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Leading learning and skills

# Learning and Skills Council East of England Regional Commissioning Plan 2007-08

## January 2007

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

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 East of England for 2007/08.

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## 1. Foreword

The East of England region – the second largest in England - has a mixed rural and urban landscape which stretches from the edge of London in the south to remote rural and coastal areas in the north and east. The economy of the region is growing strongly compared to that of England as a whole, with a fast yet uneven growth in population. However the external perception of affluence hides a much more complex socio-economic patchwork with some of the best, and worst, educational performance in England. The region has substantial knowledge-based assets but also a relatively weak skills base. It has major skills and labour shortages particularly in the more traditional employment sectors. These contrasts pose significant and very specific challenges for our region.

Over the next three years we want to work with our many partners to tackle these challenges effectively and make tangible progress towards realising the vision of both the Regional Assembly (EERA) and the Regional Development Agency (EEDA) - that the East of England should develop one of the most successful knowledge-based economies in Europe. At the regional level we will work dynamically with our partners in the East of England Skills and Competitiveness Partnership (EESCP) and deliver the “Framework for Action”. At the local level our six area and fourteen new partnership teams will enhance our working relationship with the Learning and Skills sector. Together we will start to overcome the deep-seated problems in some of our urban, rural and coastal areas which undermine the high performance of the more successful parts of the region. All our activity will be underpinned by a firm and deep commitment to sustainable development and the values enshrined in our equality and diversity strategy.

By 2010 we want to be known as a region where:

- many more young people demand – and the Learning and Skills sector delivers – a high quality, stimulating learning experience which motivates them to progress and complete qualifications to their maximum potential with many more reaching Level 4.
- many more adults participate in learning and develop the skills, knowledge, understanding, enterprise and creativity to fulfil their potential, and the potential of their employers and communities.
- many more individual employers recognise the benefits of investment in learning and skills - in relation to their ability to attract and retain employees and to their own productivity and profitability. These employers are investing much more in training in terms of both time and funds.

Our plan for 2007/08 establishes our regional actions in response to our national priorities and to the linked priorities of the EESCP. It shows how we will tackle some of the challenges identified in our strategic analysis (see section 3). We hope you find this document clear, informative and ambitious.

**C. Neville**  
Regional Director

**J. McGivern**  
Regional Chair

## 2. The Strategic Context

The LSC will invest £11.1 billion in education and training in 2007/08 – over £900 million in the East of England. This substantial investment of public funds is tied to the achievement of the following national Public Service Agreement (PSA) targets:

- Increase the proportion of 19 year olds who achieve at least a Level 2 by 3 percentage points between 2004 and 2006 and a further 2 percentage points between 2006 and 2008; and improve attainment at Level 3.
- Reduce by at least 40% the number of adults in the workforce who lack an NVQ Level 2 or equivalent qualifications by 2010. Working towards this 1 million adults in the workforce to achieve Level 2 by 2006.
- Improve the basic skills of 2.25 million adults between 2001 and 2010 with a milestone of 1.5 million by 2007.

We are also committed via the PSA to:

- By 2007/08, increase the numbers completing apprenticeships by three quarters compared to 2002/03.
- Reduce the proportion of young people not in education, employment or training (NEET).
- Increase the number of people entering higher education.

The Learning and Skills Council's third Annual Statement of Priorities (for 2007/08) 'Raising our Game' sets out how we intend to meet these challenging targets and continue towards our national goal of creating a skilled workforce to match the best in the world. There are four priority areas:

**Priority 1:** Raise the quality and improve the choice of learning opportunities for all young people to equip them with the skills for employment, further or higher learning, and for wider social and community engagement.

**Priority 2:** Raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion.

**Priority 3:** Raise the performance of a world-class system that is responsive, provides choice and is valued and recognised for excellence.

**Priority 4:** Raise our contribution to economic development locally and regionally through partnership working.

A copy of our Annual Statement of priorities can be found at:

<http://www.lsc.gov.uk/Publications/Recommended/Raising-our-game-our-annual-statement-of-priorities.htm>

## **A new approach to commissioning**

A new ambition for world-class skills has been set in the Leitch Report and we are moving to a more demand led approach to support this vision. Our proposal is simple – give individuals and employers the power to choose, and empower the best of providers to engage more learners and employers.

For choice to be exercised there must be a balance and range of supply available. We will continue to take an active interest in the overall volume, pattern and range of supply from which individuals and employers can choose in each area. There must also be adequate and appropriate supply for all types of employers and all groups of individuals. We will ensure through our analysis of delivery that no groups are being disadvantaged and that equality of opportunity exists.

Our commissioning plan is the vehicle through which we will share intelligence on current supply and future demand. It identifies, at a broad level, the range of provision needed to create the right market environment for supply to meet demand. It is based on a thorough strategic analysis across the region and this has informed the anticipated changes in provision that are needed to meet demand. We expect our learning and skills sector providers to respond to these changes in the context of their own markets and customers.

This new approach will be underpinned by a new relationship with colleges and training providers; one characterised by strategic dialogue, which is light touch, appropriate and which minimises bureaucracy. This will change the way we plan, commission and contract with colleges and training providers.

Overall, we expect a greater proportion of public funding to be spent on our targets and priorities as set out in our Annual Statement of Priorities.

Specifically this means:

### **For Young People (14–19)**

Colleges, schools and work-based learning providers will set out how they will contribute to the delivery of the entitlement as set out in the local 14–19 prospectus. We will work together with local authorities to secure the provision to deliver this entitlement.

Gaps in provision or significant new growth in capacity will be commissioned. This will include sixth form and FE provisions, 16–19 competitions and tendering for specialist provision – for example, targeted at young people not in education, employment or training.

### **For Adults**

We expect colleges and training providers to continue to respond to the demands of their local communities, delivering the provision they need. However, where the needs of particular groups are not being met we will undertake customer-centred tendering to address any gaps.

We expect a greater proportion of government funding for adult learning to focus on employability outcomes, using qualifications to help people enter and progress in sustainable employment to meet the changing needs of the economy.

Investment in Personal and Community Development Learning (PCDL) will increasingly be determined by local partnerships as part of the ongoing reform of PCDL.

### **For Employers**

We will continue with the Train to Gain approach where colleges and providers will tender to become approved providers, and maximum contractual volumes will be awarded and varied in-year in response to employer choice.

### **Opening up and diversifying the market**

To achieve what we want in the region, we will open up the market to extend the range of existing, successful colleges and training providers. We also aim to bring in new providers, for example, those with particular strengths in engaging wider groups of learners and employers.

Competition will be supported. Providers demonstrating quality of provision will be able to expand. New entrants to the market will be encouraged and unwarranted barriers to entry removed. Suppliers of unwanted or lower-quality provision will not be protected from the resulting loss of income.

Our commissioning plan identifies the provision we expect to go out to tender for across the region. This is based on the 4 triggers for competition outlined in our Annual Statement of Priorities:

- New investment – for example Train to Gain, or to meet growth in demand for service
- Restructuring of provision or delivery model restructuring – for example Offender Learning and Skills Service in custody and the community
- Significant gaps in provision, including 16-19 competitions or where provision is not available to meet the demands of learners and employers
- Poor quality – where colleges or providers or elements of provision fail to meet minimum performance levels and/or are deemed inadequate by Ofsted

How this applies in our region is detailed throughout this plan.

### **Investing in capital**

We want world class facilities across our region. Capital investment will support the building of high-quality facilities to extend and improve the choice and quality of learning. Our regional capital strategy will be aligned to support this commissioning plan.

## **Ensuring quality**

We want to buy the best quality provision to meet the regions needs. We have a key duty to protect the interests of learners and employers and will take robust and urgent measures to withdraw funding from poor-quality provision and move funding to those colleges and providers that can deliver.

## **Regional Priorities and Key Actions**

Our regional priorities and key actions are based on a robust strategic analysis of supply, demand and need, and dialogue with key partner organisations. Each of the four regional priorities relates directly to one of the four national priorities. The aim of this analysis and the following priorities and actions is to set out a summary of intelligence for delivery organisations to take into account when formulating their offer or preparing tenders. A full copy of our regional strategic analysis can be found at:

<http://www.lsc.gov.uk/Regions/EastofEngland/Publications/Latestdocuments>

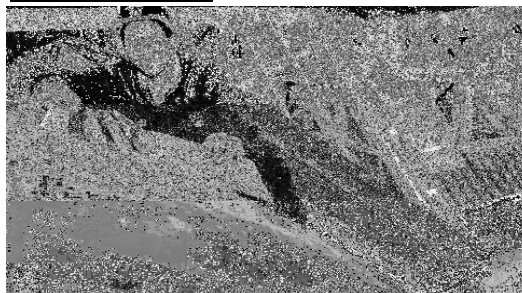
### **Young People**



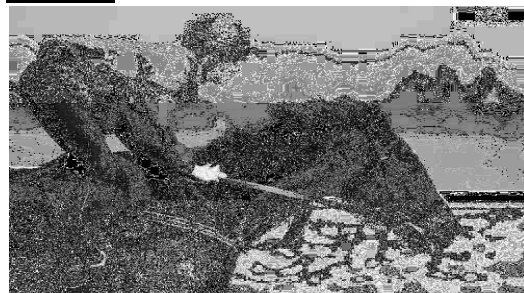
### **Skills**



### **Communities**



### **Quality**



**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.

We know there are huge variations in both participation and attainment across the region. In many cases these variations result from a poverty of aspiration. We want to bring up the worst performing areas to the current levels of the best by 2010. We will therefore invest significant additional resource for the region's 14-19 year olds in developing the specialised/applied curriculum; in reforming work-related learning and work experience, and in spreading the good practice which is already proven to inspire young people to stay in learning and achieve.

We will increase the opportunities for learners who do not achieve a Level 2 qualification by the end of Year 11. We will expand the opportunities at both Level 1 and 2 for these learners using the full range of our providers.

We will work with our partners in Local Authorities and Connexions to develop more comprehensive, more readily available, and more relevant information, advice and guidance and ensure that developments in the 14-19 prospectus for each area also meet the needs of learners across the region.

We will work more effectively with our partners in the Learning and Skills sector and HEFCE using MOVE (the Lifelong Learning Network), AimHigher and other initiatives to increase the numbers of young people going into Higher Education – especially within the region.

Building on our “Improving Choices” initiative, we will invest in developing new and specific local provision for learners with particular difficulties and disabilities who would otherwise have to continue their learning through boarding education, usually outside of the region.

An increase in participation means a growth in the number of places available in the region; to achieve this, the LSC will invest extra funding in 16-18 provision in 2007/08. We intend to expand provision that is good or outstanding, building on existing high quality partnerships. Where this is not feasible we will tender competitively for new provision.

Strong partnerships are critical to our success in addressing this priority. Plans for 14-19 year olds in each Local Area are driven by partnerships between the LSC and Local Authorities; some are longstanding and highly successful, others are in earlier stages of development. The LSC will continue to foster, invest in and support 14-19 Partnerships which are key to broadening and improving the 14-19 offer for young people, including the introduction of the new Diplomas.

**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 East of England has a strong economy but a weak skills base. The importance of rapidly enhancing the skills base of those already in employment has been emphasised in the recent report of the Leitch Review of Skills as well as in the Regional Economic Strategy and EESCP's "Framework for Action". We will work with our provider colleagues, Sector Skills Councils, the new Information, Diagnostic and Brokerage service and Jobcentre Plus to provide a more integrated support service to business.

We will work with our partners to stimulate employer and employee demand for learning. We will increase the volume of training in the region through the use of mainstream funding, the European Social Fund and through encouraging employers to contribute more fully to the cost of training.

We will expand the delivery of the 'Train to Gain' programme to develop Skills for Life (literacy, numeracy and language skills), work-related skills to Level 2 and higher level skills. This activity has the potential to positively affect all employers, but to maximise our investment we will develop better partnership with the middle and large businesses which employ 75% of the region's workforce. We will invest significantly in Level 3 provision for our key sectors.

The FE sector has responded well to the "re-balancing" of adult provision to focus more successfully on achieving more full Level 2 qualifications. We will continue to emphasise this priority for 2007/08. We will support colleges and training providers to develop their relationship and reputation with employers and achieve the new Employer Responsiveness standard.

At the lower end of the skills continuum, we estimate that by July 2006 we had achieved 79% of the 2007 milestone for the PSA target to improve basic skills. We are confident we will achieve the 2007 milestone. We will continue to charge all providers to drive up the numbers of people enrolled on Skills for Life courses, and the numbers who take the accredited test at the end of the course.

We have developed excellent working relationships with a number of Sector Skills Councils (SSC's). Sector Skills Agreements, alongside the National Employer Survey, have given us a sharper understanding of the needs of employers than ever before. We will work closely with colleges and training providers to increase the proportion of enrolments on programmes leading to qualifications valued by employers and identified by SSC's as priorities.

We have identified seven key sectors in the region: Construction; Health and Social Care; Leisure, Tourism and Hospitality; Land-based industries; Logistics; Manufacturing and Engineering; and Retail. We will focus some of our investment on these to maximise the benefits to the region's economy.

**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 aim of this priority is to ensure that the opportunities generated by new economic development initiatives are realised for local communities, and that low skilled individuals are supported with the flexible and accessible learning provision they need to exploit those opportunities

We will work with partner agencies to ensure a better understanding of the fit between skills development and sustainable economic growth. We will also ensure the availability of flexible, quality learning programmes to remove barriers for individuals who are currently unemployed or under employed and who wish to develop their skills.

This includes working with the prison, probation and youth offending services to ensure the adequacy and assure the quality of provision for offenders across the region. We are also working in partnership with Job Centre Plus, prisons and the probation service to establish a regional employer engagement strategy for offenders

We will work with Job Centre Plus to establish a regional skills and employment strategy, develop the joint delivery plans and establish an improved range of provision for those not in work and for disadvantaged groups across the region. This work will span rurally isolated communities, the declining coastal areas and urban areas of most deprivation.

We will grasp opportunities to develop skills training in association with initiatives generated via the new network of Enterprise Hubs, Regional Cities East, the Gateways and the 2012 Olympics, and Paralympics.

Currently, there are both strong and developing partnerships with both local authorities and the Voluntary and Community sector at sub-regional level. Local Area Agreements (Block 4) specifically provide important opportunities for the LSC to address skills gaps and shortages through local partnerships. Our Area teams will work closely within the LAAs and Local Strategic Partnerships to ensure the importance of investing in learning and skills to underpin the development of local communities is recognized and impacts on all age groups.

*Investing in Communities* is a programme which provides further opportunities to reduce disadvantage and deprivation in the region. We will promote and support the needs of all learners and assist the development of projects which improve learning opportunities particularly for the most disadvantaged communities.

**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.

We have many Beacons, Centres of Excellence and Outstanding Schools in the region, but still too much variation in the quality of provision. We will support and invest in a range of developments which help to improve the quality of the learner's experience and outcomes.

We will develop our use of data to underpin an approach to the planning and funding of provision across the sector which builds upon success and quality rather than historical reputation.

We will use the publication of Minimum Levels of Performance and data on sixth form performance to review the quality of our learning and skills sector. We will not contract with work-based learning providers currently below the minimum acceptable level of performance from 1 August 2007.

We will agree an improvement strategy with all colleges where provision is below the minimum threshold and where Ofsted and LSC reviews indicate there may be other areas of concern.

We will work with Headteachers, 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.

Where size of sixth form, college department or work-based learning provider impacts on performance (for example from restricted choice of subjects, less experienced/specialised teachers), we will promote a number of solutions in order to expand student choice, establish better resources and improve the quality of teaching and learning. This may be through support for the new FE presumption, competitions to establish new institutions and competitive tendering, as well as through the development of formal partnerships.

We will review the current regional capital strategy and agree with our Learning and Skills sector colleagues and Local Authorities a blueprint for the future development of the sector in the region. . We will encourage the best providers to grow and will support investment in the infrastructure for learning to bring about significant improvement in the resources for post-14 education and training across the region.

We will support the development of self regulation across the learning and skills sector via discreet funding for peer review, self assessment and other projects.

We will publish the East of England Quality Improvement Strategy 2007/10 setting out impact measures and key delivery mechanisms. This will provide a strong focus for our work in this area in 2007/08.

## 4. 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 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 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 will 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

### **Qualification Reform - Qualification and Credit Framework (QCF)**

Nationally, the LSC aims to fund 25,000 learners on trials of provision in the new QCF by July 2008. From 2008 the QCF will be the preferred regulatory framework for provision, approved by Sector Skills Councils, which the LSC will fund. The trials will help prepare for the implementation of the new framework. As part of this transition we will agree *in principle* to fund learners in England on QCF trials that are led by the appropriate SSC or have the SSC as an active partner in the project. Funding for learners on provision approved *in principle* will only be available where there is a clear demand for that provision from learners or employers. If demand exists, funding for learners will be agreed through the commissioning process, either negotiated or tendered, as part of the annual business cycle.

## 5. Commissioning Strategy

### Young People

The majority of our provision for young people will be secured through dialogue with colleges, work-based learning providers and schools

We need these changes to provision to be delivered by providers:

- More localised learning for learners with learning difficulties and/or disabilities including young offenders
- Increased volumes of Level 1 and Level 2 learning

In addition, the following gaps/changes in provision will be tendered for:

- More than 200 new places in each of the following towns/districts: Ipswich, Thurrock and Basildon. These places will be secured by a formal 16-19 competition
- Specific localised provision to replace the 15% of work-based learning places that are currently located in providers whose performance is below the minimum acceptable levels of performance. These are spread across the region, largely in the following sectors: Construction; Electro-technical industries; Early Years; Health and Social Care; and Hospitality
- Specific localised provision to reduce the numbers of NEET and NET in Fenland, Luton and parts of Essex, Norfolk and Suffolk. We are aiming to secure new learning opportunities that build a successful innovative practice. We also want to establish projects which address NEETs in specific minority groups.

Underpinning our commissioning of provision are the following key actions for 2007/08 and the performance measures to be achieved by December 2008:

Action	What does success look like/Regional Targets
1.	<p>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"> <li>• Total number of places available increases from 131,000 (05/06) to 139,900 (07/08.)</li> <li>• Participation increased:               <ul style="list-style-type: none"> <li>at age 16 from 85% to 87% (LSC contribution c. 60,000 places, 2007/08)</li> <li>at age 17 from 73% to 76% (LSC contribution c. 51,000 places, 2007/08)</li> </ul> </li> </ul>

Action	What does success look like/Regional Targets
2. Increase the numbers of young people who achieve a Level 2 qualification by the age of 19 years.	<ul style="list-style-type: none"> <li>• Level 2 achievement at 19 in the region increases from 72% to 76% (LSC contribution c. 15,750 achievements, 2007/08)</li> <li>• Apprenticeship framework completion (16-18) increases from 53% to 58%</li> </ul>
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"> <li>• Level 3 achievement at 19 in the region increases from 48% to 51% (LSC contribution c. 36,875 achievements, 2007/08)</li> <li>• Advanced Apprenticeship framework completion (16-18) increases from 48% to 55%</li> </ul>
4. Support the 14-19 Partnerships across the region in developing the 14-19 curriculum.	<ul style="list-style-type: none"> <li>• Each of the ten Local Authority areas has an overarching 14-19 strategy in place, delivered through a robust formalised partnership, directing and supporting an increased range of 14-19 curriculum opportunities delivered via collaborative delivery</li> <li>• The September Guarantee is in place in each Local Area</li> <li>• The proportion of young people not in education, employment or training (NEET) is reduced from 7.2% (June 06) to 6.5%</li> <li>• The progression rate from E2E is increased from 45% to 50%</li> </ul>
5. Build the capacity of regional LLDD provision.	<ul style="list-style-type: none"> <li>• The volume of 16-25 year old learners with LDD accessing learning within the East of England Region is increased by 30% (from 90, 2006/07 to 120, 2007/08)</li> <li>• Three LLDD Centres of Expertise established</li> <li>• Six colleges to test the Framework for Excellence 'Effectiveness' theme to clarify quality of outcomes and quality of provision within LLDD.</li> </ul>

### Employer Skills Provision

We have a good base of existing employer skills provision through our current contracts for Apprenticeships and Train to Gain.

In addition to the continuation of existing contracts we will be tendering for:

- Specific localised provision to replace the 15% of work-based learning places that are currently located in providers whose performance is

below the minimum acceptable levels of performance. These are spread across the region, largely in the following sectors: Construction; Electro-technical industries; Early Years; Health and Social Care; and Hospitality

- Tendering for Train to Gain programmes was completed for the two year period 2006-2008. Any deficit in uptake will be re-tendered in January – February 2008.

There will be 20% of the Train to Gain budget for the region available as a responsiveness fund. This will be commissioned throughout the year in light of emerging demand in response to employers needs.

Within this provision there are sectoral specific commissioning needs, so we will increase our commissioning of qualifications that are listed by Sector Skills Councils as those which are a priority for employers.

Currently a third of the total adult FE budget is spent on 'Preparation for life and work' programmes – most of which is at Level 1. 10% of spend is on Information and Communications technology, half of which is at Level 1. We will seek in 2007/08 to spend less in these two areas, shifting some of the expenditure into our key sector and national priority areas.

We will seek to establish significant trends in the new ESF prospectus to support Level 2 programmes in our seven key sectors.

Underpinning our commissioning of provision are the following key actions for 2007/08 and the performance measures to be achieved by December 2008:

Action	What does success look like/Regional Targets
1. Increase the numbers of adults in work in the East of England who have a full Level 2 qualification.	<ul style="list-style-type: none"> <li>• Percentage of adults without a full Level 2 or above decreases from 37% to 34% (LSC contribution c. 36,500 achievements, 2007/08)</li> <li>• FE 19+ full Level 2 success rates increase from 58% to 60%</li> </ul>
2. Increase the numbers of adults in work in the East of England who have a full Level 3 qualification.	<ul style="list-style-type: none"> <li>• Percentage of adults without a Level 3 qualification or above decreases from 58% to 55% (LSC contribution c. 10,000 achievements, 2007/08)</li> <li>• FE 19+ full Level 3 success rates increase from 60% to 65%</li> </ul>
3. Increase the number of adults in the East of England who have literacy or numeracy skills.	<ul style="list-style-type: none"> <li>• 15,700 first Skills for Life achievement at: Entry Level 3, Level 1 and Level 2</li> </ul>

Action	What does success look like/Regional Targets
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"> <li>• Targets and milestones in the Sector Skills Agreements for the seven priority sectors in the region are delivered.</li> </ul>

### **Adult Learners and Economic Development**

We need the following changes to provision to be delivered by providers:

- We will continue to support Skills for Life, Family Learning and other programmes which help bring people into learning but we will track providers rigorously to encourage them to progress these learners into mainstream, qualification-bearing programmes
- Skills for Life provision to reach 60% accreditation
- Level 2 provision in colleges which contributes directly to the “full Level 2” targets to increase from 13% (c. £17M) to a minimum of 20% of the adult funded provision
- The spend on Level 3 provision which does not directly contribute to target to be reduced from 8% (c. £10.5M) of adult provision within FE to 3%
- Increase the proportion of LSC funded provision in FE which contributes to PSA targets from 13.7% to 18%
- Reduce the numbers of programmes leading to non NQF qualifications by 15%.

In addition, the following gaps/changes in provision and new provision identified through regional strategic analysis has been agreed:

- Skills coaching for inactive Benefit claimants and those on Job Seekers Allowance (400 referrals)
- Basic Skills programmes for Job Centre Plus clients (900 places)
- An employer engagement strategy is being developed to encourage employers to consider offenders when recruiting. Details of the number of places will be published later.

### **Personal and Community Development Learning**

We will move to a position where the provision offered will be determined locally through local partnership arrangements developed by our Area teams. Our investment will be aligned with that of other partners. Over time, we will tender for any significant gaps in both the quality and range of provision.

Underpinning our commissioning of provision are the following key actions for 2007/08 and measures of performance to be achieved by December 2008:

Action	What does success look like/Regional Targets
<p>1. The “added value” of partnership working with Jobcentre Plus is reflected in Joint Delivery plans with measurable objectives.</p>	<ul style="list-style-type: none"> <li>• Quality tailored provision is commissioned to equip those not in work with the skills needed to enter, remain and progress in employment</li> <li>• LSC and Jobcentre Plus achieve at least the expected outcomes for lower skilled adults in rural and “deprived” areas.</li> </ul>
<p>2. Robust specific regional and or local plans are in place to align our funding with that of economic development partners</p>	<ul style="list-style-type: none"> <li>• Funding opportunities are maximised with e.g. the Gateways and Growth Areas to ensure the development of skills matches the availability of jobs</li> <li>• Plans are established in relation to other major investments (e.g. the Olympics and Paralympics) as they develop</li> <li>• Local responses to economic development opportunities are developed within the LAA framework and LAA target achievement is assisted by LSC.</li> </ul>
<p>3. Work with non-statutory partners to enhance the development of skills and entry to the labour market</p>	<ul style="list-style-type: none"> <li>• A refreshed Working Together Strategy is in place and the contribution of the Voluntary, Community and Social (VCS) sector as partners and providers is on an upward trend</li> <li>• Effective joint planning arrangements are in place with Trades Union (TU) partnerships and participation in TU Learning Programmes is on an upward trend</li> <li>• Funding opportunities via the Investing in Communities programme are maximised to support the development of the region’s learning infrastructure.</li> </ul>
<p>4. Ensure good quality Information, Advice and Guidance is available to all offenders and Individual Learning Plans (ILPs) are in place.</p>	<ul style="list-style-type: none"> <li>• Offenders have one ILP tailored to individual need which identifies the support and skills development required for them to access employment and further training</li> <li>• More offenders have access to a range of education, training and employment opportunities helping to reduce re-offending.</li> </ul>

## Quality Assurance and Development

Underpinning our commissioning of provision are the following key actions for 2007/08 and measures of performance to be achieved by December 2008:

Action	What does success look like/Regional Targets
1. Publish and implement the East of England Quality Improvement Strategy 2007/10.	<ul style="list-style-type: none"> <li>• Strategy published in January 2007</li> <li>• Overall success rates in the region in line with or exceed 06/07 national benchmarks</li> <li>• 5% of inspection grades improve from good to excellent, 10% improve from satisfactory to good and all inadequate providers improve to satisfactory or better.</li> </ul>
2. In collaboration with partners, invest in improvement projects which will develop quality assurance across the region.	<ul style="list-style-type: none"> <li>• 10 themed regional peer review projects established by April 2007</li> <li>• Support for Success (S4S) allocation aligned to commissioning plan (by March 07)</li> <li>• Regional workforce development plan established with Lifelong Learning UK (by Sept 07).</li> </ul>
3. Improve the reputation of the Learning and Skills Sector.	<ul style="list-style-type: none"> <li>• East of England RQIP Awards launched May 2007</li> <li>• The new Framework for Excellence standards for employer responsiveness and effectiveness of provision are successfully installed.</li> </ul>
4. Increase the value for money of our investment in specific programmes.	<ul style="list-style-type: none"> <li>• No providers remain below the 50% and 40% minimum levels threshold and 20% of providers in “poor” to “satisfactory” categories improve their position year on year</li> <li>• A three year regional Level 2 action plan setting out how much each funding stream will contribute towards the 2010 Level 2 PSA targets agreed with partners</li> <li>• The regional capital strategy is reviewed, agreed and published.</li> </ul>

## 6. Commissioning Volumes

<b>16-18 Participation</b>	<b>FE</b>	<b>ACL</b>	<b>WBL</b>	<b>School Sixth Forms</b>	<b>ESF</b>	<b>Other discretionary/pilots</b>
Number of learners (total)	79,700		11,300	48,900		
Number of learners undertaking Level 3			2,500	46,000		
<i>of which: Full Level 3 Learners</i>	33,500		2,500	46,000		
Number of learners undertaking Level 2			8,800			
<i>of which: Full Level 2 Learners</i>	15,000		8,800			
Number of learners undertaking Skills for Life qualifications that directly contribute to PSA target	38,500					
Number of learners undertaking Level 1 and Entry	15,000		-	-		
Number of learners undertaking Entry to Employment (starts)	-		4,570			
<b>16-18 Outcomes</b>	<b>FE</b>	<b>ACL</b>	<b>WBL</b>	<b>School Sixth Forms</b>	<b>ESF</b>	<b>Other discretionary/pilots</b>
Number of Learners achieving a Full Level 3 qualification	22,000		1,375	13,500		
Number of Learners achieving a Full Level 2 qualification	10,500		5,250			
Number of learners achieving a Skills for Life qualifications that directly contribute to PSA target	24,000					
Number of learners progressing to a positive destination from Entry to Employment	-		2,300			

<b>Adult Participation</b>	<b>FE</b>	<b>ACL</b>	<b>WBL</b>	<b>Train to Gain</b>	<b>ESF</b>	<b>Other discretionary/ pilots</b>
Number of learners (total)	170,000	90,000	7,400			
Number of learners undertaking Level 4 and above	3,500					
Number of learners undertaking Level 3			3,100			
<i>of which: Full Level 3 Learners</i>						
<i>of which: First Full Level 3 Learners</i>	12,500					
Number of learners undertaking Level 2			4,300	32,000		
<i>of which: Full Level 2 Learners</i>	16,000		4,300	32,000		
Number of learners undertaking Skills for Life qualifications that directly contribute to PSA target	40,000			1,500		
Number of learners undertaking Level 1 and Entry	34,000		-			
Number of learners undertaking Safeguarded Adult Learning (total)	-	89,000				
Number of learners undertaking Family learning, literacy and numeracy	-	3,750				
Number of learners undertaking Neighbourhood learning in deprived communities	-	2,500				
Number of learners undertaking Wider Family Learning	-	10,750				
Number of learners undertaking Personal / Leisure Learning	-	72,000				
<b>Adult Outcomes</b>	<b>FE</b>	<b>ACL</b>	<b>WBL</b>	<b>Train to Gain</b>	<b>ESF</b>	<b>Other discretionary/ pilots</b>
Number of Learners achieving a Full Level 3 qualification	8,500		1,550			
Number of Learners achieving a Full Level 2 qualification	10,000		2,500	24,000		
Number of Learners achieving a First Full Level 2 qualification						
Number of learners achieving a Skills for Life qualifications that directly contribute to PSA target	15,700			1,200		

## 7. List of related strategies

There are a number of important regional strategies in which the LSC is involved – in both development and implementation. These include notably the East of England Integrated Regional Strategy and the East of England Development Agency’s Regional Economic Strategy. This section provides a summary of the LSC’s regional strategies that relate to and underpin the Regional Commissioning Plan. The LSC’s published national and regional strategies are available on the LSC East of England website, <http://www.lsc.gov.uk/Regions/EastofEngland>.

Strategy/Publication	Summary of Content	Web link
<b>East of England Capital Strategy 2007/12</b>	Identifies how and where the LSC in the East of England will invest capital funds over the next five years. Refreshed annually.	Available from March 07
<b>Learners with Learning Difficulties and/or Disabilities (LDD)</b>	<i>Learning for Living and Work</i> , the LSC’s national blueprint for the planning and funding of provision for learners with LDD was published in October 2006. A regional implementation plan is being developed, mirroring the national strategy of planning, quality, funding and working with partners.	www.lsc.gov.uk Available from January 07
<b>East of England Quality Improvement Strategy 2007/10</b>	Complements and supports both the LSC’s Framework for Excellence and “Pursuing Excellence, the national outline improvement strategy prepared by the QIA for the FE system. It sets out the aims and priorities of the region and builds upon the self regulation reforms outlined in <i>agenda for change</i> . It anticipates the key challenges we face to enhance excellence and to remove inadequate provision and aims to provide the coherence, clarity and transparency necessary to enhance the reputation of the whole learning and skills system in the region. Refreshed annually.	www.lsc.gov.uk Available from January 07

<b>Joint Delivery Plans with JobCentre Plus – Welfare to Workforce Development</b>	Welfare to Workforce Development specifies that each JCP District LSC Area has a joint Partnership Plan detailing shared objectives and targets in the following key areas: Skills for Life; Apprenticeships; Creating Demand Led Routeways (incl Train2Gain); Information Advice and Guidance, and Local Priorities.	Partnership Plans in place for each JCP district: Norfolk; Essex; Beds/Herts and Cambs/Suffolk
<b>Sustainable Development</b>	The LSC national Strategy <i>From here to Sustainability</i> identifies how the LSC and the learning and skills sector can work together to contribute to sustainable development over the next 10 years.	
<b>Equality and Diversity Impact Measures</b>	Equality and Diversity Impact Measures (EDIMs) are the LSC's mechanism for supporting, monitoring and assessing the impact of its programmes and activities on different groups of people and learners.  EDIMs are reviewed annual as part of the LSC Business Cycle	East of England EDIMS were updated in September 2006
<b>East of England Skills for Life Strategy</b>	Strategy to reduce the number of adults with poor literacy, numeracy or language skills in the East of England by boosting demand, ensuring capacity, raising standards and increasing learner attainment.	Strategy first published in 2005. Revision available from September 2007
<b>Skills and Employment</b>	A regional strategy is in development to ensure that LSC resources in the East of England are directed at improving Regional Skills performance and are in line with the National Skills Strategy, and LSC core objectives relating to adults and employers.	Available from March 07
<b>Voluntary &amp; Community</b>	Regional implementation plan in development in response to the national LSC strategy, <i>Working Together</i> .	Available from March 07