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Leading learning and skills

Learning and Skills Council Cambridgeshire Annual Plan 2007-08

March 2007

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

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 plan for the Cambridgeshire area for 2007/08.

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1. Foreword

Cambridgeshire, which for the purpose of this document includes the Unitary Authority of Peterborough, has a population of approximately 738,000. Eighty percent of the area is classified as rural; 34% of the population is concentrated in the south of the county and in the environs of the City of Cambridge. The population is predominantly white, with 90% of the population classing themselves as White British. The exception is Peterborough, whose population is estimated to have increased by an additional 9,000 migrant workers in recent years, many of whom have little or no English.

The area is relatively affluent compared with the rest of England. However, Cambridgeshire and Peterborough have both rural and urban deprivation with parts of Peterborough in the top quartile of deprived areas nationally. Cambridge City and South Cambridgeshire are typified by economic buoyancy based on knowledge-intensive growth sectors. East Cambridgeshire and Fenland are more rural in character, and Huntingdonshire combines growth corridors with rural areas. Peterborough is a major urban area and a focus for regional growth.

Our plan for 2007/08 establishes our local actions in response to our national and Regional priorities and the linked priorities of East of England Skills and Competitiveness Partnership (EESCP). It also shows how we will tackle some of the challenges identified in our local strategic analysis (see section 2). We hope that you will find this document clear, informative and ambitious.

Cambridgeshire stands on the threshold of significant demographic growth that will shape the LSC's strategy during the coming years. The Learning and Skills landscape will have to change in order to accommodate the greater numbers of learners produced as a result of rising aspirations and new house building. The sub-regional economies will increasingly demand highly skilled, flexible and educated adults and young people, and it is the learning and skills sector's responsibility to assist in meeting this demand. Individuals are also increasingly aware that successful and vibrant economies are high skilled and high wage economies. It is our task at the LSC to ensure that the infrastructure is in place to offer future and more numerous learners the opportunities that they and the world economy will demand.

Great strides have been made in improving the performance of the learning and skills sector in Cambridgeshire: success indicators are on a steady upward trend and more learners than ever are engaging with learning. This success has been achieved by the professionalism and dedication of the staff and management of the many providers who constitute the sector. Important too, though, have been the efforts of our partners in working with us to target our resources at those most in need, identify the factors underlying poor performance and understand the issues and challenges confronting the local economies. As we strive to further increase our performance those partnerships will become increasingly important.

Area Director
Dr Jon Nay

Local Council Chair
Professor Bob Reeve

2. Local Context

The following takes each of the four priorities and sets the local context against the Regional Strategic Analysis.

This section should be read in conjunction with the *Regional Strategic Analysis* (RSA) – this document can be obtained on

<http://www.lsc.gov.uk/regions/EastofEngland/Aboutus/LSCStrategy/East+of+England+Regional+Strategic+Analysis+-+February+2007.htm>

Priority 1: Learning Opportunities for Young People

16 and 17 participation in Cambridgeshire has to be seen against a backdrop of improving participation in the East of England. However, Cambridgeshire has to grow participation at a faster rate than its neighbours. Whereas growth in Cambridgeshire was 3.4% between 04/05 and 05/06 the highest rate of growth in the Region was nearly 6%.

The following table gives us participation information on young people in education and training for Cambridgeshire. For post 16 education it is clear there is a dominance of schools above other types of provision and participation overall is just 1% above the regional average (79%).

While the participation rate of 80% was good in relation to the region, this still means that Cambridgeshire had 3,700 young people who were not participating in learning and need to be encouraged to do so. It is also important to consider that just 68% of young people participated in full time education and training.

Table 3: Participation of young people in Cambridgeshire

2004	Full-time education					WBL	Part-time education	Total Education and WBL	Population
	LA sixth Form schools	Independent schools	Sixth form college	Other FE	Total				
16 year old participation rate %	28	7	17	23	75	6	6	87	N/A
17 year old participation rate %	20	8	15	18	62	8	5	74	N/A
16 & 17 year old participation rate %	24	7	16	21	68	7	5	80	N/A
16 year old participation volume	2,700	700	1,600	2,200	7,200	600	600	8,400	10,000
17 year old participation volume	1,900	800	1,400	1,700	5,800	700	500	7,000	9,000
16 & 17 year old participation volume	4,600	1,400	3,000	4,000	13,000	1,300	1,000	15,300	19,000

Source: Statistical First Release, SFR13/2006, Department for Education and Skills, 2006

There are further issues, which are not shown in the chart. For example, the fall in participation (mirrored in the region as a whole at 13%) between Years 12 and 13 is a significant challenge. While this is a regional issue, it still means that there are 1,400 young people dropping out of education between these years within Cambridgeshire and this may be a result of young people choosing inappropriate courses at 16.

A particular concern is the current decline in Work Based Learning volumes. The decline may be a result of cultural change or the pressure currently on providers to produce better success rates. Of course successful programmes will eventually attract greater number of apprentices and the move to Programme Led Apprenticeships, where learners are effectively given a college based induction to the Apprenticeship programme should yield immediate improvements in enrolments.

The latest information for NEET (young people not in education, employment or training) shows that this measure is in decline for Cambridgeshire, but only by a small amount (0.5%) and leaves almost 1,400 young people in the NEET group who are not following any learning outcome after leaving school. Also of note should be the increase in young people whose destinations are simply unknown.

While the rates of NEET are fairly uniform, annually there are peaks in relation to the volumes. Of particular note is the increase in the November volume which occurs shortly after many young people are likely to enrol on post 16 courses. This suggests that there could be a considerable drop shortly after courses begin, once again highlighting a possible mismatch between young person and the curriculum. It could also be attributed to the time of year when NEET is picked up by the Connexions service. NEET rates are of particular concern in Fenland, Peterborough and Huntingdon.

One of the drivers of participation rates is level 2 qualifications at 16. There are considerable differences in performance between the districts within Cambridgeshire. The worst-performing district is Fenland: 16 percentage points behind the regional average. The three lowest performing districts make up over 60% of the KS4 cohort. The overall performance leaves 3,200 young people in Cambridgeshire not achieving a Level 2 qualification to be picked up by the LSC to progress to achieving a Level 2 by age 19.

The Level 2 achievement of young people at age 16 and 19 is a major target. The results are significant as this measure is essentially the four-year period where young people are engaged in LSC funded learning. For Cambridgeshire there has been a drop of almost 18 percentage points in the number of young people who do not achieve a Level 2 qualification by age 19 compared to the cohort at aged 16. For Cambridgeshire this means an additional 1,500 learners achieve a Level 2 qualification in the time period. This is a slightly higher reduction than the regional average but lower than the national average. Our activity both for Level 2 and Level 3 at 19 must focus on those districts where current performance is poor: Huntingdon, the Fens and Peterborough. National studies have shown the importance that initiatives, such as Educational Maintenance Allowances and Care

to Learn (targeted at teenage mothers) can have on increasing participation and achievement.

The suite of targets set for 16-19 performance must be addressed through close working with our Local Authority partners, schools, colleges and work based learning providers. We will support each 14-19 Partnership in the development of a 14-19 strategy including the implementation of the Specialist Diplomas and the Area On-Line Prospectus (including the Apprenticeship Clearing House).

We will also ensure that a strategy is in place within Cambridgeshire to improve the choice and quality of provision for learners with learning difficulties and/or disabilities. We will review current provision for learners with learning difficulties and/or disabilities to ensure that clear progression routes are developed.

Priority 2: Raising skills

Seven key sectors have been identified in the region on which we will be mindful of the following sectors: Construction; Health and Social Care; Leisure, Tourism and Hospitality; Land-based industries; Logistics; Manufacturing and Engineering; and Retail.

In addition, Opportunity Peterborough (the Urban Regeneration Company) has identified the potential emerging sectors of Environment, Media Print and Publishing and Food

Effective working with the Sector Skills Councils and strengthened partnerships with employers will enable us to collectively raise the skills and productivity of the area's workforce. The Leitch review emphasised the importance of colleges and other providers becoming increasingly responsive to the needs of employers.

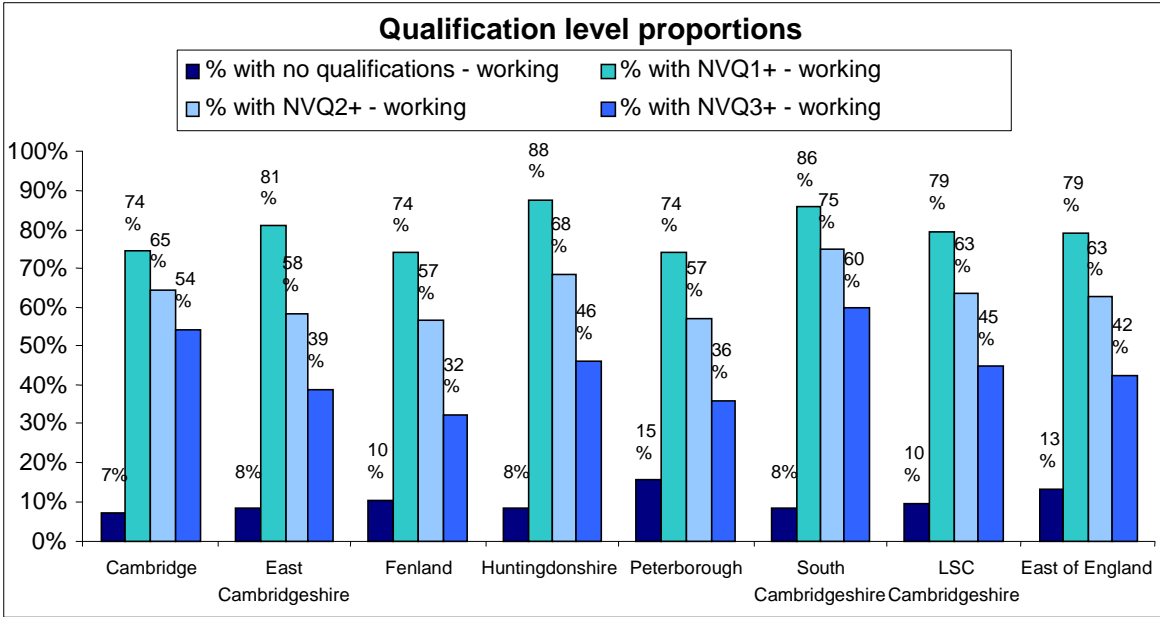
At the same time the LSC locally will work closely with the new Train to Gain brokerage service, the new Information, Diagnostic and Brokerage service and Jobcentre Plus to provide a more integrated range of support services to businesses. The Train to Gain service, along with provision offered by colleges and Local Authorities, will enable large numbers of adults to access provision which will support our key targets for Skills for Life, first full Level 2 and Level 3 courses both in the community and at the workplace.

Cambridgeshire performs very well against the regional picture for adult qualification levels and has the lowest proportion of adults with no qualifications within the East of England. This is likely to be due to the disproportionately higher levels of academics in and around Cambridge, influenced by not only higher education institutions but also the scientific and research based industries in the area.

The chart below shows the distribution of all qualification levels and, as can be seen, Cambridge and South Cambridgeshire have the largest proportions of NVQ3+. Fenland and Peterborough stand out as poor performing districts for our main target areas and despite good performance in other districts there are still over 117,000 adults in Cambridgeshire who are not qualified to a Level 2 standard.

As with all areas within the Eastern Region, the literacy and numeracy needs within Cambridgeshire LSC are substantial. While need is apparent for improvements in literacy and numeracy at all levels, it is clear there is a divide between the two. Following the county and regional pattern the need for entry level numeracy is significantly greater than that of literacy, particularly for Fenland and Peterborough.

Almost 200,000 adults in Cambridgeshire would benefit from a numeracy course at Entry, Level 1 or Level 2.



The demands on adult funding will continue to grow but it is important to note that the percentage of adults funded in 04/05 and 05/06 is higher than the regional average. The pilot national roll out of the Adult Learning Grant in 2008 will provide welcome support for adults taking a first time level 2 or 3 course.

The benefits of general education for adults – termed Personal and Community Development Learning (PCDL) - are well established. During 07/08 the inauguration of PCDL Partnerships will involve local communities more in the design of the curriculum offer. The partnerships will also be tasked with mapping current learning opportunities, redirecting funding to those who need it most and extending the range of courses offered at full cost to the learner.

Priority 3: Economic Development

It is important that the opportunities generated by new economic development initiatives are realised for individuals and local communities and that low skilled individuals are supported with the flexible and accessible learning provision they need to exploit those opportunities. This involves us working with a large number of partners including Job Centre Plus, the East of England Development Agency, Government Office – East, Local Authorities, Urban Regeneration Companies,

Local Strategic Partnerships and Sub-Regional Economic Partnerships, to ensure the adequacy and quality of provision for all adult learners across the region.

This will be particularly important in an area such as Peterborough, or those parts of the Cambridge sub region afflicted by levels of multiple deprivation. For, example, the Peterborough area possesses

- high levels of multiple deprivation The area has the highest IMD score of all the sub regions in the East. There are large numbers of deprived hotspots in the Peterborough area, with just under a third of the Super Output Areas (SOAs) among the most deprived 10% in the region.
- The highest proportion of people claiming out of work benefits in the East of England
- High levels of economic inactivity
- Low levels of economic activity amongst the Pakistani population (less than half are economically active)
- A high proportion of economically inactive people with disabilities
- Low income levels for all age groups
- A high number of income deprived hotspots

Our strategy will be will align a proportion of our investment in skills development within the region's growth areas and develop initiatives in rural and deprived urban areas to encourage economic development and growth.

We will align a proportion of our investment to the following:

The London Stansted Cambridge Peterborough (LSCP) Growth Area which stretches from North London to the city of Peterborough and which is particularly important to Cambridgeshire with a projected growth of 100,000 new homes by 2021.

Regional Cities East (RCE) which is an alliance of six cities in the East of England i.e. Peterborough, Colchester, Ipswich, Southend, Norwich and Luton. RCE believes that by sharing best practice, collaborating on joint ventures and setting clear priorities, they can create more jobs and affordable homes than they could by working alone. We will become more engaged with this group and support the response to the published RCE prospectus.

The Local Area Agreements (LAAs) provide the potential for learning and skills to become central to local communities and is at the heart of Local Authority planning. Whilst ensuring that key LSC priorities have been included in LAAs, and in particular Block 4 "Economic Development and Enterprise" we now need to ensure that those targets are met. We will ensure that the interventions for the Cambridgeshire and Peterborough Investing in Communities ((IiC) programmes also reflect LSC priorities and will facilitate aligning these with Block 4 LAA targets where possible

We will also focus on emerging initiatives such as Skills for Jobs – a programme to assist in the reduction of worklessness – and the Cambridgeshire response to meeting the Olympic Challenge.

Priority 4: Raising the Performance of the system

The RSA records a steady improvement in quality improvement indicators for Cambridgeshire Providers in all sectors: Further Education, Schools and Work Based Learning. The challenge for the LSC and its partners is to bring the standard of the least to that of the best providers. The review of the current regional capital strategy is particularly important to Cambridge and Peterborough where future demographic growth and inadequate infrastructure are challenges which the LSC and its partners must address with urgency. In addition, the Regional Quality Initiative together with nationally driven policy will ensure that the best providers thrive.

Central to LSC action will be the use of Minimum Levels of Performance (MLP) to drive improvements in the FE, ACL and WBL sectors. Data gathered on sixth form performance will be used to review the quality of the Schools sector. The use of data will also underpin our approach to the commissioning (see below) and funding of provision across the FE, ACL and WBL sectors; success and quality rather than historical reputation will determine our purchasing. Specifically in 2007/08 we will:

- End contracts with Apprenticeship providers currently below the minimum acceptable level of performance from 1 August 2007.
- Issue a notice to improve and agree an improvement strategy with all colleges where provision is below the minimum threshold.
- Work with Head teachers, Local Authorities and School Improvement Partners to improve sixth form achievement where results and Contextual Value Added scores are below the national average or below the projected level of achievement.

Commissioning Principles

By '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 shall 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 want to introduce more competition to drive up quality and responsiveness. So we will commission provision in two main ways:

- Negotiated commissioning – agreeing plans with colleges and providers that currently deliver LSC funded provision
- 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.

When will we use competition?

We shall use competitions in the following circumstances:

- New investment
- Restructuring of provision or a new deliver model such as Offender Learning and Skills Service in custody and the community
- 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
- 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 identify how we will achieve Priority 1:

Action		Success Indicators
1.	Increase the total number of 16-18 places available and the percentage of young people in learning across all LSC provision and target geographical areas of deprivation and poor performance	<ul style="list-style-type: none"> • Total number of places available increases from <ul style="list-style-type: none"> ○ FE increases from 11668 to 12483 ○ WBL increases from 1774 to 1818 • Working in geographical areas within Cambridgeshire • 17 year old drop outs are targeted and participation increases from 74% to 78% overall • The progression rate from E2E is increased from 46.5% to 50%.
2.	Increase the numbers of young people who achieve a Level 2 qualification by the age of 19 years and target geographical areas of deprivation and poor performance	<ul style="list-style-type: none"> • Number of full level 2 places that contribute to the PSA target increases from 1995 to 2653 • Level 2 achievement at 19 in Cambridgeshire increases from 72% to 74% • Huntingdon, Fenland and Peterborough are targeted to increase their contribution to the East of England and National Level 2 achievement target by 4 percentage points. • Apprenticeship framework completions (16-18) increase from 54% to 58% by 2008. • Programme Led Apprenticeships are delivered by all local colleges
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"> • Total number of full level 3 places available increases from 5845 to 6350 (07/08.) • Level 3 achievement at 19 in Cambridgeshire increases from 52% to 55% Huntingdon, Fenland and Peterborough are targeted to increase their contribution to the East of England and National Level 3 achievement target by 4 percentage points. • Advanced Apprenticeship framework completions increase from 62% to 64%.

4	Support 14-19 Partnerships in Cambridgeshire in the development of the 14-19 curriculum	<p>To work with both of the Local Authorities and 14-19 planning groups to deliver the 14-19 reforms, with progress being reflected by;</p> <ul style="list-style-type: none"> • Implementation of Joint Area Review (JAR) outcomes and associated Action plans for Peterborough City Council (PCC) and Cambridgeshire County Council (CCC) • A current 14-19 Strategy in place for each Local Authority (including specific strategies for each of the 14-19 planning groups within CCC, HSEP Collegiate Board and Fenland). • Action Plans in place and implemented to reduce learners that are not accessing education, employment or training within each of the 14-19 planning areas and each of the 4 CYPSP 0-19 groups. • NEET (16-18 year olds) reducing from 6.2% to 5.5% across Cambridgeshire and Peterborough specifically from 8.6% to 8% • Successful launch of the Area On line Prospectus and Apprenticeship Clearing House by September 2007. • September 2007 Guarantee is in place by September 2007. • Reduce the number of Skills for Life (SFL) qualifications that do not count towards targets by 10%
5	Accelerate capital programmes in local colleges	<ul style="list-style-type: none"> • Applications in Principle for PRC, HRC and Long Road colleges completed by December 2007
6	Build the capacity of local LLDD provision	<ul style="list-style-type: none"> • Implementation plan for Cambridgeshire is in place by November 2007 • One provider is developed as an Learners with Learning & Difficulties & Disabilities (LLDD) Centre of Expertise • Funding is in place to allow the continuation of the Improving Choice Broker post • Review provision within core activity to allow progression routes to be clearly determined by July 07

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 we will achieve Priority 2:

Action		Success Indicators
1.	Increase the numbers of adults in work in Cambridgeshire who have a full Level 2 qualification by targeting geographical areas of deprivation and poor performance	<ul style="list-style-type: none"> • Total number of full level 2 places available increases from 2082 to 2587 (07/08.) • Level 2 success rates for FE 19+ are increased from 57% to 59% • Huntingdon, Fenland and Peterborough are targeted to increase their contribution to the East of England and National Level 2 achievement target by 4 percentage points • Apprenticeship Framework completions (19+) increase from 52% to 55%.
2.	Increase the numbers of adults in work in Cambridgeshire who have a full Level 3 qualification by targeting geographical areas of deprivation and poor performance	<ul style="list-style-type: none"> • Total number of full level 3 places available increases from 1892 to 2187 • Increase FE Adults Long Success Rates from 59% to 62% • Advanced Apprenticeship Framework completions (19+) increase from 48% to 52%.
3.	Increase the number of adults in Cambridgeshire who have literacy or numeracy skills.	<ul style="list-style-type: none"> • Skills for Life achievement at: Entry Level 3, Level 1 and Level 2 are increased by 5% by 2008. when compared to the outturn in 2006 • Provision realigned to reflect the change in emphasis to increased levels of numeracy
4	Target the skills necessary to support employers in Cambridgeshire, with a particular focus on the seven priority sectors and on higher level skills.	<ul style="list-style-type: none"> • Work with sub regional economic partnerships, urban regeneration companies, sector skills councils and Chambers of Commerce to put in place employment and skills strategies • Train to Gain activity is driven and supported by managing performance and addressing barriers to progress at monthly monitoring and review meetings of the Cambridgeshire Area Train to Gain Board .

5	Increase the amount of support for adults who are unemployed and increase their employability	<ul style="list-style-type: none"> • The Skills for Jobs initiative implemented with Job Centre Plus in Cambridgeshire and targets met
6	Align public funded provision for adult learners to maximise value for money and for those with the greatest need.	<ul style="list-style-type: none"> • Implement the recommendations contained in the Adult and PCDL review by September 2007

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"> • Cambridgeshire Welfare to Workforce Development Plan is implemented in partnership with Job Centre Plus • Skills for Jobs strategy implemented
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"> • Closer working ties developed with Opportunity Peterborough and Cambridgeshire Horizons • LSC targets for Level 2/Skills for Life embedded with Local Area Agreement Block 4 • LSPs and SREPS engage with LSC priorities and Agenda
3.	Work with non-statutory partners to enhance the development of skills and entry to the labour market	<ul style="list-style-type: none"> • Complete a feasibility study to support a consortia approach to the tendering process within the Voluntary and Community Sector (VCS) by April 2007.
4	Ensure that Cambridgeshire contributes to the Offender Learning Journey	<ul style="list-style-type: none"> • Successful delivery of regional and local priorities for OLASS • Links with regional activities within the prison network established aimed at successful "Through the Gate" transition
5	Identify potential sub regional contribution to the Olympics	<ul style="list-style-type: none"> • Work with the Nations and Regions East group to support the implementation of the East of England Regional Business Plan for the 2012 Olympic Games • Flagship facilities are incorporated into the Olympic programme, in particular the training camps. • Work with the Skills Group of the EESCP to address the skills needs of the Olympics (including voluntary workers)
6	Work closely with Stakeholders to influence the Investors in Communities (IiC) programme	<ul style="list-style-type: none"> • Funded interventions are aligned where possible with LSC priorities and in particular to meet the Skills Development Agenda

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 we will achieve Priority 4.

Action		Success Indicators
1.	Support the implementation of the East of England Quality Improvement Strategy 2007/10.	<ul style="list-style-type: none"> • Notices of improvement issued to FE providers below the Minimum Levels of Performance (MLP) • Improvement indicators agreed in Provider Development Plans and reflected in contracts by June 2007 • Provision in Work-based learning providers with success rates currently between 33%-40% will be put out to tender by May 2007 • Open and competitive tendering undertaken to ensure that the balance and mix of provision in Cambridgeshire meets current employer demand • Work collaboratively with our provider base to successfully implement the Framework for Excellence
2.	Reduce proportion of non National Qualifications Framework (NQF) qualifications in Skills for Life programmes	<ul style="list-style-type: none"> • Cambridgeshire's proportion of non-National Qualification Framework qualifications reduced to the regional average
3.	Increase the value for money of our investment in specific programmes	<ul style="list-style-type: none"> • Open and competitive tendering identifies new high quality providers • Cambridgeshire's allocation for Support for Success Consultancy days fully utilised • 5 providers successfully engaged in peer review projects • Work undertaken to realign provision to targeted activity by June 2007

Aggregate Volumes:

Provider Summary Statement of Activity		
LSC Funded Participation	16-18 (Learner Volumes)	Adult (Learner Volumes)
Number of FE learners (total)	12,488	21,907
Number of FE learners undertaking Level 4 and above	0	1,118
Number of FE learners undertaking Level 3	7,125	3,829
<i>of which:</i> Full Level 3 Learners	5,907	1,478
<i>of which:</i> First Full Level 3 Learners	4,388	943
Number of Train to Gain learners undertaking Level 3		525
Number of learners undertaking an Advanced Apprenticeship (Average in Learning)	536	595
Number of FE learners undertaking Level 2	4,804	5,985
<i>of which:</i> Full Level 2 Learners	2,058	1,875
<i>of which:</i> First Full Level 2 Learners	1,422	742
Number of Train to Gain learners undertaking Level 2		3,684
Number of learners undertaking an Apprenticeship at Level 2 (Average in Learning)	1282	694
Number of FE learners undertaking Skills for Life qualifications that directly contribute to PSA target	4,705	3,372
Number of Advanced Apprenticeships and Apprenticeship learners undertaking Skills for Life qualifications that directly contribute to PSA target	1219	709
Number of Train to Gain learners undertaking Skills for Life qualifications that directly contribute to PSA target		606
Number of FE learners undertaking Level 1 and Entry	4,282	11,322
Number of learners undertaking Entry to Employment (starts)	736	
Number of learners undertaking Safeguarded Adult Learning (Total)		16,316
<i>of which:</i> Number of learners undertaking Family learning, literacy and numeracy		1,096
<i>of which:</i> Number of learners undertaking Neighbourhood learning in deprived communities		0
<i>of which:</i> Number of learners undertaking Wider Family Learning		2,170
<i>of which:</i> Number of learners undertaking Personal / Leisure Learning		12,200
ESF Funded Participation		
Number of ESF Learners undertaking any ESF Activity	479	130
Number of ESF Learners not included in LSC Funded Participation table above	145	100
<i>Of which:</i>		
Level 4 and above		
Full Level 3	10	100
Full Level 2		0
Skills for life that directly contributes towards the PSA target		10
Level 1 and Entry		10
Other ESF activity	135	30

LSC Funded Outcomes	16-18 (Learner achievement s)	Adult (Learner achievement s)	16-18 Success Rate (%)	Adult Success Rate (%)
Number of FE Learners achieving a Full Level 3 qualification	3,820	978		
Number of FE Learners achieving a First Full Level 3 qualification	2,658	605		
Number of Train to Gain learners achieving a Full Level 3 qualification		402		
Number of Learners achieving an Advanced Apprenticeship Framework	132	161	55%	55%
Number of FE Learners achieving a Full Level 2 qualification	1,271	1,183	80%	64%
Number of FE Learners achieving a First Full Level 2 qualification	1,012	514	50%	69%
Number of Train to Gain Learners achieving a Full Level 2 qualification		4,406		
Number of Learners achieving an Apprenticeship Framework (at Level 2)	529	307	51%	51%
Number of FE learners achieving a Skills for Life qualification (s) that directly contribute to PSA target	2571	2037	55%	60%
Number of Advanced Apprenticeship and Apprenticeship learners achieving a Skills for Life qualification(s) that directly contribute to PSA target	683	417	61%	61%
Number of Train to Gain learners achieving a Skills for Life qualification(s) that directly contribute to PSA target		334		
Number of learners progressing to a positive destination from Entry to Employment	407		50%	
ESF Funded Outcomes				
Number of ESF Learners not included in LSC Funded Outcomes table above achieving a qualification at:				
Full Level 3	0	0		
Full Level 2	7	75		
Skills for life qualification that directly contributes to the PSA target	0	10		

Funding summary	Funding (£)
FE 16 – 18	41,423,665
FE Adult	12,158,017
FE Additional Learning Support	4,783,319
Train to Gain	4,792,402
Advanced Apprenticeships and Apprenticeships 16-18	5,422,363
Advanced Apprenticeships and Apprenticeships (Adult)	2,284,485
Entry to Employment	2,050,082
WBL additional learner / learning support	399,091
Safeguarded Adult Learning	1,373,584
ESF	663,787
Total	75,350,795

Fee Income and Other Activity Summary	Fee Income (£)	% of LSC funded activity Fee Income	Number of Learners
LSC Funded provision	2,526,032		
Not publicly subsidised / full cost			

4. Other Information

Local Partnerships

We are structured into two area partnership teams; one team responsible for the geographical area of Cambridge City and South, Fenland and East Cambridgeshire and the other for Peterborough and Huntingdon. We work alongside an Economic Development Team which has geographical responsibilities for Cambridgeshire, Norfolk and Suffolk.

We are working to engage with the 14-19 Partnerships within Cambridgeshire and align with the County and City 'Children's and Young People's Strategic Partnerships (CYPSPs) to ensure that a coherent offer is available for progression for Post 16 education.

We will continue to build capacity with the Voluntary and Community Sector in particular focussing on learning, training and education to better position this sector so that they are able to bid for funding.

We will continue to progress Offender Learning and Support Services (OLASS) activities with Providers and the Probation Service to ensure continued quality delivery for Skills for Life leading to progression into vocational qualifications and sustainable employment.

European Social Funding (ESF)

The current ESF Co-Financing programme for Cambridgeshire runs until September 2008 with all learner activity finishing on 31st March 2008. The programme will continue to be supported until the activities are closed out and appropriate actions taken, if required under the European Commission audit programme.

The four measures we are currently supporting under the Round 4 plan are:

- To widen access to Basic Skills Provision
- To provide help to improve the employability and remove barriers to labour market entry for those groups disadvantaged in the labour market
- Promoting lifelong learning and encouraging groups who lack basic and key skills to take part in learning and; supporting the main policy development in lifelong learning to improve the numbers taking part
- Improving employment skills through directing and supporting lifelong learning so that it reflects the changing needs of employers such as in the fields of IT, management and the environment.

The new ESF Co-Financing programme is effective from 2007 to 2013 and there are two priorities for the new programme:

Priority 1 – Integrating skills and employability

Priority 2 – Skills development for the workforce

We will work with the FE 2007-2013 focus group and respond to the Skills Plan prepared by the Regional Skills and Competitiveness Partnership (RSCP) and we will ensure that local area needs/interests are reflected in the regional strategy and regional co-financing plan to be produced.

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

We 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 200 there is 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 these groups 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 Learning for Living and Work, the LSC'S national strategy.