



Leading learning and skills

# West of England 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

### Changing people's lives through learning

The Learning and Skills Council [LSC] operates in a dynamic political and economic environment. It is essential that an organisation with such an important remit responds positively to targets and priorities emanating from central government, whilst adapting policies to meet our particular local circumstances. The LSC in the West of England will continue to rise to the challenges brought about by such changes and priorities.

Substantial opportunities remain for the organisation to enable the learning and skills sector to realise its full potential as a key driver for national economic progress. Locally, in response to the Foster Review [of Further Education<sup>1</sup>] the Leitch Review [of the skills needs of the UK economy<sup>2</sup>] and the Learning and Skills Council's own Agenda for Change<sup>3</sup>, we will work closely with our partners and stakeholders to improve the performance of the sub-region's schools, colleges and training providers.

We will modify the design and delivery of learning to more closely meet the needs of employers and contribute to the implementation of the Skills Strategy<sup>4</sup>. By working with employers and Sector Skills Councils, we will play our part in supporting the proposals in the 14-18 White Paper<sup>5</sup> to improve vocational education and help more young people into higher education and onto high skilled employment.

Our planning and funding activity this year will be focussed on achieving LSC's targets. For young people, we will help more 16-year old leavers to take part in LSC-funded learning, [schools, colleges, and Apprenticeships], and to achieve at least level 2 qualifications, the widely-recognised 'threshold' to further employment and training.

For adults, we will continue to drive up the number of people with recognised 'skills for life' qualifications, and devote more resources than previously to raising the number of leavers acquiring full level 2 qualifications. We will increasingly meet the learning needs of adults and young people whilst becoming more sharply-focussed on identifying and meeting the skill needs of local employers, particularly those from our priority sectors.

Change is an integral part of modern life and the ability to react positively and rapidly to demand is key to success. In recent years we have responded well to the challenges of post-sixteen education that are inevitable in a complex and vibrant city region. The West of England provides a microcosm of the challenges and opportunities of the whole country and, in many ways it has set the pace for necessary change. The colleges, in particular, have responded well to enable the impressive increase in the proportion of school leavers going into further education and training.

We have no doubt that, with renewed determination, this sub-region will continue to exceed expectations, and with our partners we will increase and enhance opportunities for the young people of the area whilst also bridging the skills gap that is such a concern for employers.



Phil Savage.



Handwritten signature of the man in the portrait to his right.

## 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

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<sup>1</sup> Realising the Potential – A review of the future of Further Education Colleges

<sup>2</sup> Leitch Review of Skills

<sup>3</sup> Learning and Skills Council – the Agenda for Change – theme seven

<sup>4</sup> DfES: Skills: Getting on in business getting on at work

<sup>5</sup> DfES: 14 – 19 Education and Skills – White Paper

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 West are**

1. Implement the 14 – 19 vision strategy within each local LSC area
2. Raise success rates in Skills for Life with a particular focus on numeracy and ESOL
3. Prioritise resources within provider plans for the specific sectors of construction, retail, health and social care and engineering.
4. Prioritise resources for employability skills for adults through increased first full level 2 achievements.
5. Build on the success of the Employer Training pilots to develop Train to gain across the whole region
6. Build on existing work with the Further Education sector to develop the reputation of the sector.

**Our local priorities are**

1. Devote an increasing proportion of funds to provision which supports LSC targets and priorities.
2. Increase the proportion of fee income generated by employers and individuals.
3. Increase the number and proportion of 14-19 year olds participating in, and achieving during, learning.
4. Increase the number and proportion of successful Apprenticeship completions.
5. Increase the number of adults achieving approved Skills for Life and first full level 2 qualifications.
6. Increase the relevance of the education and training provision that we buy to the needs of local economic developments and employers.

Our local priorities exist to support national and regional priorities and to focus local activity on those issues presenting the key risks to our operation.

## Our Targets

Under national 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 2005/6 compared to 2003/4 and a further 22,000 in 2007/8 compared to 2005/6.

Locally we need an additional 467\* young people to gain a Level 2 in 2005/6 compared to 2003/4 and a further 427\* in 2007/8 compared to 2005/6.

Under national priority 2, for adults:

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

Nationally, in 2006/7 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 Train to Gain programme will increase the LSC contribution to this target.

Locally we plan to deliver 576\* more full level 2 achievements through further education and work-based learning in 2006/7 compared to 2005/6,

In addition, we will also deliver 1,320 first full level 2 achievements through Train to Gain.

Under national priority 2, for adults:

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

Locally we need 6,142\* learners to achieve Skills for Life qualifications in 2006/7.

Underpinning both national priorities 1 and 2, for Apprenticeships:

- The LSC has agreed a new Performance Indicator for Apprenticeships. The aim is for 75 per cent more people to complete their Apprenticeships in 2007/8, compared to 2002/3.

Nationally we aim to raise the number of completions to 70,000 in 2006/7 supporting the achievement of Level 2 and Level 3 qualification targets.

Locally we aim to raise the number of completions to 1,567\* in 2006/7.

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

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

*\* Draft numbers until development plans finalised with providers.*

## 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.

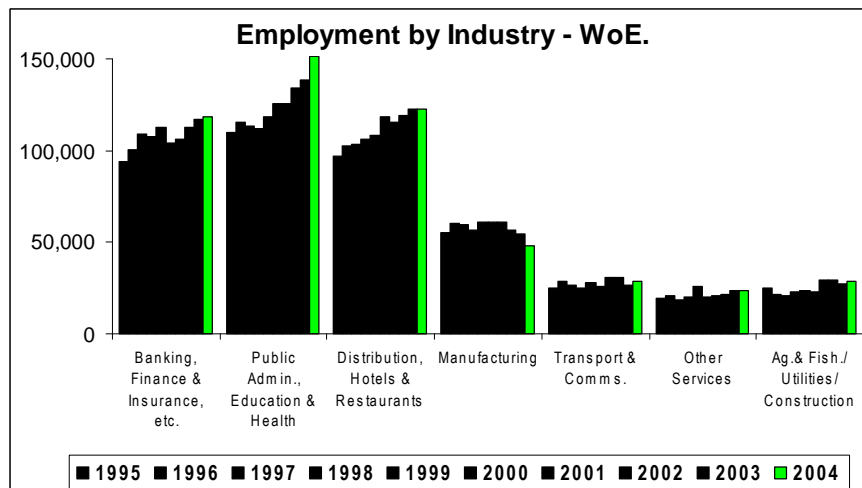
### [additional detail at appendix 2]

The West of England's economy continues to perform strongly, pulling in capital and skilled labour to boost productive capacity. Recently, it has gained over 60,000 new jobs, with the service sector in Bristol being particularly important. The area's relatively good performance is expected to continue, if land and labour availability can be maintained and key sectors, such as aerospace and financial services, remain strong. The Bristol city-region is characterised by high levels of entrepreneurship, clustering of growth sectors and good workforce skill levels. Growth is also occurring around the fringes of 'Greater Bristol', most notably in South Gloucestershire, where manufacturing and R & D are important<sup>i</sup>. Nevertheless, the benefits of economic growth have not always been disseminated widely. Relatively high levels of unemployment and deprivation remain concentrated, particularly in parts of Bristol.<sup>6</sup>

The West of England is, then, an area of economic paradoxes, with on one hand GVA<sup>ii</sup> per head standing 11% and 27% above the national and regional averages<sup>7</sup> and an overall unemployment rate significantly lower than the national figure<sup>8</sup>; whereas on the other hand, some areas in Bristol are amongst the most deprived 0.1% in England<sup>iii9</sup> and have unemployment rates which are almost three times the national average.

The area has a population of just over one million, predicted to grow at 1% per year in the medium-term future. There are around 54,000 people aged 16-19, and little significant change is predicted in this figure<sup>10iv</sup>. There are around 40,000 employers<sup>11</sup>.

### Employers – demand.



Source: Annual Business Inquiry, Nomis®, ONS, © Crown Copyright.

The local economy provides around ½ million jobs and is dominated by the public sector<sup>v</sup>, financial services, retail and hospitality, all of which have grown in recent years. The area also has concentrations of the Information and Communication Technology industry, [particularly Digital Media]; Tobacco; Aerospace and Print and Packaging.

<sup>6</sup> Source: derived from SWRDA Economics Review Fourth Quarter: November 2005

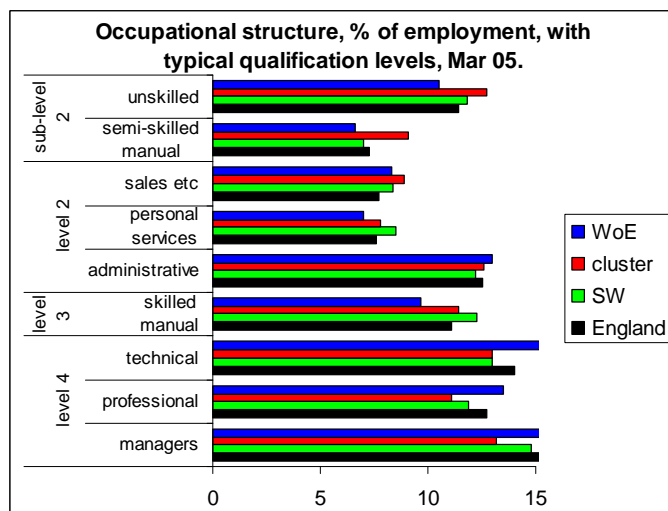
<sup>7</sup> Source: Gross value added [GVA] and Gross Disposable Household Income by NUTS 1, 2 and 3 area at current basic prices<sup>1</sup>, 2, ONS, © Crown Copyright, 2004.

<sup>8</sup> Source: 2001 Census © Crown Copyright.

<sup>9</sup> Source: Indices of Deprivation 2004, ODPM © Crown Copyright.

<sup>10</sup> Source: 2003-based Sub-national population projections. ONS © Crown Copyright.

<sup>11</sup> Source: Annual Business Inquiry 2004, Nomis®, © Crown Copyright.



Source: Annual Population Survey, Nomis®, and Labour Force Survey, Autumn 2002, ONS, © Crown Copyright.

The area's industrial structure results in a particular occupational structure, with concentrations of 'graduate jobs'. This means that concentration of demand for intermediate and low-level qualifications is smaller in the West of England than it is elsewhere. The area's swing towards progressively higher skill- and qualification-levels is similar to that predicted for the future in the Leich report.

Around one employer in 20 in the West of England has skills shortage vacancies. This is a slightly smaller proportion than the cluster<sup>vi</sup> average<sup>12</sup>. Since 2003, the proportion of employers with skills shortage vacancies has grown slightly, whereas the national average has remained constant<sup>13</sup>. Skills shortages are not uniformly distributed between industries<sup>12</sup>, with the Leisure and Learning, Health, Financial Services, Food and Drink, Science, Engineering and Manufacturing Technologies and Process and Manufacturing industries all having large *concentrations* of employers reporting skills shortages. The greatest *volumes* of skills shortages are found in Retail, Tourism, Construction, Health, Financial Services and Engineering and Manufacturing Technologies<sup>vii</sup>. The main skills shortages are industry-specific technical / practical skills and generic skills<sup>viii</sup>. Basic skills as well as management skills are also amongst the skills shortages experienced, which vary significantly by occupation. The main causes of skills shortages are applicants' skill deficiencies, and unattractive wages and conditions<sup>12</sup>. Lack of qualifications in applicants is a much less significant barrier and is very sector-specific<sup>ix</sup>.

The LSC West of England has five priority sectors, each of which has specific needs, as articulated by the relevant Sector Skills Councils:

Sector	Synopsis of Skill Needs
Engineering	Management and leadership; up-skilling of operators at Level 2; craft and technicians at Level 3; technicians at Level 4; Business Improvement Techniques at Level 3. The Business-Improvement Techniques Standards [BIT] have been produced to assist organisations in improving their business activities by applying the tools and techniques of continuous improvement.
Construction	Skilled construction trades at levels 2 and 3. Skills for Life. 1/3 of the workforce is not qualified to Level 2. On-site Assessment and Training [OSAT] is an employer / employee-friendly method of developing and certifying skills on-the-job, and of obtaining qualifications which count towards LSC targets.
Retail	management and leadership; sales and customer service [30% qualified below Level 2]; generic skills [customer handling, communication and team-working].
Tourism	customer handling [Level 2]; cooking [Levels 2 and 3] and management skills
Public	Management and leadership; low and intermediate-level ICT; technical and professional; basic skills and low- to intermediate-level vocational and academic qualifications.

In addition to the requirements of local priority sectors, there is a need to implement / support the delivery of the demand-led ITQ qualifications.

### Youth Participation – demand.

<sup>12</sup> Source: National Employer Skills Survey 2005.

<sup>13</sup> Source: National Employer Skills Survey 2003.



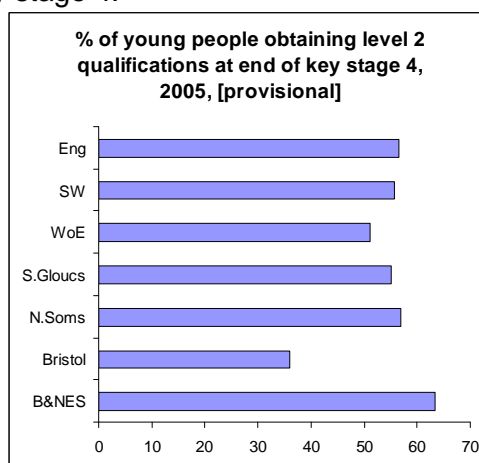
80% of the West of England's 23,000 16 and 17 year-olds are in education or Work-based Learning. Only marginal increases in youth participation were achieved 2001/03 [the latest date for which nationally-comparable data are available].<sup>14</sup>

Of the young people who leave year 11 and do not go into LSC-funded provision, around ½ go into jobs, of which around 40% [around 200] are without training, typically in unskilled and sales jobs. The majority of the approximately 400 young people who do not go into jobs or LSC-funded provision become unemployed<sup>15</sup>.

The proportion of young people not in education, employment or training [NEET] is smaller in the West of England than the national or regional averages<sup>16</sup>. The number of NEET young people stood at 1,400 [or c. 6% of the cohort] in July 2005, although it fluctuates throughout the year, and is very variable over small geographical areas, [e.g., around ¼ of school leavers entering the NEET group in parts of South Bristol<sup>15</sup>].

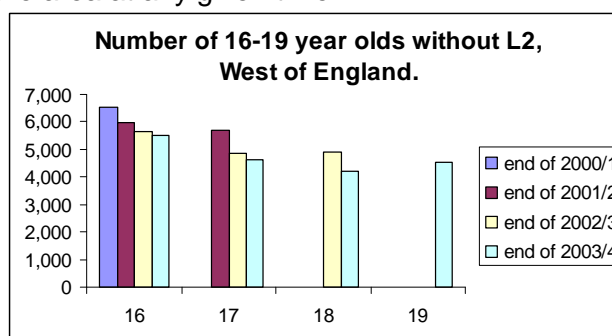
### Youth Achievement – demand.

More than 5,000 [or ½ of the total] young people complete key stage 4 in the West of England every year without achieving level 2 qualifications<sup>17</sup>. This measure shows great variation between the area's four local authority areas, with Bristol [36%] being the worst-performing of England's 149 local authority areas; whereas Bath and NE Somerset is 11<sup>th</sup>-best. There is little overall improvement over time in the area's overall performance at key stage 4.



Source: DfES SFR 46/2005

Whilst considerable and increasing progress is made between 16-19, there are still around 20,000 16-19 year olds without level 2 in the area at any given time.



Source: LSC Administrative data

[http://intranet/Portal/Portal%20Content/Resources/Functional%20Groups/Targets/Statistics/Young%20People/LA\\_L2\\_LSC.xls](http://intranet/Portal/Portal%20Content/Resources/Functional%20Groups/Targets/Statistics/Young%20People/LA_L2_LSC.xls)

### Adult Skills for Life – demand.

Reliable local data concerning the likely number of people with basic skills needs are not available. However, the local picture is unlikely to differ significantly from the regional one<sup>18</sup>, which suggests that around 14% of those aged 16-65 do not have level 1 literacy skills, and ½ do not have level 1 numeracy skills. This implies a local Skills for Life 'target audience' of up to ½ million people. These individuals are

<sup>14</sup> Source: DfES SFR 11/2005.

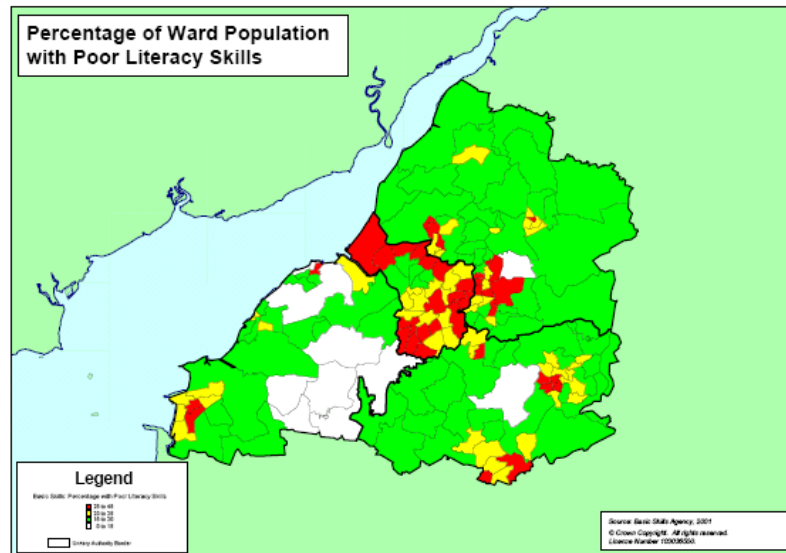
<sup>15</sup> Source: Connexions West of England Year 11 activity Survey 2004.

<sup>16</sup> Source: Moving On 2004 DfES.

<sup>17</sup> Source: DfES SFR 46/2005.

<sup>18</sup> Source: DfES Skills for Life Survey 2003

concentrated in the most educationally-disadvantaged parts of the area, and of the approximately ½ who are employed, the majority are in low-skilled occupations and industries<sup>19</sup>.



However, survey evidence<sup>20</sup> suggests that only a minority of individuals without level 2 literacy / numeracy qualifications believes that acquiring such qualifications would result in an increase in their employability, standard of living or income; and that of that minority, only a minority have done anything about acquiring such qualifications.

It is estimated that just over 6,000 offenders are in custody each year in the West of England. Of these, over half will have serious problems with reading, 4/5 will have problems with writing and 2/3 with numeracy.

Growing migrant populations are causing increased demand for English language qualifications. There are around 41,000 local residents whose country of origin suggests that they may have ESOL needs, around ¼ of the regional total<sup>x</sup>.

There is little evidence that the basic skills of young people are a major concern for recruiting employers. Employers are, however, sometimes dissatisfied with the basic skills of the existing adult workforce, with, for example, around one in seven of employers whose workforces are not adequately skilled to meet their business objectives citing employees' literacy as a reason<sup>12</sup>.

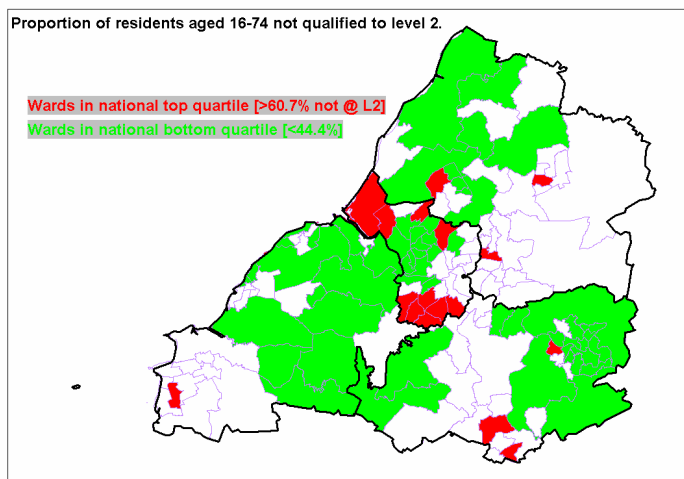
### **Adult Level 2 – demand.**

Almost ½ [or c.350,000 people] of local adults aged 16-74 are not qualified to Level 2. The 'patchwork' nature of the West of England is illustrated by the fact that it contains [a mile apart] the best and worst of the region's 1,090 electoral wards by this measure<sup>xi</sup>. There are more than 50,000 adults without level 2 in South Bristol alone. The majority of adults without level 2 qualifications are aged over 40, in lower occupations and in low-skill industries. It is estimated that there are more than 30,000 public sector workers in the area without level 2 qualifications.<sup>8</sup> Labour Market demand for Level 2 qualifications is forecast to continue to grow<sup>21</sup>.

<sup>19</sup> Source: Basic Skills Agency 2001.

<sup>20</sup> Source: SW LSC Household Survey 2002

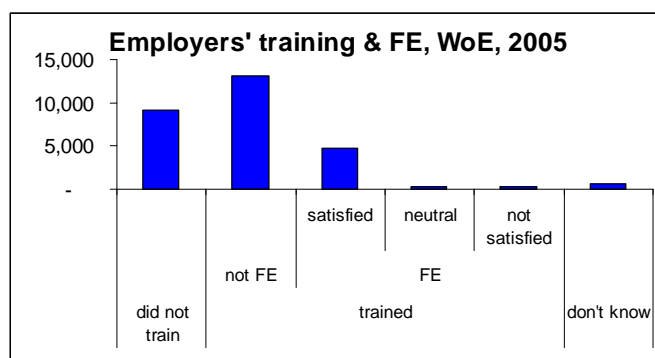
<sup>21</sup> Source: Working Futures 2, IER for LSC, 2005



Source: 2001 Census, Nomis®, ONS, © Crown Copyright. Licence No. 100036500

Research shows that 25% of people with disabilities have no qualifications; the proportion is much higher than in the overall population [10%]<sup>8</sup>. Local evidence suggests that people from ethnic minority backgrounds are less likely to achieve qualifications. There are also differences in achievement between males and females [where the former have lower success rates] and people with and those without disabilities<sup>22</sup>.

### Employers – supply.



Source: National Employer Skills Survey 2005.

Around one employer in six uses Further Education colleges for training, nine out of ten of which are satisfied<sup>12</sup>. The main reasons quoted for not using colleges are employers' preference to train in-house and the perception that the courses provided are not relevant.

Of employers which do not fund or arrange training for their employees, only a small minority cite the availability, quality, timing or cost of current provision as being the reason. Much more significant are the lack of time of staff to be trained and managers to arrange training, and in particular, the perception that all staff are fully proficient, with training consequently not required.<sup>12</sup>

Approximately ½ of the adult FE provision that LSC West of England purchased in 2004/5 was related to low-priority sectors, with another 17% being related to medium-priority sectors, although this proportion has decreased markedly since 2002/3.<sup>23</sup>

Whilst some improvements in employer engagement in LSC-related activity have taken place in the West of England in recent years<sup>12, 13</sup>, there have not been significant improvements in most aspects of employer engagement.

### Youth Participation - supply

Between 2001/2 and 2004/5, the volume of 16-18 year olds participating in FE, WbL and school VI forms grew by 1%, slower than the regional and national rates. There are notable differences between Local Authority areas, with Bristol and South Gloucestershire having participation rates below the regional average, and North Somerset and Bath and NE Somerset having above-average participation<sup>xii</sup>.

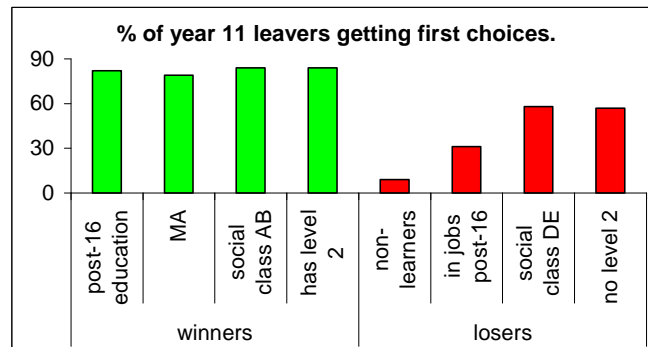
<sup>22</sup> Source: ILR FO4

<sup>23</sup> Source: LSC FE Differentiation Reports, West of England, January 2006.

In general, the proportion of young people learning in school VI forms is diminishing, whereas the proportion learning in FE colleges is growing.<sup>14</sup>

Non-engagement in learning or employment [NEET] between 16-18 remains small but significant. In July 2005, around 1,400 young people [or c. 6% of the cohort] were NEET.<sup>24</sup> This figure is more than 500 lower than the equivalent figure from the previous year, representing the fastest rate of reduction in the region.

Around  $\frac{3}{4}$  of year 11 leavers in the West of England are able to do their first choice of activity. Those from social classes D and E<sup>xiii</sup> and those not achieving a level 2 qualification are least likely to obtain their first post-16 choice.



Source: *Young People's Views on Post 16 Training and Education Choices*, Synovate Research for LSC WoE, 2003.

Around one young learner in ten at Further Education Colleges or doing Work-based Learning is not satisfied with their experience.<sup>25</sup> A challenge for the sector is therefore to address and resolve shortcomings in learners' experiences wherever possible.

For LSC West of England to make an appropriate contribution to the regional youth participation target, it is estimated that at least 21,250 young people should be in Further Education Colleges or school VI forms in 2006/7. This means an increase of 1,900, [or 10%] between 2004/5 and 2006/7<sup>26</sup>.

Increase in youth participation at FE colleges has been rapid in recent years, although it has been slower in school sixth forms and in work-based learning.

### Youth Achievement – supply.

In 2004, 67% of local 19 year-olds were qualified to Level 2. An increase of three percentage points [or around 420 extra people] is required by 2006. Our target for 2008 is 72%<sup>27</sup> Of the West of England's 19 year-olds who reached level 2,  $\frac{3}{4}$  did so via GCSEs.<sup>28</sup>

Both enrolment and achievement in 16-18 courses in Further Education colleges have risen significantly between 2000-5, although success rates are still below national benchmarks<sup>23</sup>. More specifically, success rates for long Level 2 qualifications have grown from 61% in 2001/2 to 68% in 2003/4. Rates for Level 3 have improved in a similar manner.<sup>27</sup> However, success rates in some high-priority areas of learning [e.g., Construction, Engineering / technology / manufacturing] remain too low.

The number of 16-18 Work-based Learning starts has fallen since 2002, although growth in starts on Advanced Apprenticeships and Entry to Employment has been achieved. Success rates on Work-based Learning are inadequate.

For LSC West of England to make an appropriate contribution to the regional Apprenticeship completion target, it is estimated that at least 1,150 completions are needed in 2006/7. This means an increase of 280, or 32% between 2004/5 and 2006/7<sup>26</sup>.

### Adult Skills for Life – supply.

<sup>24</sup> Source: LSC Performance Scorecard

<sup>25</sup> Source: LSC National Learner Satisfaction Survey 2003/4

<sup>26</sup> Source: SW LSC Regional Purchasing Statement, 2005

<sup>27</sup> Source: LSC Corporate Reports

<sup>28</sup> Source: <http://intranet/Portal/Portal/Functional%20Groups/Core%20Functions/Targets/Statistics/Young%20People/Achievement/>  
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Around 17,000 basic skills / Skills for Life language qualifications have been achieved in the West of England since 2000/1 – more than twice as many as any other SW LLSC<sup>29</sup>. The number of learners on courses counting towards the Skills for Life target almost doubled between 2002/3 and 2004/5<sup>23</sup>

The delivery of Skills for Life target qualifications has grown rapidly from a slow start. 76% of the area's 2004 target was achieved, a larger proportion than the South West average. Of the achievements necessary to reach the 2007 milestone, 41% have already been delivered, leaving a further 7,500 required. However, ½ of the basic skills achievements delivered in the West of England do not count towards the target. This is particularly the case for the 19+ age group, which accounts for 68% of total achievements, but only 30% of achievements that count towards targets<sup>30</sup>.

For LSC West of England to make an appropriate contribution to the regional Skills for Life target, it is estimated that at least 5,000 achievements are needed in 2006/7. This means an increase of 580, or 13% between 2004/5 and 2006/7<sup>26</sup>.

### **Adult achievement – supply.**

The number of adults on full level 2 courses in FE rose from 3,671 in 2002/3 to 4,765 [or 129%] in 2004/5<sup>23</sup>. Success rates for Level 2 qualifications have grown from 56% in 2001/2 to 61% 2003/4. There is wide variation between success rates for different areas of learning, with, for example, Hospitality and Health having relatively good rates, whereas ICT and Humanities have relatively bad rates<sup>23</sup>.

For LSC West of England to make an appropriate contribution to the regional adult level 2 target, it is estimated that at least 6,650 adults on full level 2 courses are needed in 2006/7. This means an increase of 1,700, or 35% between 2004/5 and 2006/7.

Around one adult learner in ten at Further Education Colleges is not satisfied with their experience.<sup>25</sup> A challenge for the sector is therefore to address and resolve shortcomings in learners' experiences wherever possible.

As specialist areas of vocational provision Centres of Vocational Excellence [CoVEs] in the West of England have established close links between colleges, other providers, business partners, and communities. CoVEs are producing appropriately qualified and skilled workers with excellent employment and career prospects which meet the needs of the local economy. The West of England has 11 CoVEs which focus on enhancing the skills and careers of those already in work, improving the employability of people joining to the labour market, and the employment prospects of those seeking work.

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<sup>29</sup> Source: [http://intranet/Portal/Portal%20Content/Announcements/National/Targets/LLSC\\_BS\\_performance\\_January06.xls](http://intranet/Portal/Portal%20Content/Announcements/National/Targets/LLSC_BS_performance_January06.xls)

<sup>30</sup> Source: [http://intranet/Portal/Portal%20Content/Resources/Functional%20Groups/Basic%20Skills/MI/sfl\\_summary\\_0405\\_jan06.xls](http://intranet/Portal/Portal%20Content/Resources/Functional%20Groups/Basic%20Skills/MI/sfl_summary_0405_jan06.xls)

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## **West of England Skills Matrix**

Agenda for Change Theme One – Skills for Employers will focus our work in delivering the skills that employers need. We will work together to create colleges valued by employers as the partner of choice for developing the skills they need.

The Skills Matrix [below] sets out our contribution of existing learning provision to LSC priorities. The regional aim is to improve the contribution to provision offering qualifications in sectors of the economy that have been prioritised the LSC by 10%-30% in 2006/7.

The skills matrix is available at local, provider and regional level. It shows provision categorised by contribution to targets and match with regional sub-sector priorities. It gives an indication of the scope for continuing the shift in the balance and mix of provision. It should be noted that it is not a precise tool for measurement however, we are able to use it in our planning dialogues with providers to ensure that we move towards purchasing provision that contributes to LSC targets.

In the body of the table, green represents provision that counts towards our targets, orange, provision that has the potential to contribute and red, provision that does not contribute, and will no longer be eligible for LSC funding from 2006/7. With the focus more keenly on purchasing provision which counts towards our targets and priorities we expect to see a shift in provision from right to left with the majority of future provision in the high and medium boxes. However, there will always be an element of provision reflected for learners with learning difficulties and/or disabilities [LLDD].

The matrix shows the West of England's provision in 2004/5 categorised by contribution to targets and matched with regional sectoral priorities.

Underpinning this work will be addressing the key issues contained in the Leitch Review. We will concentrate our resources to improve basic skills and increase the supply of intermediate and technical skills.

## **Regional skills priority and provision matrix 2004 - 05**

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	9,916,289 19878	22%	8,772,993 4961	19%	17,068,662 14788	37%	35,757,944 39627	78%
Potential to contribute	1,764,104 2544	4%	1,127,656 2458	2%	1,523,630 3255	3%	4,415,391 8257	10%
No longer eligible for LSC funding	304,930 1176	1%	24,025 56	0%	103,065 301	0%	432,019 1533	1%
Other (eg UFI and Unclassified)	0 0	0%	0 0	0%	0 0	0%	0 0	0%
Entitlement	0 N/A	0%	0 N/A	0%	5,059,755 N/A	11%	5,059,755 N/A	11%
<b>Totals</b>	<b>11,985,323 23598</b>	<b>26%</b>	<b>9,924,674 7475</b>	<b>22%</b>	<b>23,755,112 18344</b>	<b>52%</b>	<b>45,665,109 49417</b>	<b>100%</b>

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	10,193,155 17725	24%	3,701,061 3940	9%	10,882,845 25455	26%	24,777,061 47120	59%
Potential to contribute	8,872,825 21756	21%	3,238,858 8804	8%	3,105,550 13623	7%	15,217,233 44183	36%
No longer eligible for LSC funding	1,485,939 11194	4%	12,853 118	0%	453,395 5445	1%	1,952,187 16757	5%
Other (eg UFI and Unclassified)	236 2	0%	0 0	0%	0 0	0%	236 2	0%
Entitlement	0 N/A	0%	0 N/A	0%	37,448 N/A	0%	37,448 N/A	0%
<b>Totals</b>	<b>20,552,154 50677</b>	<b>49%</b>	<b>6,952,772 12862</b>	<b>17%</b>	<b>14,479,238 44523</b>	<b>34%</b>	<b>41,984,164 108062</b>	<b>100%</b>

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

## The key changes needed

Underpinning the key changes we will make in the West of England will be our commitment to meeting the recommendation contained in the Foster and Leitch reviews. Foster emphasises the skills

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role for colleges and development of a focused image for the sector together with improved infrastructure and capital investment. Leitch emphasises the need for improved basic skills, improved generic and transferable skills and an increase in the supply of intermediate and technical skills. The following changes we will make will be in the context of these two important reviews.

- We will increase 16-18 participation across all sectors with in particular emphasis on our vocational offer by continuing to shift the balance and mix of provision. In 2006/7 we expect to grow participation by 5%\*.
- Increase the proportion of learners on full level 2 by targeting those who require a first Level 2 by growing and developing new provision in our priority sectors especially through the successful operation of our CoVEs.
- Increase adult level 2 by effectively managing the implementation of Train to Gain from August 2006.
- In 2006/7 continue to increase the number of Skills for Life learners in learning that counts towards the target by 5,803\* additional learners
- Work with providers to deliver a step change in the delivery of provision and meet relevant employer need in priority sectors, addressing Sector Skills Agreement [SSA] requirements. This will be assisted by the roll-out of Train to Gain and West@Work.
- Continue our improvement in Apprenticeship framework completions by an additional 1,150 in 2006/7
- Shift the balance of government, employer and learner contribution to the cost of learning by increasing the fee assumption by [level to be agreed] and encouraging the growth in non-LSC funded provision.
- Transform 14–19 learning by working with our four local education authorities to implement the 14–19 action plans that will raise attainment and provide new pathways to learning and employment.
- Increase the number of relevant sector skills qualifications within our priority sectors. Numbers will be confirmed once negotiations on development plans with providers have been completed.
- Work with providers to deliver a step change in the delivery of provision in priority sectors, addressing Sector Skills Agreement [SSA] requirements as follows:

<i>IT/ITQ</i>	<ul style="list-style-type: none"> <li>• Increase by at least 5% the volume of enrolments in ITQ Level 2 and 3 provision where delivered already. Where provision is being introduced, Colleges should produce proposals for the introduction of this provision</li> <li>• Contribute to regional share of SSA target from a baseline of 3,380 [2004/5]</li> </ul>
<i>Construction/OSAT</i>	<ul style="list-style-type: none"> <li>• Increase by at least 5% the volume of enrolments in construction provision with a particular focus on growth in OSAT</li> <li>• Contribute to the regional share of SSA target from a baseline of 1,303 [2004/5]</li> </ul>
<i>Engineering/BIT</i>	<ul style="list-style-type: none"> <li>• Colleges need to consider how they will contribute to the Business Improvement Qualification [BIT] and how this provision will be grown post 2006/7</li> <li>• Contribute towards the regional share of SSA target from a baseline of 25 BIT qualifications at Level 2 and 9 at Level 3 [2004/5]</li> </ul>



<i>Public Sector</i>	<ul style="list-style-type: none"> <li>• Increase delivery of Level 2 qualifications to school support staff and contribute towards the regional share of the 2006/7 qualifications target</li> <li>• Does this appear in the actions section?</li> </ul>
<i>Health and Social Care</i>	<ul style="list-style-type: none"> <li>• Colleges will be invited to set out the extent of provision at Level 2 and above that they propose to offer for the health and social care sector</li> </ul>
<i>Retail</i>	<ul style="list-style-type: none"> <li>• Increase by at least 5% the volume of enrolments in retail leading to a Level 2 qualifications</li> </ul>
<i>Hospitality</i>	<ul style="list-style-type: none"> <li>• Increase the number of employees qualified to Level 2 [especially chefs]</li> <li>• Meet significant need for Skills for Life [including ESOL]</li> </ul>

\*Nos. to be confirmed upon conclusion of provider negotiation

## **Engaging employers on the 14 – 19 agenda**

Three key routes exist to link employers with 14 – 19 year old young people and the schools, colleges and LEAs that provide their education and learning.

Education Business Link [EBL] aims to strengthen the focus on providing activities to help young people become skilled employable learners. It will make a significant contribution to statutory Work Related Learning at Key Stage 4, the Skills Strategy, the 14 – 19 agenda and to meeting employer needs for a capable emerging workforce. [EBL actions and outcomes are in the key actions section].

Apprenticeship for Life [AP4L] links learners, employers and providers including schools with the aim of providing relevant work experience for young people. This service also provides advice and support to employers seeking to offer Apprenticeships. At the completion of a work experience placement, work with employers takes place providing information on Apprenticeships a link with providers and encouragement to become fully involved in offering Apprenticeship placements.

West@Work – working with Connexions and Sector Skills Councils to make productive links with schools and colleges promoting priority sectors as viable career paths and increasing the awareness of sector specific skill needs, particularly relating to specific economic development sites.

The following summary statement will be fully completed when information from the toolbox is confirmed.

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

SUMMARY OF YOUNG PEOPLE [16-18]	2004/05				
	Learners			Funding £	
	Volumes of learners	In-year achievement s [volume]	Learning Aims Success Rates		
FE Total Learners	13419		26905	£42,119,313	
of which...					
Learners on Skills for Life target qualifications	6366	2032	31.9%		
Learners on a full Level 2 qualification	2673	1164	43.5%		
Learners on a full Level 3 qualification	4988	1525	31.6%		
Learners on 2 or more A2 qualis	921	220			
Discrete* activity, e.g. fully ESF, or LIDF funded provision					
School sixth form	6690			£29,393,254	
Work Based Learning	12 month average in learning [volume]	Framework achievement s [volumes]	Framework success rate	Funding £	
WBL Total Learners	2336			£8,617,729	
of which...					
Learners on Skills for Life target qualifications					
Learners on an Apprenticeship	1072	357	33.3%		
Learners on an Advanced Apprenticeship	1173	207	17.6%		
Entry to Employment	Learners			Funding £	
	Volume s [starts]	Numbers in learning	Av. length of stay [weeks]		Pos've destinations
All E2E	977	5340	20.4	483	£3, 847,666

2005/06				
Learners				Funding £
Volumes of learners	In-year achievements [volume]	Learning Aims Success Rates		
13804		0		£48,313,519
6211	2711	43.6%		
3224	2053	63.7%		
5795	3796	65.5%		
230	220			
				£31,482,664
12 month average in learning [volume]	Framework achievements [volumes]	Framework achievement / 12 month AiL		Funding £
4061				£9,227,398
2516	511	20.3%		
1277	292	22.9%		
Learners				Funding £
Volumes [starts]	Numbers in learning	Av. length of stay [weeks]	Pos've destinations	
881	8912	17.2	513	£4,191,510

2006/07				
Learners				Funding £
Volumes of learners	In-year achievements [volume]	Learning Aims Success Rates		
13974				£49,140,032
7143	4229	59.2%		
3137	2135	68.1%		
5226	3763	68.1%		
1187	1154			
12 month average in learning [volume]	Framework achievements [volumes]	Framework achievement / 12 month AiL		Funding £
4698				£10,436,710
3034	649	21.4%		
1377	375	27.2%		
Learners				Funding £
Volumes [starts]	Numbers in learning	Av. length of stay [weeks]	Pos've destination s	
789	8632	17.3	548	£3,581,400

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete

### Numbers subject to change and confirmation of budget allocations

# What we have delivered so far and our planned changes for 2006/07 [sheet 2 of 2]

SUMMARY OF ADULTS [19+]	2004/05			
	Learners			Funding £
	Volumes of learners	In-year achievement s [volume]	Learning Aims Success Rates	
FE Total Learners	77658			£38,234,710
of which...				
Learners on Skills for Life target qualifications	2954	246	8.3%	
Learners on a full Level 2 qualification	4898	150	3.1%	
Learners on a full Level 3 qualification	3887	248	6.4%	
Learners on 2 or more A2 quali	109	0		
Discrete* activity, e.g. fully ESF, or LIDF funded provision				
Personal and Community Development Learning	5924			£2,393,297
Work Based Learning	12 month average in learning [volume]	Framework achievement s [volumes]	Framework Success rate	Funding £
WBL Total Learners	1290			£3,026,846
of which...				
Learners on Skills for Life target qualifications				
Learners on an Apprenticeship	533	184	34.5%	
Learners on an Advanced Apprenticeship	605	122	20.2%	
ETP / NETP	Volumes of learners	In-year achievements [volume]		Funding £
Level 2				
Skills for Life				

2005/06			
Learners			
Volumes of learners	In-year achievements [volume]	Learning Aims Success Rates	Funding £
73236			£39,635,533
3791	2120	55.9%	
4895	3050	62.3%	
3206	1897	59.2%	
20	19		
6484			£2,323,405
12 month average in learning [volume]	Framework achievements [volumes]	Framework achievement / 12 month AiL	Funding £
3627			£2,632,349
2301	1607	69.8%	
1055	267	25.3%	
1424	178	12.5%	
Volumes of learners	In-year achievements [volume]		Funding £

2006/07			
Learners			
Volumes of learners	In-year achievements [volume]	Learning Aims Success Rates	Funding £
60751			£39,016,100
5705	3694	64.8%	
5554	3573	64.3%	
3353	2125	64.9%	
69	64		
4134			£2,177,283
12 month average in learning [volume]	Framework achievements [volumes]	Framework achievement / 12 month AiL	Funding £
3832			£2,608,275
2602	2448	94.1%%	
1941	320	16.5%	
1342	223	16.6%	
Volumes of learners	In-year achievements [volume]		Funding £

Numbers subject to change and confirmation of budget allocations

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
<b>2004/05</b>	£90,653,672*	£11,852,948	£3,838,278	£29,393,254	£2,490,884					
<b>2005/06</b>	£95,534,986*	£12,342,046	£3,718,391	£30,560,081	£2,323,407					
<b>2006/07</b>	£96,209,868*	£14,191,381	£3,581,400*	£33,686,000	£2,177,283	£1,704,000				

## Key Actions

Target	Regional Priority	Action	Measure of Success
<b>Increase 16-18 participation and success rates at level 2 and level 3</b>	1	<ul style="list-style-type: none"> <li>Implement phase two of the Campus quality improvement project in support Theme 2 Agenda for Change</li> </ul>	<ul style="list-style-type: none"> <li>Three area curriculum development groups working collaboratively to jointly plan provision by Jan 07.</li> <li>Increase participation of 16 – 18 year olds in 07-08 in Bristol by 5 percentage points by 2008. <i>[provisional figure, to be agreed Feb 06]</i></li> <li>Increase level 2 achievement at 19 in Bristol by 5 percentage points between 04 – 08.</li> <li>Successful launch and functioning of web-based area prospectus by Jan 07. <i>Measures of success being negotiated.</i></li> <li>New format career fairs by Feb 07.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Implement the South Gloucestershire area inspection action plan.</li> </ul>	<ul style="list-style-type: none"> <li>Executive, strategy and sustainability groups meet as planned.</li> <li>Activity occurs as planned.</li> <li>Sustainability plan produced.</li> <li>All reporting deadlines met.</li> </ul> <p>All as specified in South Gloucestershire Area Inspection Action Plan</p>
	1	<ul style="list-style-type: none"> <li>Create a West of England 14- 19 strategy. Support local authorities in creating their strategies.</li> </ul>	<ul style="list-style-type: none"> <li>West of England strategy published by March 2007. Local council to approve strategy.</li> <li>Four LA strategies published by LAs to individual timescales between autumn 2006 – March 2007. To meet national and 14 – 19 implementation strategy and LSC 14 -19 priorities.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Implement a 14-19 strategy action plan in each local authority area in partnership with Local Authorities, providers and key stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Schools, colleges and providers operating within a clear partnership / management structure to raise participation and achievement and provide a full range of 14-19 opportunities by Mar 07. To meet National 14-19 implementation strategy and LSC 14-19 priorities in delivering the 14-19 learner entitlement supported by an area prospectus. This implementation will be handled by practical partnership groups working to the 14-19 strategy group.</li> <li>Planning for National Specialist Diplomas to be implemented from 08. Five Diploma lines operational by Sep 06.</li> </ul>

	1	<ul style="list-style-type: none"> <li>Diversify the 14-16 curriculum through the Increased Flexibility and Young Apprenticeship scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Greater take-up of vocational learning opportunities at 14-16. <i>Numerical targets to be agreed when projects and funding confirmed</i></li> <li>300 additional young people achieving level 2 qualifications by Mar 07.</li> <li>70% progressing to L2 or above provision post-16 by Mar 07</li> </ul>
	1	<ul style="list-style-type: none"> <li>Develop Local Area Agreements, implement Children's Trusts and associated Joint Area Reviews which address LSC priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Local Area Agreements include relevant LSC 14-19 priorities [raising participation, and achievement @ L2, and Skills for Life targets]. Roll-out of 3 new LAAs by Sep 06.</li> <li>Influence on commissioning changes in information advice and guidance arising from Every Child Matters / Youth Matters. <i>impact to be measured when guidance and business planning processes published.</i></li> <li>LSC contribution to Joint Area Reviews for Bristol and N. Soms reflect positively on LSC; resulting action plans address LSC priorities. LSC contribution will be measured from JAR reports and recommendations for further action.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Create online prospectus of local 14-19 learning opportunities partnership with Local Authorities.</li> </ul>	<ul style="list-style-type: none"> <li>All publicly-funded providers contribute to Prospectus. Prospectus online by Jan 07.</li> <li>Providers use prospectus to fill gaps in provision by September 07.</li> <li>Improved access to information advice and guidance available to all young people, parents, teachers and advisors. Measurement within year is not possible as publication is not due until January 2007, so this will occur during 2007/08.</li> <li>Clearer progression pathways available to all young people including vocational options to enable the post 16 entitlement to be accessed. This is a longer term aim with changes in provision being measured year on year. This will be linked to improved IAG and trends will be evaluated by the LSC data team.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Increase 16 – 19 participation</li> <li>Increase 16 – 19 achievement</li> </ul>	<ul style="list-style-type: none"> <li>Increase participation by 785 in 06/07 based on 05/06 numbers</li> <li>Success rates to be included when available from the toolbox.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Establish consortium of providers to deliver pre-level 2 curriculum using ESF funding.</li> <li>Develop transition plan for 07/8 when ESF funding ends.</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in proportion of young people entering NEET group [from 06] through 500 16-18 year olds to progress into positive destinations each year</li> <li>Reduce the proportion of young people without qualifications through 600 learners achieving a recognised qualification each year.</li> </ul>

	1	<ul style="list-style-type: none"> <li>Review of Level 1 provision across the West of England.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive understanding of Level 1 provision across the WoE, fit for the purpose of informing planning and funding decisions to be established by Sep 06.</li> </ul>
	1	<p>Education Business Link – Work experience for 15-16 year olds aims to:</p> <ul style="list-style-type: none"> <li>Help young people explore/check/confirm the kind of job they want</li> <li>Find out what skills are needed for work – and give them an opportunity to demonstrate those skills [certification and accreditation]</li> <li>Find out about the requirements of working life</li> <li>Develop confidence, self esteem and a sense of purpose [personal development and progression]</li> <li>Meet the requirements of particular courses e.g. GCSEs in vocational subjects, specialist diplomas</li> <li>Enable teachers and business people to support young people in making the most of their work experience placements</li> <li>Provide a system which young people and schools can use to get a Health &amp; Safety approved placement</li> </ul>	<ul style="list-style-type: none"> <li>8,000 young people using the revised Work Experience Certificate Log Book by Jul 06</li> <li>5,000 visits to the Work Experience information portal to get information on securing, planning and supporting placements by Jul 06</li> <li>NHS and its supply chains supported in planning and implementing innovative approaches to Work Experience as part of a recruitment and retention programme by Jul 06.</li> <li>Annual West of England Work Experience Network conference providing training and information sharing opportunities for WEX practitioners in schools and employer organisations by Jul 06.</li> <li>A system in place which enables up to 10,500 young people to get a Health and Safety approved placement by Jul 06.</li> <li>A regularly updated database of employers who have been H &amp; S approved to provide placements by Jul 06</li> <li>2,270 H &amp; S assessments or reassessments are completed by Jul 06.</li> </ul>

	1	Maintain & enhance working relationships between local LSC & local Connexions Partnership during and after theme 7 transition.	<ul style="list-style-type: none"> <li>• Encourage continuation of informal contact including Executive Team / Senior Managers having mobile telephone numbers and invitation to contact directly / immediately if there is an urgent issue</li> <li>• Connexions CEO and LSC new area director meeting monthly / bi monthly to keep in touch on top level issues and ensuring that senior managers are briefed.</li> <li>• Both organisations' senior management groups inviting a senior manager from the other organisation brief and receive feed-back twice a year.</li> <li>• Annual partnership agreement between the two organisations limited to 2 or 3 big shared interest issues with 2 managers identified to work together to achieve an in year goal.</li> </ul> <p><i>Details &amp; timescales to be agreed when LSC Area Director appointed.</i></p>
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Apprenticeships		<ul style="list-style-type: none"> <li>• Prioritise funding to the 16-18 year old age band.</li> <li>• Stop purchasing provision with unacceptable achievement rates.</li> <li>• 19+ funding to be used for particular sectors at level 2, and where framework achievement rates are high.</li> <li>• Use Programme Led Pathways within work based learning to target learners who are not ready for a full employer-based apprenticeship.</li> <li>• Use Programme Led Pathways within FE to address sectors in which employers are resistant to full frameworks.</li> <li>• Encourage robust self-assessment process enabling providers to improve recruitment and achievement</li> <li>• Drive up completion rates.</li> <li>• Pilot the development of the work experience web-based system for use in Apprenticeships to engage young people and employers and match them with training providers.</li> <li>• Develop an ESF bid to establish a central clearing house / IAG system.</li> <li>• Develop marketing strategy in conjunction with the Western Training Provider Network [WTPN].</li> <li>• Identify clear progression routes into and from Apprenticeships, in particular from Increased Flexibility programmes and Young Apprenticeships, as well as E2E.</li> </ul>	<ul style="list-style-type: none"> <li>• 55% growth on 04 provision by 07/08 and at least 1,150 additional completion by Mar 07</li> </ul> <p>Further detail re: Apprenticeships when allocations known</p>
	1,2	<ul style="list-style-type: none"> <li>• Develop AP4L [electronic system for posting, viewing and applying for apprenticeship vacancies] to increase the take up of Apprenticeships by young people.</li> <li>• Provide advice line and one-to-one support for employers seeking to offer apprenticeships.</li> <li>• Employer engagement and marketing campaigns to generate apprenticeship vacancies.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase numbers on apprenticeship programmes by ensuring all planned 16-18 year olds numbers [when agreed] are met during 06/07.</li> <li>• Based on above, in year 2, increase completions on apprenticeship programmes by number to be agreed during 07/08.</li> <li>• Apprenticeship on-line system to deliver an additional 200 starts [over the final position in 05/06]] in 06/07] <i>if implemented and subject to budget constraint.</i></li> <li>• Reduce by 20% drop-out from initial enquiry through to apprenticeship start.</li> </ul>



		<ul style="list-style-type: none"> <li>• Entry to Employment: Remove poorly performing providers in order to reach new progression target.</li> </ul>	<ul style="list-style-type: none"> <li>• 1,000 learners completing in 05/06. Progression rate of 60% into positive destinations.</li> </ul>
<b>Adult Level 2</b>	4,6	<ul style="list-style-type: none"> <li>• Continue re-aligning college plans to deliver higher volumes of full level 2.</li> <li>• Encourage and support franchise arrangements with high-quality training providers of full level 2 provision.</li> <li>• Prioritise 19+work-based learning funding to deliver full level2 qualifications to unqualified adults.</li> <li>• Give priority to purchasing provision with high full level 2 success rates.</li> <li>• Restrict funding used on 'non-priority' provision.</li> <li>• Maximise the proportion of 'non-priority' funding which is spent on engagement activity.</li> <li>• Develop a sector-specific marketing strategy which targets potential learners with an imperative to achieve a full level 2 [e.g. Care].</li> </ul>	<ul style="list-style-type: none"> <li>• 5866 adults participating in first full Level 2 provision in 06/07.</li> <li>• [?] adults participating in first full level 2 provision through Train to Gain. <i>[to be confirmed when budget and WoE contribution to regional total known]</i></li> </ul>
	3	<ul style="list-style-type: none"> <li>• Trial new model for IAG. We will bring in to one service IAG delivered through Ufl Learndirect, FE colleges and Next Step from November 2006.</li> <li>• Integrate Information, Advice and Guidance service</li> <li>• Contract a network of providers</li> </ul>	<ul style="list-style-type: none"> <li>• New integrated Information, Advice and Guidance service operational, with 3,000 adults using it to participate in Skills for Life and level 2 learning by Jul 07.</li> </ul>
		<p>Implement Train to Gain [TtG] by:</p> <ul style="list-style-type: none"> <li>• Creating greater employer demand for Skills for Life [SfL] and Level 2 vocational training through the impartial skills brokerage service and the employer engagement activities of colleges and private providers.</li> <li>• Building sufficient capacity and capability across the vocational training delivery network to meet the needs and requirements of local employers.</li> </ul>	<ul style="list-style-type: none"> <li>• [XX] employer referrals to providers</li> <li>• [XX] first full L2 achievements</li> <li>• [XX] skills for life achievements</li> </ul>

<p>Also contributes to:</p> <ul style="list-style-type: none"> <li>- Skills for Life</li> <li>- Young people participation</li> </ul>	4	<p>Through OSAT construction initiative achieve:</p> <ul style="list-style-type: none"> <li>• Provider network management.</li> <li>• Regional working.</li> <li>• Mainstreaming.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of learners gain full level 2 qualification.</li> <li>• 80% of learners to gain full level 2 by end Aug 06.</li> <li>• Greater engagement by City of Bristol college to increase level 2 places by 30%.</li> <li>• Expansion of FE college network participating in OSAT through Train To Gain by end Mar 07 to increase FE participation by 2 more colleges.</li> </ul> <p><i>Measures to be agreed during Train to Gain roll-out.</i></p>
	2,3,4,5	<p>Through Employer Skills Offer / Train to Gain achieve:</p> <ul style="list-style-type: none"> <li>• Partner management.</li> <li>• FE college / provider engagement.</li> <li>• Sector skills focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Active engagement of 280 employers and 20 providers by Mar 07.</li> <li>• Provider network for Train to Gain to be established by Sep 06.</li> <li>• 30% increase L2, L3, Skills for Life and Apprenticeship outcomes by end Mar 07.</li> </ul>
	2	<p>Continue to develop new Community Learning Service Planning to:</p> <ul style="list-style-type: none"> <li>• Support the involvement of multiple stakeholders in joint planning of adult and community learning</li> </ul> <p>Engagement:</p> <ul style="list-style-type: none"> <li>• Help community partners and providers to increase capacity to engage new adult learners .</li> <li>• Engage more adults without level 2 in learning.</li> <li>• Provide community-based progression routes [including Family Learning and Family Literacy, Language and Numeracy [FLNN].</li> <li>• Increase the number of adults on full level 2 courses.</li> </ul>	<ul style="list-style-type: none"> <li>• 4 area-based plans produced by Dec 06 which inform LSC strategic purchasing.</li> <li>• 3,000 new adult learners engaged by Jul 07.</li> <li>• Community-based provision established in response to identified demand by Jul 07</li> <li>• 1,500 learners engaged through the Community Learning Service progressing to level 2 learning during 06-07.</li> </ul>
	1,2,3,4,5,6	<p>West at Work: Skills Development Appointment of Sector Skills Specialists to:</p> <ul style="list-style-type: none"> <li>• Assess current sector activity / provision in the West of England.</li> <li>• Develop Sector Action Plans.</li> <li>• Work with LSC funding allocation teams.</li> </ul>	<p>Sector Skills Plans to:</p> <ul style="list-style-type: none"> <li>• Increase demand from employers and their employees for LSC-relevant skills and qualifications.</li> <li>• Improve the responsiveness of LSC-funded providers to meet the needs of employers and individuals.</li> <li>• Information gathered integrated into the LSC funding cycle.</li> </ul> <p>Measures of Success as published in West at Work Monitoring and Evaluation Plan.</p>

	1,2,3,4,5,6	<p>West at Work: Key Site Task Force</p> <p>Establish a Key Site Task Force to:</p> <ul style="list-style-type: none"> <li>• Understand and meet the needs of developers.</li> <li>• Work in partnership to address needs.</li> <li>• Ensure on-going liaison with contractors.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the responsiveness of the supply side in line with requirements from developers.</li> <li>• Better understand and communicate partner activities and how these add value.</li> </ul> <p>Measures of Success as published in West at Work Monitoring and Evaluation Plan.</p>
Also contributes to Skills for Life	2,3,4	<p>Part - funding a Development Co-ordinator to continue building on employer engagement to improve employee skills, training and development within the WoE.</p> <p>Working through Care Learning (Formerly ACSEC) employer consortium to co-ordinate activity in training and development in the care sector. Activities include:</p> <ul style="list-style-type: none"> <li>• Care Ambassador Scheme – recruiting care ambassadors in care providers to promote Care as a career, working with schools.</li> <li>• Gather evidence of skills needs in the care sector – The first batch of the National Minimum Data Set (NMDS) to be distributed by July 2006 to approx 150 care employers in the Avon area. Returns are requested by December. This data to provide clear data on the skills of each employee in the social care sector.</li> <li>• Organising focused events to meet local needs of employers – local workshops and a major annual conference this year (June 06) focused on retention/recruitment in the Care sector.</li> <li>• Training Provider fora – Care training providers meet quarterly to share and discuss common ideas and issues within the care sector.</li> </ul>	<p>Increase demand from employers and their employees for LSC-relevant skills and qualifications focussing mainly on Level 2 and skills for life. (Target nos. to be agreed following NMDS reporting).</p> <p>Improve the responsiveness of LSC-funded providers to meet the needs of employers and individuals. 20 care ambassadors recruited by August 2006. (Employer target nos. to be agreed following NMDS reporting)</p> <p>Information gathered to better inform LSC funding cycle.</p> <p>Through sharing of good practice, outcome will be to improve employer recruitment practice and retention.</p> <p>Outcome to include improved employer engagement in the for a and sharing information leading to improved practice within the sector.</p>
		<ul style="list-style-type: none"> <li>• Increase the number of relevant sector skills qualifications in our priority sectors</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to be confirmed when negotiations on development plans with providers has been completed.</li> </ul>
<b>Skills for Life</b>	1	<ul style="list-style-type: none"> <li>• Review LSC-funded providers' 3-year development plans for Skills for Life output.</li> <li>• We will manage 2 related ESF projects to increase involvement of LAs in meeting the Skills for Life needs of their employees.</li> <li>• Lead Skills for Life sub-regional strategic partnership to develop a shared understanding and gain commitment to achieving LSC Skills for Life targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Targets set in 3-year development plans met.</li> <li>• 400 LA staff undertake Skills for Life learning.</li> <li>• WoE LSC's 07 Skills for Life target milestone met.</li> </ul>

	2	Through the Community Learning Service: <ul style="list-style-type: none"> <li>Identify Skills for Life needs of adults.</li> <li>Adults with Skills for Life join appropriate courses of learning.</li> <li>Increase the number of adults achieving target Skills for Life qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>Screening mechanisms in place by Aug 06.</li> <li>FLLN and Entry 1and2 provision in place including ESOL by Aug 06.</li> <li>Provider MI shows learners engaged through the CLS achieving Skills for Life qualifications Jul 07.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Ensure funding is specifically linked to providers' achievement of Skills for Life targets and intervene to concentrate activity on achieving targets through provision aimed at Entry L3 and L1 and L2 learners.</li> </ul>	<ul style="list-style-type: none"> <li>All provider development plans include this action</li> </ul>
	2	<ul style="list-style-type: none"> <li>Offender Learning and Skills Service [OLASS] to assess offender learning needs</li> <li>Use first year of service to set baselines</li> <li>Identify offenders on probation supervision orders and offer assessment</li> </ul>	<ul style="list-style-type: none"> <li>3,287 to undergo assessment</li> <li>2,879 to progress to diagnostic phase.</li> <li>3,000 identified</li> <li>1,500 offered assessment</li> <li>750 take up assessment</li> <li>250 achieve Skills for Life qualifications</li> </ul>
<b>Strategic Area Review [StAR]</b>	1	<ul style="list-style-type: none"> <li>Publish and implement StAR findings.</li> </ul>	<ul style="list-style-type: none"> <li>Confirmations from local authority chief executives that all relevant actions are included in LA strategies by Apr 06</li> <li>Ensure LSC-led activity is identified in the 14-19 and Community Learning Strategies Apr 06</li> </ul>
<b>Learners with Learning Difficulties and/or Disabilities</b>	1	<ul style="list-style-type: none"> <li>Increase high-quality locally-based provision, providing an alternative to residential placements</li> </ul>	<p>Supported through the 'Investment for Change' programme:</p> <ul style="list-style-type: none"> <li>Create new provision at Norton Radstock College by Jul 06</li> <li>Review impact of capital support amongst providers by Apr 06</li> <li>Participation in SW regional LLDD review in Jun 06</li> </ul>
<b>Core Cities</b>		<ul style="list-style-type: none"> <li>Ensure that learning and skills policies and investments reflect Greater Bristol's status as the <i>de facto</i> regional capital.</li> </ul>	<p>Using West @ Work as a vehicle, work towards:</p> <ul style="list-style-type: none"> <li>Greater Bristol being designated as a regional / national skills priority area;</li> <li>Setting-up a City Skills board to maximise joined-up working between agencies;</li> <li>Developing a full local employment plan.</li> </ul> <p><i>All ongoing throughout year.</i></p>

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## Our Delivery Resources

### Partnership Working

Partnership is fundamental to the delivery of LSC objectives and we encourage open communications with partners to promote regular exchanges of information and views to develop consistency and understanding.

Strategic relationships have been developed since the inception of the LSC. These are now robust partnerships and we are keen to engage with a wide network of partners so will continue to promote and establish partnerships to effectively meet the needs of local people.

Taking a lead from the Agenda for Change 'Managing Information Across Partners' [MIAP] we will lead on the learning agenda and co-operate and work with partners to ensure we achieve strategic alignment with our targets.

'The LSC and Ufi in the region and locally enjoy a constructive and productive relationship informed by regular meetings and sharing of performance data. Ufi is committed to strengthen its work with LSC to contribute more closely to LSC priorities and targets. This will be primarily through Skills for Life first tests and, increasingly, on Level 2. Indicative levels of Ufi/Learndirect activity in the local area are [select from table below]

Indicative funding allocations for South West regional LSCs in academic year 2006/7 [these will be finalised in June 2006]

	Total allocation 0607	Sfl first test Target	First L2 NVQ target
West of England	£1,843,204	1,124	68
Wilts and Swindon	£859,190	524	32
Gloucestershire	£859,190	524	32
Devon and Cornwall	£1,789,142	1,091	66
Dorset	£1,217,674	742	45
Somerset	£643,899	393	24
<b>Total</b>	<b>£7,212,300</b>	<b>4,397</b>	<b>268</b>

In addition to this local activity, Ufi's national guidance pilot will be available to all people in the South West and Ufi will work with the LLSC during 2006 to align its national guidance offer with local IAG strategies and plans.'

We are part of the Rural Renaissance Partnership involved at Board and Skills Theme level, identifying and meeting the skills needs of isolated rural communities in the context of LSC targets and priorities.

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We are also represented on the West of England Partnership - Economy and Workskills Group and the Bristol Partnership.

This LSC plays a strategic role in the economic development of the sub-region and these relationships enable us to maximise the efficiency and effectiveness with which we deploy public funds to meet the skills and learning needs generated by the economic development of employers, individuals and communities.

### **Engagement with local council and college governors**

In order to maximise council member involvement in line with their skills and expertise, each council member has been assigned a topic upon which to report at council meetings. This enables council member expertise to be used at the formative stage of LSC priority issues and bring additional original thought to the progression of the annual plan. As a consequence the local council has been involved in all the formative stages of this annual plan and in reviewing its progress throughout the year.

Regular meetings take place with college governors on LLSC strategic priorities ensuring they are fully briefed on current LSC policy. This also gives governors the opportunity to engage with the LLSC at a time when they are planning their curriculum. Governors are also invited to engage in the development plan and funding negotiations. Attendance at governors planning “away days” has ensured college direction of travel is in line with LSC priorities. LLSC council members are also encouraged to shadow college governors to gain an understanding of their roles and responsibilities. LLSC staff have gained a clear understanding of the governor responsibilities and accountabilities.

### **Agenda for Change**

Agenda for Change sets out proposals for a dynamic programme of change across the whole post 16 sector. As we move forward we take account of the findings of the Foster Review of Further Education Colleges and The Leitch Review of Skills.

The Agenda for Change themes – Skills for Employers; Quality; Funding; Data; Business Excellence; and Reputation will impact on the work we do with our partners and stakeholders and help shape the sector for the future.

### **Equality and Diversity**

The Council will ensure that planned activities take account of its duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations Act, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age [due to come into effect in 2006]. The actions and activities which are covered in this plan will be underpinned by and reflect the Council's Race Equality Scheme. Specifically, we will publish and implement our Race Equality Scheme for the West of England. This will be aimed at both increasing awareness of Council and staff and re-emphasising the measures expected to be taken by local providers. In order to improve inclusion, achievement and progression through learning the following priorities have been established:

#### **Local priorities**

- Ongoing development and publication of Equality and Diversity Impact Measures [EDIMs] and action plan.
- Working with partners at strategic and operational levels to secure better outcomes for learners with learning difficulties and / or disabilities and black and minority ethnic learners.
- Full impact assessment of all local functions and actions as required under the Race Relations [Amendment] Act 2000.
- Encouragement to providers to be proactive when planning to embed equality and diversity.
- Improving the quality of data received from the further education sector.

#### **Regional priorities:**

- Consultation process for learner entitlement will be set up with black and minority ethnic groups across the region.
- Monitoring participation and achievements of black and minority ethnic learners in all areas of provision.
- Race equality will be specified in self-assessment reports and included in provider development plans.
- EDIMS will be set by the LSC and providers will evaluate their own data and set equality implementation indicators as appropriate to their development Plan.
- The needs of Black and Minority Ethnic employees and businesses will be taken into account in the new brokerage arrangements for Train to Gain.

•

Equality and Diversity Impact Measures [EDIMs] for 2006/7 included in West of England provider development plans together with improved systems for measuring impact and recording impact made. Local EDIMs are:

#### FE

- To reduce the overall percentage of learners recorded in the West of England as “No Information” within the Disability and Learning Difficulty data fields of the Individual Learner Record from 17.1% in 2004/05 to 10% in 2006/07, and to 5% in 2007/08.
- Recruitment of BME learners should be representative of local population and success rates should be the same as other learners.
- Review the proportion of full time staff that come from BME groups and compare this with local population. Set EDIM to address disparity if necessary.

#### WbL

- To achieve 60% positive outcome achievement ratio for learners with learning difficulties and / or disabilities in the e2e programme by July 2008.
- To reduce gender stereotyping in all areas of learning within WBL and FE.

#### Progress to date:

There are four occupational areas where gender stereotypes are most persistent. These are Construction, Engineering, Hair and Beauty, Health Care. There has been no significant change in the ratio of male/female participation in these occupational areas over the last 3 years. This is cause for concern and will be a particular focus of our work with providers.

- To achieve overall parity of full Framework Achievement in the Apprenticeship and Advanced Apprenticeship programmes for learners with learning difficulties and / or disabilities by July 2008.

#### Progress to date

This is from a position in 2004/05 where there were 39.6% of learners with learning difficulties and / or disabilities achieving a positive outcome compared with an achievement rate of 49.7% for learners who did not consider themselves to have a learning difficulty and / or disability.

#### Supporting Targets are:

- By July 2007: 55% of learners with learning difficulties and / or disabilities achieve Full Frameworks.
- By July 2008: 60% of learners with learning difficulties and / or disabilities achieve Full Frameworks.

\*Numbers are provisional

#### Workforce Profile

- Baseline data for management information and data analysis agreed. Target and action plan produced by HR Partner.

Our total number of staff in the West of England was 56 at June 2005 and the workforce profile in comparison to our local targets is shown below:

## LSC WoE workforce profile<sup>i</sup>

Total Headcount	Total B3+		B3+ female		Senior women target	Band 1		Band 1 male		Band 1 male target
	No	%	No	%	%	No	%	No	%	%
56	23	41	10	43	53	8	14	2	25	32

Total BME		BME [All grades] target	Total BME	BME B3 +		BME [B3+] target	Disabled		Disabled target
No	%	%	No	No	%		No	%	%
3	5	9	3	0	0	13	4	7	7

Source: LSC HR partner

### Learners with learning difficulties and / or disabilities

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

### Sustainable development

The LSC has published a strategy for Sustainable Development [SD] entitled "From Here to Sustainability". The document develops the simple theme of ensuring a better quality of life for everyone, both now and for generations to come. This idea is translated into the following aim:- "to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life for future generations."

The LSC's vision for SD is that the Learning and Skills sector will proactively commit and contribute to sustainable development through its management of resources, the learning opportunities it delivers and its engagement with communities. Locally, the LSC is establishing an Action Group of LSC staff and provider representatives to translate broad visions and aims into positive local action and dissemination of best practice.

### Health and Safety

Learners' health, safety and welfare is fundamental to the LSC. All funded organisations must ensure that learning takes place in environments that are safe, healthy and supportive, while promoting safe learning that maximises learners' experience and achievements.

Health and safety is closely related to quality of provision and, consequently and all LSC funded organisations must operate an effective Health and Safety Management system while demonstrating continuous improvement.

The Safe Learner concept is of paramount importance and the LSC will, promote risk education awareness and the learning of health and safety as an integral part of any council funded training.

### College financial health

The LSC has designated three categories for the financial health and solvency of colleges - Finance Health Category A indicates that a College has sufficiently robust finances in order to implement their forward plans and deal with most adverse circumstances that may arise, Category B indicates the ability to deliver plans may be compromised by adverse circumstances while Category C indicates that a college may become dependent on others e.g. borrowing may be required to deliver their plans.

In the West of England area there is one Financial Health Category A college, three Category B colleges and two Category C colleges. Within the spirit of 'Agenda for Change', we continually work



with colleges to maintain and improve their financial health, working more closely with those colleges where concerns are greatest.

We also work closely with all colleges through the process of agreeing development plans, monitoring meetings and when appropriate meetings with management team and governors.

#### Appendix 1:

#### South West Matrix of Provision Priority by Subject and Sub-Subject Sector

Subject Sector		Sub Subject Sector		Priority
1 2 3 4 5 6 7 8	<b>Health, Public Services and Care</b>	1	<b>Health, Public Services and Care</b>	H
	<b>Science and Mathematics</b>	2	<b>Science and Mathematics</b>	L
	<b>Agriculture, Horticulture and Animal Care</b>	3	<b>Agriculture, Horticulture and Animal Care</b>	L
	<b>Engineering and Manufacturing Technologies</b>	4	<b>Engineering and Manufacturing Technologies</b>	H
	<b>Construction, Planning and the Built Environment</b>	5	<b>Construction, Planning and the Built Environment</b>	H
	<b>Information and Communication Technology</b>	6	<b>Information and Communication Technology</b>	L
	<b>Retail and Commercial Enterprise</b>	7	<b>Retail and Commercial Enterprise</b>	H
	<b>Leisure, Travel and Tourism</b>	8	<b>Leisure, Travel and Tourism</b>	M
9 10 11 12 13 14 15 U X	<b>Arts, Media and Publishing</b>	9	<b>Arts, Media and Publishing</b>	M
	<b>History, Philosophy and Theology</b>	10	<b>History, Philosophy and Theology</b>	L
	<b>Social Sciences</b>	11	<b>Social Sciences</b>	L
	<b>Languages, Literature and Culture</b>	12	<b>Languages, Literature and Culture</b>	L
	<b>Education and Training</b>	13	<b>Education and Training</b>	H
	<b>Preparation for Life and Work</b>	14	<b>Preparation for Life and Work</b>	H
	<b>Business, Administration and Law</b>	14.1	<b>Foundations for Learning and Life</b>	H
	<b>Unknown</b>	15	<b>Business, Administration and Law</b>	L
U X	<b>Unknown</b>	U	<b>Unknown</b>	L
	<b>Not Applicable</b>	X	<b>Not Applicable</b>	L

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## Appendix 2:

## Appendix 2

- <sup>xiii</sup> Large-scale economic developments are taking place or planned throughout the area. e.g., Bath and NE Somerset - Western Riverside; Bristol – Broadmead re-development; N. Somerset – Weston Vision; S. Gloucestershire – SPark Science Park
- <sup>xiii</sup> GVA – Gross Value Added - a measure of the value of the goods and services produced in a given area in a given time period.
- <sup>xiii</sup> ranked by education, skills training and skills deprivation index
- <sup>xiii</sup> These projections do not take account of housing developments, etc., which have not yet been planned in detail. The c.20,000 dwellings due to be completed by 2011 could be expected to yield an additional 1,500 secondary school pupils.
- <sup>xiii</sup> There are particular concentrations in Bath, and in Hospital, Education, Defence and Care.
- <sup>xiii</sup> A cluster consisting of all major English city-regions outside London.
- <sup>xiii</sup> all of which apart from financial services are West of England LSC priority industrial sectors.
- <sup>xiii</sup> e.g., communication, customer handling, team working, problem solving.
- <sup>xiii</sup> High-demand sectors include financial services, fitness and leisure; land-based; health; creative and cultural; construction.
- <sup>xiii</sup> Most of these people come from EU states [particularly Germany] or from South Asia [particularly India and Pakistan]. WoE has particular concentrations of some groups of potential ESOL learners, being home to over ½ and ⅓ of the region's residents whose country of birth is Pakistan and Bangladesh, respectively. County of birth used as proxy for ESOL need. Based on estimates of residents born outside the UK and Skills for Life [2003] survey proportions.
- <sup>xiii</sup> [Clifton East [12%] and Filwood [74%], respectively.
- <sup>xiii</sup> with the latter recording the largest participation rate in the South West
- <sup>xiii</sup> Those whose head of household is a semi-/un-skilled manual, casual or lowest grade worker, a state pensioner or a widow.

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)

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