



Leading learning and skills

# **Sussex Learning and Skills Council Annual Plan 2006-07**

## **May 2006**

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

<b>Contents</b>	<b>Page</b>
<b>Our Vision .....</b>	<b>3</b>
Our National Priorities .....	5
Our Regional Priorities for the South East .....	5
Our Targets .....	6
Our Values .....	7
<b>A Context for Delivery .....</b>	<b>8</b>
Skills Matrix .....	13
The Key Changes Needed .....	15
What we have delivered so far and our planned changes for 2006/07 .....	17
Key actions .....	19
<b>Our Delivery Resources .....</b>	<b>26</b>
Equality and Diversity .....	26
Local Council .....	26
Health and Safety .....	26
Learners with Learning Difficulties and / or disabilities .....	27
WBL Regional Contracting .....	27
Sustainable Development .....	27
Partnership Working .....	27
<b>Annex A: National Skills Matrix .....</b>	<b>29</b>
<b>Annex B: Map of the Sussex area .....</b>	<b>30</b>
<b>Annex C: Policy Context .....</b>	<b>30</b>

**Note:** The original plan was submitted to National Office in March 2006 in line with the planning timetable, before finalisation of budgets and provider allocations. The summary tables have been updated in light of this further work. Key targets have been updated, where appropriate, to reflect the changes but the details of the original plan has not been revised.

## Our Vision

The Learning and Skills Council, Sussex Annual Plan for 2006-07 sets out an ambitious and challenging agenda to help us achieve our vision of a well planned and highly responsive system of learning and skills provision. It builds on the foundations laid in the learning and skills sector in Sussex over the years 2001 to 2005.

By 2006, LSC Sussex can report that, through the hard, imaginative and collective work of the many colleges, schools, providers and other learning partners working across Sussex, we have achieved:

- Three Local Authority based coherent 14-19 strategies and an overall increase of 16% in 16-18 participation between 2001/02 and 2004/05<sup>1</sup>
- A developing 'Action for Business Network', with five colleges accredited thus far, two more to go and a total of fifteen 'Centres of Vocational Excellence' (CoVES) delivering specialist training to key employment sectors
- Significant increases in the A-level point score per Sussex learner<sup>2</sup>, the Sussex FE success rates<sup>3</sup>, the Sussex work-based learning success rates<sup>4</sup> and in the 'Skills for Life' achievements of adult Sussex learners
- Four major FE College mergers across Sussex and the re-structuring development in the Hastings area which will see a transformation of the post-16 learning infrastructure matched by an equally radical capital development plan.

From 2006 onwards, we will build on this direction and pace of travel in Sussex. Through actions you will find in this 2006-07 plan, we will build on the work of the last four years to create:

- Three fully functional 14-19 plans, to be delivered via the emerging Children's Trusts, improving the choice and access to high quality vocational (including apprenticeship) opportunities for young people and enabling more young people to become qualified to level 2 by the age of 19
- A completed Sussex 'Action for Business' Network with seven accredited colleges, serving every key Sussex employment sector (including the public sector) and fully partnered with key private and higher education providers to provide a coherent menu of high quality training services for employers/ees
- A new 'Action for Communities' model of planning and prioritising funding which meets the needs of adult learners, providing a wide range of accessible learning provision in the community
- Action for Inclusion networks to provide specialist expertise for teaching staff so that they increase the learning and progression opportunities for Learners with Learning Difficulties and Disabilities

---

<sup>1</sup> 16-18 participation increased from 25,320 in 01/02 to 29,256 in 04/05

<sup>2</sup> A level points score in Sussex increased from 241 in 01/02 to 260 in 04/05

<sup>3</sup> Sussex FE success rates increased from 68.06% in 01/02 to 71.8% in 03/04

<sup>4</sup> Sussex work based learning framework completions increased from 18.6% in 02/03 to 30.4% in 04/05

- A capital plan for the development of world-class buildings in the learning and skills sector across the Sussex planning areas that makes coherent sense in each area and demonstrates best practice ('business excellence') in its procurement, design/build and funding operations.

Underlying all of the above key actions will be an emphasis on 'quality assurance' that will apply to learner success rates, to provider capacity to 'self improve' and to the collective improvement of leadership and management within the Sussex learning and skills sector.

Our vision for Sussex includes a learning and skills sector **famous for the quality of its partnership working**. We will apply energy and expertise to continue building and sustaining the strong partnership arrangements we have developed over the last four years.

Internally, 2006/07 will be an important year for the LSC, involving the development of a strong regional office, and locally, the formation of partnership and economic development teams that will lead our ways of working across the three local authorities of Sussex.

To achieve the vision of a well planned and highly responsive system of learning and skills provision, the LSC will have a major role to play in funding this system but we will be far from the only source of funding. Employers and individuals will need to be increasingly prepared to invest in their learning and skills needs. Providers will draw upon their own assets and borrowing capacity to help develop an infrastructure fit for the 21<sup>st</sup> Century.

We look forward to working together with our key partners and providers over the forthcoming year in order to achieve the challenging priorities and actions contained in this plan.

**Henry Ball**

**Regional Director for the South East**

**Norman Boyland**

**Chairman**

**David Smith**

**Area Director - Sussex**

## 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 South East

Our priorities for 2006-07 respond to each of the national priorities. It is, however, important to set out a 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.

Locally we need an additional **885** young people to gain a Level 2 in 2007/2008 compared to 2005/2006. Sussex is currently 2.9 percentage points above the national performance figure at 69.7%. We will remain 2.9 percentage points above the national average in 2006 and 2008 at 72.7% and 74.7% respectively.

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 National Employer Service (NES) and Train to Gain elements]. In addition the roll out of Train to Gain will increase the LSC contribution to this target.

Locally we plan to deliver **2,986** full Level 2 achievements through Further Education and work-based learning in 2006/07.

In addition, we will also deliver **1,681 first** full Level 2 achievements through Train to Gain.

Under priority 2, for adults:

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

Locally we need **5,900** learners to achieve Skills for Life qualifications in 2006/07.

Underpinning both priorities 1 and 2, for Apprenticeships:

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

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

Locally we aim to raise the number of completions to **1,056** in 2006/07.

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

- Increase the proportion of young people and adults achieving a Level 3 qualification.

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

## Our Values

Our values set out for us the way we work.

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

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

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

## A Context for Delivery

### Socio-economic overview

Sussex consists of East and West Sussex County Councils and the unitary authority of Brighton & Hove and occupies the south coastal areas of the **South East** region directly below London. The South East is characterised by continued high economic productivity. Sustained economic growth is core to the revised Regional Economic Strategy (RES) where skills are identified as one of the top drivers for raising productivity in the region. Although there are currently no designated Core Cities – cities recognised as drivers of regional and national competitiveness and prosperity – in the South East, eleven smaller cities and towns have been identified as areas where the principles of Core Cities might be considered in order to improve economic and social performance. The South East is generally economically strong; however there is variation within the region with particular areas ranking highly on deprivation indices. Sussex also has considerable variation in levels of deprivation, GVA and other economic measures.

Sussex's resident population is 1.5m, 19% of the South East total. This is set to rise steadily over the next 10 years to around 1.6m in 2015. The 16-18 population, however, is projected to increase by around 6% between 2005 and 2008, and then decrease to just above 2005 levels by 2015. **Gross Value Added (GVA)** of Sussex in 2002 was £21.3bn, 16% of the South East's. GVA per head ranged from £16,265 in West Sussex, 97% of the South East average, to £10,758 in East Sussex, 64% of the South East average<sup>5</sup>, highlighting economic differences in the area.

**Business stock** at the end of 2004 was 51,665 VAT registered<sup>6</sup> businesses, with a net change of -525 over the year<sup>7</sup>. This was the first year since 2001 that had a net decrease in the number of VAT registered businesses. In Sussex, overall **employment** (occupations) is concentrated in Distribution, Hotels & Restaurants; Business & Finance Services and Public Sector<sup>8</sup>. These are also the sectors where job numbers are predicted to increase over the coming years with implications for skills demand<sup>9</sup>. The Regional Skills for Productivity Alliance (RSfPA) has identified these three as priority sectors along with Construction and Manufacturing/Advanced Engineering. Cultural Industries has been identified as an additional sixth priority sector for Sussex.

**Claimant count** in December 2005 was 1.8% of the working age population in Sussex as a whole – higher than the South East region at 1.5%. 70% of claimants are male and 30% female. The proportion of the working age population who claim was highest in Eastbourne, Hastings and Brighton and Hove at around 3%<sup>10</sup>. Sussex has large variation in the level of **education, skills and training deprivation**. There are high levels of deprivation in Hastings, with 5 Super Output Areas (SOAs)<sup>11</sup> in the top 5% most deprived in England. Brighton and Hove also

---

<sup>5</sup> Office of National Statistics

<sup>6</sup> This leaves out a number of businesses who are under the threshold for VAT registration.

<sup>7</sup> NOMIS

<sup>8</sup> ABI 2003, NOMIS

<sup>9</sup> Working Futures II

<sup>10</sup> NOMIS

<sup>11</sup> Super Output Areas are a new geographical division designed to improve the reporting of small area statistics in England and Wales. Their mean size is 1,500 residents with a minimum of 1,000.



has 7 SOAs falling into this top 5%. At the other end, Brighton also has 6 SOAs in the top 5% least deprived. Horsham and Mid Sussex also have 21 in this top 5%.

### **Young People – Progress and Performance**

**Participation** in further education (FE) increased by 3.3% from 2003/04 to 2004/05. Work-based learning (WBL) participation increased by 8.9% and school sixth form participation by 0.5%<sup>12</sup>.

Numbers for **WBL** framework completions for young people have increased by 33% from 2003/04 to 2004/05. The completion rate has also risen, from 23% in 2003/04 to 32% in 2004/05<sup>13</sup>. In 2004/05 progression rates for Entry to Employment (**e2e**) were at 32%, below the South East and national averages, but an increase from 29% in 2003/04<sup>14</sup>.

Success and achievement rates for the second cohort of the **Increased Flexibility** (IF) programme in Sussex were at 66% and 86% respectively, each showing a 10 percentage point increase or more from the previous year. **Young Apprenticeship** (YA) partnerships have been set up throughout Sussex offering programmes to 14-16 year olds in Engineering, Motor Vehicle, Sports Management, and Leadership & Business Administration with 75 starts in 2005 compared to 30 in 2004. 5 colleges have established **programme led pathways** to encourage 16-18 year olds to gain the knowledge needed to achieve an apprenticeship and enter employment.

The adjusted percentage of young people not in education, employment or training (**NEET**) in Sussex increased by 0.21 percentage points from 5.97% in November 2004 to 6.18% in November 2005. However the percentage of unknowns decreased 1.68 percentage points from 7.59% to 5.91% over the same period<sup>15</sup>.

### **Young People - Issues and Challenges**

- WBL framework completions, although improving, need to increase further to 1,056 in year in 2006/07.
- The A level average point score per student in 2004/05 was 260, well below the England average of 278<sup>16</sup>. Use New measures of Success value added tools with providers to raise performance.
- Achievement of 5 or more GCSEs at A\*-C is low in some areas of all three CSA's and needs to be addressed.
- The percentage of young people achieving level 2 by age 19 in 2003/04 was 68%<sup>17</sup>, compared to 72% in the South East. Out of the 3 local Children's Services Authorities (CSAs) East Sussex has the lowest percentage of young people achieving and is therefore going to be a stretch target in the East Sussex LAA.
- The percentage of young people who were NEET in November 2005 was above Connexions targets, as was the percentage of young people whose status was unknown. Brighton and Hove has a high percentage of NEET (10%) compared to Sussex overall (6%).

---

<sup>12</sup> Autumn Performance Review 2005

<sup>13</sup> Autumn Performance Review 2005

<sup>14</sup> 03/04 figure from Autumn Performance Review 2005 and 04/05 figure from Crystal Reports

<sup>15</sup> Connexions

<sup>16</sup> DfES

<sup>17</sup> Autumn Performance Review 2005

- The 14-19 Implementation Plan needs taking forward, creating Local Area Prospectuses in each CSA and increasing take up of IF & YA programmes.

### **Adult Skills – Progress and Performance**

Adult **participation** in FE has decreased by approximately 20% from 75,640 in 2003/04 to 60,287 in 2004/05. The completion rate for **WBL** apprenticeship frameworks has increased from 15% in 2003/04 to 23% in 2004/05, for the 19-24 age bracket. The mix of provision as illustrated in the **skills matrix** on page 12 shows that in Sussex around 20% of provision is towards high priority provision that directly contributes to our national targets. Currently 4 GFE colleges and one specialist college in Sussex have achieved **Action for Business (A4B)** accreditation. We currently have 15 commissioned Centres of Vocational Excellence (**CoVEs**), and two new vocational skills centres have been developed in Bognor Regis and Uckfield, making 5 in total.

The **Employer Skills Offer** was introduced in March 2005, targeting small to medium sized employers. 57 Skills for Life (SfL) and 117 apprenticeship referrals have been made, 286 organisations referred to management development programmes and 201 to level 2 and 3 programmes. Other brokerage initiatives have included **Training Needs Analyses** for employers, of which 675 have been made since March 2005

The Sussex Skills for Productivity Alliance (SSfPA) together with the Regional Skills for Productivity Alliance (RSfPA) defined **key skill sectors** for Sussex, incorporated into Local Area Agreements for East and West Sussex and into Area Investment Frameworks. Sector skill summits were set up for each priority skill sector based on demand-led action plans for learning and skills improvements, helping to match need and provision of skills.

Adult and Community Learning (**ACL**) coordination has improved in each LA, supported by LSC Sussex, resulting in more relevant courses for learners. Via **SfL**, Sussex is aiming to improve the communication and numeracy of 17,696 learners between 2004 and 2007. We have gained 8,063 SfL achievements since July 2004, 46% of the 3 year target to 2007.

The Offenders' Learning and Skills Service (**OLASS**) is due to commence in August 2006. Sussex currently has various services providing for offenders. In 2004/05 there were 844 starts and 197 achievements<sup>18</sup> in SfL provision by community based offenders in Sussex.

### **Adult Skills - Issues and Challenges**

- A high percentage of working age adults lack a level 2 qualification. This is particularly prevalent in the Hastings and Rother and in the Worthing and Adur areas (48% and 47% respectively)<sup>19</sup>
- FE success rates in 2004/05 were at 71%, compared to 73% in 2003/04<sup>20</sup>.
- The skills matrix tool will be embedded into provider planning systems. Provision can then be moved towards that which meets national targets.

<sup>18</sup> [www.lsc.gov.uk](http://www.lsc.gov.uk): Regional OLASS specification – South East

<sup>19</sup> Census 2001

<sup>20</sup> Autumn Performance Review 2005

- The CoVE network needs to begin operating in partnership with the Quality Mark and National Skills Academies. Individual colleges all need to be recredited by September 2007.
- Remaining GFE colleges to gain A4B accreditation and two current A4B colleges to be recredited.
- We need to ensure that ACL funding continues to be targeted appropriately.
- Train to Gain needs to be established in line with national rollout.
- 37% of basic skills enrolments do not count towards the SfL target, slightly above the South East average of 36%<sup>21</sup>.
- Shifting the provision of courses in English for Speakers of Other Languages to meet the changing needs of immigrant populations whilst implementing a brand new suite of qualifications.
- Lead providers will be appointed to deliver OLASS.
- Various construction projects such as the development of the community stadium at Falmer and housing projects in West Sussex mean that the skills of workers in this sector need to be developed. In general, skills of workers in our 6 priority sectors need to be addressed.
- The occupational skills balance is predicted to move towards higher skilled occupations such as management and other senior staff. Numbers of sales and customer services jobs are also predicted to increase.
- 8.5% of establishments have hard-to-fill vacancies and 3.9% have skills shortage vacancies, with generic skills needs of IT, communication, sales, marketing and initiative/problem solving/decision making skills<sup>22</sup>.
- Business structures in Sussex mean that there are high numbers of people who are hard to reach in terms of training. The proportion of part time employees in the workforce is predicted to increase<sup>23</sup> and a high percentage of people are employed in small businesses<sup>24</sup>. East Sussex in particular has a high percentage of employees in small businesses.
- Other groups at risk of marginalisation are the unemployed and those living in deprived areas. The areas most affected are Eastbourne, Hastings and Brighton and Hove.

### **Quality and infrastructure – Progress and Performance**

Sussex has 6 GFE & 5 sixth form colleges and 1 specialist land-based college along with 36 school sixth forms, 2 independent specialist LLDD colleges, 9 private training providers, 3 public sector providers and 6 External Institutions (EIs) in receipt of LSC funding. Two of the EIs are in the process of merging and this process will be finalised in August 2006. Many of the colleges deliver WBL; ACL is delivered by a mixture of colleges, Local Authorities (LAs) and EIs. There are 30 Learndirect centres across Sussex.

There have been two college **inspections** since September 2004 the last in the first Adult Learning Inspectorate (ALI)/ofsted cycle. Both received average curriculum grades close to the regional average. An independent specialist college for learners with learning difficulties and disabilities was awarded a good

---

<sup>21</sup> Autumn Performance Review 2005

<sup>22</sup> Annual Business Survey 2004

<sup>23</sup> Working Futures II. This impacts on adult education as part time employees are statistically less likely to receive training, particularly women

<sup>24</sup> NOMIS. This affects the training that employees receive: larger employers are more likely to provide training (SE Needs Assessment 2005 update).

inspection grade in December 2004. In 2004/05 **self assessment** visits for school sixth forms were carried out in conjunction with local authorities, in order to support schools to dialogues with ofsted (the office for standards in education) about sixth forms.

Equality and Diversity Impact Measures (**EDIMs**) have been set with providers in FE, WBL and ACL sectors, including private providers. Specific EDIMs were negotiated with providers for 2005/06. In 2004/05 no providers were rated as having concerns relating to EDIMs.

The **Pan-Sussex Strategic Area Review (StAR) for Learners with Learning Difficulties or Disabilities** has found various gaps in provision for these learners in Sussex. The StAR has developed a set of recommendations in response to this. The LSC's National Office has released the report 'Through Inclusion to Excellence', which also makes significant recommendations for provision for learners with learning difficulties or disabilities. StARs have also been completed for each planning area in Sussex and in some areas implementation has started.

The recently prepared Sussex **Capital Plan** predicts capital spend in Sussex over the next 10 years approaching £300m funded by various different sources: college borrowings and reserves, LSC Grant and external funding. Various Disability Discrimination Act (DDA) capital projects are underway, taking advantage of the final year of 75% grant support for DDA works.

We are working in partnership with the three LAs to put together Local Area Agreements (**LAAs**), liaising with each LA on Block 1 (Children and Young People) and Block 4 (Economic Development and Enterprise), in each case agreeing targets to be achieved. Some of these targets will be 'stretch' targets attracting rewards and additional grants from the Office of the Deputy Prime Minister.

### **Quality and Infrastructure - Issues and Challenges**

- The introduction of New Measures for Success will require us to establish revised benchmarking data from 2006/07 onwards, using value added and distance travelled measures.
- ACL inspection grades for Quality Improvement need to improve further.
- Policy concerning learners with learning difficulties and disabilities needs to take account of 'Through Inclusion to Excellence'.
- We need to improve provision for learners with learning difficulties and disabilities as recommended in the StAR.
- Total capital spend is at risk as it is funded by various different sources.
- Some estates require a complete review in order to truly transform the FE estate as a whole and ensure an integrated capital solution for each area.
- A detailed capital plan for the Hastings and Rother area needs to be drawn up following submission of the proposal to the Secretary of State, with partnership boards being set up to oversee the implementation of the StAR proposals in Hastings and Rother.
- Proposals arising from StARs to develop 3 more vocational skills centres.
- The stretch targets proposed in the LAAs mean that we will need to work closely with providers to ensure the targets are met.

## Skills Matrix

The LSCs in the South East have developed the **Provision Mix Matrix** to steer the allocation of FE 19+ funds (and Train to Gain provision funds) and to ensure the prioritisation of public funding for national and regional policies, priorities and targets.<sup>25</sup> 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

<sup>25</sup> Annex A of this document contains the National LSC provision mix matrix at a Sussex level. 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.

**Sussex 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	(16%) £6,951,165	(6%) £2,582,004	(4%) £1,796,956	(26%) £11,330,125
	04-05	(21%) £9,296,049	(7%) £3,055,722	(4%) £1,886,503	(32%) £14,238,274
Provision could contribute to National Target (eg: single GCSEs or A levels)	03-04	(0%) £195,381	(1%) £350,480	(2%) £1,063,285	(4%) £1,609,146
	04-05	(0%) £177,723	(1%) £296,749	(2%) £1,009,412	(3%) £1,483,884
Provision does not contribute to National Target (ie Basic Skills non target, Other and NQF)	03-04	(40%) £17,874,543	(10%) £4,608,497	(20%) £8,863,074	(71%) £31,346,114
	04-05	(37%) £16,628,744	(10%) £4,409,755	(18%) £8,148,765	(65%) £29,187,265
Total (Please note all percentages have been rounded)	03-04	(56%) £25,021,089	(17%) £7,540,981	(26%) £11,723,315	£44,285,385
	04-05	(58%) £26,102,517	(17%) £7,762,226	(25%) £11,044,680	£44,909,423

**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'.

#### Local Performance

- In provision in high priority areas contributing to targets, Sussex has achieved a 5% increase compared to 3% regionally
- In total provision contributing to targets, Sussex has achieved a 6% increase compared to 4% regionally
- In high priority provision not contributing to targets, Sussex has decreased by 3% compared to the regional figure which has remained the same
- In total provision not contributing to targets, Sussex has decreased by 6% compared to 3% regionally
- In low priority provision not contributing to targets, Sussex and the South East have decreased by 2%

## **The Key Changes Needed**

### **Ensure 14-19 year olds have access to high quality relevant learning opportunities**

1. Reduce the percentage of young people who are NEET, ensuring the overall Sussex adjusted NEET figure is reduced to 5.6% (2,516) (from 6.2%, 2,775) by November 2006.
2. Increase the proportion of 19 year olds achieving a full level 2 qualification by 5% (2,024) between 2004 and 2008, ensuring a 3% (1,139) increase by 2006.
3. Ensure the number of Apprenticeship Completions is raised to 1,056 in 2006-07 (raising achievement from 732 in 04-05, a 45% increase in performance over the last two years).

### **Making learning truly demand led so that it better meets the needs of employers, young people and adults**

4. Improve the quality of post-16 provision in Hastings and Rother by implementing the key outcomes of the StAR, including the creation of the new 14-19 partnership arrangements and the development of the proposed Hastings New College.
5. Prioritise the key regional sectors (Advanced Engineering, Construction, Business & Financial Services, Health & Social Care and Retail), Cultural Industries (locally identified, by the Sussex Skills for Productivity Alliance) and Public Sector (nationally identified), implementing action plans supporting these sectors and shaping the balance of provision through use of the Provision Mix Matrix.
6. Establish Train to Gain in Sussex by delivering 1,681 first full level 2 achievements and an enhanced independent and impartial skills brokerage service to diagnose business skills needs and source appropriate publicly and privately funded training solutions, including through Action for Business networks.
7. Enhance the reputation of Sussex colleges to better meet the needs of employers by ensuring that
  - a. 7 Sussex Action for Business Colleges are accredited by March 2007;
  - b. 6 Sussex Area Action for Business networks are fully established by March 2007;
  - c. sector specific Centres of Vocational Excellence have been recredited and provide examples of excellent practice within the Action for Business network.
8. Increase local learning and progression opportunities for learners with learning difficulties and/or disabilities in line with the recommendations of the pan-Sussex LLDD StAR using a partnership approach to develop Action for Inclusion Networks.
9. Develop the Action for Communities model to articulate the entitlement to learning for individual adults and especially those who are at risk of social

or economic exclusion including the unemployed and those in deprived neighbourhoods with particular reference to equity.

### **Transform the learning and skills sector through Agenda for Change**

10. Increase capital investment in the FE sector by ensuring an integrated post-StAR capital investment plan is in place for each planning area by the end of the 2005-06 training year and acted upon during the 2006-07 year with £300 million being invested over the next 10 years.
11. Enhance the reputation for the quality of post-16 learning for young people, employers and adults, improving provider headline success rates so that none are below floor targets and ensuring that at least 70% of Sussex providers have positive value added scores by 2007-08.

### **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**

12. Implement the Offender Learning and Skills Strategy for Sussex by establishing a delivery network for Surrey and Sussex, in line with OLASS requirements incorporating learners in prisons and under probation supervision in the community by August 2006.
13. Deliver economic outputs in partnership with key agencies through Local Area Agreements,
  - a. delivering 2,986 full level 2 achievements in 2006-07;
  - b. ensuring 5,900 learners achieve Skills for Life qualifications in 2006-07.

### **Improve the skills of the workers who are delivering public services**

14. Support the public sector to:
  - a. work with Sussex unitary and county level Local Strategic Partnerships to agree the approach to skills development within the public sector, in particular with schools;
  - b. work with trade unions to promote the benefits of learning to lower skilled workers within the public sector and provide training to union learning representatives.



What we have delivered so far and our planned changes for 2006/07 (sheet 1 of 2) <sup>i</sup> see notes at end of document

May 2006

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05				
	Learners			Funding £	
Volumes of learners	In-year achievement s (volume)	Success Rates			
FE Total Learners	22940		74%	£78,100,000	
of which...					
Learners on Skills for Life target qualifications	7670	4970			
Learners on a full Level 2 qualification	3910	2420	62%		
Learners on a full Level 3 qualification	9810	6800	69%		
Learners on 2 or more A2 quals					
Discrete* activity, e.g. fully ESF, or LIDF funded provision	440				
School sixth form	7570			£37,738,500	
Work Based Learning	12 month average in learning (volume)	Framework achievement s (volumes)	Framework achievement /12 month AiL	Funding £	
WBL Total Learners	2510	430	32%	£8,104,900	
of which...					
Learners on Skills for Life target qualifications					
Learners on an Apprenticeship	1750	390	33%		
Learners on an Advanced Apprenticeship	620	40	20%		
Entry to Employment	Learners			Funding £	
	Volume s (starts)	Numbers in learning	Av. length of stay (weeks)		Pos've destinati ons
All E2E	460	650	13	36%	£2,286,600

2005/06				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Success Rates		
23760		75%		£84,123,000
8040	5390			
4520	2890	64%		
10020	7010	70%		
430				
7580				£39,966,400
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
2690	510	42%		£9,255,800
1860	440	43%		
800	70	28%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
700	1040	18	46%	£2,618,400

2006/07				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Success Rates		
24680		76%		£89,951,700
8160	5770			
4800	3120	65%		
10300	7310	71%		
340				
7650				£42,008,000
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
2930	560	45%		£9,640,600
2050	490	46%		
1120	80	35%		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
700	1000	17	50%	£2,167,200

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)

May 2006

SUMMARY OF ADULTS (19+)	2004/05			
	Volumes of learners	Learners In-year achievement s (volume)	Success Rates	Funding £
<b>FE Total Learners</b>	60470		71%	£40,754,000
<i>of which...</i>				
Learners on Skills for Life target qualifications	5180	3630		
Learners on a full Level 2 qualification	3930	1970	50%	
Learners on a full Level 3 qualification	4290	2450	57%	
Learners on 2 or more A2 quali				
Discrete* activity, eg fully ESF, or LIDF funded provision	3320			
<b>Adult &amp; Community Learning</b>	40920			£4,768,200
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievement s (volumes)	Framework achievement / 12 month AiL	Funding £
<b>WBL Total Learners</b>	2250		30%	£4,827,900
<i>of which...</i>				
Learners on Skills for Life target qualifications				
Learners on an Apprenticeship	860	290	34%	
Learners on an Advanced Apprenticeship	470	100	21%	
<b>ETP / NETP</b>	Volumes of learners	In-year achievements (volume)		Funding £

2005/06			
Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
57000		72%	£40,395,000
4820	3420		
3920	2160	55%	
4150	2450	59%	
3700			
40830			£4,760,100
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
2030	470	42%	£4,521,500
1110	330	42%	
950	140	30%	
Volumes of learners	In-year achievements (volume)		Funding £

2006/07			
Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
49950		73%	£36,886,600
5040	3630		
3970	2380	60%	
4020	2450	61%	
2960			
39690			£4,414,800
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
1940	490	45%	£4,172,000
1060	330	45%	
880	160	35%	
Volumes of learners	In-year achievements (volume)		Funding £
7,690	2,090		£6,121,000

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
<b>2004/05</b>	£124,610,600	£12,909,500	£2,286,600	£37,738,500	£4,768,200	NA	£7,496,100	£2,575,200	£2,551,900	£6,809,200
<b>2005/06</b>	£133,184,000	£13,792,600	£2,618,400	£38,966,400	£4,760,100	NA	£7,165,600	£2,839,900	£2,521,000	£2,349,700
<b>2006/07</b>	£135,721,300	£14,625,100	£2,167,200	£42,008,000	£4,414,800	£6,121,000	£4,667,000	TBC	TBC	£2,771,300

## Key actions

Figures in brackets after key actions denote the key change(s) to which they relate

National Priority	Action	Measure of Success
<b>1</b> <b>Ensure 14-19 year olds have access to high quality relevant learning opportunities</b>	Continue to develop and extend delivery of 14-16 Increased Flexibility (IF) programmes, work experience provided through Education Business Links (EBL) and Young Apprenticeships (YA) to develop work-related learning as part of the 14-19 learner entitlement (1)	1,800 young people in years 10 & 11 to participate in IF related programmes during 2006-07
		Evaluate IF to show an increase in success rates (from 65%) and reduction in 'untraceable' destinations (from 11%) by December 2007
		16,620 work experience placements for Year 10 & 11 pupils, by July 2006
		150 learners to benefit from YA in 2006-07
	Support the development of a number of activities that will help to reduce the number of the 16-19 year old cohort who are not in education, employment or training (NEET) or unknown in Sussex. This will include the development by September 2006 of Coursefinder (East Sussex/B&H-wide prospectus), the Clearing House (matches apprenticeship applications with available places) and increased ownership of the NEETs figure within Local Area Agreements (LAAs) (1)	2,500 people contacting the Clearing House in 2006-07, with 50-60% of suitable applicants being successfully placed and 85-95% of suitable employer apprenticeship vacancies filled
		1,000 E2E learners receive additional support through European Social Fund (ESF) provision during 2006-07
		50% of Entry to Employment (E2E) leavers progress into positive destinations by 2007-08
		Ensure that providers are operating at 95% efficiency with regard to the Education Maintenance Allowance (EMA)
	Work in partnership with Connexions to ensure that providers focus on reducing NEETs and unknowns, particularly in East Sussex and Brighton & Hove (1)	Ensure no Local Authority (LA) has more than 5% unknowns, by November 2006
		Reduction in NEETs by LA area (East Sussex 7% (948) to 6.4% (873); Brighton & Hove 8.9% (600) to 8.1% (549); West Sussex 4.6% (984) to 4.2% (892), in an average of November and December 2006 and January 2007 where Personal Development Opportunities are counted as NEET
	14-19 Partnerships to develop additional vocational provision at levels 1 & 2 with clear progression routes post 16 (2)	Curriculum maps created for the 6 Sussex planning areas outlining all vocational courses available by July 06
		200 learners participate in the Hastings and Rother Routeways

		project (an introduction to vocational study for school students with clear progression routes) by September 2006
		Partnership boards established in each area to deliver the 14-19 strategy, informed by the DfES 14-19 Implementation plan, by September 2006
		Develop in consultation with Sussex CSAs prospectuses highlighting 14-19 provision by December 2006
	Increase the volume of 14-19 vocational education to improve progression at age 16 and retention at age 17 (2)	Establish 3 Vocational Centres across Sussex to broaden 14-19 education provision in partnership with vocational specialist schools, general FE colleges and training providers
	Deliver the level 2 target, embed it within Local Area Agreements (LAAs) and track the 16-18 cohort (2)	Deliver the level 2 target and incorporate it as a reward target within the LAA and Children and Young Peoples Plan (CYPP) for East and West Sussex by April 2006
		Deliver the level 2 target and incorporate it as a target within the CYPP for Brighton and Hove by June 2006
	Work in partnership with West Sussex LA on a Department for Education and Skills (DfES) funding and implementation pilot which will investigate ways of aligning planning and funding for 14-19 provision (2)	Pilot to be in place by September 2006
		Report to DfES by March 2007
	Raise the quality of work-based learning to improve framework completions (3)	Research current activity/barriers to framework completions and produce an action plan for intervention with individual providers to support them in increasing framework completions
		Framework completions are raised to 1,056 for the 2006-07 academic year
	Monitor Work Based Learning (WBL) providers via the Provider Monthly Reports and Quarterly Monitoring visits and take remedial action if providers are not achieving agreed framework completion targets (3)	Any providers who fail to meet the required floor targets are informed they will not receive a contract for the following year in line with national LSC proposals
<b>2</b> <b>Making learning truly demand led so that it</b>	Ensure the creation of partnership arrangements, including the revised Hastings College of Arts and technology (HCAAT) corporation and partnership board, is organised by May 2006 (4)	DfES funding secured to support development activity in Hastings & Rother by April 2006
		'Buy in' to the Partnership Board Action Plan from 2 colleges and 10 schools in Hastings & Rother, achieved by April 2006
		Project Director appointed as part of the Hastings & Rother Partnership Board by June 2006

<b>better meets the needs of employers, young people and adults</b>	Support the submission by HCAT of a detailed capital bid to the National Capital Committee by January 2007 and development of the necessary contractual and planning arrangements to take forward the building process (4)	Approval of an 'in principal' capital bid received from the National Capital Committee, by July 2006
		Design/contractor partner for Hastings New College appointed by July 2006
		Any necessary planning approvals in place by January 2007
	Development and monitoring of the Action Plans and timetables for five priority sectors, with providers (5)	Five Action Plans endorsed by relevant Sector Skills Councils and agreed by Sussex Skills for Productivity Alliance
		Changes in planned provision, as detailed in the Action Plans, implemented by end of December 2006
	Refine and develop the South East Provision Mix Matrix, delivering workshops with all FE and Sixth Form Colleges to tie in with Spring and Autumn provider reviews (5)	Increase the proportion of FE 19+ provision contributing to national targets and priority sectors by at least 5%
	Use ESF to implement sector specific initiatives (5)	600 learners to achieve level 2 and 150 to achieve level 3 qualifications in the following key sectors: Construction, Engineering, Health and Social Care and Tourism
	Launch the Train to Gain programme in Sussex prioritising funding for Skills for Life (SfL) and level 2 qualifications prioritising the key regional sectors and Cultural Industries, supported by an integrated regional skills brokerage service (5/6)	Deliver 1,681 first full level 2 qualifications
		1,086 learners on Skills for Life programmes
		Engage 603 new/hard to reach businesses and 494 existing businesses supported by business skills brokers
	To deliver higher levels of National Vocational Qualifications (NVQ) level 2 and 3 construction qualifications via On-site Assessment and Training (OSAT), including through the use of Train to Gain and ESF, and to further increase local capacity across the region (6)	Make a contribution of around 2,000 level 2 qualifications towards the regional target of 5,800
	Increase delivery and stimulate demand for Business Improvement Techniques (BIT) qualifications, including through the Automotive Academy (6)	Make a contribution to the regional target of 76,000 level 2s and 9,000 level 3s
	Build on the Information Technology Qualification (ITQ) pilot to develop a best practice delivery model and contribute to the delivery of the new qualifications at	Make a contribution to the regional target of 27,750 ITQs

	levels 1-3, with priority to target groups of learners (6)	
	Continue to deliver a flexible school support staff training offer through mainstream provision and Train to Gain (6)	Make a contribution to regional delivery of 2,250 NVQ qualifications
	Support the 2 remaining Sussex colleges to successfully progress to Action for Business (A4B) accreditation (7)	The 2 colleges achieve accreditation by March 2007
	Monitor and evaluate Action for Business Colleges Area Networks Business Plans and ensure the action points identified in the plans are implemented (7)	6 area Action for Business networks established by March 2007
		By September 2006, all Action for Business colleges to meet the 2005 Employer Satisfaction Index average (75.2) as measured by the Employer Satisfaction Survey
		Each college will achieve the targets set out in their Action for Business College Development Plans
	Continue to improve the quality and quantity of Level 3 provision focussing on our priority sectors (Construction, Advanced Engineering, Business & Financial Services, Health & Social Care, Retail and Cultural Industries) and amongst public sectors workers where relevant. (5/7/14)	A minimum of 10 Centres of Vocational Excellence (COVEs) successfully recredited by March 2007
		Each CoVE will achieve their Level 3 targets as set out in their individual 3 year CoVE Development Plans
	Develop the capacity of the provider network to meet the needs of vulnerable learners (8)	Set up three Action for Inclusion networks (Autistic Spectrum Disorder and Learning Difficulties/ Profound and Complex Learning Difficulties/ Hearing Impairment) by March 2007
	Recruit Providers as partners, in other South East Action for Inclusion Networks, to develop local capacity (8)	Two providers to participate in two out of area Action for Inclusion Networks by December 2006
	Set up a pan-Sussex Management Group for Learners with Learning Difficulties and Disabilities (LLDD) (8)	Management group established with Terms of Reference/ Membership agreed by October 2006
		Develop an inclusive consultation mechanism to enable learners views to inform provision development
	Develop multi-agency transition planning arrangements for LLDD provision to align with the regional model within each Local Authority area (8)	Transition Accord agreed for each Local Authority area by March 2007
	Develop an Action for Communities (A4C) model (9)	Action for Communities model developed by December 2006
		Networks identified and Development Worker for Sussex employed (by the Regional ESF Project) by March 2007
		Sussex strategy in place by March 2007 in line with South East region

	Agree the Personal and Community Development Learning (PCDL) allocations with each provider currently receiving Adult and Community Learning (ACL) funding and monitor spend throughout the year to ensure £4.4 million is spent (9)	Funding agreements signed by all 13 providers by July 2006
	Use ESF to target those excluded or at the margins of the workforce by using non-traditional learning methods and venues (9)	Set up an additional 3 study centres in football clubs in Sussex
		Support 1500 learners recruited from hard to reach groups to receive training. 650 learners to achieve level 1 and 400 learners to achieve level 2 qualifications
	Work with key partners to drive forward measures that address the key findings of Strategic Area Reviews (StARs) in planning areas A to E (10)	Recommendations from StAR reports integrated into provider and partner plans by September 2006
		Integrated post StAR capital investment plan developed for each planning area by September 2006
<b>3</b> <b>Transform the learning and skills sector through Agenda for Change</b>	Set up consultancy contracts to broker and support corporations to propose capital investment solutions 10)	Contracts in place and specified outcomes achieved by June 2006
	Work with providers, via FE Sussex Ltd and Sussex Council of Training Providers (SCTP) Ltd to achieve the agreed benchmarks as identified in their 3 year development plans (11)	Three peer led management health checks and two themed investigations to be completed by July 2006 leading to an improvement in SAR grades (and longer term an improvement in OfSTED inspection grades)
	In liaison with FE Sussex and the Skills for Life Development Centre develop a central professional development centre model (11)	A professional development centre model developed by December 2006
	Ensure Sussex providers produce development plans that lead to an improvement in the quality of priority areas as identified by self-assessment and the Annual Planning Review (APR) (11)	Agree improvement indicators with all Sussex providers by May 2006
		College financial plans analysed and regionally moderated by September 2006 and recovery plan(s) put in place if appropriate
	As detailed in 'Planning for Success', withdraw funding from provision that fails to meet minimum levels of performance and where planned improvements are not achieved (11)	Clarify guidance and processes for withdrawing funding by the end of April 2006
		Ensure no unsatisfactory provision is funded by March 2007
	Undertake development work to ensure that Sussex providers move towards positive value added scores by 2007-08 (11)	Arrange rapid response seminars to inform providers about New Measures of Success
		Baseline value added data established for each provider by

		December 2006
		Criteria for value added targets developed for 06-07 by April 2007
<b>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>	Appoint providers to deliver the offender learning and skills service (OLASS) in prisons (12)	OLASS in Custody to commence in August 2006 as part of the regional implementation of OLASS in the South East
		Learning support for 1,086 learners in prisons
	Commission an offender learning and skills service in the community (12)	OLASS in the Community to be commissioned from August 2006 and achieve 1,011 starts and 405 achievements for SfL for offenders in the community
	Increase the proportion of SfL provision contributing to target in priority sectors (13)	GFES – An average of 50% of participation on Skills for Life provision to contribute to the PSA target by September 2006
		External Institutions (EIs) and LAs – An average of 40% of participation on Skills for Life provision to contribute to the PSA target by September 2006
	Agree and monitor Provider Development Plans to ensure quality and quantity of level 2 and Skills for Life provision (13)	Each provider to agree plans and targets by September 2006, review targets termly and take actions as appropriate
		An average of 60% of funding for Skills for Life provision to directly contribute towards the PSA (Public Services Agreement) target or provide accredited progression opportunities by September 2006
	Regionally, deliver a range of e-learning programmes through a number of learning centres in the area, with a focus on those without a full Level 2 (13)	Make a contribution to achieving the regional targets of 7000 sfl tests and 700 full NVQs
	Produce a coherent cross border plan in the Gatwick Diamond, working in partnership with LSC Surrey, local providers, the two Business Links and the two economic partnerships to implement a skills strategy for the area. (13)	Integrated plan produced by August 2006
		Plan consulted on and agreed by September 2006
	Work in partnership with LSC Surrey to review brokerage activity in the Gatwick Diamond in order to understand current interaction with employers, sector demand and review supply side offer (13)	Establish Train to Gain offer which meets the needs of the Gatwick Diamond by September 2006
	Achieve year 2 outputs for the Gatwick Learning and Development Centre (13)	A portfolio of relevant and appropriate training programmes identified and developed. 150 airport companies contacted. 60



		companies visited and relationships developed. 80 individuals to have undertaken training.
<b>5 Improve the skills of the workers who are delivering public services</b>	Continue to support dedicated public sector brokerage (subject to funding) (6/13/14)	25 Training Needs Analyses carried out by the Union People Development Adviser by March 2007
	Support Public Sector Unions to deliver skills for life learning across Sussex through Trade Union Funds South East and in relationship with the South East Region Trade Union Congress (SERTUC) (3/13/14)	50 literacy/numeracy National Tests undertaken by members of the Fire Brigade Union
		50 literacy/numeracy National Tests and 100 Information and Communication Technology (ICT) courses undertaken by members of the GMB Union (Britain's General Union)
	Contract with providers to enable Trade Union education to be delivered across the County (14)	Achieve a 15% increase in TUC learners in Sussex
<b>6 Strengthen the capacity of the LSC to lead change nationally, regionally and locally</b>	As part of Agenda for Change ensure a smooth transition to the new internal structure. This will mean the establishment of partnership teams and an economic development team within the Sussex area office.	Complete the internal restructuring by September 2006 through the establishment of 4 partnership teams, 3 of them local authority based and an economic development team, plus there will be a further director responsible for delivering the Hastings and Rother re-organisation.
		Complete a review of our business processes as part of the internal restructuring by December 2006 in collaborative dialogue with LSC South East

## **Our Delivery Resources**

### **Equality and Diversity**

The Council will ensure that planned activities take account of its duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations (Amendment) Act 2000, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age (due to come into effect in 2006). The actions and activities covered in this plan will be underpinned by and reflect the Council's Race Equality Scheme.

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

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

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

Our agreed themes are as follows:

- To improve participation of females in construction, engineering and technology & manufacturing across Sussex
- Increase achievement rates of learners with disabilities
- Improve participation for ethnic minority learners on specific programmes
- Increase achievement rates at level 2 in deprived areas
- Increase Apprenticeship participation for ethnic minority learners.

### **Local Council**

Local Council Members will continue to take a proactive 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 quarterly performance reports against the Plan. A key objective during 2006-07 will be to increase the influence and impact of Council Members, using them as ambassadors to support our objectives. On the basis of the plan Council Members will determine local strategic priorities and inform the prioritisation of resources and oversee discretionary funding.

### **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**

Specific reflection on how this provision will be developed within the local area in line with the recommendations of the LLDD Review.

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.

### **WBL Regional Contracting**

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 free up provider resource.

### **Sustainable Development**

Following publication of the LSC's strategy for sustainable development in September 2005, we will proactively commit and contribute to sustainable development through our management of resources, the learning opportunities we fund and our engagement with local communities. During 2006/07 we will work with providers to decide how best they can contribute to sustainable development, agree on guiding principles and approaches and launch pilot projects to develop good practice within the sector.

### **Partnership Working**

LSC Sussex is committed to working with its partners, listening to them and responding to their views.

The principal partners we consult with are our providers (FE Colleges including Governors, Sixth Form Colleges including Governors, School Sixth Forms, External Institutions and work-based learning providers), Local Authorities (East Sussex, West Sussex and Brighton and Hove), Learning Partnerships, Connexions Sussex, Job Centre Plus, FE Sussex, Sussex Advice and Skills, Sussex Enterprise (the Business Link for Sussex), the Local Skills for Productivity Alliance, the University for Industry, Sector Skills Councils, Trade Unions, Voluntary and Community Sector organisations and SEEDA.

During 2006-07 we will strengthen our work with College corporations especially to discuss and develop capital investment and infrastructure solutions.

Our vision is of a Sussex learning and skills sector **famous for the quality of its partnership working**. We will apply energy and expertise to continue the building and development of:

- The Sussex Local Area Agreements and Children and Young People's Plans
- The FE Sussex and Sussex Council of Training Providers' collective approach to meeting employer and individual demand for training
- Other learning consortia (eg, 14-19) and partnerships of learning providers
- The Sussex network of skills brokers who advise and guide employers/ees to the provision set up for them
- The necessary Action for Communities network of providers and voluntary sector organisations, agencies and authorities whose collective power can be harnessed to support those at risk of exclusion
- The partnership with the voluntary and community sector, specifically the Sussex Voluntary and Community Sector (VCS) learning consortium and the local ChangeUp consortia, in order to progress the LSC's Working Together Strategy and the actions within the LSC's national VCS Implementation plan.

# Annex A: National Skills Matrix

## LSC Sussex

Matrix based on 2003-04 data

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	21,850,477	30%	11,797,268	16%	22,050,355	30%	55,698,098	77%
Potential to contribute	33085		12659		21922		67665	
No longer eligible for LSC funding	1,960,422	3%	884,964	1%	2,245,967	3%	5,091,353	7%
Other (eg UFI and Unclassified)	2601		1553		3902		8256	
Entitlement	1,931,991	3%	591,368	1%	1,101,002	2%	3,624,361	5%
Totals	3628		808		2592		7028	
Other (eg UFI and Unclassified)	0	0%	0	0%	0	0%	0	0%
Entitlement	0	0%	0	0%	8,129,482	11%	8,129,482	11%
Totals	N/A		N/A		N/A		N/A	
Totals	25,742,891	35%	13,273,597	18%	33,526,896	46%	72,543,294	100%
	39514		15019		28416		82949	

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	12,862,797	29%	2,601,346	6%	5,435,797	12%	20,899,940	47%
Potential to contribute	21605		3460		8975		34040	
No longer eligible for LSC funding	6,216,705	14%	1,178,024	3%	9,936,871	22%	17,331,600	39%
Other (eg UFI and Unclassified)	17872		2587		31648		52107	
Entitlement	3,309,455	7%	451,935	1%	3,185,519	5%	5,947,909	13%
Totals	12115		834		15341		28290	
Other (eg UFI and Unclassified)	0	0%	0	0%	0	0%	0	0%
Entitlement	0	0%	0	0%	108,328	0%	108,328	0%
Totals	N/A		N/A		N/A		N/A	
Totals	22,388,957	51%	4,231,305	10%	17,667,515	40%	44,287,777	100%
	51592		6881		55964		114437	

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

Matrix based on 2004-05 data

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	27,874,688	34%	14,181,387	17%	25,495,545	31%	67,551,620	82%
Potential to contribute	36901		14271		25203		76375	
No longer eligible for LSC funding	1,110,405	1%	537,815	1%	1,473,249	2%	3,121,469	4%
Other (eg UFI and Unclassified)	1096		791		2782		4669	
Entitlement	610,656	1%	224,506	0%	342,657	0%	1,177,819	1%
Totals	1677		338		785		2780	
Other (eg UFI and Unclassified)	0	0%	0	0%	0	0%	0	0%
Entitlement	0	0%	0	0%	10,663,129	13%	10,663,129	13%
Totals	N/A		N/A		N/A		N/A	
Totals	29,595,750	36%	14,943,707	18%	37,974,580	46%	82,514,038	100%
	39674		15400		28750		83824	

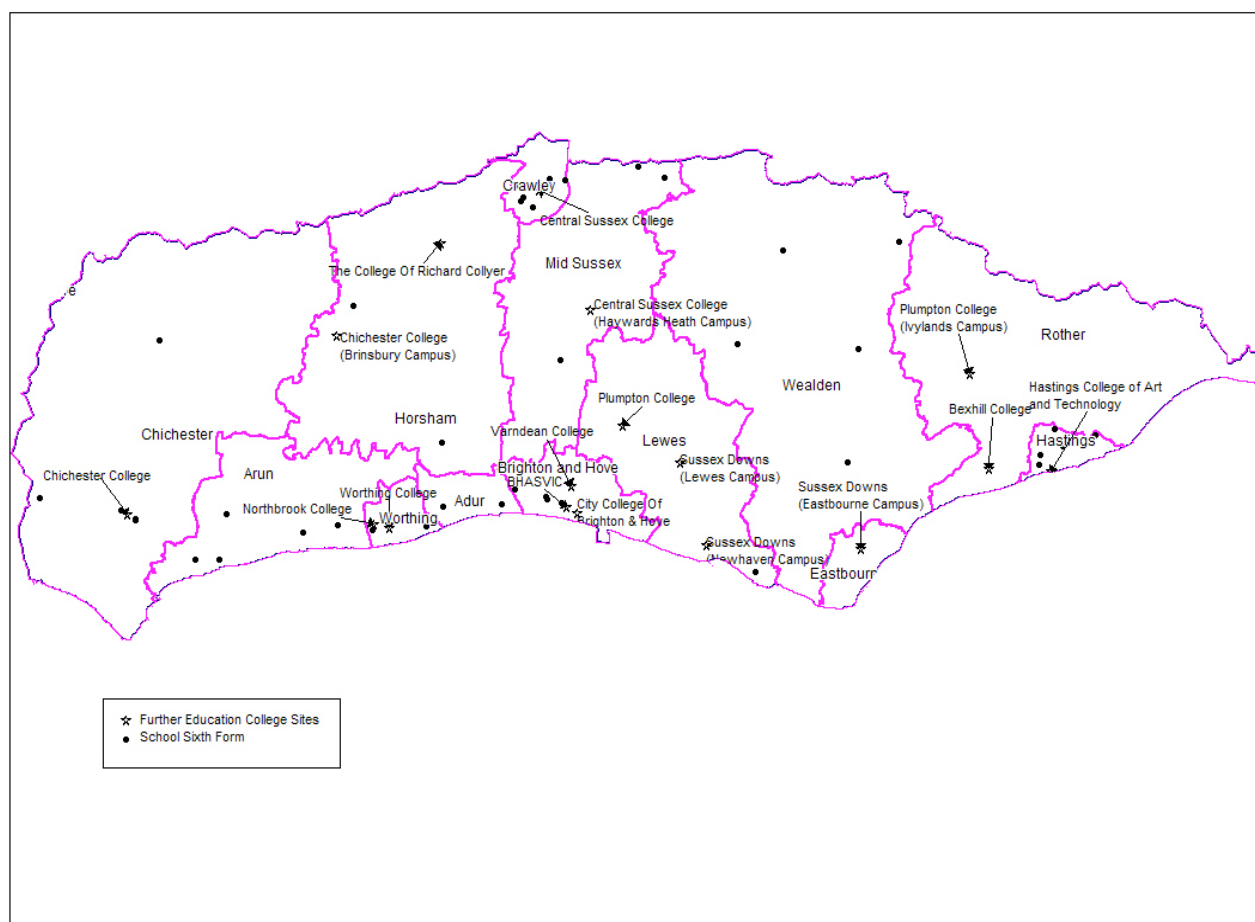
  

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	18,696,589	41%	2,968,533	7%	6,996,255	15%	28,661,377	63%
Potential to contribute	25637		3804		12625		42066	
No longer eligible for LSC funding	4,711,571	10%	866,651	2%	8,068,043	18%	13,646,266	30%
Other (eg UFI and Unclassified)	9082		1660		24698		35440	
Entitlement	1,867,213	4%	205,461	0%	768,906	2%	2,781,579	6%
Totals	6674		291		8359		15324	
Other (eg UFI and Unclassified)	0	0%	0	0%	0	0%	0	0%
Entitlement	0	0%	0	0%	144,706	0%	144,706	0%
Totals	N/A		N/A		N/A		N/A	
Totals	25,276,374	56%	4,040,645	9%	15,917,910	35%	45,233,928	100%
	41393		5755		45682		92830	

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

## Annex B: Map of the Sussex area

This map of Sussex includes districts and locations of all FE colleges and sixth form colleges



## Annex C: 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 on page 5.

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.

### Regionally

- Capital Strategy
- South East Regional Economic Strategy.

### Locally

- Strategic Area Reviews
- 14- 19 Strategies
- Local Economic Strategies
- Local Area Agreements
- Inspection reports including Joint Area Reviews
- Children and Young Peoples Plan
- Local Skills for Productivity Alliance Action Plans.

---

<sup>i</sup> 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 split of budget in 05/06.

Learning and Skills Council  
**National Office**  
Cheylesmore House  
Quinton Road  
Coventry CV1 2WT  
T 0845 019 4170  
F 024 7682 3675  
[www.lsc.gov.uk](http://www.lsc.gov.uk)

© LSC May 2006  
Published by the Learning and Skills Council.

Extracts from this publication may be reproduced for non-commercial educational or training purposes on condition that the source is acknowledged and the findings are not misrepresented.

This publication is available in an electronic form on the Learning Skills Council web site:  
[www.lsc.gov.uk](http://www.lsc.gov.uk)

If you require this publication in an alternative format or language please contact the LSC Help Desk: 0870 900 6800

Publication reference: LSC-P-NAT-060363