the Level 2 and Level 3 targets for young people.</li> <li>▪ We will maintain levels of Entry to Employment provision supporting the choice of vocational routes for young people.</li> <li>▪ We will reduce the proportion of young people not in education, employment or training (NEET) through appropriate provision and support.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased FE 16-18 full level 2 participation from 2,170 (2004/05) to 2,380 (2006/07)</li> <li>▪ Increased 16-18 Apprenticeships 'average in learning' from 965 (2004/05) to 1,320 (2006/07)</li> <li>▪ Improve E2E progression to 50% (2006/07) from 48% (2004/05)</li> <li>▪ 3.1% NEET target met</li> </ul>
	<b>14-19 networks &amp; vocational options</b> <ul style="list-style-type: none"> <li>▪ Through our 14-19 networks we will encourage greater vocational collaboration to offer a real choice of further learning and employment through a broad a varied curriculum.</li> <li>▪ We will improve Information Advice and Guidance to young people by developing an area network based response to Connexions resources.</li> <li>▪ We will run a Skills Festival designed to improve the information and advice to young people and their parents in deciding on learning choices.</li> <li>▪ In collaboration with the County Council, we will seek to expand the funding available pre-16 for vocational and alternative programmes and to ensure that take up rises steadily in the medium term.</li> <li>▪ We will progress a project within the Surrey Local Area Agreement to joint fund vocational centres.</li> <li>▪ We will pilot new arrangements in support of Children's Trust including looking at options for joint commissioning arrangements and pooling.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Benchmark the percentage of young people in vocational or alternative learning at KS4</li> <li>▪ 900 young people in Years 10 and 11 to benefit from 9 IF Partnerships during 2006/07</li> <li>▪ 8,500 work experience placements for Year 10 and 11 pupils in 2006/07</li> <li>▪ Increase of progression to foundation and full level 4 programmes</li> <li>▪ Skills Festival evaluation shows informed choice.</li> <li>▪ At least 4 vocational skills centres in place</li> <li>▪ Children's Trust arrangements agreed</li> </ul>

Priority	Action	Measure of Success
2. Making learning truly demand-led so that it better meets the needs of employers, young people	<b>Priority sectors and Level 2 for adults</b> <ul style="list-style-type: none"> <li>▪ We will fund and negotiate allocations with colleges and WBL providers that focus on achieving the Level 2 target for adults.</li> <li>▪ We will change the mix of provision and focus on the priority sectors of construction, engineering, care, childcare, business services, retail and the public sector.</li> <li>▪ We will continue to support the embedding of Skills for Life within the Level 2 offer, with specific focus on priority sectors.</li> <li>▪ We will focus IAG on people without a qualification.</li> <li>▪ To deliver higher levels of NVQ Level 2 and 3 Construction qualifications via On-site Assessment and Training (OSAT), including through the use of NETP and ESF, and to further increase local capacity across the region.</li> <li>▪ Increase delivery and stimulate demand for Business Improvement Techniques (BIT) qualifications, including through the Automotive Academy</li> <li>▪ Build on the ITQ pilot to develop a best practice delivery model and contribute to the delivery of the new qualifications at Levels 1-3, with priority to target groups of learners</li> <li>▪ We facilitate working relationships between our Nextstep provider and TUC Learning Services/ individual unions, to improve the access to quality impartial information, advice and guidance for union members</li> <li>▪ Deliver a range of e learning programmes through UFI learning centres , with a focus on those without full level 2</li> <li>▪ A number of ESF projects will focus on priority sector projects including employer engagement, Small &amp; Medium Enterprises, Leadership and Management and the regional tri-regional Olympics initiative.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increasing FE 19+ full level 2 participation from 1,910 (2004/05) to 2,060 (2006/07)</li> <li>▪ Number of learners shifting to priority sectors</li> <li>▪ Sector Action Plans agreed and in-year milestones met</li> </ul> <p>Contribute to regional sector targets of:</p> <ul style="list-style-type: none"> <li>○ OSAT 5,800 L2</li> <li>○ BIT 7,600 L2</li> <li>○ BIT 950 L3</li> <li>○ SchSS 2,250 L2</li> <li>○ ITQ 2,772 L2</li> </ul> <ul style="list-style-type: none"> <li>• Set up of a referral protocol between nextstep and trade unions in Surrey</li> <li>• Contribute to UFI regional programmes achieving 7,000 SfL tests and 700 full NVQs</li> <li>• 3,500 ESF learner beneficiaries</li> </ul>
	<b>Action for Business and Quality Mark</b> <ul style="list-style-type: none"> <li>▪ Regionally, we will continue to work with SEEDA to develop Action for Business Networks, to improve the employability of adults, increase the demand for workforce development, continue the reform of the skills training infrastructure and to meet employers training needs,</li> <li>▪ We will reassess CoVEs against the new standard.</li> <li>▪ We will offer learners and employers integrated training programmes, bringing together the Centres of Vocational Excellence (CoVE) network and the national quality mark.</li> </ul>	<ul style="list-style-type: none"> <li>▪ By March 2007, 30 accredited networks in the SE region, each with a transformed FE college at its centre</li> <li>▪ In Surrey, 2 colleges to achieve Action for Business accreditation.</li> <li>▪ CoVEs re-assessed to agreed milestones</li> </ul>

Priority	Action	Measure of Success
	<b>Train to Gain</b> <ul style="list-style-type: none"> <li>▪ We will implement Train to Gain with, at its core, an independent and impartial skills brokerage. This service will diagnose business skills needs and source appropriate training provision based upon a comprehensive analysis of an employer's training needs. In addition we will ensure that the provision purchased from providers meets the needs of employers.</li> <li>▪ Crucially, employers will have: <ul style="list-style-type: none"> <li>▪ Easy access to relevant, flexible and high quality training</li> <li>▪ Access to information and advice supporting the direction of their business plan</li> <li>▪ Information, support and sign-posting to a wide range of training packages</li> <li>▪ Funding for Skills for Life and first full level 2 training needs</li> </ul> </li> <li>▪ We will influence the regional prospectus to ensure it reflects Surrey employer needs.</li> <li>▪ In addition, a number of ESF projects will focus on guidance and advice for adults to progress to level 2.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1,440 first full level 2 qualifications through Train to Gain</li> <li>▪ 350 Skills for Life qualifications through Train to Gain</li> <li>▪ 860 businesses engaged and satisfied, through Train to Gain, supported by business skills brokers</li> <li>• 4,500 ESF learner beneficiaries for guidance and advice</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Learning Difficulties and/or Disabilities (LLDD)</li> <li>▪</li> <li>▪ We will use residential placement funding to support LLDD learners in mainstream provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of local placements for learners with learning difficulties and/or disabilities</li> <li>• More effective use of the funds available</li> </ul>



Priority	Action	Measure of Success
3. Transform the learning and skills sector through <i>agenda for change</i>	<b>Area Reviews</b> <ul style="list-style-type: none"> <li>We will support 14-19 learning networks in identifying strategic gaps in provision.</li> <li>We will work with all colleges in Surrey, and in particular with NESCOL, to identify how they could best achieve their strategic mission.</li> <li>We will support Spelthorne College in their plans for a merger with Brooklands College.</li> <li>We will support Surrey County Council in the review of Woking and Surrey Heath to develop vocational options to complement existing provision.</li> </ul>	<ul style="list-style-type: none"> <li>High quality learning venue in Spelthorne area providing learning for young people and adults, and increased vocational provision</li> <li>Other reviews complete</li> <li>Viable colleges achieving category B financial status in the medium term</li> </ul>
	<b>Adult &amp; Community Learning (Personal &amp; Community Development Learning)</b> <ul style="list-style-type: none"> <li>We will work with Surrey County Council to develop a commissioning approach to Personal and Community Development, including setting up a joint board.</li> <li>We will agree a Post Inspection Action Plan with Surrey County Council to address weaknesses identified on the Adult Learning Inspectorate inspection.</li> </ul>	<ul style="list-style-type: none"> <li>18,820 learners engaged in ACL, split between PCDL, First Steps and Family Learning</li> <li>Post Inspection Action Plan agreed.</li> <li>New service commissioned by 2006 for introduction in August 2007</li> </ul>
	<b>Quality strategy</b> <ul style="list-style-type: none"> <li>We will challenge, and if necessary, withdraw funding from poor quality provision.</li> <li>We will undertake local benchmarking analysis and focus intervention where providers or departments fall below minimum performance levels.</li> <li>We will support providers to develop self sustaining quality improvement processes and roll out new 'measures of success' data to address the performance of providers.</li> <li>We will use the results of our local value-for-money study to inform interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Improved success rates of FE 16-18 long qualifications from 74% (2004/05) to 77% (2006/07)</li> <li>Improved Apprenticeship completions (achievements) from 455 (2004/05) to 710 (2006/07)</li> <li>Improved FE 19+ success rates of long qualifications from 59% (2004/05) to 65% (2006/07)</li> </ul>
	<b>Capital planning</b> <ul style="list-style-type: none"> <li>We will locally implement the five-year Regional Capital Strategy.</li> <li>We will ensure that capital investment is targeted at the needs of Surrey learners and in particular the development of multi-campus vocational colleges with 21st century facilities available across Surrey.</li> </ul>	<ul style="list-style-type: none"> <li>A new engineering and art block at Brooklands College for 2006/2007</li> <li>Skills Centres in Waverley, Woking, Elmbridge and Spelthorne</li> <li>A substantial capital investment in the Borough of Spelthorne after 2007</li> </ul>

Priority	Action	Measure of Success
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	<b>Skills for Life</b> <ul style="list-style-type: none"> <li>We will continue to monitor and prioritise Skills for Life learning that leads to a nationally recognised qualification up to and including Level 2.</li> <li>We will support the continual professional development of tutors delivering Skills for Life provision.</li> <li>Working with local adult planning groups, we will facilitate the progression of 'first steps' learning to nationally recognised qualifications.</li> <li>A number of ESF projects will focus on ex-offenders, hard-to-reach residents of deprived communities, people with basic skills needs, and redundant and early retired people.</li> </ul>	<ul style="list-style-type: none"> <li>80% adult Skills for Life provision to counts towards the target</li> <li>Ensure 5,099 learners achieve Skills for Life qualifications in 2006/07</li> <li>4,000 ESF learner beneficiaries</li> </ul>
	<b>Offender Learning and Skills Service (OLASS)</b> <ul style="list-style-type: none"> <li>Regionally, manage the development of OLASS as a comprehensive advice and learning service for those aged 15 + in custody and in the community, with a focus on developing the provider network</li> <li>We will continue our responsibility for Offenders' Learning and Skills across the county. Working regionally, we will tender for and award contracts for education and training that supports learners in custody.</li> <li>We will closely align the work of the Probation Service with that of LSC-funded mainstream provision and Information, Advice and Guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to regional learning support for 8,000 offenders in prison, those on probation ( 22,000) and juveniles in prison or community sentences ( 2,500 15-19 year olds)</li> <li>Agree with the key agencies a partnership plan for the delivery of the OLASS in the community by the end of July 2006</li> <li>50 Skills for Life qualifications before August 2006, targets post August to be negotiated.</li> </ul>

Priority	Action	Measure of Success
	<b>Partnerships</b> <ul style="list-style-type: none"> <li>We will work strategically with the Local Skills for Productivity Alliance to jointly plan, and align funding to deliver or support Level 3 and Level 4 learning in key sectors, with increased employer investment.</li> <li>We will focus on supporting progression in areas of deprivation or groups with particular needs.</li> <li>We will participate in a Local Area Agreement project with Jobcentre Plus which could enable their clients to access LSC funded provision whilst still on benefits.</li> <li>We will develop a cross border plan for the Gatwick Diamond focussed on the economic needs of the area.</li> </ul>	<ul style="list-style-type: none"> <li>Agreement of sector plans</li> <li>Action plans to be produced with targets for skills provision linked to priority areas and groups</li> <li>Feasibility study with JobCentre Plus completed</li> <li>Increased number of qualifications for Gatwick Diamond</li> </ul>
5. Improve the skills of the workers who are delivering public services	<b>School Support Staff</b> <ul style="list-style-type: none"> <li>Continue to deliver a flexible school support staff training offer through mainstream provision and Train to Gain</li> </ul>	Contribute to regional sector targets of: <ul style="list-style-type: none"> <li>SchSS 2,250 L2</li> </ul>
	<b>Surrey Workforce Partnership</b> <ul style="list-style-type: none"> <li>We will participate in a Local Area Agreement project which includes Skills for Life screening and induction programmes for local government staff.</li> <li>We will build capacity for Skills for Life support within Surrey local councils.</li> <li>We will develop an action plan to achieve locally agreed Care Public Sector Agreement targets.</li> </ul>	<ul style="list-style-type: none"> <li>Baselines for existing screening completed by June 06</li> <li>Programme and relevant groups determined</li> <li>1st phase launched July 2006</li> <li>60 workers trained in level 2 adult learner support</li> </ul>

## Our Delivery Resources

### Equality and Diversity

Our Equality and Diversity Impact Measures (EDIMs) strategy involves:

Setting the over-arching themes and negotiating and agreeing individual EDIMs with each provider.

Aggregating the EDIMs for each provider to produce an over-arching picture of EDIM activity across Surrey.

The agreed themes are as follows:

- **Learners with Learning Difficulties and or Disabilities** – to increase the range and quality of provision available in Surrey
- **Aspirations (Information, advice and guidance)** – to improve access to quality advice, information and guidance for all learners and potential learners
- **Gender** – to improve the gender balance both for participation in specific learning programmes and achievement rates
- **Ethnicity** – to increase the numbers of learners from ethnic minority backgrounds who are able to both participate and achieve in learning programmes and any related employment opportunity.

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

### Health and Safety

The health and safety of learners is fundamental to the Learning and Skills Council. Learners are entitled to undertake provision that takes place in a safe, healthy and supportive environment. The 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 meet fully their legal obligations and “duty of care” to learners
- to take a risk- targeted approach to seeking 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.

## **Learners with Learning Difficulties and / or Disabilities**

Activity will focus on building capacity within the post 16 provider network to support more learners in local provision. This will be achieved by identifying and sharing expertise and good practice via the further development of Action for Inclusion networks of specialist and mainstream providers. The networks will concentrate on increasing the range and quality of provision for learners with profound and complex needs; developing local residential provision; filling gaps in provision for learners with behavioural and emotional difficulties; those with mental health difficulties; those with autistic spectrum disorder.

## **Sustainable Development**

Following publication of the LSC's strategy for sustainable development in September 2005, we will commit to implementation through the way we manage our resources, the type of learning opportunities we fund and our engagement with local communities.

## **Partnership Working**

The LSC is the statutory planning and funding body responsible for post-16 learning, with the exception of Higher Education. This role is dependent on a wide network of partnerships which we will develop further as part of our new structure.

Regionally, the LSC works with the South East England Development Agency and the Government Office. Within Surrey, we work closely with Surrey County Council and are involved in the process of developing a Children's Trust. We have also set up a Joint Advisory Board with Surrey County Council for 14-19 provision and are partners on the Surrey Strategic Partnership where we are active in developing a Local Area Agreement.

We work with Connexions to support young people and with Jobcentre Plus in support of adult employment needs.

We have strengthened our involvement in economic development by integrating the Local Skills for Productivity Alliance with the Surrey Economic Partnership.

We work with the Surrey Lifelong Learning Partnership on widening participation and the SLLP also assists with the facilitation of adult planning.

We continue to develop regional contracting arrangements for WBL providers contracting with more than one local LSC in the region. Strategic relationships will be developed at regional level with the contract managed by a single manager. This will improve efficiency and the free up provider resource.

## **Council governance**

Local Council Members will continue to take an active role in the development and monitoring of the Annual Plan 2006-07. A sub-committee of the Council is responsible for reviewing the plan and recommending it to the Local Council for approval, as well as receiving and reviewing half-yearly performance reports against the Plan.

## **College governance**

We are keen to directly support College Governors in their roles. This includes running events and training, as well as attendance at Governors' meetings to provide specific advice or briefing.

## **The Policy Context**

The policy context for 2006-07 is complex and wide ranging and is brought together in our national and regional statements of priorities outlined above on page 4.

The major policy drivers include:

From Government

White Papers for Education, Children & Schools

Foster Review of Further Education

Leitch Review of Skills interim report Skills in the UK:

Nationally

Agenda for Change

Public Service Agreement (PSA) Targets

Skills Strategy

Through Inclusion to Excellence

The Little Review of LSC provision for learners with learning difficulties and/or disabilities (LLDD)

Regionally

Capital Strategy

South East Regional Economic Strategy

Locally

Strategic Area Review and 14- 19 Strategies

Offender Learning policies

Joint Area Reviews

Public Service Agreement (PSA2) Targets

Capital plans

Economic and community strategies.

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	18,641,536	30%	11,410,294	19%	21,467,981	35%	51,519,811	84%
Potential to contribute	28751	1%	10384	0%	19365	1%	58500	3%
No longer eligible for LSC funding	794,319	1%	196,787	0%	831,922	0%	1,823,028	3%
Other (eg UFI and Unclassified)	1288	0%	877	0%	1931	0%	4096	1%
Entitlement	362,342	0%	259,351	0%	209,177	0%	830,870	1%
Totals	1540	0%	207	0%	1408	0%	3155	0%
	0	0%	0	0%	0	0%	0	0%
	0	0%	0	0%	0	0%	0	0%
	0	0%	0	0%	0	0%	0	0%
	N/A	0%	N/A	0%	7,446,643	12%	7,446,643	12%
	19,798,197	32%	11,866,432	19%	29,955,722	49%	61,620,352	100%
	31579		11468		22704		65751	

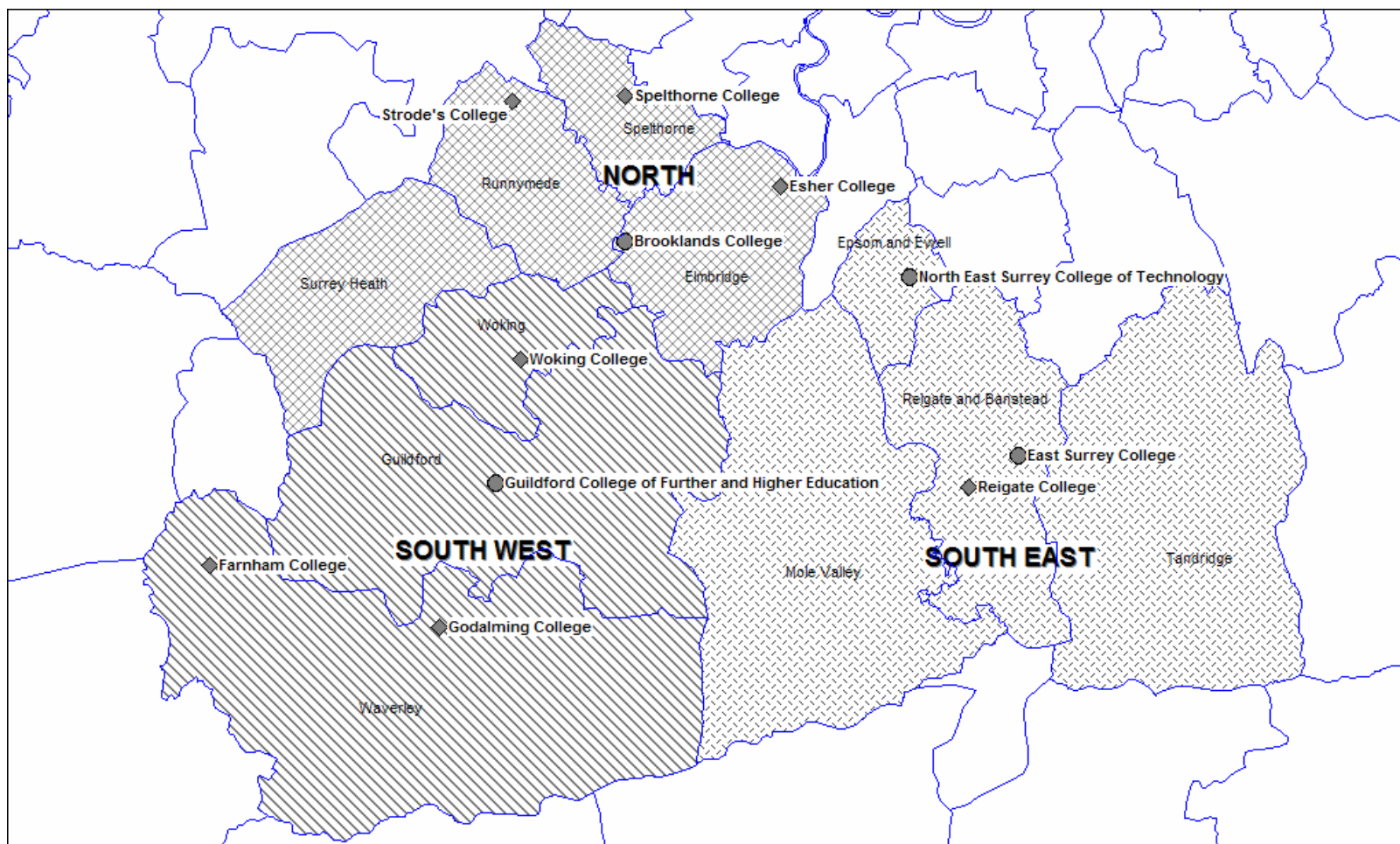
  

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	8,509,754	31%	2,222,138	8%	6,194,393	23%	16,926,286	62%
Potential to contribute	12055	10%	2194	4%	11255	14%	25504	28%
No longer eligible for LSC funding	2,679,165	6%	1,119,490	1%	3,921,030	2%	7,719,685	9%
Other (eg UFI and Unclassified)	11469	0%	3530	0%	10735	0%	25734	0%
Entitlement	1,643,343	0%	241,721	0%	641,968	0%	2,527,031	0%
Totals	5598	0%	265	0%	9220	0%	15083	0%
	0	0%	0	0%	0	0%	0	0%
	0	0%	0	0%	0	0%	0	0%
	0	0%	0	0%	0	0%	0	0%
	N/A	0%	N/A	0%	100,813	0%	100,813	0%
	12,832,262	47%	3,583,350	13%	10,858,203	40%	27,273,815	100%
	29122		5989		31210		66321	

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

This matrix is being used outside of the South East region. The South East version of the matrix has been developed over the last 18 months and is now an established tool that is used by providers across the region. To ensure consistent and progressive dialogue with our providers, the South East, and not the National version of the matrix is referred to within this plan

## Surrey -District Councils and new Partnership Areas for management purposes from June 2006.



Colleges shown. In addition there are 32 maintained Schools with Sixth Forms and 23 WBL providers



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