

**Wiltshire
and Swindon
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

“Working in partnership to provide a responsive, sustainable, learning and skills sector in Wiltshire and Swindon which will deliver the training that meets learner and employer needs, enabling the local population to realise their full potential”

Today we are fortunate to work in a part of the country that – as a whole – is economically prosperous, with high levels of employment and inward investment. Looking to the future, we need to ensure that we have the programmes and systems to engage individuals and employers in order to achieve their ambitions and deliver the skills to compete in the Global Economy.

We do face some significant challenges. There are key issues of qualification levels and skills development. In Swindon, for example, increasing numbers of young people are entering the labour market with no plans to participate in any further education or training.

In Swindon, Salisbury and South Wiltshire, we see very low participation rates among learners 16-18 an issue that needs to be addressed if we are to offer the best opportunity for young people to develop their skills. This is further complicated by a growing number of learners leaving the area to study.

An estimated one in five of the working population in Wiltshire and Swindon lack the literacy and numeracy skills they need to perform their jobs. Improved skills are needed across the board at Level 2 and also at higher levels, where for example, Leadership and Management skills are essential to improve business productivity. Employers need help with finding the right solution to meet their needs and information on funded training opportunities.

We have developed the critical priorities to address the identified needs. The Annual Plan illustrates how we will achieve these including the fit with national developments including the Skills Strategy, Schools White Paper, the Youth Green Paper and the Agenda for Change.

Our reform programme, *agenda for change*, will revolutionise the post-16 learning sector under six key themes:

1. Employers Skills
2. Quality
3. Funding
4. Data
5. Business Excellence
6. Reputation

A seventh theme focuses on our own transformation. The intention is to improve the capacity of the LSC to work productively with partners at a strategic level locally, regionally and nationally.

The Annual Plan has been developed in consultation with the local LSC Council, local partner organisations, employers, learners and learning providers. It underpins the Annual Statement of Priorities and supports both the Regional Economic Strategy and the South West Enterprise and Skills Alliance objectives. Our Council reviews our priorities on an annual basis.

Achievements during the 05-06 planning year are documented in the section entitled “A Context for Delivery”.

Peter Marsh
Director

Bryan McGinity
Chairman

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 West

These priorities set out our vision for the forthcoming year 2006/07 as well as our longer term commitments to deliver high quality, responsive learning which meets the demands of both employers and individuals in the South West Region.

1. Put into practice the vision and strategy for 14- to 19-year-olds within each local LSC area to improve involvement and achievement.
2. Raise success rates in Skills for Life, with a particular focus on numeracy and English for Speakers of Other Languages (ESOL).
3. Prioritise resources within provider plans for the specific sectors of construction, retail, health and social care, and engineering.
4. Prioritise resources to help adults learn skills that will help them find jobs.
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 enhance its reputation for excellence and responsiveness.

Our Local Priorities

In our recently published Three Year Strategic Plan we have set three key priorities. These support the regional and national priorities and are to:

- Ensure that all 14-19 year olds have access to high quality learning opportunities
- Raise the level of Adult Skills
- Raise the quality and responsiveness of learning and training opportunities

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 **1268** young people to gain a Level 2 in 2005/2006 compared to 2003/2004 and a further **1100** in 2007/2008 compared to 2005/2006.

Achieved L2 at	19 at 2003/04	19 at 2004/05	19 at 2005/06	19 at 2006/07	19 at 2007/08
16	54%	55%	56%	55%	57%
17	61%	62%	64%	65%	
18	66%	70%	71%		
19	71%	74%			
Population	7,449	7,462	7,786	7,937	7,985
Baseline/Target	71%		74%		76%

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 / 3 provision to 350,000. In addition the roll out of the National Employer Training Programme will increase the LSC contribution to this target.

Locally we plan to deliver an additional **500** first full Level 2 qualifications in 2006/07 compared to 2005/06 and **800** first full Level 2 qualifications through Train to Gain (Subject to confirmation)

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 **3,478** 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 per cent more people to complete their apprenticeships in 2007/08, compared to 2002/03.

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

Locally we aim to raise the number of completions to **792** in 2006/07. (Subject to confirmation)

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

1. Characteristics of the Local Area

Wiltshire is predominantly a rural county with high levels of military and agricultural land use. Swindon is the only large urban area.

The northern part of the county benefits from its location on the M4 corridor. Swindon in particular has seen an influx of employment opportunities, with the area now supporting over 300,000 jobs¹ coupled with low unemployment at 3.3%. This is despite global competition which, over the last five years, has led to restructuring and redundancies in the Manufacturing, IT and Telecommunications sectors. This restructuring has led to skills gaps within these industries, in particular at Levels 3 and 4.

Swindon has the highest level of gross value-added (GVA) per capita in the South West and is the third most productive area in the UK, with GVA per head being 58% above the UK average.² In contrast Wiltshire's productivity is relatively low only achieving 91% of the UK GVA per head average in 2002³. This is similar to the South West as a whole, where the GVA per capita is 10% below the national average.

2. The Population

The local population has grown by 7.6% over the last ten years, compared to the regional average of 5.9%. There has also been significant growth (6%) in the 16-19 age group and this trend is set to continue until at least 2009. This growth is impacting on School Sixth Forms, some of which now face capacity issues.

3. Our Provision

- Schools

There are 39 mainstream secondary schools. 2 are grammar schools and 21 have Sixth Forms. Learner numbers rose by 5.5% between 2003-04 and 2004-05. The School Sixth Form sector currently accounts for 30% of 16-19 year old learners.

- Further Education (FE)

There are four FE colleges supporting both young people and adults in learning. Two are based in Swindon and two in Wiltshire. Learner numbers in the FE sector have grown by x% (avail Feb) between 2003-04 and 2004-05. The FE sector currently accounts for 58% of 16-19 year old learners and 73% of adult learners.

- Work Based Learning (WBL)

There are 19 locally contracted Work Based Learning providers offering apprenticeships to learners aged 16 – 24 years. The number of learners taking apprenticeships has remained the same over the last year, largely due to constraints in funding. Currently 12% of 16-19 year olds participate in apprenticeships and 2% of adults.

- Private Training Providers

62 private providers have worked alongside the FE Colleges and the WBL providers to support the local Employer Training Pilot. Over the last three years 1,800 employers have been supported in training their employees in Skills for Life and Level 2 accredited

¹ Spilsbury

² South West RDA Quarterly Economic Review November 2005

³ South West RDA Quarterly Economic Review November 2005

programmes. In total 5,708 learners have achieved qualifications. Of these, 65% of learners have been trained by private training providers.

- **University for Industry (Ufi)**

There are five Ufi / Learndirect centres and one TUC / Ufi / Learndirect centre in Wiltshire and Swindon delivering e-learning. The number of people achieving Skills for Life qualifications and learners undertaking pre-level 2 training has increased fivefold over the previous year to 250. With over 4000 learning opportunities delivered in the last 6 months, this is a growing area of activity. In 2006/07 the centres will offer NVQ training for Information Technology Qualifications (iTQ), Business Improvement Techniques (BIT), and Customer Care aimed at the Care Sector.

- **The Learning Curve**

The Learning Curve is a voluntary sector organisation which plays an important role as a single point of contact for the voluntary sector in Wiltshire and Swindon LSC. It enables effective partnership working to support the learning needs of disadvantaged communities. There are over 60 local voluntary and community organisations in the network delivering 2,467 learning opportunities.

- **Adult Community Learning (ACL)**

There are 6 main ACL providers, due to rise to 7 in 2006/7 with the inclusion of The Learning Curve. 20 smaller organisations are sub-contracted to provide ACL through the main providers. 13,466 adults are engaged in ACL programmes.

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

The formation of collaborative partnerships is central to maximising the learning opportunities available to 14-19 year olds.

Achievements include:

- 14-19 strategies developed with the Local Authorities for both Wiltshire and Swindon.
- Young peoples' participation (16-18) increased by 1% to 14,281 in 2004-05 compared to 2003-04.

Challenges still remain in providing all 14-19 year olds with an appropriate opportunity to learn. Many young people are choosing to leave learning at 16, either entering employment with no formal training, or becoming unemployed. In Wiltshire and Swindon this figure is 7.8% compared to 3.2% nationally. Even more learners 'drop out' at 17: 11% in Swindon, 9% in Wiltshire compared to 10% nationally. Evidence shows that young people who under-achieve at 16 are more likely to drop out of learning post-16.

Swindon benefited from a 14-19 Area Wide Inspection in May 2005. The 14-16 partnership was identified as a key strength. An implementation plan was developed both to respond to the main findings and build on the strengths.

Engaging employers in young people's learning is a significant priority within the 14-19 strategies for both Wiltshire and Swindon. Whilst there are examples of good practice throughout the phase, including sponsorship of Apprenticeships and other learning routes post-16, it is agreed that the overall prevailing approach is fragmented and inconsistent. Additionally the focus tends to be on fulfilling educational needs rather than the business requirements of employers. Local stakeholders have therefore agreed to develop an area-wide employer engagement strategy that will contribute to the overarching 14-19 strategies. This will be completed during 2006/07 and provide a framework for local activity, promote coherence and encourage a collaborative approach.

We need to press on with collaboration between providers in Swindon, particularly between the two colleges, to improve further learning opportunities for 14-19 year olds in Swindon.

We need to respond to the incremental growth of some of our sixth forms, for example in North Wiltshire, and to ensure that there is sufficient capital investment to cater for the increase in learners.

We plan to:

- Develop a flexible curriculum with clear progression routes, to prepare young people for the world of work, ensuring that the learner entitlement is adopted and delivered by local provider partnerships.
- Develop area prospectuses for 14-19 learning and training.
- Grow Entry to Employment and other similar programmes so that more young people participate in learning, including at Level 2.

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

In order to stimulate demand for learning it is crucial that we commission education and training that employers and individuals value.

Achievements include:

- Successful local delivery of the Employer Training Pilot (ETP) and additional employer programmes supporting Levels 3 and 4.
- Support for key industrial sectors through working with Centres of Vocational Excellence (CoVE) in ICT, Plumbing, Engineering, and Digital and Broadcast Media to help them gain their quality mark and sector skills projects delivered in partnership with the Automotive Academy and Skills for Care.
- 13,466 adults engaged in Adult Community Learning in 05-06 compared to 10,152 in 04-05.
- Securing information, advice and guidance services that help individuals progress in learning. In 04-05 39% of adults, receiving advice, entered learning to improve their Basic Skills and/or gain a Level 2.

With regard to recruitment, the National Employers' Skills Survey (NESS) 2005 estimated that 17% of all businesses in Wiltshire and Swindon had vacancies. Many of these were 'hard-to-fill' (7%) or 'skills shortages' (4%) vacancies, with around one fifth being for high level skill occupations, such as managers and professionals. This pattern is similar to England as a whole.

The main causes of skills gaps are lack of experience, or because staff have been recently recruited. In Wiltshire and Swindon 17% of all businesses experience skills gaps: this represents 5% (15,000) of the workforce and demonstrates a drop of 4% from 2003. Approximately, two thirds of employers train their staff. This situation is similar throughout the South West (NESS 2005).

We want to ensure that there is a seamless transition from our Employer Training Pilot to Train to Gain. Also, that the expectations of employers and providers are managed effectively, both in terms of the quality of the brokerage service and training provided and the volume of provision.

We plan to:

- Continue to promote the benefits of training, including leadership and management training, to employers through the Train to Gain skills brokerage service.
- Support key industrial sectors through working with a further three CoVEs in Childcare, Retail and Automotive Manufacturing to help them gain their quality mark, and by the local implementation of Sector Skills Agreements (SSAs), initially with e-skills, SEMTA and Skills for Construction.
- Develop programmes of learner engagement through Personal Community Development Learning (PCDL), and First Steps Learning (FSL) leading to a first level 2.

6. Transform the learning and skills sector through *agenda for change*.

Improving the quality and responsiveness of provision is key to developing the skills required.

Achievements include:

- Provider capacity developed to deliver ETP training that satisfies employers' needs.
- Work begun with FE providers to reduce the volume of non-priority courses whilst ensuring a balance and mix of provision that meets local needs.
- Assisting more learners to improve their Basic Skills through the 'whole college' approach. This has supported tutors in continuous professional development. We have trained 36 tutors in the last year and achieved 9,889 Skills for Life qualifications.

The performance of the post-16 sector is uneven and despite most provision being classed as satisfactory there is still scope for development.

For example there is a clear need for further capital investment at some of our colleges, but this needs to be supported by a robust learner justification. Also, of our four FE Colleges one college is currently in financial Category B, and three colleges are in Category C. Of these three colleges, one college is in recovery, one college is emerging from recovery and the third college is addressing data related audit issues.

At present, in the South West, only a third of employers who train use FE colleges. Although there are excellent examples of FE collaboration with employers, this needs to be developed further.

We plan to:

- Work with key partners, including the new Quality Improvement Agency and the Centre for Excellence in Leadership, to raise the quality of provision and levels of achievement.
- Develop the capacity and capability of providers to respond to the needs of employers by helping them gain appropriate quality standards.
- Establish benchmarks for employer engagement with colleges and other providers within plan led funding
- Agree targets with providers for continuous professional development.
- Work with the governing bodies of our providers to fully engage them in the LSC agenda

7. To 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.

It is essential that we work with lead partners in economic development to provide the support they need on skills.

Achievements include:

- Local Public Service Agreements (LPSAs) developed in Wiltshire and preparation began on Swindon's and on Wiltshire's Local Area Agreement (LAA).
- Action plan with Job Centre Plus developed to enhance the skills of those seeking work.
- The Offender Learning and Skills Service (OLASS) implemented in Wiltshire and Swindon as part of the regional pilot.
- A Wiltshire and Swindon Economic Strategy developed with the local Economic Partnership.

The number of people in Wiltshire and Swindon qualified to Levels 2, 3 and 4 is higher than the national average – but so is the proportion of the local workforce only qualified to NVQ Level 1. Also, 1 in 5 of the working population lack the literacy and numeracy skills they need to do their jobs satisfactorily. We need to up-skill our workforce at all levels and provide progression routes for career development.

We plan to:

- Agree targets for the Education Development and Economic Competition block within LAAs.
- Pilot Adult Learning Options with Job Centre Plus
- Focus funding on level 2 entitlement programme to help more adults to achieve their first Level 2 qualification.
- Increase adult participation in accredited Basic Skills programmes leading to further learning and/or work.

8. Improve the skills of the workers who are delivering public services.

Developing the skills base of those working in the public sector is central to further improving public services.

Achievements include:

- A Basic Skills project within Wiltshire's LPSA to improve the skills of workers in public services in Wiltshire. All major public sector employers are committed to leading by example.
- Sector employer groups established for Adult Care and Childcare. These have levered-in public funds to train their workforces.
- The ETP School Assistants' training programme delivered locally and achieving 40 Level 2s.

Public Service occupations account for 30% of total employment in Wiltshire and Swindon, compared to the national average of 25%. We will assist local public sector partners develop workforce development strategies, which support LSC priorities and in particular employees who lack Basic Skills and/or first level 2 qualifications.

We plan to:

- Secure joint plans for WfD strategies with public sector organisations in Wiltshire and Swindon.
- Develop a local Workforce Development Strategy for Children's Services.
- Engage the Public Sector through the 'Train to Gain' service.

9. To strengthen the capacity of the LSC to lead change nationally, regionally and locally.

We have recognised the need to transform ourselves if we are to deliver the strategic changes we expect of the learning sector. The LSC's *agenda for change* sets out an ambitious programme to restructure and improve LSC services.

Skills Matrix 04/05

This matrix sets out the contribution of Wiltshire and Swindon's existing learning provision to the LSC's priorities. The regional goal is to improve the contribution to provision offering qualifications and in sectors of the economy that have been prioritised by the LSC by 10-20% in 2006-07.

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	6,901,177 13859	26%	6,698,676 3983	25%	12,600,729 10356	47%	26,200,582 28198	97%
Potential to contribute	333,713 1003	1%	35,723 42	0%	201,026 562	1%	570,462 1607	2%
No longer eligible for LSC funding	89,354 765	0%	5,394 19	0%	156,035 233	1%	250,783 1017	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%	0 N/A	0%	0 N/A	0%
Totals	7,324,244 15627	27%	6,739,793 4044	25%	12,957,789 11151	48%	27,021,826 30822	100%

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	3,551,373 5969	30%	2,206,162 1971	19%	4,005,246 7650	34%	9,762,781 15590	83%
Potential to contribute	1,300,411 2272	11%	50,844 148	0%	343,711 1378	3%	1,694,965 3798	14%
No longer eligible for LSC funding	194,242 2380	2%	255 1	0%	110,149 502	1%	304,646 2883	3%
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%	0 N/A	0%	0 N/A	0%
Totals	5,046,026 10621	43%	2,257,261 2120	19%	4,459,106 9530	38%	11,762,393 22271	100%

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

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, but it should be noted that it is not a precise tool for measurement. However, we are able to use it during planning dialogues with providers to ensure that we move towards purchasing provision that contributes to LSC targets.

In the body of the report, 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 not longer be eligible for LSC funding from 2006/07. With the focus more keenly on purchasing provision which counts towards our targets and priorities we expect to see the 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 key changes needed

- Improve 16-18 participation by increasing learning opportunities at Level 1 and progression onto Level 2 programmes.
- Improve learner achievement by increasing the number of 19 years olds achieving level 2 from 73% to 76%; those achieving Level 3 from 42% to 45%; and increasing WBL completions from 67% to 69%. (figures to be confirmed)
- Re-focus the adult Level 2 offer on those without prior qualifications at this level.
- Increase the volume of Skills for Life (SfL) programmes counting towards target to 80% of all SfL programmes offered.
- Continue to reduce the amount of FE funding spent on non-LSC target qualification courses in order to maximise performance against targets, whilst safeguarding PCDL.
- Work with providers to deliver a step change in the delivery of provision in priority sectors, addressing Sector Skills Agreements (SSAs), as follows:

<i>e-skills//ITQ</i>	<ul style="list-style-type: none"> • Increase the number of learners on ITQ qualifications (Levels 2 and 3), transferring learners from other IT qualifications, where appropriate • Contribute 563 to the regional share of SSA target from a baseline of 3,380 (2004/05)
<i>Construction/OSAT</i>	<ul style="list-style-type: none"> • Increase the number of learners registering on and completing Level 2 qualifications through OSAT • Contribute 217 to the regional share of SSA target from a baseline of 1,303 (2004/05)
<i>Engineering/BIT</i>	<ul style="list-style-type: none"> • Increase the number of learners on BIT (Levels 2 and 3), transferring learners from PMO where appropriate • Contribute towards the regional share of SSA target from a baseline of 25 at Level 2 and 9 at Level 3 (2004/05)
<i>Public Sector</i>	<ul style="list-style-type: none"> • Increase delivery of Level 2 qualifications to those who work in the public sector, including school support staff • Increase public sector employee engagement with Skills for Life through the Wiltshire LPSA Leading by Example initiative (500 qualifications)
<i>Health and Social Care and Childcare</i>	<ul style="list-style-type: none"> • Promote and increase delivery of Levels 2,3 and 4 to care/childcare sector employers/employees • For Healthcare we will deliver 500 Level 2, 300 Level 3 and 200 Level 4. For Childcare 905 Level 2/3 qualifications
<i>Retail</i>	<ul style="list-style-type: none"> • Promote and increase delivery of Levels 2 and 3 to retail sector employees/employers

- Encourage FE colleges to maximise their fee income from employers by agreeing income targets to help ensure the continued engagement of 19+ employed learners (% yet to be agreed but should meet the new guidance requirements of 32.5% fee income)
- Support providers to respond to the needs of employers by helping them gain appropriate quality standards

- Increase overall success rates in FE by 2% over 2004/05 with particular focus on Levels 1 and 2 provision.
- Reduce provision that does not meet national performance benchmarks.
- Identify solutions to assist those in isolated rural areas to access learning.

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

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05				Funding £
	Learners				
	Volumes of learners	In-year achievements (volume)	Success Rates		
FE Total Learners	8469				26,964,435
of which...					
Learners on Skills for Life target qualifications	3094	1269	41%		
Learners on a full Level 2 qualification	1638	950	58%		
Learners on a full Level 3 qualification	2959	1124	38%		
Learners on 2 or more A2 qualis	577				
Discrete* activity, e.g. fully ESF, or LIDF funded provision					
School sixth form	3676				16,651,416
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement /12 month AiL		Funding £
WBL Total Learners	1629				4,875,531
of which...					
Learners on Skills for Life target qualifications	1797	350	19.6		
Learners on an Apprenticeship	1462	303	20.7		
Learners on an Advanced Apprenticeship	317	47	14.8		
Entry to Employment	Learners				Funding £
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	
All E2E	374	227	28.3	53%	1,647,208

2005/06				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Success Rates		
8,830				29,145,768
3295	1450	44%		
1987	1137	57		
3430	2222	65%		
3896				18,610,312
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
1616				5,410,398
1600	438	27.4		
1281	379	29.5		
319	59	18.5		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destination s	
300	180	28	54%	1,451,733

2006/07				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Success Rates		
8,800				30,676,677
3528	2211	45%		
1965	1245	62%		
3270	2193	67%		
3993				20,266,624
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
1788				5,810,003
1750	454	26		
1412	393	28.4		
376	61	16.6		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destination s	
455	234	25	55%	1,877,430

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete

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

SUMMARY OF ADULTS (19+)	2004/05			
	Volumes of learners	Learners In-year achievement s (volume)	Success Rates	Funding £
FE Total Learners	38,130			16,001,540
<i>of which...</i>				
Learners on Skills for Life target qualifications	2462	1600	65.0%	
Learners on a full Level 2 qualification	1470	690	47%	
Learners on a full Level 3 qualification	1394	572	41%	
Learners on 2 or more A2 quali	32			
Discrete* activity, eg fully ESF, or LIDF funded provision				
Adult & Community Learning	10,152			915,920
Work Based Learning	12 month average in learning (volume)	Framework achievement s (volumes)	Framework achievement / 12 month AiL	Funding £
WBL Total Learners	1213			2,415,277
<i>of which...</i>				
Learners on Skills for Life target qualifications	1059	361	34	
Learners on an Apprenticeship	726	308	2.35	
Learners on an Advanced Apprenticeship	333	53	6.3	
ETP / NETP	Volumes of learners	In-year achievements (volume)		Funding £
	8041	4455		8,487,173

2005/06			
Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
33,242			15,003,050
2696	1671	62%	
1781	903	51%	
1700	1071	63%	
13,466			
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
897			1,949,042
1011	451	44.6	
683	385	56.6	
328	66	20.1	
Volumes of learners	In-year achievements (volume)		Funding £
7293	4500		6,265,121

2006/07			
Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
26,953			14,243,288
2861	1944	69%	
1955	1110	59%	
1672	1011	65%	
10,000			
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
949			1,877,430
918	467	50.9	
609	399	65.5	
319	68	22	
Volumes of learners	In-year achievements (volume)		Funding £
800	2793		4,328,018

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05	43,089	7,691	1,559	17,429	938	6,103	625	1,083	2,138	5,675
2005/06	46,765	7,744	1,250	19,148	921	9,593	552	223	1,886	4,833
2006/07	48,408	7,414	1,550	20,946	1,047	2687	431	0	0	5,792

Key actions

We summarise below the key areas for local action that are required to support our “Context of Delivery” section.

Priority 1: Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities	
Action	Measure of Success
<p>Improve participation post-16:</p> <ul style="list-style-type: none"> • Grow Entry to Employment and other similar provision so that more young people participate in learning, including at Level 2 • Embed the extension of EMA and promoting it to eligible young people • Support retention officers to assist the transition into post-16 learning • Reduce the number of those not in education, employment or training (NEET) through interventions such as Summer Challenge and Engagement Projects in conjunction with Connexions 	<ul style="list-style-type: none"> • Additional 130 E2E or equivalent places to be offered by March 2007 and 55% leave E2E with a positive destination • 94% estimated group take up EMA by March 2007 • 76% young people retained in learning post-16 during 2006-07 • NEET reduced to 5% from 7.8%
<p>Implement the learner offer across the two local authorities:</p> <ul style="list-style-type: none"> • Develop a flexible curriculum with clear progression routes, to prepare young people for the world of work, ensuring that the learner entitlement is adopted and delivered by local provider partnerships • Develop area prospectuses for 14-19 learning and training 	<ul style="list-style-type: none"> • 1500 places on Increased Flexibility Programme by Dec 06. Plans in place to deliver learner entitlement by Dec 06. • 5 Local area prospectuses published by Spring 2007
<p>Contribute towards the Level 2 target:</p> <ul style="list-style-type: none"> • Develop an approach to improve achievement of Level 2 by 19 • Improve apprenticeship completions 	<ul style="list-style-type: none"> • 76% achievement at Level 2 at 19 by 2006 with 1268 additional learners in 2006 and 1100 additional learners in 2007 • 56% of 16-18 year olds completing apprenticeships by March 2007 (from 52% in 04/05).

<p>Implement 14-19 plans with partners::</p> <ul style="list-style-type: none"> • Support the Swindon post inspection action plan • Establish a joint capital plan to support distinct 16-18 projects, including investment in growing school sixth forms. • Ensure consistency and continuity between the strategic plans of Connexions, LA's and the LSC reflecting the 14-19 strategy objectives • Develop a joint sixth form quality improvement plan 	<ul style="list-style-type: none"> • Action plan 2006/07 delivered • Jointly agreed Capital Plan in place by December 2006 • Jointly agreed plans in place by December 2006 • Jointly agreed quality improvement plan in place by September 2006
<p>Increase the number of employers involved in 14-19 education and training:</p> <ul style="list-style-type: none"> • In partnership with the Education Business Link Consortium secure work experience placements for learners and professional development placements for teaching staff. 	<ul style="list-style-type: none"> • 8100 work experience placements by March 2007 and 300 professional development placements by September 2006
<ul style="list-style-type: none"> • Ensure providers set SMART EDIMS to demonstrate their commitment to Equality and Diversity. 	<ul style="list-style-type: none"> • EDIMS included in 100% of provider development plans
<ul style="list-style-type: none"> • Secure provision for LLDD in either residential or local Further Education 	<ul style="list-style-type: none"> • 35 young people with learning difficulties/and or disabilities
<p>Priority 2. Making learning truly demand-led so that it better meets the needs of employers, young people and adults.</p>	
<p>Support employers' skills needs:</p> <ul style="list-style-type: none"> • Implement Train to Gain locally • Maximise FE investment in Train to Gain. • Deliver Leadership and Management Training programmes • Deliver Employer Development programme at Levels 3 and 4 • Build on success of Smartplace project in engaging rural and SMEs in training 	<ul style="list-style-type: none"> • X employers engage with Train to Gain, as part of the regional target • Negotiate with colleges use of their FE allocation to support Train to Gain activity– July 06 • 200 employers engaged in Leadership and Management by March 2007 • 1200 employees on Level 3 or 4 training

	<p>programmes by March 2007</p> <ul style="list-style-type: none"> • Complete Smartplace project Learning Element and work with partners to secure further funding – Nov 06
<p>Support key industrial sectors:</p> <ul style="list-style-type: none"> • Work with providers to support workforce development in construction, retail, engineering, health and social care, childcare and ICT • Support CoVEs in Engineering, Plumbing, Digital & Broadcast Media, ICT, Childcare, Retail and Automotive Manufacturing 	<ul style="list-style-type: none"> • Providers development plans make local contribution to SSA and sector training targets - by July 06 • 3 CoVEs assessed for full status June 2006 - Childcare, Retail and Automotive Manufacturing
<p>Increase adult participation in learning:</p> <ul style="list-style-type: none"> • Develop programmes of learner engagement through Personal Community Development Learning (PCDL) and through First Steps Learning (FSL) leading to a first Level 2. • Deliver coordinated IAG services throughout Wiltshire and Swindon • Widen access to learning to those in rural and deprived communities 	<ul style="list-style-type: none"> • Agreed FE and ACL Provider Development Plans, maintaining 13,500 adult learners in community based learning. Plans in place by July 2006 • 4,500 adults (pre-level 2) take up learning following advice intervention • Agree NLDC projects that support learners in deprived communities - by August 2006
<p>Priority 3. Transform the learning and skills sector through agenda for change</p>	
<p>Improve performance of the post-16 sector:</p> <ul style="list-style-type: none"> • Work with key partners, including the QIA and Centre for Excellence in Leadership, to raise the quality of provision and levels of achievement and contribute to the regional QI partnership • Implement “New Measure of Success” with all sectors of learning 	<ul style="list-style-type: none"> • Agree CPD targets with providers, including those relating to SfL delivery by July 2006 • Success Rates improved from 70% to 74% (FE) and from 62% to 66% (WBL) in 2006/07,

	focusing on Levels 1 and 2
<p>Buy provision that supports local needs:</p> <ul style="list-style-type: none"> Continue discussions with providers to reduce the volume of non-priority courses whilst ensuring a balance and mix of provision that meets local needs Introduce fee income targets for FE colleges for employer engagement to help ensure the continued engagement of 19+ employed learners Improve provision that does not meet national performance benchmarks. 	<ul style="list-style-type: none"> Provider plans agreed July 2006 Fee income targets agreed with colleges by July 06 65,135 students in at least satisfactory provision compared to 56,769 in 05-06
<p>Support FE collaboration with employers:</p> <ul style="list-style-type: none"> Develop the capacity and capability of providers to respond to the needs of employers by helping them gain appropriate quality standards Establish benchmarks for employer engagement with colleges and other providers within plan led funding. 	<ul style="list-style-type: none"> Train to Gain to deliver X first Level 2 and X Skills for Life by Mar 07 Agree employer engagement targets with providers by July 2006
<ul style="list-style-type: none"> Invest in the capital infrastructure of key providers, as part of the Region's capital investment strategy 	<ul style="list-style-type: none"> Identify and progress key capital investment priorities and contribute to the Regional Strategy: June 2006
<p>Priority 4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs and lifelong employability.</p>	
<p>Up-skill the workforce at all levels:</p> <ul style="list-style-type: none"> Develop Local Area Agreements in Wiltshire and in Swindon Engage employees in training through the Train to Gain Service for employers 	<ul style="list-style-type: none"> Establish skills targets for the Education Development and Economic Competition block within LAAs. Swindon – July 06, Wiltshire – July 07. 440 Skills for Life qualifications, 800 Level 2 qualifications.
<p>Help individuals into jobs:</p>	

<ul style="list-style-type: none"> • Link skills training and local employment opportunities through joint planning with JC+ • Work with JC+ and other strategic partners to embed SfL within preparation for work programmes • Negotiate linkages between local implementation of the Level 2 entitlement programme and the two LAAs • Continue local support for the Regional OLASS project 	<ul style="list-style-type: none"> • Plan for local delivery of Adult Learning Options Programme with JC+ . Pilot proposed for 06-07. • Plan for coordinated offer, following transfer of JC+ funding for training to LSCs. Scheduled for implementation in 06-07. • Skills targets contained within LAAs. Swindon – July 06, Wiltshire – July 07 • Partnership Plan in place with Earlestone Prison and with Wiltshire Probation Area - August 06
Priority 5. Improve the skills of workers who are delivering public services	
Engage employers in training: <ul style="list-style-type: none"> • Increase public sector employee engagement in Skills for Life through the Wiltshire LPSA, Leading by Example initiative. • Engage Public Sector employers in the Train to Gain Service 	<ul style="list-style-type: none"> • 500 SfL qualifications within public sector organisations by March 2007 • Targets agreed with Regional Skills Brokerage Service – April 06
Support workforce development strategies: <ul style="list-style-type: none"> • Work with statutory partners to develop the local Workforce Development Strategy for Children's Services 	<ul style="list-style-type: none"> • WFD strategy in place March 2007
Priority 6. Strengthen the capacity of the LSC to lead change nationally, regionally and locally.	
Transform the LSC's capacity: <ul style="list-style-type: none"> • Implement the new LSC organisation structure at local level 	<ul style="list-style-type: none"> • 2 local partnership teams and 1 local economic

<ul style="list-style-type: none"> • Contribute to the development of new regional /national processes to support the new organisation • Implement proposals for engaging the LSC Council and Governors in our planning cycle. 	<p>development team established June 06</p> <ul style="list-style-type: none"> • Processes in place to enable local teams to support providers July 06 • Proposals agreed with Council members and Governors by Dec 06.
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Our Delivery Resources

LSC Wiltshire and Swindon has 55 employees (January 2006). 14.5% are in salary band 1 and 27% are in salary band 3 and above.

Equality and Diversity

In line with the LSC's Race Equality Scheme we continue to promote equality and diversity as an Equal Opportunity Employer. All our staff have been briefed on the race equality impact measures and we work to ensure equality and diversity is reflected in our policies, programmes and actions. We are currently in the process of developing EDIMs that our providers will incorporate into their development plans in the future. We have two employees registered as disabled and 1 employee from a Black Minority Ethnic community.

Health and Safety

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

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

Learners with Learning Difficulties and / or Disabilities

Under the Learning and Skills Act 2000, the LSC 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 issued a strategy for sustainable development (SD) entitled "From Here to Sustainability." The LSC is committed to promoting and disseminating this strategy and implementing the actions in it. We need to do this so that the learning and skills sector, and the LSC itself, know what is meant by SD, appreciate why SD is so important and understand why today's learners need to acquire skills for sustainable development (SD skills).

Partnership Working

We cannot succeed on our own, and need our many partners to work with us on a shared approach to planning and funding. By setting out our priorities we have provided the

framework for partnership with and influence of other organisations, including those in the voluntary and community sector, that support our vision for learning and skills to enable strategic alignment of plans and funding to support these priorities. Partnership working is embedded within this plan and our national and regional statements of priorities and is crucial in responding to the learning and skills needs of employers and learners in the county.

The LSC and UFI in the region and locally enjoy a constructive and productive relationship informed by regular meetings and sharing 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 524 Skills for Life Tests and 32 First NVQ Level 2's.

Appendix 1 Abbreviations used in the plan

Acronym	Description	Acronym	Description
ACL	Adult and Community Learning	LPSA	Local Public Service Agreement
BIT		LSC	Learning and Skills Council
BME	Black, Minority Ethnic Groups	NEET	Not in Education, Employment or Training
CoVE	Centre of Vocational Excellence	NESS	National Employers Skills Survey
DfES	Department for Education and Skills	NETP	National Employer Training Programme
E2E	Entry to Employment	NVQ	National Vocational Qualification
EBL	Education Business Link	OLASS	Offender Learning and Skills Service
EDIMs	Equality and Diversity Impact Measures	OSAT	On-Site Assessment and Training
EMA	Educational Maintenance Allowance	PDCL	Personal Development and Community Learning
ESF	European Social Fund	PMO	Performing Manufacturing Operations Qualification
ESOL	English for Speakers of Other Languages	QIA	Quality Improvement Agency
ETP	Employer Training Pilot	QI	Quality Improvement
FE	Further Education	SD	Sustainable Development
FLLN	Family Literacy, Language and Numeracy	SEMTA	Science, Engineering, Manufacturing Technologies Alliance
FSL	First Steps Learning	SfL	Skills for Life
GVA	Gross Value Added	SMART	Specific, Measurable, A, Realistic Timely
ICT	Information, Communication and Technology	SSA	Sector Skills Agreements
ITQ	Information Technology Qualification	SSC	Sector Skills Council
JC+	Job Centre Plus	SI	
L2E	Learn 2 Earn	SW	South West
LA	Local Authority	SWESA	South West Enterprise and Skills Alliance
LAA	Local Authority Agreement	Ufi	University For Industry
LLDD	Learners with Learning Difficulties and/or Disabilities	WBL	Work Based Learning
		WfD	Workforce Development

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

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