

 For information

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Leading learning and skills

Learning and
Skills Council
Norfolk
Annual Plan
2007-08

March 2007

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

and
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Local Annual Plan 2007/08

The Learning and Skills Council (LSC) is the national organisation with responsibility for the planning, funding and quality assurance of post-16 education outside the university sector, in England. The LSC is organised into nine regional teams, each of which produces an annual commissioning plan identifying the priorities for the Learning and Skills sector in its region for the forthcoming year. This is the 2007/08 local plan for Norfolk.

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1. Foreword

Progress has been made in Norfolk in relation to our ambitions set out in both the 2006/07 Annual Statement of Priorities and the 2006/07 Local Annual Plan. We have secured further growth in the number of 16 to 18 learners and have made good progress in relation to raising success rates with one of our Colleges being recognised as the most improved in the country. Programmes for adult learners continue to better reflect national priorities and we have made further substantial progress in relation to our Skills for Life target. We have supported life long learning through Trades Union learning representatives and have supported providers in increasing provision for learners with learning difficulties and disabilities resulting in more young people continuing their studies locally.

We have made a full and telling contribution to both the development of 14 to 19 partnership working and to shared economic development plans, including the county's Local Area Agreement, Shaping Norfolk's Future and two Local Enterprise Growth Initiatives.

In 2007/08 we will, working with our partners and providers, secure further improvements in delivery in relation to all our performance objectives. We will focus particularly on driving participation in learning amongst 16 to 18 year olds.

Our priorities and ambitions have been carefully aligned with the Regional Commissioning Plan, Raising Our Game and our Annual Statement of Priorities 2007/08. In summary they are to:

- significantly raise levels of participation in Norfolk, across the 16 to 19 phase so that they are brought into line with national averages within two years;
- further accelerate improvements in success and attainment rates so that more of our learners are achieving more and progressing further;
- extend and improve the effectiveness of the 14 to 19 collaboration and partnership arrangements amongst our delivery partners so that all learners are able to access a wide range of programmes by type, level and mode;
- ensure 14 to 19 plans and strategies, at both county and local level, provide a range of compelling actions and outcomes that lead to increased participation, reduced levels of NEET and higher numbers and percentages of learners achieving level 2 and 3 qualifications by the age of 19;
- ensure that all the provision we procure, meets the requirements of both learners and employers on the basis of demand, need, choice, breadth and depth, whilst also demonstrating value for money;
- ensure that our Train to Gain delivery consortium has the capacity to deliver our ambitions, so that all our providers are prepared for the introduction of a demand led system and our adult provision reflects national, regional and local priorities;

- ensure, through both the capital plans of our partners, and with the opportunities presented through competitions, that sufficient capacity exists to meet the needs of learners across the county;
- ensure we maintain PCDL activities to a comparable 2006/07 level;
- ensure we make a full contribution to the regional LLDD strategy and plan and widen the choice and availability of provision locally; and
- ensure that everything we do is under-pinned by demonstrating that equality and diversity is met.

Our plan responds, at a local level, to the four priorities from the Regional Commissioning Plan for 2007/08. As such, it establishes our local actions in response to our national and regional priorities and is linked to the priorities of the EESCP. It also shows how we will tackle some of the challenges identified in our local strategic analysis (see section 2). We hope you will find this document clear, informative and ambitious.

Graham Brough
Area Director

Edward Libbey
Local Council Chair

2. Local Context

Norfolk in Profile

The county of Norfolk has the largest land mass of the East of England counties. Largely rural, it has a population of approximately 800,000 people. Around 38% of the population lives in three major urban areas, and a further 18% in market towns. One fifth live in parishes with a population less than 1,000; and a fifth of these are in parishes with a population of less than 300.

Norfolk's population represents around 15% of the East of England, with the age distribution broadly in line with the rest of the region. There were around 54,800 young people aged between 14-19 in Norfolk in 2001, of which 27,300 were aged between 16 and 18. The census also shows a clear migration of young people towards Norwich as they reach adulthood; with the proportion of young people aged between 18 and 25 being significantly higher at 15% in Norwich than in other districts in Norfolk (7 to 8%).

The population is projected to increase by around 10% between 2004 and 2016, slightly ahead of the regional average increase of 8%. The draft Regional Spatial Strategy published by the East of England Regional Assembly suggests that an additional 72,600 dwellings could be built in Norfolk by 2021, equivalent to around 3,600 dwellings each year.

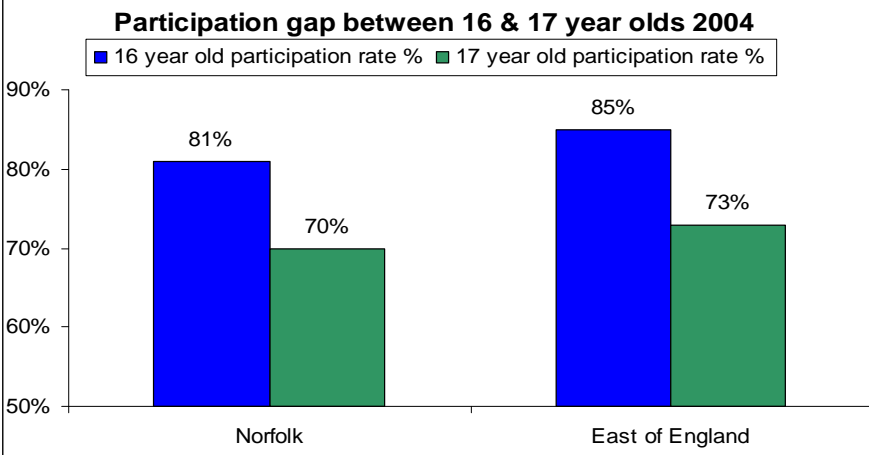
In the 2001 Census around 96% of the population classed themselves as White British, the highest proportion in the region and notably higher than the regional average of 90%. There is some variation within the county, with 93% of people in Norwich classing themselves as White British compared to 98% in North Norfolk. Only around 4% of people are from black and minority ethnic groups in Norfolk, the smallest proportion in the region. However, there is a significant Portuguese community and a sizable migrant worker and traveller population with around 1,200 traveller children living in or visiting Norfolk each year.

Areas of deprivation exist across Norfolk, particularly along the coastal fringes, urban areas and in some rural areas. Parts of Great Yarmouth and Norwich are the most deprived areas in the East of England region as well as parts of King's Lynn and West Norfolk.

Employment patterns are similar to the regional picture, though the county has a higher proportion of employment in health & social work and hotels & restaurants than regionally. Agriculture and related industries, including food processing, are also important to the Norfolk economy. The county's tourism infrastructure provides significant employment although much of this is low paid and seasonal. The Norwich economy is different from that of the rest of the county, with a large service sector, predominantly finance and retail, with many jobs in higher level occupations. The county as a whole has a history as a low wage economy but increasing numbers of higher level knowledge based jobs, particularly clustered in Norwich are having a positive impact on rates of pay.

There is a drop in participation between young people at 16 and 17 years old (years 12 and 13). This would suggest that there are issues to be addressed in the first year of post-statutory learning to keep young people engaged for longer. The drop in participation for Norfolk is 11% (Chart 2), equivalent to around 1,300 students. The proportion is broadly in line with that for the East of England.

Chart 2: Participation Rates at 16 and 17 year olds



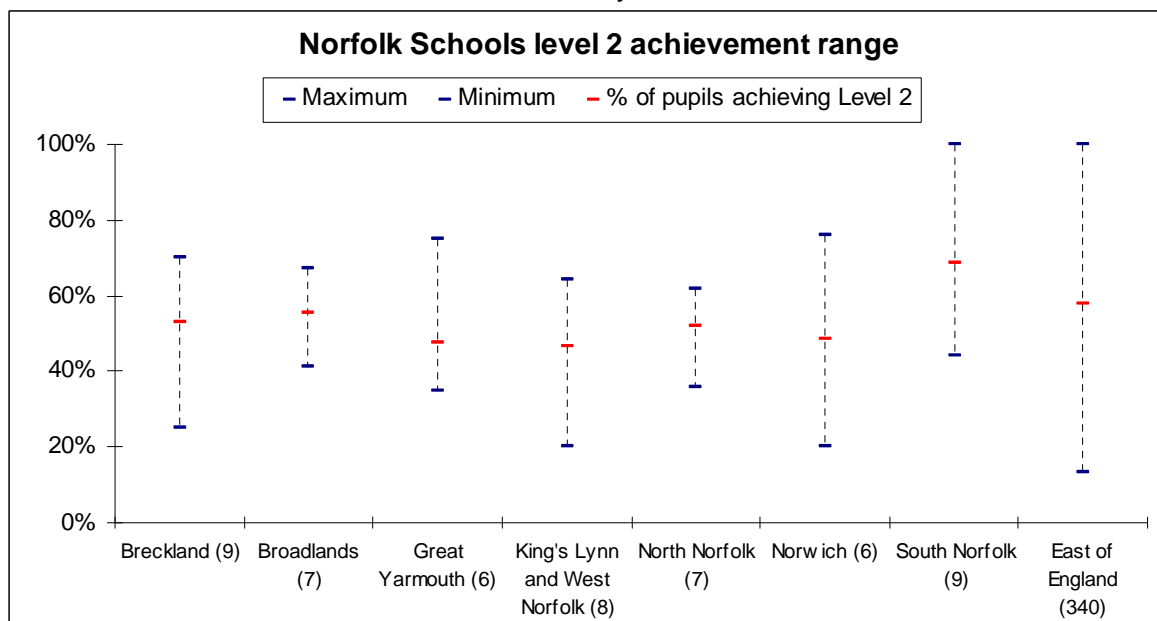
The latest information for NEET (young people not in education, employment or training) shows the number of people in the NEET category in Norfolk was above the regional average in November 2006, having increased marginally from the previous year. Data shows that over 2,000 young people did not follow a learning route in 2006.

At the age of 15 (Key Stage 4), 53% of young people achieved level 2 in Norfolk, which, along with Bedfordshire and Luton, was the lowest achievement rate in the region in 2005. Over 4,000 students did not achieve level 2 at the end of their compulsory education. There is a significant challenge for Norfolk to improve level 2 attainment by age 19.

Chart 3 highlights the variation between districts in Norfolk. Only one district in Norfolk (South Norfolk) had higher GCSE achievement rates than the regional average in 2005, whilst less than half of the young people at schools in King's Lynn & West Norfolk, Great Yarmouth and Norwich achieved 5A*-C GCSE grades (level 2 equivalent standard)

There is also a significant variation in achievement rates between schools in each district in Norfolk. A number of the lowest achievement levels in the county are found at schools in Norwich, King's Lynn and West Norfolk though the average achievement rates are in line with other districts.

Chart 3: School Level 2 Achievement at 15 years old



Note: Excludes independent and special schools. The above data is based on schools in each district, rather than pupils resident in each district.

Source: School Performance Tables, Department for Education and Skills, 2005

53% of young people left school with a level 2 qualification but 70% achieved level 2 by the age of 19. This is equivalent to over 1,600 additional learners achieving level 2 between 16 and 19 years old and is slightly greater than the regional figure.

Priority 2: Raising skills

Table 2 shows the proportion of adults funded by the LSC in Norfolk. As expected, there is a reduction in numbers between 2004/05 and 2005/06 due in large part to the need to transfer funding to meet the growth in 16-18 participation and the shift to adult priority areas. Nevertheless, the proportion of adults funded by the LSC in Norfolk is in line with the region as a whole.

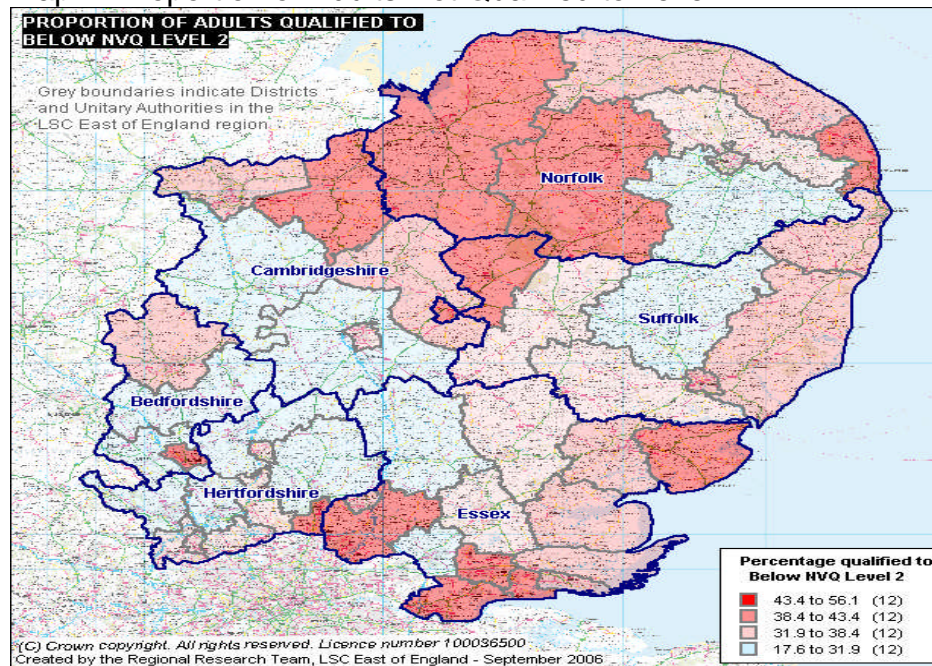
Table 2: LSC adult funded participation in Norfolk

	04/05 Actual	As a proportion of 19+ working age cohort	05/06 Actual	As a proportion of 19+ working age cohort
Norfolk	53,898	11.6%	39,690	8.5%
East of England	352,337	10.9%	283,954	8.8%
National	4,066,653	13.0%	3,462,113	11.1%

Source: Learning and Skills Council, October 2006

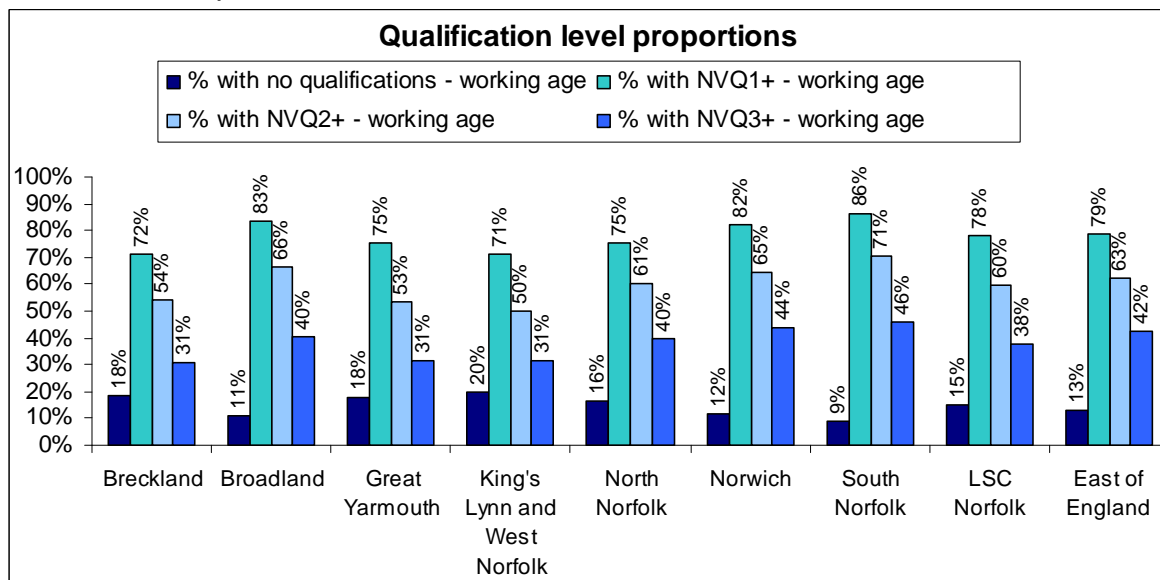
Norfolk performs relatively poorly in terms of the qualification profile of the adult population. Around 15% of adults in Norfolk are unqualified, compared to 13% in the East of England as a whole. The 155,000 adults in Norfolk who are not qualified to a level 2 standard are unevenly distributed across the county, as shown in Map 1. The increased pressures on adult funding will present a continued challenge for Norfolk with regard to increasing the volumes of full level 2 qualifications delivered to adults.

Map 1: Proportion of Adults Not Qualified to Level 2



There is distinct variation in the qualification profile between districts in Norfolk as detailed in Chart 4. King's Lynn and West Norfolk have the highest proportion of unqualified adults in the county, with one in five adults having no qualifications. This compares to South Norfolk where only around one in eight adults are unqualified.

Chart 4: Adult qualifications levels in Norfolk



Source: Annual Population Survey, Office for National Statistics, 2005

There is low need for entry level basic skills for literacy in Norfolk (8% need) similar to the regional need of 12%. However, 52% of the Norfolk population is considered to have entry level basic skills needs in numeracy. This distinction

means that there is a greater need for entry level numeracy provision and for the LSC to procure adequate provision to meet this need.

Priority 3: Economic Development

There are around 31,000 businesses in Norfolk, the majority of which employ less than 10 employees (in line with the regional picture). This pattern is generally consistent between districts.

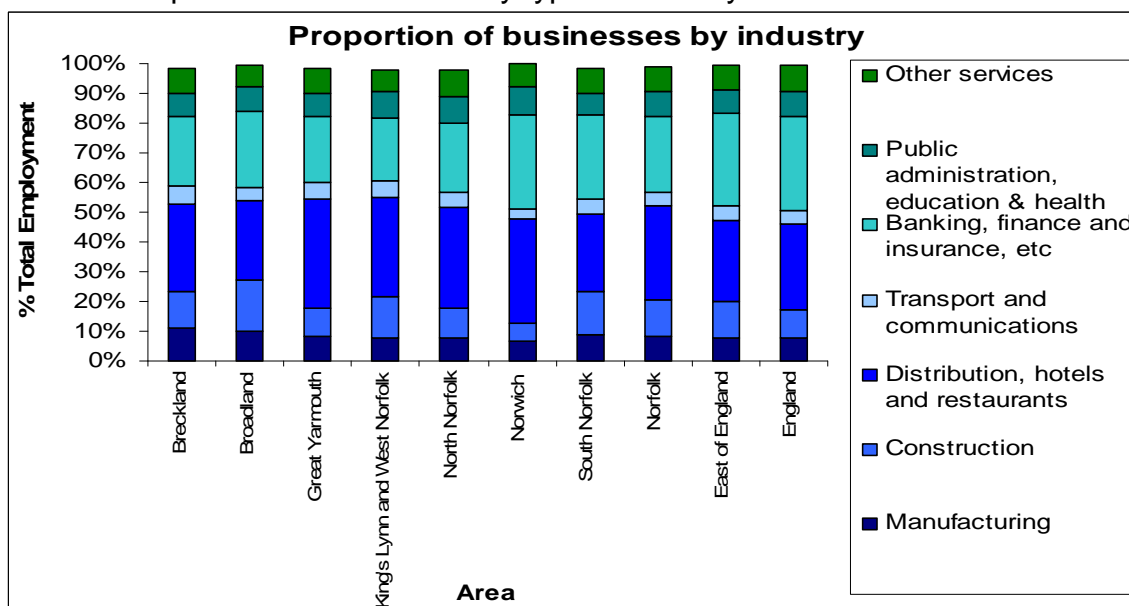
Table 3: Number of employers in Norfolk

	Number of employees by business size						Total
	1-4	5-10	11-24	25-49	50-99	100+	
Breckland	3,170	590	360	200	70	50	4,450
Broadland	3,020	510	320	170	60	50	4,110
Great Yarmouth	2,160	570	330	160	70	40	3,330
King's Lynn and West Norfolk	3,550	770	420	160	70	60	5,040
North Norfolk	2,910	590	330	150	50	30	4,050
Norwich	3,120	970	620	340	170	130	5,350
South Norfolk	3,440	550	300	130	60	40	4,520
Norfolk	21,360	4,530	2,670	1,320	560	410	30,840
East of England	162,150	30,100	17,900	8,740	7,560	3,170	226,440
England	1,368,760	284,330	166,780	80,460	73,600	31,930	1,973,940

Source: Annual Business Inquiry, 2004

Seven priority sectors have been identified for the East of England region: Retail; Construction; Health and Social Care; Hospitality; Land based Industries; Engineering and Manufacturing; Logistics. Chart 5 below shows that the Distribution, Hotels & Restaurants sector and the Banking, Finance and Insurance sector are the dominant industries in Norfolk, in line with the regional pattern.

Chart 5: Proportion of businesses by type of industry



Source: Annual Business Inquiry, 2004

The Government's "New Growth Point" (2005) initiative was designed to provide support to local communities who wish to pursue large scale and sustainable growth, including new housing, through partnership with Government. Under this initiative Norfolk has two growth points of Norwich and Thetford. In addition, 1st East Urban Regeneration Company, funded by EEDA and four local authorities is leading a regeneration plan for Lowestoft and Great Yarmouth.

Norwich supports 43% of the county's jobs and has the largest regional business clusters for finance and creative industries, as well as Europe's largest single site concentration of research and development in key health and life sciences. At the same time, Norwich is the most deprived local authority district in the Eastern region, and has Neighborhood Renewal Fund status.

The New Growth Point ambitions for Norwich are to deliver essential physical, environmental, social and economic infrastructure to support housing growth and deliver high quality public transport, to support large scale regeneration, and to create further high quality streets and spaces in the city centre.

Ambitions for Greater Norwich include: (i) an additional 33,000 new homes and 36,000 new jobs in the Greater Norwich area between 2001 and 2021; (ii) waterfront regeneration of 20 ha Deal Ground and Utilities Site for jobs and homes; (iii) high quality bus infrastructure throughout Norwich, including linking large scale new housing areas with the city centre; (iv) implementing the City Centre Spatial Strategy linking liveability, public realm and public transport improvements; and (v) regeneration of the northern city centre linking with high quality public transport infrastructure to a future urban extension.

The town of Thetford is the gateway into Norfolk from London, the South, Cambridge and the Midlands and has the potential to become one of the fastest growing towns in the East of England. The town has been facing issues of deprivation, an increasing dependence upon low paid agricultural, food processing and manufacturing industries and a need for physical regeneration of large parts of the town centre. Breckland Council and its partners have now developed proposals which aim to transform the town by developing its economic potential and facilitating the regeneration of the town centre whilst protecting its regionally important historic and natural setting.

Ambitions for Thetford include: (i) an additional 6,000 homes between 2021 and 2021, working to ensure a balanced and sustainable housing market for local people; (ii) an additional 4,000 jobs; (iii) more land allocated for business through the Rural Enterprise Valley (REV) project which focuses on the A11; (iv) a new country park on the site associated with Boudicca with enhanced foot and cycle links to Thetford Forest; (v) regeneration of the Waterfront Area to include new shop units, cafes and bars; and (vi) improved public transport provision and enhanced footpath and cycle links between the town centre and the rest of the town.

Together, these two growth points represent significant economic and social change in the county, which if realised, will generate economic and social

development opportunities and challenges, particularly in increasing existing skills levels to enable local people and businesses to participate in these opportunities.

Priority 4: Raising the Performance of the system

Norfolk has seen a steady increase in performance as measured by the quality improvement indicators. However, pockets of lower performance still exists either at an organisation and/or qualification level with 2.1% of Long, 8.2% of Short and 6.4% of Very Short Further Education course provision and 22.4% of Work based Learning provision falling below the quality thresholds.

Central to driving up performance will be the use of the Minimum Levels of Performance (MLP). Providers will be assessed against MLPs which are based on performance data for both the Further Education and Work Based Learning sectors. This information will be used to underpin commissioning and procurement decisions. Other data, such as added value, will be used to drive up the quality outputs from the Schools Sixth Form sector.

By using the term 'commissioning' we mean all our planning and purchasing activity across the sector, including purchasing through both negotiation and competitive tendering. It applies equally to grant in aid agreements and contracts as we move toward a 'provider neutral' approach to tendering for provision.

We are committed to ensuring that our allocated resource is targeted towards provision of the highest quality, contributes to government targets and priorities and is delivered at an appropriate unit cost. We will work with our existing college and provider base and also open up provision to competition where there is poor quality, significant gaps or new funds available. We will apply a light touch approach where providers are excellent.

We will introduce more competition to drive up quality and responsiveness and we will commission provision in two main ways of: (i) negotiated commissioning – agreeing plans with colleges and providers that currently deliver LSC funded provision; and (ii) tendered commissioning – competitive tendering for adult and skills provision and 16-19 competitions. This will be open to any new providers wanting to enter the market and to existing colleges or providers wanting to extend their provision or enter new markets or geographical areas.

We will use competitions in the circumstances of: (i) new investment; (ii) restructuring of provision or a new deliver model such as Offender Learning and Skills Service in custody and the community; (iii) significant gaps in provision including 16-19 competitions or where the market is not making provision available to meet the demands of learners and employers; and (iv) poor quality – where colleges, providers or elements of provision are not meeting the minimum levels of performance and/or are deemed inadequate by Inspection

3. Local Priorities and Key Actions

Priority 1: We will fund plans and activities which drive up participation and attainment in education and training for all the 16-18 age group, including those with learning difficulties and/or disabilities.

Linked EESCP strategic goal 2: Develop a culture of lifelong learning; and strategic goal 3: Create opportunities for disadvantaged groups and communities.

The following actions show how we will achieve Priority 1: XXXX indicates figures to follow

Action	Success indicators
<p>1. Increase the total number of 16-18 places available and the percentage of young people in learning across all LSC provision.</p>	<ul style="list-style-type: none"> • The total number of places available increases from XXXX (05/06) to XXXX (07/08). (WBL & FE & SSF). • Lead a 16 – 19 competition in Thetford during 2007/08 • The proportion of young people not in education, employment or training (NEET) is reduced from 7.9% (Nov 06) to 6.3% (Nov 2008). • Introduce the Foundation Learning Tier by August 2008. • E2E positive destination rates raised from 58% in 2005/06 to 70% in 2007/08. • E2E progressions into Further Education and/or employment with training raised from 52% in July 2006 to 70% in July 2008 of all progressions. • A participation strategy in place by August 2008 and implemented through a Participation Action Plan 2007 to 2010. • A 4% annual growth achieved in participation, when expressed as a percentage of the cohort. • Participation increased: <ul style="list-style-type: none"> at age 16 from 81% in 2004 to 85% in 2008 at age 17 from 70% in 2004 to 75% in 2008 • LSC's priorities and targets aligned with the external strategies, plans and targets of key partners, such as Norfolk County Council, Norfolk County Strategic Partnership, Jobcentre Plus and Connexions. By August 2007. • The Student Apprenticeship programme to be available in 50% of all school sixth forms in 2007/08 and 75% of

Action		Success indicators
		all school sixth forms in 2008/09.
2.	Increase the numbers of young people who achieve a level 2 qualification by the age of 19.	<ul style="list-style-type: none"> • 16 to 18 level 2 volumes procured increased from XXXX in 2005/06 to XXXX in 2007/08. • 16 to 18 level 2 Success for FE increased from 72% in 2005/06 to 78% in 2007/08. • 16 to 18 level 2 Success for Work Based Learning Increased from 54% in 2005/06 to 60% in year. • Level 2 attainment at 19 increases from 69.6% in 2005 to 76% in 2008.
3.	Increase the numbers of young people who achieve a level 3 qualification by the age of 19 years.	<ul style="list-style-type: none"> • 16 to 18 level 3 volumes procured increased from XXXX in 2005/06 to 5088 in 2007/08. • 16 to 18 level 3 Success for FE increases from 69% in 2005/06 to 73% in 2007/08. • 16 to 18 level 3 Success for Work Based Learning Increased from 55% in 2005/06 to 63% in 2007/08. • Work with Children's Services to support increased attainment in School Sixth Forms. • Level 3 attainment at 19 increased from 43.5% in 2005 to 50% in 2008.
4.	Support the 14-19 Partnerships across the region in developing the 14-19 curriculum.	<ul style="list-style-type: none"> • A refreshed 14-19 strategy and development of an associated implementation plan in place by October 2007. The implementation plan will be delivered through five strengthened and accountable Learning System Groups • A multi agency 14-19 review and action plan in place by September 2007 in each of the five Learning Systems Groups to support the 14 to 19 strategy. • A joint LSC and LA senior 14 to 19 Strategy and Planning Director post appointed by August 2007 to oversee the implementation of the 14 – 19 strategy • Robust plans for specialised diplomas in each of the five Learning Systems Areas. • The September Guarantee is in place by September 2007 • The county on line prospectus (JON) to be available in September 2007 • Integrate the School Sixth From sector into the development planning process by January 2008 in line with regional strategies; • Commission provision where gaps exist and quality standards do not meet the required levels by August 2007.
5.	Build the capacity of regional Learning for Learners with Disabilities	<ul style="list-style-type: none"> • Assessment of LLDD provision available locally to inform the development of new provision for learners. • The volume of 16-25 year old learners with LLDD

Action	Success indicators
and Disadvantages (LLDD) provision.	<p>accessing learning within the East of England Region has increased by 10%.</p> <ul style="list-style-type: none"> • One LLDD Centres of Expertise established. • One college to test the Framework for Excellence 'Effectiveness' theme to clarify quality of outcomes and quality of provision within LLDD.

Priority 2: We will strengthen our partnership with employers and continue to encourage the responsiveness of the Learning and Skills sector in order to raise the skills and productivity of the region's workforce.

Linked EESCP strategic goal 1: Strengthen the East of England's business base

The following actions identify how will achieve Priority 2: XXXX indicates figures to follow

Action	Success indicators
<p>1. Increase the numbers of adults in work in the East of England who have a full level 2 qualification.</p>	<ul style="list-style-type: none"> • Implement the local Adult Strategy combining the 5 key goals of: (i) improved skills for work; (ii) enhanced personal development for individuals; (iii) stronger communities; (iv) improved quality of provision; and (v) coherence, choice and progression for learners. • Implement the regional workforce development plan at a local level by August 2008. • Train to Gain area forum introduced by April 2007. This brings together key partners, facilitates management of the initiative and helps to ensure local consortia targets are met by August 2008. • LSC's priorities and targets aligned with the external strategies, plans and targets of key partners, such as Norfolk County Council, Norfolk County Strategic Partnership, Jobcentre Plus and Connexions. By August 2007 • Procurement of volumes and high quality provision from the provider network will result in an increase of 11% in 2005/06 to 14% in 2007/08 of Further Education adult provision which contributes towards a full Level 2 resulting in a rise of XXXX in 2005/06 to XXXX in 2007/08. • WBL 19+ Level 2 activity will change from XXX in 2005/06 to 426 in 2007/08. • FE 19+ full Level 2 success rates increased from 66% in 2005/06 to 71% in 2007/08. • WBL 19+ Level 2 Success Rate increased from 59% in 2005/06 to 62% in 2007/08. • Percentage of adults without a full Level 2 or above decreases from 40% 2005 to 38% in 2008.
<p>2. Increase the numbers of adults in work in the East of England who have a full level 3 qualification.</p>	<ul style="list-style-type: none"> • As stated for full Level 2 above and: • The procurement of volumes and high quality provision will result in an increase of 7% in 2005/06 to 11% in 2007/08 of Further Education adult provision which contributes towards a full Level 3 resulting in a rise of XXXX in 2005/06 to 1395 in 2007/08. • WBL 19+ Level 3 activity will change from XXX in 2005/06 to 170 in 2007/08. • FE 19+ full Level 3 success rates increased from 66% in 2005/06 to 70% in 2007/08.

Action		Success indicators
		<ul style="list-style-type: none"> • WBL Level 3 Success Rate increased from 53% in 2005/06 to 57% in 2007/08. • Percentage of adults without a full Level 3 or above decreases from 62% in 2005 to 61% in 2008.
3.	Increase the number of adults in the East of England who have literacy or numeracy skills.	<ul style="list-style-type: none"> • Support a virtual development centre which will raise the skills of existing skills for life practitioners and be used to train additional skills for life practitioners. • The % of skills for life recognised qualifications was raised from 43.9% in 2005/06 to 70% in 2007/08. • The skills for life target of 15,500 achieved by August 2008. • The ratio of numeracy skill for life delivery increased from 45% in 2005/06 to 55% in 2007/08.
4.	Target the skills necessary to support employers in the region, with a particular focus on the seven priority sectors and on higher level skills.	<ul style="list-style-type: none"> • Influence external organisations such as ESF and EEDA to release funds for activity which the LSC cannot fund but which contributes to the achievement of LSC targets. • 7 Full CoVE status maintained 1 Beacon Status Provider, 1 Skills Academy and locally introduce 1 New Framework for Excellence provider. • Procurement of provision from the provider network contributes towards the priority area targets and milestones in the Sector Skills Agreements for the seven priority sectors in the region.

Priority 3: We will align a proportion of our investment in skills development with the region's Gateways, Growth Areas and initiatives in rural and coastal areas to encourage economic development and growth.

Linked EESCP strategic goals 3 and 4: Invest in sustainable economic growth and Create opportunities for disadvantaged groups and communities.

The following actions identify how we will achieve Priority 3:

Action	Success indicators
1. The "added value" of partnership working with Jobcentre Plus is reflected in Joint Delivery plans with measurable objectives.	<ul style="list-style-type: none"> • Refresh local service level agreement and action plan with Jobcentre Plus (JCP) by August 2007 • Quality tailored provision is commissioned to equip those not in work with the skills needed to enter, remain and progress in employment. • LSC and Jobcentre Plus achieve at least the expected outcomes for lower skilled adults in rural and "deprived" areas.
2. Robust specific regional and or local plans are in place to align our funding with that of economic development partners	<ul style="list-style-type: none"> • LSC's priorities and targets aligned with the external strategies, plans and targets of key partners, such as Norfolk County Council, Norfolk County Strategic Partnership, Jobcentre Plus, Connexions and Aim Higher. By August 2007. • Strengthen LSC involvement in existing external county wide strategic groups, to influence the alignment of LSC priorities with those of these partners. • Work with the growth points of Norwich and Thetford and with 1st East to identify future learning and skills requirement and develop plans which will inform the procurement of LSC funded provision. Plans to be developed by November 2007. • Ensure that providers' analysis of and response to the demands, needs and economic factors is reflected in the provider development plans by November 2007.
3. Work with non-statutory partners to enhance the development of skills and entry to the labour market	<ul style="list-style-type: none"> • A refreshed Working Together Strategy is in place by November 2007 which increases the contribution of the Voluntary, Community and Social (VCS) sector as partners and providers. • Funding and other support from external organisations and initiatives such as IIC, LEGI, NRF is mobilised to meet the "unbridgeable LSC funding gaps" and fund pump priming activity which support the achievement of LSC priorities.
4. Ensure good quality Information, Advice and Guidance is available to all offenders and Individual Learning Plans (ILPs) are in	<ul style="list-style-type: none"> • Support regional strategies which ensure that offenders have an ILP tailored to their need which identifies the support and skills development required for them to access employment and further training. • Work with regional colleagues, partners, such as Youth Offending Teams and providers to ensure an adequate

Action		Success indicators
	place.	range of education, training and employment opportunities which help reduce re-offending.

Priority 4: We will invest to accelerate improvements in the quality of provision, in order to achieve higher success rates, increases in learner and employer satisfaction and better value for money.

The following actions identify how will achieve Priority 4:

Action	Success indicators
<p>1. Publish and implement the East of England Quality Improvement Strategy 2007/10.</p>	<ul style="list-style-type: none"> • Implement the regional strategy by August 2008. • Pockets of low quality provision managed out by the use of Minimum Levels of Performance and Inspection outcomes, so that overall quality levels are improved by August 2007. • New provision commissioned where it is deemed gaps exist, so that the demands and needs of learners and employers are met by November 2007. • Overall success rates in line with or exceed 06/07 national benchmarks. • FE 16 to 18 Long Qualifications Success rates increased from 75% (2005/06) to 80% (2007/08). • FE 16 to 18 Short Qualifications Success rates increased from 88% (2005/06) to 93% (2007/08). • FE 19+ Long Qualifications Success rates increased from 67% (2005/06) to 72% (2007/08). • FE 19+ Short Qualifications Success rates increased from 85% (2005/06) to 90% (2007/08). • WBL Success rates increased from 50% (2005/06) to 60% (2007/08) • Inspection grades profiles improve from 1% excellent, 44% good, 49% satisfactory and 7% unsatisfactory to 5% excellent, 60% good, 35% satisfactory and 0% unsatisfactory
<p>2. In collaboration with partners, invest in improvement projects which will develop quality assurance across the region.</p>	<ul style="list-style-type: none"> • Contribute to the ten themed regional peer review projects established by April 2007. • Support for Success (S4S) allocation aligned to local plan by March 07. • Local actions integrated to support the regional workforce development plan established with Lifelong Learning UK by November 2007. • 7 Full CoVE status maintained, 1 Beacon Status Provider, 1 Skills Academy and 1 provider that meets the New Framework for Excellence criteria
<p>3. Improve the reputation of the Learning and Skills Sector.</p>	<ul style="list-style-type: none"> • The new Framework for Excellence standards for employer responsiveness and effectiveness of provision are successfully introduced by August 2008. • Excellence programme in place by January 2008 to promote and share best practice leading to transformational change. • Partnership Learning Systems Groups are strengthened so that there is a collective responsive to learner and employer needs by January 2008.

Action	Success indicators
4. Increase the value for money of our investment in specific programmes.	<ul style="list-style-type: none"> • Further Education course provision falling within the Minimum Levels of Performance thresholds reduced to 1% For Long, 4% for Short and 3% for Very Short by July 2008. • Work based learning falling within the Minimum Levels of Performance thresholds reduced from 22.4% in 2005/06 to Zero% in 2007/08. • No providers remain below the 40% and 50% minimum levels of performance threshold and 53% of providers in “satisfactory” categories improve their position year on year. • The local capital strategy is reviewed, agreed and published in line with the regional capital strategy.

4. Commissioning Volumes TBC

Provider Summary Statement of Activity	Year 1	
	16-18 (Learner Volumes)	Adult (Learner Volumes)
LSC Funded Participation		
Number of FE learners (total)		
Number of FE learners undertaking Level 4 and above		
Number of FE learners undertaking Level 3		
<i>of which:</i> Full Level 3 Learners		
<i>of which:</i> First Full Level 3 Learners		
Number of Train to Gain learners undertaking Level 3		
Number of learners undertaking an Advanced Apprenticeship (Average in Learning)		
Number of FE learners undertaking Level 2		
<i>of which:</i> Full Level 2 Learners		
<i>of which:</i> First Full Level 2 Learners		
Number of Train to Gain learners undertaking Level 2		
Number of learners undertaking an Apprenticeship at Level 2 (Average in Learning)		
Number of FE learners undertaking Skills for Life qualifications that directly contribute to PSA target		
Number of Advanced Apprenticeships and Apprenticeship learners undertaking Skills for Life qualifications that directly contribute to PSA target		
Number of Train to Gain learners undertaking Skills for Life qualifications that directly contribute to PSA target		
Number of FE learners undertaking Level 1 and Entry		
Number of learners undertaking Entry to Employment (starts)		
Number of learners undertaking Safeguarded Adult Learning (Total)		
<i>of which:</i> Number of learners undertaking Family learning, literacy and numeracy		
<i>of which:</i> Number of learners undertaking Neighbourhood learning in deprived communities		
<i>of which:</i> Number of learners undertaking Wider Family Learning		
<i>of which:</i> Number of learners undertaking Personal / Leisure Learning		
ESF Funded Participation	16-18 (Learner Volumes)	Adult (Learner Volumes)
Number of ESF Learners undertaking any ESF Activity		
Number of ESF Learners not included in LSC Funded Participation table above		
<i>Of which:</i>		
Level 4 and above		
Full Level 3		
Full Level 2		
Skills for life that directly contributes towards the PSA target		
Level 1 and Entry		
Other ESF activity		

LSC Funded Outcomes	16-18 (Learner achievements)	Adult (Learner achievements)	16-18 Success Rate (%)	Adult Success Rate (%)
Number of FE Learners achieving a Full Level 3 qualification				
Number of FE Learners achieving a First Full Level 3 qualification				
Number of Train to Gain learners achieving a Full Level 3				
Number of Learners achieving an Advanced Apprenticeship Framework				
Number of FE Learners achieving a Full Level 2 qualification				
Number of FE Learners achieving a First Full Level 2 qualification				
Number of Train to Gain Learners achieving a Full Level 2 qualification				
Number of Learners achieving an Apprenticeship Framework (at Level 2)				
Number of FE learners achieving a Skills for Life qualification (s) that directly contribute to PSA target				
Number of Advanced Apprenticeship and Apprenticeship learners achieving a Skills for Life qualification(s) that directly contribute to PSA target				
Number of Train to Gain learners achieving a Skills for Life qualification(s) that directly contribute to PSA target				
Number of learners progressing to a positive destination from Entry to Employment				
ESF Funded Outcomes				
Number of ESF Learners not included in LSC Funded Outcomes table above achieving a qualification at:				
Full Level 3				
Full Level 2				
Skills for life qualification that directly contributes to the PSA target				

Funding summary	Funding (£)
FE 16 – 18	
FE Adult	
FE Additional Learning Support	
Train to Gain	
Advanced Apprenticeships and Apprenticeships 16-18	
Advanced Apprenticeships and Apprenticeships (Adult)	
Entry to Employment	
WBL additional learner / learning support	
Safeguarded Adult Learning	
ESF	
Total	

Fee Income and Other Activity Summary	Fee Income (£)	% of LSC funded activity Fee Income	Number of Learners
LSC Funded provision			
Not publicly subsidised / full cost			

5. Other Information

Learner Health and Safety

The health, safety and welfare of learners are fundamental values of the Learning and Skills Council. All learners are entitled to learning that takes place in a safe, healthy and supportive environment. In addition, we consider health and safety to be an integral part of quality and that safe learning is essential to maximise learners' experience and achievement.

We expect all those we fund to fully meet their legal obligations and will seek assurance that they have suitable and sufficient arrangements for learner health and safety. We will take appropriate actions when standards are not met.

The 'safe learner' concept is central to our policy and we will promote risk education and awareness of health and safety, and positively engage all those that can contribute to preparing young people to be safe and healthy workers.

We will encourage and support the raising of standards and 'best practice' approaches, working in partnership with key stakeholders.

Equality and Diversity

The Council will ensure that planned activities take account of its duty to promote equality of opportunity in relation to race, gender, age 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. Actions plans for the Race Equality Scheme (RES) and the Disability Equality Scheme are in place. We will also work with our providers to address equality and diversity issues. As an employer we will continue to monitor the staff profile in terms of gender, ethnicity and employment band levels.

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. We will work with the region to implement the regional strategy in response to the Learning for Living and Work, the LSC'S national strategy.

Other Partnerships

The actions within the priority areas concentrate on building strategic partnerships and collaboration in general. More specifically we will work with key partners to formulate and support the implementation of a county wide Personal and Community Development Learning (PCDL) strategic partnership that will oversee the assessment of demands and needs and respond with appropriate provision. We will formalise our arrangements with Children's Service to review the quality of School Sixth Form provision, focusing on pupil attainment, added value, planning and funding.