

Annual Plan 2005-06



Leading learning and skills

Annual Plan 2005-06

Local Office	LSC Nottinghamshire
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Executive Summary

The priorities and actions described in this plan have been developed in response to the following key challenges facing the Nottinghamshire economy.

There is a clear distinction in terms of both occupational and social characteristics between the “county” and the “conurbation”. The “county” area was, until the mid 1980’s, dominated by mining. The rapid decline of this industry has had a major impact upon employment and social cohesion in those former mining communities. The conurbation, with the city of Nottingham at its core, was, until the last two decades, dominated by three very large paternalistic employers: Boots, Raleigh and Players. Although this substantial manufacturing capacity has largely disappeared, an expectation, post-school, of employment as opposed to training, or full-time education has persisted.

The development of curricular and institutional structures that encourage the engagement of young people (14-18) in relevant and exciting learning therefore underpins many of the actions described in this plan. This is vital to increasing Level 2 achievements and will have a significant impact on reducing the number of young people in low skill, low opportunity employment.

Both city and county areas exhibit Key Stage 4 outcomes that are below national averages – this is particularly marked in the city, placed 146th (out of 149) Local Education Authorities in the January 2005 GCSE Performance Tables. In both cases the 5 A*-C pass rate remains below 50% (City LEA = 37.7% and County LEA = 47.4%). This needs to be seen alongside the relatively poor performance of post-16 providers in the conurbation to deliver sufficient foundation/level 1 curriculum to meet the needs of those young people emerging from Key Stage 4 with such low levels of achievement.

Our priority is to ensure that our funding underpins quality provision rather than simply maintaining activity volumes. This approach will also characterise our work within the 14-16 phase. In addition, through the Business Cycle, we will ensure sufficient developments in the provision of Entry/Level 1 programmes (coherent with new emerging 14-16 curriculum) to realise visible and coherent 14-19 pathways within both conurbation and countywide provision.

General FE within the conurbation exhibits a number of financial weaknesses and is very variable in quality – ranging from “Outstanding” to “Weak” according to OfSTED inspections undertaken in the last 18 months. No institution exhibits good quality alongside robust financial health, and those colleges that are in reasonable financial health are usually dependent upon significant levels of franchised or partnership activity. The Principals have accepted the urgent need for a re-shaping of General Further Education in the Conurbation, and options are currently being actively considered.

Ensuring that the fundamental re-shaping of FE in the conurbation is successfully completed is a key aim of 2005-06. Transformation of FE in the City must also be matched by the achievement of a transformed post-16 structure in Newark, which currently exhibits modest levels of both achievement and engagement.

Adult learning lacks co-ordination and clear direction. The Strategic Area Review (StAR) of Adult and Community Learning (ACL) identified lack of clarity and strategic focus in some areas of provision and the position is further confused by the uncoordinated growth of computer-based learning centres from the mid-1990’s along with significant growth in partnership/franchised provision. LSC Nottinghamshire (LSCN) failed to meet its “Skills for

Life” target to 2004, and, unless urgent action is taken, performance in Basic Skills will continue to disappoint, which in turn will have significant implications for adult Level 2 targets.

Accordingly, particular emphasis will be placed upon securing adult targets with all providers. In particular, the achievement of countable outcomes for Skills for Life provision will form the basis of contracting with FE providers, and new initiatives with Work Based Learning (WBL) and other providers will be established. Similarly, following the anticipated outcome of the Adult Skills consultation paper, urgent discussions with ACL contractors will emphasise the requirement for basic skills delivery through a changed approach to “First Steps” learning activity. These issues will be dealt with via a review of structural and contracting arrangements following ALL inspections of both ACL contractors in late April 2005.

Nottinghamshire attracts significant volumes of economic regeneration funding – both within the former mining areas of the county, and in the conurbation. This has had a significant impact in some areas, whilst in others it has been poorly focussed – the Nottingham “One City Partnership” for example, which accounts annually for over £15 millions of Neighbourhood renewal funding, has recently suspended its previous arrangements and structures as part of a “Fresh Start” initiative to improve its effectiveness. In all cases, the impact of LSC Nottinghamshire in influencing flows of funds to ensure maximum impact upon our priorities has been insufficient.

A new approach will ensure that the LSCN plays a full and formative role in all local economic regeneration partnerships and activities in order to ensure that local priorities are appropriately aligned with LSC priorities, and that funding is therefore used effectively to address those priorities. This function will be monitored and reported regularly to the local Council.

Vocational provision has not been significantly influenced by systematic engagement with employers, or reference to available intelligence in respect of skills shortages and priorities for the local economy. The result is a framework of provision that in some areas matches identified need reasonably well, but with major gaps in some skill areas. In particular: Engineering provision in the conurbation is fragmented and of variable in quality; Retail provision (a local priority) is inadequate for the emerging need, and a lack of appropriate provision in Construction is a constant message in dialogue with employers.

In contracting with providers for 2005-06 and beyond, LSCN will work with the regionally established network of Sector Skills Managers to ensure an approach to priority skills procurement that develops regional as well as local capacity. For local providers this will necessitate agreed movement in 2005-06 to ensure that the medium-term requirements for local up-skilling are secure, and that urgent needs are appropriately addressed in 2005-06.

In addition, where Business Cycle discussions raise concerns about the ability of the current framework of providers to meet the needs of priority sectors, the recruitment of new providers will be undertaken with urgency.

Mick Brown
Executive Director Nottinghamshire LSC

Keith Stanyard
Chair of LSC Nottinghamshire

Strategic Priorities

National Priorities

The LSC's Annual Statement of Priorities published in December 2004 sets out what needs to be done to support the delivery of world-class learning and skills. Our priorities are to:

1. Make learning truly demand-led so that it better meets the needs of employers, young people and adults.
2. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.
3. Transform Further Education so that it attracts and stimulates more business investment in training and skills development.
4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs.
5. Strengthen the LSC's capacity to work effectively at a regional level – particularly with Regional Development Agencies and Regional Skills Partnerships (RSP).
6. Improve the skills of workers who are delivering public services.

Government has set challenging skills targets that we are committed to delivering - directly and by influencing the activities of our partners. In supporting these priorities nationally, the LSC plans to deliver against the following targets:

For young people:

- Increase the proportion of 19 year olds who achieve at least Level 2 (equivalent of 5 GCSEs) by three percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008. Contributing to this, the LSC aims to deliver 23,000 additional 19 year olds at/above Level 2 in 2006 compared to 2004

For apprentices:

- A performance indicator for apprenticeships has been developed. By 2008, the number completing their apprenticeship will have risen by three quarters.

For adults:

- Improve the basic skills of 2.25 million adults between 2001 and 2010, with a milestone of 1.5 million in 2007 of which the LSC plans to fund at least 1.4 million directly.
- 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. The LSC will lead on ensuring the delivery of this target through its own funding and contributions from others.

We will also work with key partners to contribute to their efforts to:

- Increase the proportion of young people and adults achieving a Level 3 qualification. These targets will be set regionally to reflect the priorities of the Regional Skills Partnership and regional skills needs
- Reduce the proportion of young people not in education, training or employment by two percentage points by 2010
- Increase participation in Higher Education towards 50 per cent of those aged 18 to 30 by 2010.

Our planned local contribution to the delivery of these targets is summarised in Annex A.

14-19 White Paper

The LSC welcomes the 14-19 White Paper's focus on the needs of the learner and the importance of providing stretch and encouragement for all young people. Critically, it recognises the part employers will play in shaping provision and in providing more opportunities for work-related learning and work experience. The LSC will support these reforms by providing leadership, nationally, regionally and locally and by expanding on the excellent work already being provided in the 14-19 arena and by continuing to develop strong partnerships with the organisations that have direct contact with young people. 14-19 and collaborative developments are strong features of our plan for 2005-06.

Skills Strategy

The LSC will work with its key partners nationally, regionally and locally to ensure the effective implementation of the Government's Skills Strategy. A key element of this will be the National Employer Training Programme (NETP) that will offer employers hassle-free access to their skills needs. Building on the success and experience of the LSC's Employer Training Pilots, NETP will provide employers with solutions that address access to high quality learning provision at Level 3 and above and to short bespoke courses, and, where appropriate, support for basic skills and Level 2 provision. A comprehensive skills brokerage service, led by the LSC, will ensure that employers receive high quality and impartial advice that is designed to have a positive impact on their bottom line.

Agenda for Change

The LSC's agenda for change encompasses a wide range of activity to transform the FE sector. We recognise that there are significant strengths in the sector, but also major issues to tackle. We need to work together with all of our providers to respond to the challenges that we face so we are able to meet the vision for the future laid down by our own Annual Statement of Priorities, and the 14-19 Strategy, the Skills Strategy and *Success for All*. The LSC's agenda for change will strengthen the sector's ability to respond to the needs of local learners, employers, the economy and the communities we serve. To do so, we are committed to transforming six key areas of work: skills and employers; quality; funding; efficiency; data and reputation.

Regional Priorities

The LSCs in the East Midlands have completed a Regional Statement of Priorities that should be read in conjunction with this plan and the priorities for action are set out and numbered in Annex B. These are cross-referenced in the Headline Activities. In the main the priorities are:

1. The LSC will make learning truly demand-led so that it better meets the needs of employers, young people and adults. The Regional Skills Partnership (RSP) has set 11 sectors/clusters as priorities for action for the East Midlands. Over the next three years we will work with our partners and providers to drive up the demand for skills and improve the responsiveness of supply in all of those sectors.
2. The LSC will ensure that all 14-19 year olds have access to high quality, relevant learning opportunities. For learners aged 14 to 19 we will provide a more complete offer, enhancing the vocational qualifications on offer, focussing on raising the status and understanding of vocational learning and promoting employability skills which match employers needs.

3. The LSC will transform Further Education so that it attracts and stimulates more business investment in training and skills development. We will support the national LSC agenda for change that is setting out an ambitious future for Further Education over the coming years.
4. The LSC's role will be strengthened in economic development so that we provide the skills needed to help all individuals into jobs. The key focus in 2005/06 will be to develop the strong relationship with Jobcentre Plus in order to align and target our resources to support those out of work to enter employment and to support employers that are recruiting staff.
5. The LSC's capacity to work effectively at a regional level will be strengthened – particularly with the Regional Development Agency and RSP. The LSC will be a key player in the learning and skills priorities, including a major capacity building programme for all RSP partner staff to ensure the new ways of working needed to deliver the aspirations of the RSP are embedded in to LSC day to day activities.
6. The LSC will improve the skills of the workers who are delivering public services with a focus on the Health and Care sectors.

Regional collaboration

2004/05 has seen a step change in the way the LSC works at a regional and local level, both internally and with key partners. Primary examples of regional working include:

- Playing a significant role in the development of the Regional Skills Partnership – which in the East Midlands is called the Employment and Skills for Productivity Partnership.
- Embedding the role of Sector Skills Managers within the planning and purchasing process.
- Developing at regional and local levels 'Welfare to Workforce Development' plans with Jobcentre Plus with particular focus on developing a universal offer to employers and individuals; joint contracting for Skills for Life provision; integrating work to engage with employers.
- Strengthening regional integration of research and survey work, including work on sector analyses to support level 2 entitlements and the future roll out of National Employer Training Pilots (ETP).
- Working with East Midlands Development Agency (emda) and Business Services East Midlands (BSEM) to develop and deliver a regional approach to employer engagement in workforce development through the employer skills offer.

Employment and Skills Partnership Development

The LSC is represented at all levels of the Regional Skill Partnership. As well as playing an active role in the partnership, the LSC will take the lead on three RSP priorities:

- Increasing participation and attainment amongst 14 -19 year olds
- Developing pathways for progression for adults with low skills, whether employed or not, linking with skills for employability
- Improving the infrastructure and responsiveness of skill supply and the coordination of provision

Regional Sector/Cluster Priorities

Industry Skills Sector Managers have developed regional sector plans to inform the planning and purchasing of LSC funded provision, built effective relationships with the relevant Sector Skills Council (SSC) to articulate demand side requirements, started to build up a map of provision for their sector and are in the process of developing sector partnerships to secure improvements in provision to meet the current and future skills needs of the sector.

Future focus of priority sector work

The LSC is committed to strategically deploying its resources to meet the needs of the priority sectors in the RSP. We recognise that this is a significant programme of change and as such needs some focus for action. In 2005/06 we will increase our investment at a regional level in the key sectors identified by the RSP: Construction, Engineering and Health and Care

At the same time across the region through Centre of Vocational Excellence (CoVE) developments and work with key partners we will continue to focus on: Retail; Logistics and Distribution; Tourism, Culture, Leisure and Hospitality; the Manufacture of Food and Drink, Clothing and Textiles. We will also support emda and other key partners in developing the skills needed in the three key clusters with high potential for growth: Creative Industries; Medical, Pharmaceutical and Biotech and Environmental technologies.

Sector Skills Agreements

The advent of Sector Skills Agreements (SSA) has given greater impetus to this work. The LSC recognises that eventually it will need to respond to all 25 SSAs. The level of our response will be dependent upon the priority of that sector, whether it is regional, sub-regional or local priority and the "spread" of that sector in terms of employment and skills issues. In the meantime, the LSC has committed to ensuring effective response to the SSAs through the regional sector plans and the involvement of Sector Skills Managers in the three-year development planning process.

Actions arising from our regional priorities reflect the identified needs of the East Midlands and are set out in more detail in Annex B to this plan.

Local Priorities

The local strategic priorities for LSC Nottinghamshire (LSCN) reflect both national and regional priorities and the emerging outcomes of the Strategic Area Review (StAR) that has been carried out over the last two years in the county. These local priorities form part of our broader three-year strategic vision and are intended to provide a clear indication of how the LSCN intends to prioritise its resources in the future. The headline activities that LSCN will carry out in relation to these priorities during 2005/06 and beyond are detailed and cross-referenced throughout this plan.

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

The Nottinghamshire StAR has provided detailed information on the sector skill needs of the local economy and identified gaps in local provision. The StAR research has reinforced the importance of the three employment sector priorities for the East Midlands region and has also identified Retail Distribution as a key Nottinghamshire sector for development and growth where the current skills base of the workforce is inadequate.

Thus LSCN has identified four broad priority sectors for skills development: Construction, Engineering and Manufacturing, Health & Social Care and Retail Distribution.

Our local strategic priorities for the coming year in relation to this national priority are to:

- Build capacity to develop the provider network to meet the demands of a changing local economy.
- Stimulate demand and deliver skills in our key sectors.
- Encourage new entrants into those priority sectors where skill deficiencies are most evident.
- Support a range of organisations such as Nottinghamshire Education and Business Alliance (NEBA), Information Advice and Guidance (IAG), Connexions, Jobcentre Plus, and Business Service East Midlands (BSEM) to give priority to progressing adults in our priority sectors.

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

As a direct result of the StAR process, LSCN, in partnership with the two Local Education Authorities (LEA), has developed a clear 14-19 vision and strategy. This strategy will lead to the development of wider choice through new and improved provision and new ways of partnership working. This in turn will provide 14-19 year olds in Nottinghamshire with improved access to a broader range of learning options. These new learning pathways will provide direct progression to apprenticeship frameworks and inspire young people to enter relevant and appropriate education and training. This is of critical importance given the Nottingham conurbation's GCSE profile.

Our local strategic priorities in this area are to:

- Raise overall levels of attainment – reflecting the new targets for achievement of Level 2 and Level 3 qualifications.
- Enhance the profile of vocational routes and raise the levels of quality in all streams of learning provision.
- Ensure improvements in employer engagement and in the development of the vocational offer for young people.
- Develop collaborative models of delivery of provision that meet the needs and aspirations of young people.
- Undertake strategic discussions to both facilitate the reconfiguration of Further Education in Greater Nottingham, and influence the city 'Building Schools for the Future' proposals.

3. Transform Further Education so that it attracts and stimulates more business investment in training and skills development.

In line with this national priority, LSCN is setting out an ambitious agenda for Further Education within the county. This will be a mix of structural and behavioural transformation that will ensure that the sector is better placed to meet the challenges of the next five years and beyond. We aim to develop a Further Education sector fit for the 21st Century that will be the supplier of choice for the employer community.

Our local strategic priorities in this area are to:

- Transform the nature of provision in line with employer demand.
- Support providers to develop credible employer engagement strategies with targets to support our priorities.
- Ensure that quality becomes the key driver for further education provision.

- Invest in capital projects and infrastructure.
- Ensure maximum progression and achievement in adult literacy and numeracy.

4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs.

The key focus for LSCN for 05/06 will be to develop stronger and more purposeful relationships with our local partners, in particular, Jobcentre Plus, emda, Local Strategic Partnerships (LSP) and Sub-Regional Strategic Partnerships (SSP), to ensure that available resources are aligned and targeted to impact on our key objectives. This in turn will enhance learning and job opportunities that will be particularly targeted at local people from disadvantaged communities. Key to this is delivery of the 'Core Cities Strategy' through forums such as the Greater Nottingham Skills Board.

Our local strategic priorities in this area are to:

- Strengthen local networks between Jobcentre Plus, LSCN and providers in terms of employer engagement via the creation of a universal offer (skills offer).
- Bring coherence to the skills for life provision funded by LSCN and Jobcentre Plus.
- Pilot the skills coaching element of 'New Deal for Skills' to ensure greater consistency of provision and to increase the number of countable outcomes.
- The "Working Together" strategy with the voluntary and community sector consortium 'ENABLE' will be further developed in adult learning, particularly for those experiencing disadvantage or exclusion.
- Strengthen links with the SSPs and LSPs in order to secure coherence in priorities and regeneration funding.

5. Strengthen the LSC's capacity to work to work effectively at a regional level – particularly with Regional Development Agencies and Regional Skills Partnerships

In 05/06 LSCN will continue to work closely with our local partners who have a strong regional presence, in particular, emda, SSCs and Jobcentre Plus to consolidate and enhance our work in priority skill sectors.

Our local priorities in this area are to:

- Work closely with Business Services East Midlands to develop an infrastructure that will deliver more effective services for employers through the Business Link brand.
- Lead the county 'Employer Engagement Group' to deliver the regional skills partnership strategic plan for employment skills and productivity.
- Work with our key strategic partners, including local strategic partnerships, to deliver the 'Welfare to Workforce' agenda through initiatives such as 'Making the Connection'.
- Ensure that LSCN is best equipped to drive this new agenda via:
 - Achieving accreditation as Investors in People (IIP) organisation;
 - Successfully implementing the LSC Business Cycle;
 - Increasing the efficiency and effectiveness of the local office workforce and developing management information that delivers timely reliable data to inform strategic and operational decision-making.
- Engage with the regional network of Sector Skills Managers to ensure our approach to priority skills procurement is consistent with regional policy.
- Implement activities supporting the regional priority of raising management and leadership across the business community.

6. Improve the Skills of workers who are delivering public services

LSCN serves an area having higher than average employment within the Public Sector. Health and Social Care and Education sectors are amongst the top six employment sectors with significant employment growth forecast over the next few years. During 2005/06 we anticipate growth in demand for people qualified to Levels 2 and 3 from within Health and Social Care, Education and Local Authority employers. To meet this increasing demand our local priorities in this area are:

- Work with colleges and providers to secure provision that:
 - Meets the skills/qualification needs of the public sector;
 - Improves retention and achievement of learners;
 - Is flexible and responsive to the needs of public sector employers.
- Work in partnership with public sector partners to increase demand for learning from employers and employees.
- Raise employer awareness of the curriculum offer at Levels 2 and 3 and broker interested employers to learning provision that meets their requirements.
- Facilitate colleges and providers working collaboratively to effect a reduction in duplication and competing provision.
- Work with Trade Unions and Union Learning Representatives to stimulate demand and improve retention and achievement.

Market Analysis

Economic Overview

The 2001 Census recorded that Nottinghamshire had a total population of 1,015,498 with a working age population of 666,427¹. Of these, Working Futures data indicates that 478,078 were in employment during 2002 with 70% of employment concentrated in six broad industrial sectors². These are:

Retail and Distribution
Health and Social Care
Education

Other Business Services
Manufacturing
Construction

With the exception of the Manufacturing sector, which is expected to lose over 8,000 jobs, predominantly within Textiles and Clothing, all the above sectors are forecast to see employment increase. With unemployment levels at just 2%³ the skills shortages and skills gaps reported by local employers through the National Employer Skills Survey (NESS) are expected to continue for some time.

With 15.5%¹ of those of working age considering they have a limiting long-term illness, the economic activity rate for Nottinghamshire is currently 74.2%. Rushcliffe Local Authority Borough shows the highest rate of economic activity at 85.8% though within the City of Nottingham Unitary Authority the rate at 65.4%⁴ is the lowest in the LSC area.

Two per cent of the population covered by LSCN are unemployed, slightly above the regional average of 1.9%. The City of Nottingham has the highest level of unemployment at 3.4% though several wards are above 5% with outlying areas also having pockets of high unemployment³.

Nottinghamshire County has a diverse population with 5.9% of the population coming from a Black or Minority Ethnic group though within the City of Nottingham the proportion increases to 15.1%¹. Within the ethnic communities the employment rate of those of working age is just 49.6%, compared to the White population at 71.7%⁴.

Nottinghamshire has a history of low participation in learning. Recent improvements have seen adult participation rates increase from some of the lowest in England though further improvements are still necessary. Across the area GCSE performance in schools is below regional and national averages for both Nottinghamshire and Nottingham LEAs at 47.4% and 37.7%⁵ respectively with achievement rates as low as 24.5% for Black males across the LSC area⁶.

Despite low attainment rates at age 16, during 2003 the review of Further Education provision⁷ in Greater Nottingham identified low levels of participation in full-time education with limited provision below NVQ level 3.

¹ Census 2001

² Warwick Institute for Employment Research/ Cambridge Econometrics, 2003, Working Futures

³ Nottinghamshire County Council, Employment Bulletin, December 2004

⁴ Local Area Labour Force Survey, 2003

⁵ SFR 01/2005, GCSE and Equivalent Results and Associated Value Added Measures for Young People in England, 2003/04 (Revised), Table 16, 12 January 2005

⁶ National Curriculum Assessment and GCSE/GNVQ Attainment by Pupil Characteristics in England, 2002 (final) and 2003 (provisional)

⁷ Yarham, J (2004) Strategic Area Review

Across Nottinghamshire the provision of post-16 Education and Training is predominantly through seven General FE Colleges, a Sixth Form College, one Higher Education Institution, four External Institutions and the Nottinghamshire Training Network (NTN) comprising thirty-five providers of Work Based Learning.

Young People - Improving the participation and achievement of young people

Since 2001 the population of young people aged 16 to 18 in Nottinghamshire has risen by 11% from 37,678 to 41,835 in 2005 and is expected to continue for the next two years⁸.

Lower than average attainment rates at Key Stage 4 across the LSCN area, combined with a local economy rich in low skill, entry level employment opportunities, provides a challenge to increasing post-16 participation and improving both retention and achievement rates in all areas of post-16 provision. On reaching the end of compulsory education Connexions' destinations data suggests that for 2004, out of a total cohort of 13,184 young people, 86.3% enter a post-16 learning destination, 3.3% go into employment without training, 4.7% are unemployed. 'Not known' represents 5.7% of the cohort. Connexions report that the NEET group (Not in Education, Employment or Training) currently represents 4.8% of the 16 to 18 cohorts⁹.

Stimulating demand for learning alongside improving success rates and building progression routes underpins our strategy for increasing both 16-18 participation numbers and rates. Increasing participation rates at age 16 presents LSCN and its partners with a key challenge. Our providers face a major challenge in arresting attrition rates as participation declines significantly from age 16 to 17 and again between ages 17 and 18.

The needs of our diverse community are reflected within our Equality and Diversity Impact Measures (EDIMs) designed to focus resources on those areas of our learning provision where there is room for improving our offer to disadvantaged groups. Improving overall success rates within FE and WBL from 45% and 23% respectively is a priority. Our resources will be focused specifically towards increasing success rates at Levels 2 and 3 in both FE (L2=41% L3=21%) and WBL (L2=25% L3 18%), for young people from Black and Minority Ethnic communities where success rates falls to 39% and 21% respectively and for Learners with a Learning Difficulty and/or Disability where the success rate in WBL is 12%¹⁰.

Key Issues

- Raising participation, retention and achievement for young people is the main aim, especially within the City of Nottingham where the LEA is regularly within the bottom 10 of the national GCSE league tables.
- Developing transition routes from compulsory education to post-16 learning that accommodates learner needs by expanding our provision at Foundation, Level 1 and Level 2 across the county.
- Raising the levels of participation and achievement for those young people that are at a disadvantage in the labour market.
- Ensuring, with our partners, that young people have access to impartial and timely Information, Advice and Guidance (IAG) in relation to their options and the needs of the economy so that they are steered in the right direction.

⁸ Learning and Skills Council, Data and Collections, January 2005

⁹ Connexions 2004

¹⁰ Learning and Skills Council Nottinghamshire, January 2005

- Placing employers 'centre stage' identifies the need to ensure the qualifications young people obtain are those industry requires. Widening and improving access to flexible, quality vocational provision for young people, in line with local skill sector priorities therefore underscores our priorities in respect of transforming the provider infrastructure – FE in particular.

Adults - Raising the level of skills

For LSCN, raising the skills of the workforce begins with Skills for Life and increasing the number of adults achieving countable qualification in Literacy and Numeracy. The population served by LSCN has a history of under-achievement and non-participation. The Index of Multiple Deprivation 2000 identified 37 wards across Nottinghamshire that fell within the worst performing 500 in England in relation to Education, Skills and Training¹¹. The local economic environment has, in the past, been benevolent in providing low skill, relatively rewarding (financially) employment as traditional employment declined.

Between 2002-2010 replacing those leaving the labour market, predominantly resulting from retirements (replacement demand), is estimated to produce 'entry-level skills/learning demand' from around 100,000 people. Many of these people will be entering employment within the industries we have identified as being our priority sectors. Alongside this, of the current working age population in Nottinghamshire over 37%, some 235,000 people do not have a Level 2 qualification. The key to success will be through utilising Sectors Skills Councils' skills needs information to improve employer engagement and focus resources on servicing the identified needs of employers and learners.

Stimulating demand for learning within the workforce to meet current and future skills needs requires relevant and timely Information, Advice and Guidance (IAG). This will be delivered through a nationally recognised 'MATRIX' assessed supplier network offering impartial information and advice (Nextstep).

Refocusing learning providers will require delivery of relevant qualifications contributing towards our targets, improvements in quality and success rates to provide value for money and meeting employers' needs. During 2003/04 adult success rates within FE and WBL were at 59% and 37% respectively. For those undertaking studies at Levels 2 and 3 success rates for FE were 50% and 42% and for WBL 23% for both qualification levels.

Detailed EDIMs have been established for Work Based Learning. For Further Education the lack of completeness in data from colleges provides the focus for our attention and this is currently being urgently addressed with providers.

Key Issues

- Increase numbers entering Skills for Life provision and ensure Further Education provision delivers countable Basic Skills outcomes only.
- Work with colleges and providers to ensure resources are directed to meeting the skills needs of employers and learners in Health and Social Care, Construction, Engineering and Manufacturing and Retail Distribution.
- Work with employers and providers of learning to ensure learning and skills supply is relevant to demand whilst improving success rates.

¹¹ Department of the Environment, Transport and the Regions, Indices of Deprivation 2000

- Delivery of our Equality and Diversity Impact Measures (EDIMs) to secure improvements in participation, retention and achievement rates for those who are identified as being at a disadvantage.
- Develop and improve our management information on all aspects of provision by improving the completeness, timeliness and quality of data submitted by providers of learning.

Improving the quality and responsiveness of provision – taking forward the agenda for change

The National Employer Skills Survey (NESS) identifies significant skills shortages/gaps within our priority industry sectors. Local analyses estimate out-turn from our Post-16 provider network, at Levels 2 and 3, to be failing in meeting employer demand in many industry sectors, with over-provision in non-priority areas, this work is summarised below.

Level 2 and Level 3 Qualifications - Estimated Annual Demand/Supply - Nottinghamshire

	Construction	Retail	Health & Care	Hair & Beauty	Hospitality and Sport	Engineering & Manf.	Perf. Arts
Estimated Demand	1000	1700	2000	60	1200	1475	340
Supply	600	1200	2600	1300	3500	1200	1900
Variance	-400	-500	600	1240	2300	-275	1560

Our StAR process has identified a need for a significant increase in provision at Foundation, Level 1 and Level 2 with similar issues apparent within provision for Learners with Learning Difficulties and/or Disabilities (LLDD). We are seeking improvements that; offer progression, are more learner centred, meet the skills needs of employers and in terms of learner progression and achievement.

School Sixth Forms (SSF) in Nottinghamshire vary considerably, both in size and performance. Currently there is a lack of information regarding retention, cost effectiveness and curriculum planning for the sector that is being addressed through our dialogue with schools, relevant partners and stakeholders.

WBL has exhibited improvement in the quality of provision and outcomes for learners, in particular achievements for those young people from Black and Minority Ethnic background. However, concerns remain as to the overall standard of WBL and the perception held by potential learners, parents and stakeholders. We are working with the Nottinghamshire Training Network (NTN) to secure necessary improvements in apprenticeship completions, success rates at Levels 2 and 3, addressing gender stereotyping and increasing provision within our priority industry sectors.

Much of our adult learning lacks co-ordination and clear direction, in particular Adult & Community Learning (ACL). There is a need to improve our strategic relationships and focus on better co-ordination and development of new initiatives in order to improve the added value from our ACL contracting.

Analyses have been carried out on the number of learners covered by inspections. The majority (2977) of learners in WBL are in provision awarded Grade 3 (where 1 is the highest and 5 lowest). Improvements in Further Education overall success rates in Nottinghamshire colleges have been greater than national average. Nottinghamshire has, on the whole, achieved a 'Satisfactory' grade, although there were some colleges that received

unsatisfactory ratings and LSCN is working with these colleges and with the sector as a whole, to address areas of concern.

Key Issues

- Low attainment levels pre-16 require improvements in provision at entry level, Foundation and Level 1 with clear progression routes to Level 2 and beyond.
- Post-16 provision exhibits a poor match between supply and local need, both in terms of level of provision and relevance to employers' needs.
- Unsustainable Further Education infrastructure within Nottingham conurbation – optimistic income projections; high and unsustainable levels of partnership activity (much of it distant provision).
- Variable quality, outstanding to very weak. No single institution in the conurbation exhibits robust financial health alongside good quality provision.
- Culture of collaboration with schools and between colleges poorly developed, with some exceptions in the County areas.

Headline Activities

Young People – Improving the participation and achievement of young people			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resource
1 Widen the choice and improve the quality of vocational provision for young people, in line with local skill sector priorities.	1.1 Our planning and performance dialogue with all providers will establish a clear understanding of local industry sector priorities and 'procure' increases and refinements in curriculum provision to reflect local employer demand.	1.1.1 The proportion of Further Education provision in priority areas increased in: Construction from 3% to 5% Engineering & Manf. from 4% to 6% Retail Distribution from 2% to 5% Health & Social Care from 18% to 19%	FE & LIDF
		1.1.2 The proportion of Work Based Learning in priority areas increased in: Construction from 7% to 11% Engineering & Manf. from 13% to 15% Retail Distribution from 19% to 21% Health & Social Care from 14% to 16%	WBL & LIDF
	1.2 Establish, through our strategic discussions with all learning providers, partners and stakeholders, their contribution towards 14-19 targets for increasing achievement rates from the Level 2 shortfalls within pre-16 Education.	1.2.1 FE colleges deliver 6000 Level 2 qualifications to achieve a net contribution of 2581 young people achieving a first Level 2 qualification.	FE & LIDF
		1.2.2 WBL delivers 1945 Level 2 qualifications contribution towards young people achieving first Level 2 qualification.	WBL & LIDF
		1.2.3 Level 3 – 16-18 achievement rates within FE increased from 55% in 2003/04 to 58% in 2005/06.	FE & LIDF
		1.2.4 Level 3 - Average points score for LSCN area School Sixth Forms improved from 260.9 in 2004 to 263.7 in 2006	
		1.2.5 Level 3 – 16-18 achievement rates within WBL increased from 40.8% in 2003/04 to 44% in 2005/06.	WBL & LIDF

		1.2.6 Progress towards target of 45.7% in 2007/08 will see the proportion of young people completing apprenticeship frameworks increased from 26.1% in 03/4 to 35.9% in 05/06.	WBL & LIDF
	1.3 Work with colleges and providers to secure progression routes for young people yet to achieve their first Level 2.	1.3.1 Baseline data for participation, retention and achievement within Foundation and Level 1 provision within Further Education identified.	
		1.3.2 Targets for increasing participation and achievement within Foundation and Level 1 provision agreed with providers of Further Education.	FE & LIDF
	1.4 Work with partners and providers to address barriers to learning experienced by young people within the NEET group	1.4.1 The proportion of young people falling within the NEET reduced from 6.1% in 2004/05 to 5.7% 2005/06.	FE, WBL & LIDF
	1.5 The effectiveness and performance of FE colleges in meeting industry sector requirements will be subject to bi-monthly reviews undertaken by LSCN's FE and Senior Management Teams.	1.5.1 FE colleges delivered the agreed outcomes and milestones set out in three-year development plans against the LSCN's priorities.	
	1.6 Work with the Nottinghamshire Training Network to maintain and develop our support and capacity building activities for all Work Based Learning provision.	1.6.1 Inclusive Learning Support team established to operate with the Nottinghamshire Training Network.	LIDF, WBL & ALS.
		1.6.2 Work Based Learning secures increased achievement in Level 2, Key Skills and EDIMs for BME and LLDD. (See also 1.2, 1.3 and 1.7)	LIDF, WBL & ALS
	1.7 Working with the LSC's Equality and Diversity Sub-group, monitor and review progress towards existing Equality and Diversity Impact Measures (EDIMs).	1.7.1 Review of EDIMs undertaken and new impact measures for 2006/07 included within Equality and Diversity Action Plan.	

		<p>1.7.2 WBL Equality and Diversity Impact Measures (EDIMs)</p> <p>1) Reduce existing gender imbalance - increased proportion of male starts from 42.4% in 02/03 to 46.1% during 05/06.</p> <p>2) Reduce existing gender imbalance of male/female learners achieving an outcome from 25.6% in 02/03 to 21.8% during 05/06.</p> <p>3) Increase the proportion of starts from BME communities from 14.9% in 02/03 to 17.0% in 05/06</p> <p>4) Increase the proportion of starts to apprenticeships from young people with a disability from 5.5% in 02/03 to 6.8% in 05/06.</p> <p>5) Increase the proportion of disabled young people progressing into a positive destination from 58.2% in 02/03 to 63.7% in 05/06.</p>	WBL
2 Guarantee 16-18 year olds suitable learning opportunities, including the development of a more coherent phase of learning for 14-19 year olds	2.1 Implement Further Education restructuring in Greater Nottingham, ensuring, through dialogue with LEA, coherence with 'Building Schools for the Future' and planning and streamlining of 14-19 arrangements	2.1.1 Public Consultation process carried out by August 2005 and next steps determined.	
		2.1.2 Finance for two 14-19 Centres in Greater Nottingham secured with partnerships and curriculum identified by Sept 2005	Capital
	2.2 On conclusion of reviewing provision for 14-19 in Newark, we will enter into dialogue with partners to develop and agree an Action Plan to address findings.	2.2.1 14-19 Action Plan for Newark developed and agreed with partners with priority activities being implemented.	
	2.3 Ensure that appropriate education and training provision is provided for learners with learning difficulties and disabilities	2.3.1 Outcomes/action plan of the Strategic Area Review of LLDD provision fully implemented from September 2005	LIDF

3 Encourage more collaboration amongst schools, colleges and training providers and closer working with employers.	3.1 Across the LSC area establish Area Strategy Groups (ASG) with agreed remit and action plans that identify employer involvement across all levels of learning, in particular Foundation/Level 1 provision.	3.1.1 All ASGs meeting with agreed remit and action plan by Sept 2005.	LIDF
	3.2 Lead and manage Increased Flexibility Provision (IFP), Young Apprentice and NEBA's pre-16 activity.	3.2.1 14-16 initiatives secure improvements in 14-16 achievement and progression: Increase of 2% in KS4 Average Points Score: City of Nottingham LEA from 270.2 to 275.6 Nottinghamshire LEA from 321.4 to 327.8 NEET group reduced (see 1.4) EDIMs achieved (see 1.7)	NEBA, IFP YA & LIDF
4 Progression to Higher Education in support of the PSA target.	4.1 To undertake structured dialogue with school heads & LEAs designed to develop and agree protocols for the establishment of School Sixth Forms' targets.	4.1.1 Protocols, Action Plans and Targets shared/agreed with Head-teachers and other stakeholders during 2005/06 with implementation of activities agreed to commence in 2006-07.	LIDF
		4.1.2 The proportion of young people aged 18 entering Higher Education increased by 2% from 16.7% (2,373) in 2003/04 to 18.7% (2,722) in 2005/06 (Source: HESA).	Aim Higher
	4.2 Discuss with providers of FE the development of Foundation Degree and HE provision that meets the needs of our priority industry sectors.	4.2.1 The proportion of Nottinghamshire residents undertaking Higher Education provision has increased in local priority industry sectors.	Aim Higher
	4.3 Work with Connexions, colleges and providers to promote choice and opportunity through careers fairs for post-16 learners from Nottinghamshire schools.	4.3.1 More effective Information, Advice and Guidance provided through two careers fairs, provided for young people in Year 10 by December 2005.	
	4.4 Undertake activities to identify best practice within 14-19 learning provision within other LLSCs.	4.4.1 Provider visits to collect, collate and disseminate findings undertaken ("learning raids") to other LLSCs, two Action Plans developed and implementing best practice.	LIDF
	4.5 Continue to develop and improve the quality and availability of work-related course information for Post-16 learners in Nottinghamshire.	4.5.1 Our 14-16 Common Prospectus for Nottinghamshire incorporates 'Provision Plus' (for those learners not accessing all or parts of the mainstream curriculum) is developed and disseminated.	LIDF

Adults - Raising the level of skills			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resource
5 Implement the initial priorities contained in Sector Skills Agreements.	5.1 Through our strategic discussions with post-16 providers, industry sector / employer fora, address regional and local priorities for learning and skills related issues identified within the Sector Skills Agreements and outcomes from our StAR.	5.1.1 The proportion of post-16 learning provision in Nottinghamshire priority sectors is increased and coherent with regional priorities. (See also 1.1)	FE & WBL
		5.1.2 No increases over 2003/04 levels of provision within non-priority areas of post-16 learning.	FE & WBL
	5.2 Implement the findings of Strategic Area Review (StAR) in relation to Post-16 infrastructure and curriculum offer.	5.2.1 Agreed capital investment strategy to support and develop post-16 capacity and delivery for priority industry sectors.	Capital
6 Look to extending the Level 2 entitlement and increase the numbers of adults participating on first full Level 2 (and 3) provision.	6.1 Work with the Nottinghamshire Training Network, colleges and other providers of WBL to improve our delivery of qualifications at Levels 2 and 3 for adults (19+).	6.1.1 Achievement rates for adults (19+) within Further Education increased: Level 2 from 50% in 2003/04 to 54% in 2005/06 Level 3 from 50% in 2003/04 to 54% in 2005/06	FE
		6.1.2 The number of adults (19+) in Further Education achieving qualifications at Levels 2 and 3 will have increased in: Construction L2 by 50 L3 by 30 over 2002/03 Eng. & Manf. L2 by 35 L3 by 25 over 2002/03 Retail Dist. L2 by 45 L3 by 15 over 2002/03 Health & Care L2 by 45 L3 by 35 over 2002/03	
		6.1.3 Achievement rates for adults (19+) within Work Based Learning increased: Level 2 from 35.8% in 2003/04 to 39% in 2005/06 Level 3 from 37.3% in 2003/04 to 41% in 2005/06	WBL

		6.1.4 The number of adults (19+) in Work Based Learning achieving qualifications at Levels 2 and 3 will have increased in: Construction L2 by 5 L3 by 4 over 2002/03 Eng. & Manf. L2 by 10 L3 by 5 over 2002/03 Retail Dist. L2 by 15 L3 by 10 over 2002/03 Health & Care L2 by 5 L3 by 10 over 2002/03	
	6.2 Support the achievement of Level 2 targets with 19+ "Access to Learning" policy and funding framework linked to implementation of Adult Learning Grant.	6.2.1 Learner support policy implemented.	FE Learner Support Funds
	6.3 We will focus resources on sub-Level 2 provision in order to implement learning pathways out of Foundation / Level 1 learning that lead to Level 2 achievement.	6.3.1 Additional Foundation/Level 1 provision secured within FE/WBL that supports local skill sector priorities and removes overlap in ICT, Visual and Performing Arts and Media provision.	
	6.4 Work with Sub-Regional Strategic Partnership (SSPs), Colleges of Further Education and Work Based Learning to develop Employer Training Pilot plan.	6.4.1 Success from 'Employer Training Pilots' (ETP) implemented.	SSP & ESF
	6.5 Work with our recognised 'MATRIX' assessed supplier network to stimulate demand for and provide progression to learning through the delivery of impartial information and advice (Nextstep).	6.5.1 Within a six-month period at least 20% of adults who received guidance to have entered Level 2 learning provision.	IAG
	6.6 Through our dialogue with all providers of post-16 learning, secure provision that concentrates resources on first Level 2 qualifications for adults (19+).	6.6.1 1,750 adults in Nottinghamshire achieve a first Level 2 qualification.	FE, WBL & ACL
		6.6.2 Increased Foundation Level and Level 1 activities / pathways with demonstrable progression to Level 2 qualifications.	FE, WBL & ACL

	6.7 Working with ENABLE we will pursue opportunities to increase the impact of the voluntary and community sector on the delivery of mainstream learning by developing and implementing our "Working Together" strategy.	6.7.1 Voluntary and Community consortium 'ENABLE' deliver targets for Skills for Life countable outcomes with progression routes to Level 2 qualifications.	
		6.7.2 Foundation Level and Level 1 activities increased by 25% with demonstrable progression to Level 2 qualifications.	
	6.8 Through our dialogue with SSPs and LSPs we will secure greater consistency in priorities and coherence with Regeneration Funding including ESF Objective 2 and Neighbourhood Renewal Funds.	6.8.1 Shared procurement and tendering processes developed and agreed with partners.	
7 Deliver the 'Skills for Life' strategy for tackling numeracy and literacy skills, including prioritising basic skills training that leads to a qualification and improving completion rates.	7.1 Produce Skills for Life strategy for Nottinghamshire that addresses the needs of the local community and meets our targets for Basic Skills during 2005/06 and beyond.	7.1.1 Skills for Life strategy published Sept 2005 setting out new initiatives that address the needs of Nottinghamshire people, including Black and Minority Ethnic groups and people with learning difficulties and/or disability.	
	7.2 Our Skills for Life agreements with colleges will specify only countable outcomes in line with our profile for achieving our target of 16,500 by 2007.	7.2.1 Further Education institutions contribute 4450 countable Basic Skills outcomes towards our milestone of 5450 for 2005/06.	FE
	7.3 Contract with Learndirect for countable outcomes in excess of national targets.	7.3.1 Learndirect contributes 1000 countable Basic Skills outcomes towards our milestone of 5450 for 2005/06.	Ufl
	7.4 Work with Jobcentre Plus to ensure continuity of learning when responsibility to their client ceases on employment.	7.4.1 Effective referral and transition arrangements developed and implemented with Jobcentre Plus.	FE

8 Increase skills development activities within the public services workforce, particularly those in the health and care sector, local authorities, children's services and schools and colleges	8.1 Work with Health and Social Care industry sector forums and key employers to expand work currently taking place within Nottinghamshire Hospitals.	8.1.1 Provision for Health and Social Care sector increased in Further Education and Work Based Learning (see 1.1).	Workforce Devt.
	8.2 Our discussions with FE colleges will secure 'development plan commitment' on their contribution to meeting the identified needs of Health and Social Care and our other priority sectors.	8.2.1 FE colleges' development plans clearly identify contributions to the Health and Social Care sector and/or other priority sectors.	FE
9 Work with Union Learning representatives to boost the demand for learning, especially literacy and numeracy.	9.1 Develop a protocol for dealing with TU services, ensuring that learning representatives promote Skills for Life basic skills to members.	9.1.1 Protocol and targets agreed with TUC in 2005/06.	
		9.1.2 Contracts with TUC agreed to target public sector organisations.	
		9.1.3 Referrals to Basic Skills national tests increase by 25% over 2003/04 levels.	Workforce Devt. & FE
10 Link skills training and local employment opportunities supported through the harmonisation of local planning and delivery with Jobcentre Plus.	10.1 Work with Jobcentre Plus and stakeholders to identify and support 'inward investors', including "recruit and train" packages and management development.	10.1.1 A clear role is established for LSCN funded learning provision at key inward investment locations, for example, Markham, Robin Hood Airport, and Nottingham Broadmarsh.	WBL, FE & SSP
	10.2 Agree with Jobcentre Plus the development and implementation of a universal skills offer.	10.2.1 Universal Skills Offer delivered through the local provider networks of both Jobcentre Plus and LSCN.	
	10.3 Pilot the skills coaching element of 'New Deal for Skills' to ensure greater consistency of provision and to increase the number of countable outcomes	10.3.1 Skills for Life strategy developed addressing New Deal for Skills (see also 9.1.and 9.2).	

Improving the quality and responsiveness of provision – taking forward the agenda for change			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success (to be achieved by 31st March 2006)	Resource
11 Align LSC plans and funding with those of other regional partners in support of Regional Economic Strategies.	11.1 Working with local and regional partners and stakeholders to implement regional plans and priorities.	11.1.1 Regional plans produced, consistent with the requirements of the LSC Business Cycle and the Regional Skills Partnership strategy.	
	11.2 Strategic discussions with providers will involve regional sector managers to secure a coherent regional approach to raising skills in management and leadership and priority sector development.	11.2.1 Sector skills priorities, shaped by Sector Skills Managers, are prominent in providers' three-year development plans.	
12 Ensure that colleges and the Further Education sector improve responsiveness to employers and become more demand led.	12.1 Through strategic discussions with Further Education colleges and partners we will seek to secure: Infrastructure and cultural changes in response to the outcomes from StAR; Meet the needs of employers; and Improvements in the financial viability of the sector. Develop and improve progression to HE through better FE/HE links.	12.1.1 Outcomes from our Strategic Area Review relevant to the Further Education sector are being implemented and/or addressed through Colleges' three-year development plans.	
		12.1.2 Public consultation undertaken (see 2.1).	
		12.1.3 Agreement with LSC National Office for the establishment of a Retail Centre of Vocational Excellence.	
		12.1.4 A 'provider group' acts as the conduit for feedback from employers, employer fora and the SSCs.	
		12.1.5. Duplication of provision within non-priority skills sectors is reduced. (See also 6.3)	FE / WBL & LIDF

	12.2 Work with FE colleges to reduce their level of dependency on franchise and partnership provision in line with national guidelines.	12.2.1 Reductions in franchise and partnership provision set out in FE colleges' three-year development plans.	
	12.3 Work with Area Strategy Groups and schools to develop vocational provision relevant to the needs of learners and our priority industry sectors.	12.3.1 Vocational provision within schools mapped by Area Strategy Groups.	LIDF
		12.3.2 Development of vocational learning prioritised to meet the needs of our priority sectors. (See also 1.1)	
13 Improve the quality, equality and success rates of provision.	13.1 Through our dialogue with providers secure further improvement in retention and achievement rates. Where required build capacity by purchasing learning from new providers.	13.1.1 The proportion of young people completing their apprenticeship framework increased (see 1.2).	
	13.2 We will work with Further Education colleges to secure improvements in ILR completion and data returns to LSCN.	13.2.1 Monitoring of Further Education is based upon accurate and timely Management Information from colleges.	
	13.3 Starting with priority sectors, work with providers and focus resources on quality improvement through the introduction of a quality 'kite mark' by assessing the EM Skills pilot from EMFEC.	13.3.1 Quality Assurance benchmark is achieved by 25% of Work Based Learning providers delivering learning within our priority sectors.	LIDF
		13.3.2 Formal agreements (Compact) between learning providers and employers covering recruitment and skills developed.	
	13.4 Learner and Learning Support engage providers to create more opportunities for ethnic minority and disabled youngsters in WBL prioritising young black males, the Muslim community, people with challenging behaviour and mental health difficulties.	13.4.1 A Further Education Equality and Diversity forum is established to ensure recruitment and participation to FE is 'inclusive'. (See also 1.7)	LIDF, WBL Learner Access & ALS.

14 Tackle the problem of gender stereotyping in apprenticeships.	14.1 Establish action plans with the Sector Skills Councils for our priority sectors designed to address gender stereotyping.	14.1.1 Four Industry Sector Action Plans agreed and disseminated.	WBL
	14.2 Work with partners and industry sector forum to raise awareness of the need to address gender to address gender stereotyping within our four priority sectors.	14.2.1 Male/Female participation rates within learning provision for within WBL and FE are 1% above industry share for Nottinghamshire for: Construction 88.3%M 11.7%F Eng & Manf. 87.8%M 12.2%F Retail Dist. 48.4%M 51.6%F Hlth & S.Care 16.7%M 83.3%F	
		14.2.2 number of young males entering apprenticeships in Health & Social Care increase by 2% over 2003/04.	
15 Streamline the ways in which employers secure suitable skills training and provide local employers with an integrated offer of business and skills support	15.1 Our role in the Nottinghamshire Employer Engagement Group will 'place employers centre stage' and target our own integrated employer skills offer at our four priority sectors focusing on: Skills for Life First Level 2 and 3 Foundation Degrees Small Firms Initiative Investors in People	15.1.1 Employer Engagement Indicator – Planning The proportion of businesses with a Business Plan, Training plan and Training budget in our priority sectors improved by 0.5% over 2003.	Workforce Devt.
		15.1.2 Employer Engagement Indicator – Implementation Improvement of between 5% & 10% over 2003 in each of the following areas for our priority sectors: 1) Training expenditure per employee. 2) Number of days training per employee. 3) Proportion of employees receiving training.	

		<p>15.1.3 Employer Engagement Indicator – Review</p> <p>The proportion of businesses with a Business plan, Training plan and Training budget in our priority sectors improved by 0.5% over 2003.</p> <ol style="list-style-type: none"> 1) Carrying out annual performance reviews. 2) Providing employees with a job description. 3) Assessing their skills gaps. 4) Assessing performance following training. 	
		<p>15.1.4 Investors in People activities secure:</p> <p>100 Small Firms Initiative commitments.</p> <p>100 Firms Initiative recognitions.</p> <p>100 Core Investor in People commitments.</p> <p>75 Core Investor in People recognitions.</p>	
	15.2 Work with Business Services East Midlands to develop a quality assured brokerage model.	15.2.1 Brokerage model agreed with Business Services East Midlands.	
16 Provide an improved impartial information and advice service.	16.1 Through our Service Level Agreement with Connexions, focus our Information & Advice towards Skills for Life and Level 2 countable outcomes.	16.1.1 The proportion of adults (19+) referred to Skills for Life provision is increased (See also 6.1 to 6.7).	Next Steps
	16.2 Set up a system to review progress with a greater focus on the monitoring of progress towards countable outcomes.	16.2.1 Baselines for progression in relation to successful referrals to Skills for Life and Level 2 established.	
17 Produce a capital investment strategy that builds on Centres of Vocational Excellence and supports priority sectors	17.1 Development of a coherent strategy for capital project funding. In particular, addressing identified gaps in provision for our priority sectors.	17.1.1 Capital Investment Strategy developed for the redevelopment of Further Education, focusing on proposals for our priority industry sectors.	Capital Fund

Internal Resources

LSC Nottinghamshire recognises that appropriately trained staff, underpinned by robust financial control frameworks, are essential to the delivery of its Annual Plan. LSCN has sound internal control systems in place and it will look to the assurance provided by the national internal audit team to support continuous improvement in this vital area of activity. Risk Management is an integral business process, which needs to be embedded across the organisation as a whole. In support of this, all members of staff have attended training workshops to review this local annual plan from a risk management perspective and to identify actions that can be taken within their teams and directorates to mitigate areas of high risk identified.

Working with a reduced staffing complement of 60, it is imperative that each and every member of staff focuses their performance via objectives derived from this annual plan. All managers have received training on performance management, and a culture of mentoring and support is now being established within the office. A training and development plan for 2005/06, which takes as its basis the skills required to deliver this plan, will be in place by April 2005. Informal learning is as important as formal qualifications in our training and development philosophy and we are working to establish a culture where personal and professional development matter. We are also committed to making our organisation more representative than it is currently and will be implementing an action plan to promote diversity and equality in the workplace. The local council has likewise made a public commitment to enhancing its diversity profile, particularly in respect of black and minority ethnic membership.

LSCN has sought and received feedback on the priorities contained in this plan from the local council. Under the newly appointed Chair, Keith Stanyard, plans are being developed to ensure that council members play an active role in disseminating the priorities contained in this plan through their professional networks. A programme of visits to providers and partners involving the Chair and council members will start in April 2005.

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 learning that takes place in a safe, healthy and supportive 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:

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

Learners with learning difficulties and/or disabilities

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.

Equality and Diversity

The Council will ensure that planned activities take account of the 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). Our actions and activities which are covered in this plan will be underpinned by and reflect the Council's Race Equality Scheme.

Our 2005/06 Equality and Diversity Action Plan that aims to ensure that all LSC strategies, policies, plans and activities are explicit about how they support the organisation's equality agenda. The following broad activities are drawn from our 2005/06 Action Plan:

We will establish a Nottinghamshire practitioners group from representatives from the Work Based Learning provider network, FE Colleges, Adult and Community Learning, Connexions and Jobcentre Plus to:

- Identify issues in relation to equality in learning and identify actions/solutions to address these.
- Promote equality of opportunity and best practice.
- Promote mainstreaming of equality and diversity in all provider programmes and activities.

We will provide guidance and support to LSCN staff and providers to develop their understanding of how to 'mainstream' E&D activities through:

- Holding regular meetings of our Internal E&D group whose remit is to secure resources to support the development and delivery of the E&D plan, to respond to local strategies and to develop team E&D plans.
- Developing appropriate monitoring, review and advisory systems and through annual planning review the level of support required by providers in relation to equality and diversity.
- Each team having an E&D champion who will raise E&D issues at team meetings and support understanding of how to mainstream activities.

We will undertake work designed to address equality and diversity issues in relation to gender, ethnicity and disability within LSC funded provision by:

- Reviewing our Equality and Diversity Impact Measures (EDIMs) and monitoring performance against each measure.
- Working in partnership with appropriate groups to develop strategies to engage those groups currently under represented within our learning provision.

Local Annual Plan 2005-06 – Nottinghamshire LSC – Annex B

REGIONAL PRIORITIES

The LSC will make learning truly demand-led so that it better meets the needs of employers, young people and adults

Our priorities for action in 2005/06 are to:

1. Work with the sector skills councils and large employers in the key sectors.
2. Develop in the three key sectors (Construction, Engineering and Health and Social Care) a network of specialised provision to grow excellence in learning.
3. Focus the work of the Derbyshire and Leicestershire Employer Training Pilots and the ESF funded employer training programmes in Nottinghamshire and Lincolnshire on the key sectors.
4. Support a range of organisations including EBLOs, Connexions, Jobcentre Plus, Next Steps, BSEM, to give priority to progressing adults in the key sectors.
5. Develop adult apprenticeship pilots in the three key sectors of health and care, engineering and construction.
6. Create a regional contract with BSEM to develop a regional workforce development service, which targets the key sectors and links business support to skills support.

The LSC will ensure that all 14-19 year olds have access to high quality, relevant learning opportunities

Our priorities for action in 2005/06 are to:

7. Raise overall levels of participation and attainment in education and training
8. Raise the levels of quality in all streams of provision
9. Develop a core entitlement available for all young people - choice, flexibility, access
10. Confront the issues of poor achievement at 16 that impact heavily on young people's futures.
11. Focussing on our key sectors, ensure maximum employer engagement to raise the profile of the vocational offer for young people.
12. Encourage colleges, schools and WBL to actively collaborate to develop high quality, flexible 14-19 progression pathways.

The LSC will transform Further Education so that it attracts and stimulates more business investment in training and skills development

Our priorities for action in 2005/06 are to:

13. Support providers and colleges to increase the proportion of learning delivered in the workplace in readiness for the roll-out of the National Employer Training Programme
14. Support providers and colleges to develop credible employer engagement strategies with targets to support our priorities
15. Develop the quality of all Further Education provision, tackling areas of poor provision and building on strengths.
16. Invest in capital projects and infrastructure that provide an environment of excellence in learning and support work with employers
17. Develop the integration of CoVEs across the key sectors and enhance the progression of 14-19 participation
18. Ensure maximum progression and achievement in adult literacy and numeracy (Skills for Life provision)

The LSC's role will be strengthened in economic development so that we provide the skills needed to help all individuals into jobs

Our priorities for action in 2005/06 are to:

19. Coordinate the skills for life provision funded by the LSC and Jobcentre Plus
20. Create a universal offer for employers and individuals, marshalling the resources of Jobcentre Plus and the LSC;
21. Create stronger networks between Jobcentre Plus/LSC/providers in terms of employer engagement
22. Trial skills coaching in three of the five LLSC/Jobcentre Plus areas
23. Work with key partners to ensure that local people, particularly those unemployed and in disadvantaged communities develop the necessary skills to benefit from new job opportunities in economic development hotspots

The LSC's capacity to work effectively at a regional level will be strengthened – particularly with Regional Development Agencies and Regional Skills Partnerships

Our priorities for action in 2005/06 are to:

24. Play an active role in the RSP and lead on priorities
25. Play an active part in the updating of the Regional Economic Strategy to ensure LSC resources are supporting a more successful economy
26. Review the staffing of the LSC across the East Midlands to analyse more effective regional working and potential efficiencies
27. Ensure timely and reliable data from colleges and providers in order to develop a more effective information management process

The LSC will improve the skills of the workers who are delivering public services.

Our priorities for action in 2005/06 are to:

28. Support skills development in the Health and Care Sector
29. Provide resources to address the transformation and improved quality of the FE sector in making the transition to a demand led, highly productive sector
30. Pilot a public service sector compact that develops a package of actions to support recruitment and skills delivery

Local Annual Plan 2005-06 – Nottinghamshire LSC – Annex C

GLOSSARY

ACL	Adult and Community Learning
ALI	Adult Learning inspectorate
ASG	Area Strategy Group
BME	Black and Minority Ethnic
BSEM	Business Services East Midlands
Conurbation	The area including the City of Nottingham, Rushcliffe, Broxtowe, and Gedling
County	The area including the Local Authority Districts of Bassetlaw, Newark and Sherwood, Mansfield, Ashfield, Rushcliffe, Broxtowe, and Gedling
CoVE	Centre of Vocational Excellence
E&D	Equality and Diversity
EBLO	Education, Business Link Organisation
EDIMs	Equality and Diversity Impact Measures
EI	External Institution
EMDA	East Midlands Development Agency
ESF	European Social Fund
ETP	Employer Training Pilot
FE	Further Education
GFEC	General Further Education College
Greater Nottingham	See Conurbation
HEI	Higher Education Institute
IAG	Information Advice and Guidance
IER	Institute for Employment Research
IFP	Increased Flexibility Programme
IIP	Investors in People
ILR	Individual Learner Record
LEA	Local Education Authority
LLDD	Learners with a Learning Difficulty and Disability
LLSC	Local Learning and Skills Council
LSC	Learning and Skills Council
LSCN	Learning and Skills Council Nottinghamshire
LSP	Local Strategic Partnership
NEBA	Nottinghamshire Education Business Alliance
NEET	Not in Education, employment or Training
NESS	National Employer Skills Survey
NTN	Nottinghamshire Training Network
NVQ	National Vocational Qualification
OfSTED	Office for Standards in Education
RSP	Regional Skills Partnership
SSA	Sector Skills Agreement
SSC	Sector Skills Council
SSF	School Sixth Form
SSP	Sub-Regional Strategic Partnership
StAR	Strategic Area Review
TU	Trade Union
TUC	Trade Union Council
WBL	Work Based Learning