

 For information

**>lsc**

Leading learning and skills

Learning and  
Skills Council  
East of England  
Regional  
Commissioning  
Plan 2008-09

January 2008

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

## National Targets

Our Statement of Priorities, *Better Skills, Better Jobs, Better Lives* (November 2007) sets out the government's key strategic priorities and the contribution the LSC will make towards achieving them. The section below summarises the key points set out in the Statement of Priorities.

As part of the Comprehensive Spending Review, the government has set out four new strategic priorities for the period 2008/09 – 2010/11:

- Sustainable growth and prosperity
- Fairness and opportunity for all
- Stronger communities and a better quality of life
- A more secure, fair and environmentally sustainable world

Under each of the priorities is a set of cross government delivery agreements, each containing a number of Public Service Agreement (PSA) targets, which together play a vital role in improving the delivery of services. The LSC will indirectly support a number of these delivery agreements and targets. We will also directly contribute to and lead on the following targets:

### Young People

- **Raise the educational achievement of all children and young people**
- **Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers.**

While our focus must be on all young people, our delivery targets will be measured specifically by the proportion of young people achieving Level 2 and Level 3 by the age of 19. By raising overall achievement, we will also increase the achievement levels of the most disadvantaged. The target levels are:

- to increase the proportion of young people achieving Level 2 at age 19 from 71.4% in 2006 to 82% by 2011, and
- to increase the proportion of young people achieving Level 3 at age 19 from 46.8% (in 2006) to 54% by 2011.

In the East of England 72.8% of young people achieved a Level 2 and 49.0% of young people achieved a Level 3 by 19 in 2006.

Through increasing the number of young people participating in learning, we will support the delivery agreement to **increase the number of children and young people on the path to success**. The specific delivery target is to reduce the percentage of 16-18 year olds not in education, employment or training (NEET), by 2 percentage points by 2010, from a current level of 10%.

### Adult Skills

**Improve the skills of the population, on the way to ensuring a world-class skills base by 2020.**

The delivery targets for 2020 are:

- 95% of adults achieving the basic skills of functional literacy and numeracy
- More than 90% of adults being qualified to at least Level 2, with a commitment to achieve 95% as soon as possible
- 68% of the adult population being qualified to Level 3
- over 40% of the adult population qualified to Level 4 and above.

We will also work to deliver England's share of the UK ambition for 500,000 apprentices and improve the quality and success rates of their learning in order to increase further the supply of economically valuable skills.

Working towards these targets, Government has set interim targets for **2011** as follows:

**Increase the proportion of people of working age achieving functional literacy and numeracy skills**

The target is **597,000 people of working age to achieve a first Level 1 or above literacy qualification, and 390,000 to achieve a first Entry Level 3 or above numeracy qualification.** These basic skills targets ensure we will continue to meet the target to improve the basic skills of 2.25 million adults between 2001 and 2010.

**Proportion of working age adults qualified to at least a full Level 2 and 3**

By 2011, **79% of working age adults should be qualified to Level 2 and 56% qualified to Level 3.** These targets ensure we also remain on track to reduce by 40% the number of adults in the workforce who lack an NVQ Level 2 or equivalent qualifications by 2010.

Current performance in England in 2006 is 69.7% of adults have achieved a Level 2 and 49.2% have a Level 3.

Current performance in the East of England is 68.2% of adults have achieved a full Level 2 and 45.6% have achieved a full Level 3 in 2006

**Proportion of apprentices who complete the full Apprenticeship framework**

The target is to have **130,000 learners completing the full Apprenticeship framework in 2010/11.**

In 2005/06, 98,000 learners completed an Apprenticeship; in 2006/07, we expect this to exceed 100,000.

In 2005/06 6,825 learners completed an Apprenticeship in the East of England region; in 2006/07 we expect this to exceed 7,100.

**A new joint target with the Department for Work and Pensions/JobCentre Plus (DWP/JCP) to move more people into sustainable employment and progression.**

Work will begin this year to clarify and set in train the new joint target with DWP/JCP to move more people into sustainable employment and progression and will underpin the integration of employment and skills services.

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## Foreword

This document is intended to outline the East of England region's plans to deliver the LSC's national priorities in 2008/09. It establishes the challenges and key actions for dealing with them which we will fund in the forthcoming academic year. We also identify the measures of success by which we wish to be judged.

Following recent legislation the LSC local Councils will be replaced by a Regional Board by 1 April 2008. This board will monitor progress against the Regional Commissioning Plan on a bi-monthly basis. During the year we expect to establish ever closer relationships with our key stakeholders via the following:

establishment of employment and skills partnerships to provide local intelligence from employers on the skills needs of particular geographic areas

building on close ties between our local LSC teams and local authorities as we prepare for the launch of Diplomas and the proposed transfer of all 14-19 funding to local authorities in 2010/11

expansion of our work with employers in both the private, public and voluntary sectors as the Train to Gain service grows in capacity and strength

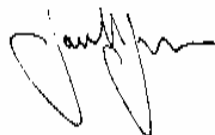
more joint working with Jobcentre Plus to assist their role in moving people from benefit into sustainable employment

continuing investment in capital and other projects with our colleges, schools and training providers to broaden the base and the quality of further education across the region

the Skills Group of Nations and Regions East – the regional group charged with preparations for the Olympics and Paralympics in 2012.



**Caroline Neville**  
**Regional Director**



**Jim McGivern**  
**Chair of the Regional Board**

# 1. Investing in the East of England

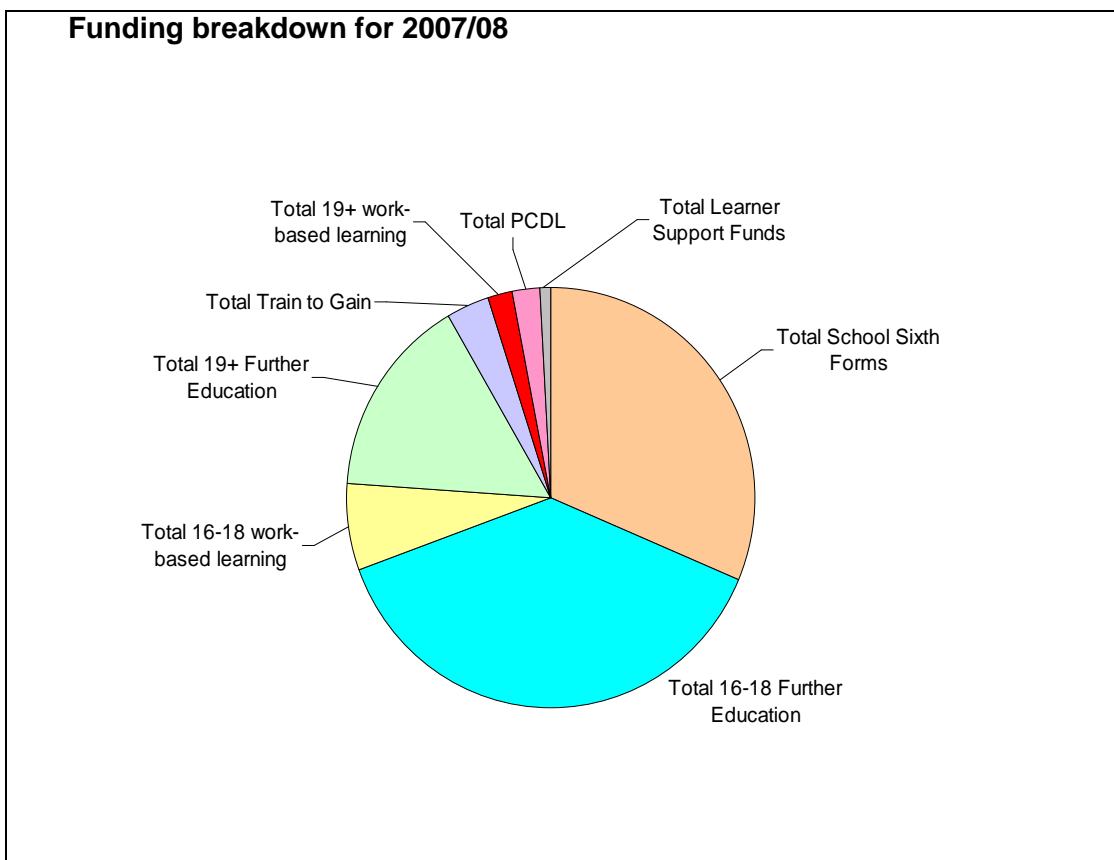
Nationally and regionally our aim is to get more people interested in learning, more people valuing learning, more people taking up learning and succeeding and more people paying towards their learning. To do this, we must ensure there is more availability of learning opportunities.

1.1 In the East of England in 2007/08 compared to 2006/07 there are:

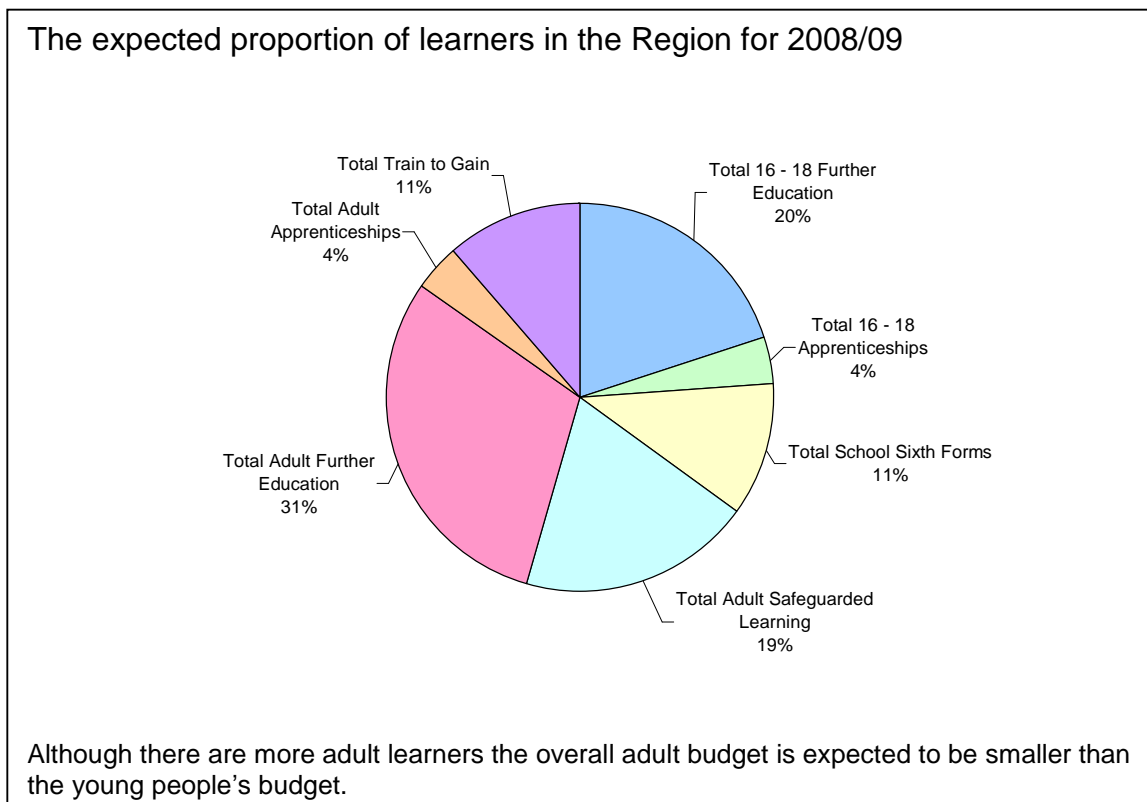
- an estimated 7,000 additional places in further education for 16-18 year olds
- an estimated 1,900 extra places for young people participating in work-based learning
- over 49,000 people receiving the Education Maintenance Allowance, enabling more young people to stay in learning
- an estimated 3,500 extra full Level 2 places for adults in FE
- an estimated 700 extra full Level 3 places for adults in FE

Since March 2005, over £600 million in capital projects has been provided to develop world-class buildings for learners in the East of England.

In 2007, over 21,000 employees started a first Level 2 or Skills for Life qualification via the Train to Gain service.



- 1.2 In 2008/09 we will invest more than ever before in learning and skills in the East of England. We want to buy the best quality provision to meet the East of England's needs, and will continue to withdraw poor quality provision and invest in providers that can deliver a quality experience for all their learners. We anticipate that many training providers will seek to achieve the Training Quality Mark (New Standard Part A) and to demonstrate their vocational excellence (New Standard Part B).
- 1.3 Increasingly our funding is geared towards the achievement of full national qualifications. We have a focus on helping people to obtain skills that will lead to employment, progression in work and progression from further into higher education. Over the next few years, we will see a staged implementation of the Sector Qualifications Reform Programme (SQRP) – part of a broad reaching initiative to radically change the landscape of vocational qualifications in the UK. LSC funding for courses which do not lead to full national qualifications will continue to be squeezed. We want the total number of opportunities funded by private investment to grow. Employers and individuals who can afford to do so will be expected to invest in their own learning and skills development. (See the addendum to [Our Statement of Priorities: Better Skills, Better Jobs, Better Lives](#))
- 1.4 While nearly 70% of our budget is spent on young people, there is a vast array of programmes for adults across the region which attract government subsidy. Two-thirds of the learners funded by the LSC are adults:



In 2008/09 we are planning – compared to 2006/07:

- an additional c. 13,600 places in structured learning in colleges and sixth forms for 16-18 year olds

- c. 3,600 more places in work-based learning for 16-18 year olds
- an additional c. 10,000 places in colleges for adults to study for a full Level 2 qualification
- c. 8,800 more places including c. 1,000 at Level 3 – now open to public and voluntary sector employees – through the Train to Gain service
- more opportunities for adults to improve their skills in numeracy (12,000) and literacy (18,000) (See Section 4)

## **2. Investing in our Priorities**

### **2.1 Alignment with the Regional Economic Strategy**

In developing this plan we have worked with EEDA, our Regional Development Agency, to ensure that our commissioning ambitions are set in the context of the review of the Regional Economic Strategy. We have worked hard to ensure that our priorities and plans are fundamentally aligned and based on a shared understanding of issues. This will maximise the opportunities to target public investment where it can really make a difference. To view the Regional Economic Strategy click [here](#). In 2008/09 we will agree with our partners in the East of England Skills & Competitiveness Partnership a single skills strategy for the region.

### **2.2 Alignment with Children and Young Peoples Plans**

This plan has been shaped by the general focus and emphasis of 14-19 Partnership Plans, and aligns with Children and Young People's (CYP) Plans at a local level. The work of the Hertfordshire Strategic Planning Group is an example of best practice in this field, where a specific and comprehensive 14-19 education plan is being developed within the framework of the local CYP plan.

### **2.3 Equality and Diversity**

The [LSC Single Equality Scheme](#) describes our commitment to placing the promotion of equality and diversity at the centre of every aspect of our work. The scheme includes our national Equality & Diversity Measures (EDIMs).

In the East of England tackling the agenda for Equality and Diversity means focussing on:

- Learners with Learning Difficulties and/or Disabilities (LLDD) aged 16 to 25 years old
- learners who are disadvantaged because of their gender, ethnicity, disability including mental health problems, sexuality, religion, age or because they have recently left care
- those on benefits and/or living in poverty
- young people Not in Employment, Education or Training (NEET)
- migrant workers, asylum seekers and refugees
- offenders

We will support our providers to set equality and diversity impact measures to assure ourselves that our provision adequately addresses the needs of these groups.

## **2.4 Sectoral priorities**

Within the Eastern Region we have identified a number of sectors that are of priority to the LSC and its strategic partners. These are:

- Construction & the Built Environment
- Engineering & Manufacturing
- Health & Social Care
- Leisure, Tourism & Hospitality
- Land-based Industries
- Logistics
- Retail

The Public Service sector also features within our priorities as there is a need for this sector to engage at a greater level in the skills and employability agenda.

## **2.5 Sectoral Challenges**

Specific information on the challenges facing each of our identified priority sectors can be found within the regional Strategic Analysis and via our sub regional sector reports. The LSC is working closely with Sector Skills Councils (SSCs) on the production and implementation of their Sector Skills Agreements within our region. We would encourage interested parties to access information where possible from the relevant SSCs as this intelligence, aligned with sectoral information from the LSC, will be used in reviewing the regional mix and balance of provision.

Some of the 'shared challenges' facing our priority sectors are the:

- reported skills gaps and skills shortages across these sectors
- restricted availability of sufficient, quality programmes which lead to specialist sector qualifications
- lack of high quality specialist providers working directly with regionally based employers
- limited access to sector specific Leadership & Management provision
- regional demographics – with a decline in young people coming on to the labour market and growth in the proportion of the current workforce nearing retirement age
- ethnic make-up of the current workforce which, in many areas, does not reflect the ethnicity of the local population
- take up of apprenticeships within the majority of these sectors which is lower than other regional comparison sectors
- lack of visible career pathways and the poor image of many of these sectors

## **2.6 Budget prioritisation**

In the East of England we will prioritise our spending towards meeting the skills and employment needs of our region, our targets, our sector priorities and the special groups identified above in 2.3. The budget will be prioritised as follows:

### **2.6.1 Young people – we will focus our funding for young people on increasing participation and attainment, and particularly on:**

- engaging more young people currently NEET and those in work without training
- increasing the number of apprenticeships, expanding Young Apprenticeships, introducing Pre-Apprenticeships, and developing the 'Programme-led' Apprenticeship programme
- increasing spending within the region on LLDD, offsetting this increase against a reduction in out of region residential education

For provision below Level 2 we will focus our spending on National Credit Framework (NCF) and Qualifications and Credit Framework (QCF) accredited provision and within Entry to Employment (E2E) we will reduce the spending on unaccredited provision

### **2.6.2 Adults – we will:**

- focus more of our spending on first full Level 2 and Level 3
- increase the spend on apprenticeships in both the 19-24 and 25 plus age groups
- significantly increase our spending on up-skilling the workforce through the Train to Gain service
- focus more of our Skills for Life spending on numeracy
- use the development of the Foundation Learning Tier to rationalise the funding of programmes below Level 2 which support progression into further learning and employment

### **2.6.3 Increasing the income of the Further Education (FE) sector**

In 2008/09, we expect FE providers to increase their levels of fee income and full-cost provision by broadening their offer to adults, encouraging more employers to see FE as the solution to their skills needs, and delivering more professional qualifications and programmes at Level 4. We expect to see institutions broadening their income base, and therefore becoming more autonomous and less reliant on public funding.

Fee income collected by colleges in the East of England was c.£14.2M in 2006/07. This was 72% of the amount we estimate could have been collected. Over the next 3 years we want this to increase to 100%. In 2008/09 we want the proportion to rise to 80%. We will set fee collection targets for each institution and will discuss targets for other sources of income generation.

## **2.7 Capital**

Since March 2005 the region has obtained approvals for capital projects in excess of £600 million. Individual projects range from £2 million - £100million with LSC support ranging between 10% and 82%. This investment is not confined to colleges. School sixth form capital investment is anticipated to be around £182 million over the next three years. Development arising from the competitions for new provision run in Thurrock and Basildon in Essex, Ipswich in Suffolk and Thetford in Norfolk will see more than £100 million invested in new campuses between 2008 and 2011.

Over the next four years the level of infrastructure development will be maintained to ensure buildings are fit for purpose and investment is directed to appropriate regional and

area needs. It is anticipated that at least a further £1,000 million in college estates will be invested in the region between 2008 and 2012. We expect all colleges in the region to have renewed significant parts of their estate by 2012.

### 3. Challenges, key actions and measures of success for East of England

The LSC has three national priorities, which we deliver at both a regional and local level. The key challenges for us in delivering these priorities are set out below. The detailed information that supports our analysis of these challenges is found in our [Strategic Analysis](#) published in February 2007 (to be updated shortly).

#### Priority 1: Creating demand for skills

##### Key challenges for East of England

##### 3.1 Raising demand among young people

- a) raising the aspiration of those who leave learning at 16 (c. 10,000 in 2005) at 17 (c. 18,000 in 2005)
- b) ensuring that there is adequate, sufficiently flexible and high quality provision available to meet the September Guarantee for all 16 and 17 year olds in a large and predominately rural region
- c) increasing the participation of young people in work-based learning
- d) engaging more young people from Black and Minority Ethnic (BME) groups in learning at appropriate levels and in work-based learning
- e) extending opportunities for young people with LLDD (up to the age of 25), to provide access to high quality learning within the region and improved transition to adult life and work
- f) implementing the full 14-19 reform programme and introducing the 14-19 Diplomas in a large and predominately rural region

Key actions for East of England	East of England Measures of Success
<b>For raising demand among young people, we will</b>	<b>For raising demand among young people</b>
1. increase the total number of 16-18 places available and make sure that: <ul style="list-style-type: none"> <li>a) all potential learners are aware of the full range of opportunities and</li> <li>b) the financial support available reaches target groups throughout the region</li> </ul>	1.1 total number of places available increases from 144,000 in 2006/07 to 161,000 (12%) in 2008/09 1.2 take up of Education Maintenance Allowance (EMA) increases from 49,000 (34%) in November 2007 to at least 60,000 (37%) in November 2008 – getting the lower value EMA (with its new guarantee of high levels of support for Higher Education (HE)) take up significantly increased 1.3 the September Guarantee is in place in each Local Area for all 16 and 17 year olds with 146,872 offers made 1.4 the 14-19 prospectus for each area is

	<p>appropriately developed to ensure appropriate advice and guidance is available to all 14-19 year olds</p> <p>1.5 take-up of apprenticeships increases by 11% with a 20% growth in BME participants</p>
<p>2. develop a new range of programmes to reduce the numbers of young people who are NEET and Not in Education or Training (NET).</p>	<p>2.1 89% (85% in 2005) of 16 year olds and 82% (75% in 2005) of 17 year olds participate in education or training</p> <p>2.2 the proportion of young people who are NEET is reduced to 5% by December 2009</p> <p>2.3 55% of young people on E2E programmes progress to either employment or at least Level 2 learning in 2008/09</p> <p>2.4 over the next three years the volume of E2E provision that is unaccredited is reduced by 30% pa so that by 2010/11 all E2E is has been replaced by a progression pathway (and is therefore QCF accredited).</p> <p>2.5 the numbers of young people starting an Apprenticeship increases by 12% - from c.7,400 (in 2006/07) to c.8,200 (2008/09)</p>
<p>3. build the capacity of regional provision for LLDD and develop strategies for more effective transition in response to the regional needs analysis</p>	<p>3.1 £1.3 million is invested in increasing the range and staff capability for LLDD</p> <p>3.2 the number of 16-25 year old LLDD accessing learning within the East of England is increased by 30% to 220 learners in 2008/09</p> <p>3.3 there is a normal distribution of LLDD across all types of learning</p>
<p>4. use data and qualitative research projects, engaging with specific community groups, to establish need and disseminate best practice in order to raise demand and success amongst the Black and Minority Ethnic (BME) population and disadvantaged groups</p>	<p>4.1 the Skills Marketing campaign targets BME employers in order to raise their interest in apprenticeships and potential learners with at least 200 new leads followed up</p> <p>4.2 the representation of young people from BME groups in work-based learning increases – in line with a trajectory to 2011/12 where the BME participation in work-based learning is proportioned to local/regional demographics</p> <p>4.3 the gap in success rates relating to the gender and ethnicity is reduced</p>
<p>5. support the 14-19 Partnerships across the region in developing effective 14-19 plans, implementing the 14-19 reforms</p>	<p>5.1 each of the ten Local Authority areas has an overarching 14-19 strategy in place, delivered through a robust</p>

and introducing the Diplomas	<p>formalised partnership and local consortia, ready for the transition in 2010/11</p> <p>5.2 the Employer Matching Service for Apprenticeships (currently piloted in Cambridgeshire) is effectively implemented across the region (targets to be agreed as part of contracting arrangements)</p> <p>5.3 Diploma Partnerships are effectively supported in the introduction of new Diplomas and in bidding/preparation for next stage of Diploma roll-out</p>
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### 3.2 Challenges for raising demand among adults

- a) raising the aspirations of the region's 3.3 million adults 54% of whom lack a Level 3 qualification
- b) raising the awareness of the benefits of skills and qualifications amongst the 750,000 adults in the workforce (29% of the workforce) and the 300,000 adults economically inactive (9% of all adults) who lack a Level 2 qualification
- c) increasing the uptake on Skills for Life programmes of the c. 500,000 (16%) adults in the region who lack effective numeracy and or literacy skills – many of whom are unwilling to recognise their problems
- d) meeting the demand for English for Speakers of Other Languages (ESOL) and other skills from the region's large and increasing population of economic migrants
- e) understanding the needs of disadvantaged, minority and other groups and successfully targeting services at these groups

<b>For raising demand among adults we will:</b>	<b>For raising demand among adults</b>
1. assist providers to rebalance their provision and make better use of a "mix" of different funding streams (via eg European Social Fund (ESF), fee income and alignment within Local Area Agreements) to meet the full range of demand which cannot all be met through core funding	<p>1.1 increase the numbers and percentage of adult learners achieving first and full Level 2, with all colleges recruiting at least 20% of their adult learners on to full Level 2 and at least 20% onto full Level 3 programmes</p> <p>1.2 Increase the numbers of adults obtaining Level 3 by c. 5,700</p>
2. use ESF to increase provider capacity to satisfy the demand for numeracy, literacy and ESOL (up-skilling existing tutors, training new tutors and widening the delivery base) and increase accreditation in Skills for Life programmes	<p>2.1 the capacity of the provider base for Skills for Life including ESOL expands by 20% through a mix of expansion and Open and Competitive Tendering</p> <p>2.2 50,000 adults improve their literacy and/or numeracy by one level</p> <p>2.3 Demand for ESOL is met [through a</p>

	variety of funding arrangements].
3. develop a regional strategy to make sure that financial support (including the Adult Learning Grant) is widely promoted and accurately targeted to maximise participation and achievement	3.1 uptake of Information, Advice and Guidance (IAG) from all groups indicates a high degree of satisfaction; and performance of IAG partnerships meets or exceeds plan 3.2 learner support take up reflects the demographics with a significant increase in take up from people over the age of 40 and from disadvantaged groups
4. investigate the needs of minority, disadvantaged and non-participating groups of learners and develop programmes which support entry to continuation and success in learning	4.1 recommendations from 2007/08 research project implemented to time during 2008/09 4.2 the overall number of adult learners is representative of the BME of the local community 4.3 overall success rates for all groups are raised with the rates for some black groups showing significant improvements and on a 3 year trajectory to match the rates of the best performing groups
5. ensure that the new Personal and Community Development Learning (PCDL) partnerships are working effectively to plan quality programmes that meet the needs of their communities	5.1 numbers of learners on PCDL programmes maintained at 2006/07 level c. 68,000 learners 5.2 satisfaction ratings on programmes show 5% improvement on 2006/07

### 3.3 Challenging for raising demand among employers

- a) encouraging employers to realise the benefits of improving employee skills by committing to the Skills Pledge and making effective use of the Train to Gain service
- b) ensuring employers recognise the importance of basic skills and pre-Level 2 qualifications for their workforce and offer support and encouragement for employees to access provision, making more use of the Train to Gain service
- c) increasing the take up of the Train to Gain service to support engagement and progression to first full Level 2 and Level 3 and to stimulate demand for leadership and management training
- d) increasing the number of employers engaged in 14-19 work-related education and in the Apprenticeship programme
- e) developing our strategy on how to integrate the variety of funding opportunities within employment and skills programmes

<b>For raising demand among employers we will:</b>	<b>For raising demand among employers</b>
1. actively promote the benefits of training through the Skills Pledge via local engagement with Chambers of Commerce, Institute of Directors, skills brokers, providers and other employer organisations	1.1 target for Skills Pledge sign ups are agreed and achieved in each LSC Area.
2. use the Skills Campaign, the reform of work-related learning and the launch of the Diplomas to engage more employers in support for 14-19 education and the full range of Apprenticeships	2.1 work placements for Diplomas meet the specification 2.2 high quality, relevant work experience for all young people is sufficient to meet demand 2.3 the numbers of apprenticeships provided by employers is increased from c. 18,500 (2006/07) to c. 21,400 in 2008/09 and in Advanced Apprenticeships from c. 7,800 (2006/07) to c. 9,500 in 2008/09
3. increase the number of employers and employees engaged through the Train to Gain service in developing skills	3.1 5,800 employers engaged, 50% of whom will be 'hard to reach' 3.2 46,300 learners participating in Train to Gain supported programmes 3.3 c.35,000 achievements at Level 2 c. 3,800 achievements at Level 3
4. use the Train to Gain brokers and Jobcentre Plus staff to expand the awareness of employers in relation to equality and diversity issues in employment and skills	4.1 plan to engage more businesses and learners agreed August 2008 4.2 training of all brokers carried out by December 2008

## **PRIORITY 2: TRANSFORMING FE**

### **Key challenges for East of England**

1. developing a configuration – across a large predominantly rural region - of post-14 provision that guarantees individuals, communities and employers local access to high quality learning opportunities that offer progression
2. maintaining success rates at above the national average and improving the value-added performance overall
3. bringing the poor performing and “satisfactory but not improving” colleges, sixth forms, and training providers up to the level of “good”
4. integrating the equality and diversity agenda into the Regional Quality Improvement Strategy
5. ensuring colleges and work-based learning providers respond to the opportunities of Train to Gain and the challenges of the new funding system to secure their future financially

<b>Key actions for East of England</b>	<b>East of England Measures of Success</b>
<p>1. Continue to improve success rates and value-added measures across the sector within a trajectory to reach the PSA targets of at least 80% (success rates) and 65% framework completion rates by 2010/11</p>	<p>1.1 robust collaborative arrangements are in place with all local authorities to challenge and support secondary schools over the student outcomes in their sixth forms</p> <p>1.2 the percentage of young people who achieve a Level 2 qualification between the ages of 16 to 19 years increases to 19%</p> <p>1.3 the percentage of young people who achieve a Level 3 qualification by the age of 19 years increases to 52%.</p> <p>1.4 the number of young people achieving functional literacy and numeracy (through Key Skills and GCSE) between the ages of 16 and 19 increases by 5%</p> <p>1.5 framework completion on Apprenticeship increases from 58% (2006/07) to 65% for young people and from 61% (2006/07) to 65% for adults by December 2009</p> <p>1.6 framework completion on Advanced Apprenticeships increases from 55% (2006/07) to 60% for young people and from 52% to 57% for adults</p> <p>1.7 5% of overall inspection grades improve from good to outstanding in 2008/09</p>
<p>2. introduce a Regional 'Improving Performance' Strategy, supporting those colleges, sixth forms and training providers that are 'satisfactory but not improving' to reach higher levels of performance</p>	<p>2.1 all providers have an effective Learner Involvement Strategy in place</p> <p>2.2 increased take-up of Improvement Advisor Service in the region for all types of provision</p> <p>2.3 increased student success rates and value-added performance for these providers, sufficient to move their inspection results up by an average of at least one grade per category are obtained</p> <p>2.4 providers with Minimum Levels of Performance (MLP) ratings reduced by 35%</p>
<p>3. work with the regional Centre for Excellence in Teacher Training to develop a fully qualified workforce in the FE system including those working with LLDD</p>	<p>3.1 by 2010 a fully qualified workforce (including all LLDD staff) across the FE system with a milestone of c.85% (yet to be agreed) qualified by December 2009</p>

4. support providers in attaining the new Training Quality Mark and in migrating Centres of Vocational Excellence (CoVE) to the new standard	4.1 all existing CoVEs to achieve Training Quality Mark by August 2009 4.2 at least 6 colleges to achieve the full Training Quality Mark by December 2009
5. communicate clear and coherent guidance along with support to help FE and WBL providers ready themselves for the introduction of Framework for Excellence (FfE) in summer 2008	5.1 effective sharing of best practice and modelling is established within the region between pilot and non-pilot providers of the FfE 5.2 fee income is increased to at least 80% of expectation in all colleges 5.3 support for colleges in financial difficulty is promptly delivered and where colleges remain in difficulties options reviews are promptly undertaken and acted upon
6. help colleges to develop a 'blueprint' for future business models to ensure success in a demand-led environment – winning more public and private sector business and increasing their fee income	6.1 the pilot project (with Oaklands and North Herts colleges) evaluated and outcomes disseminated
7. continue to support the development of high quality specialist provision in the two specialist LLDD providers based in the region as well as establishing Centres of Excellence for provision for LLDD in other FE providers	7.1 three LLDD Regional Centres of Expertise established, the first by December 2009 7.2 the numbers of LLDD (who previously would have had to attend out of region residential provision) studying in region reaches 220
8. continue to raise the standards of learner health, safety and welfare	8.1 all existing and new providers have adequate health safety procedures in place 8.2 20% of providers currently 'satisfactory' to move to a rating of 'good' on a 3 year trajectory to get 75% of all providers rated 'good'

### Priority 3: Better skills, better jobs, better lives

#### Key challenges for East of England

- ensuring the effective planning and provision of PCDL
- improving the prospects for employment of offenders and reducing the re-offending rates of offenders
- establishing effective multi-agency agreements and partnerships (eg Multi-Area Agreements, Local Area Agreement) which develop and deliver coherent strategies for skills, employment and economic development across the region
- raising the aspirations, and hence reducing the numbers of people who are workless and claiming benefit

- helping those in work to acquire more skills to compete more effectively with migrant workers and to compensate for the decline in young people entering the labour market

Key actions for East of England	East of England measures of success
1. increase the number – and learner take up, success and progression rates - of programmes for adults who have need for functional literacy or numeracy skills up to Level 2	1.1 21,000 first Skills for Life achievements, of which 11,000 will be at Level 1 in literacy, and 7,500 will be at Entry Level 3 in numeracy 1.2 the number of learners who progress into mainstream, qualification-bearing programmes from Skills for Life, PCDL, Neighbourhood Learning in Deprived Communities (NLDC), Family Learning and other programmes is increased by 20%
2. establish a coherent strategy to improve the uptake of learning for all those out of work and work with all front line Jobcentre Plus staff to ensure successful delivery of the Skills for Jobs programme	2.1 evidence is available that the Skills for Jobs programmes are attracting clients from a range of the target groups and the spread of provision in the region is meeting the needs of JobCentre Plus clients 2.2 increase in learning from those out of work across all groups
3. work with Jobcentre Plus to establish Local Employment Partnerships and to run a regional Integrated Employment Skills pilot.	3.1 appropriate pre- and in- employment support is available and successful in allowing employers to recruit clients from Jobcentre Plus priority groups 3.2 targets for local Employment Partnerships and in the Integrated Employment Skills pilot (yet to be agreed) are met
4. invest in further regional and local LLDD developments building on significant investment in 2007/08	4.1 number of places for LLDD is increased by an average of 10% in each local area 4.2 progression of LLDD into work is expanded
5. maximise ESF to supplement the Train to Gain, LLDD and other regional development budgets	5.1 £50m invested over 2008 - 2010 in range of programmes to support disadvantaged and poorly qualified learners and LLDD
6. accurately target ESOL provision to meet those most in need	6.1 the regional plan for ESOL for migrant workers is implemented 6.2 5,000 more migrant workers have the English language skills they require to fully integrate in to the workforce

7. implement and monitor the 'test-bed for reducing re-offending' project	7.1 more employers providing employment for offenders; more offenders obtaining and maintaining employment
8. Conduct an audit of sustainable development activity in the East of England	8.1 A report on best practice in sustainable development published and outcomes disseminated and acted upon

#### 4. Commissioning Profile

We will continue to measure our success – either directly or by working with regional and local partners – as outlined below.

Measure	2006/07	2007/08 estimated	2008/09 projected
<b>14–16-year-olds</b>			
Total number of learners aged 14–16	-	-	4,600
<b>16–18-year-olds</b>			
Number of young people participating in learning	143,000	150,000	161,000
Percentage of young people reaching Level 2 at age 19	73% [2006]	75% [2007]	77% [2008]
Percentage of young people reaching Level 3 at age 19	49% [2006]	50% [2007]	52% [2008]
Number of young people completing Apprenticeships and Advanced Apprenticeships	4,100	4,000	4,700
<b>Adult learner responsive</b>			
Total number of adults participating in learning	209,000	230,000	230,000
Number of Skills for Life achievements overall for adults	10,500	12,960	16,755
Literacy Level 1	-	-	9,800
Numeracy Entry Level 3	-	-	6,400
Number of Level 2 achievements overall for adults	6,600	8,000	19,000
Number of Level 3 achievements overall for adults	5,000	5,500	8,200
Number of adults accessing adult safeguarded learning	88,500	89,000	88,500
<b>Employer responsive</b>			
Total number of learners	43,300	60,000	65,000
Number of Level 2 achievements	12,300	31,000	39,000
Number of adults completing an Apprenticeship (including Advanced Apprenticeships)	3,200	3,400	3,700
Number of employers engaged through Train to Gain	7,022	7,022	7,022
<b>Learners with learning difficulties and/or disabilities (LLDD) – young people &amp; adults</b>			
Total number of LLDD learners supported	40,000	52,300	53,800

The full set of planning numbers are detailed in the Summary Statement of Activity and for each LSC Area in the local statements of need. These can be viewed by clicking [here](#).

#### **4.1 Commissioning**

The Leitch Review of Skills, *Prosperity for all in the global economy: World-class skills*, published in December 2006, set out new ambitions for developing world-class skills. To achieve the report's vision, we have implemented a demand-led approach to commissioning, coupled with a strong emphasis on quality.

Commissioning is the term we use for all of our planning and purchasing activity across the learning and skills sector, including purchases that are negotiated or competitively tendered for. All of our commissioning decisions are rooted in a firm commitment to allocating our budget wisely, targeting provision of the highest quality, contributing to government targets and priorities, and giving value for money.

We want to invest in the capacity of the FE system so that it is continually able to respond to future challenges and where necessary, we want to encourage a diverse provider base to increase choice, quality and stimulate the delivery of innovative provision. One way we will achieve this is through the use of open and competitive tendering processes where this will result in improved quality or choice for learners and employers. Where we have good and excellent providers, we will help them to grow so that they can continue to offer the breadth and depth of provision we need in the region. In 2008/09 there will be no cap on the growth of high quality providers.

#### **4.2 Negotiated commissioning**

Negotiated commissioning involves us agreeing plans with colleges and providers that currently deliver LSC-funded provision. Our negotiated commissioning plans for 2008/09 include the following:

##### **16–18 year-olds**

Most provision for young people will be secured through planning dialogues with colleges, providers and schools (via local authorities). These discussions will result in agreed plans to deliver the following:

- c. 161,000 places for 16–18-year-olds, of which:
  - c.18,300 places are for Apprenticeships (includes an additional 1,900 places – an increase on the plan for 2006/07 of 12%); and
  - c. 25,000 of places for Foundation Learning Tier and entry Level 1 learning
- 5,300 places for E2E
- an increase of c. 8,500 places delivered by schools and colleges on last year

## **Adult learner responsive provision**

As agreed with our partners, we need to deliver the following in 2008/09:

- Full Level 2: c. 27,000 places in total
- Full Level 3: c. 12,000 places in total
- Skills for Life: 25,800 places in total
- Foundation Learning Tier and entry Level 1: c. 55,000 places in total

## **Employer responsive provision**

As agreed with our partners, we need to deliver the following in 2008/09:

- Full Level 2: c. 46,000 places in total
- Level 3: c. 6,000 places in total
- Skills for Life: c. 5,800 places in total
- Apprenticeships: 12,600 places in total
- Progression pathways: c. 1,900 places in total

## **4.3 Adult safeguarded learning, including Personal and Community Development Learning**

We will secure this provision locally and ensure it is aligned to Local Area Agreements:

- PCDL: c. 88,500 places in total
- family learning, literacy and numeracy: c. 7,600 places in total
- wider family learning: c. 8,500 places in total
- personal learning: c. 67,900 places in total

## **4.4 Tendered commissioning**

Tendered commissioning is a competitive process that is open to any new providers wanting to enter the market. It is also open to existing colleges or providers wanting to extend their provision or enter new markets or geographical areas.

In order to drive up the quality and responsiveness of the provision that we fund, we will be introducing more competition within our commissioning activity. Key triggers for competition include new investment, restructuring of provision or a new delivery model, significant gaps in provision, and failure to meet Minimum Levels of Performance. In 2008/09, we plan to tender for the following areas:

### **16–18-year-olds**

16 – 18 competitions where specifically identified

E2E

NEET

Work-based learning

## Adult learner responsive provision

Apprenticeships for Adults  
Skills for Jobs  
Employability Skills Programme  
Offender Learning and Skills Service

## Employer responsive provision

Train to Gain is a programme that seeks to meet the employer demand for skills. In East of England it is delivered by 120 providers either via individual provider contracts or consortia contracts. It will continue to be our flagship programme during 2008/09.

- 7,022 employers will be engaged in Train to Gain by July 2009.
- 35,500 employees will start their first Level 2 or Skills for Life qualifications by July 2009
- Train to Gain funding will focus on East of England's priority sectors and in addition we will focus on the NHS and other public sector employers.
- in East of England, 10% of the Train to Gain budget will be available as a responsiveness fund, which will be commissioned throughout the year in response to employers' needs

We will go out to tender for Train to Gain as and when required.

## 4.5 European Social Fund

Over the next three years we intend to tender for ESF provision. Our investment will be in the following areas:

Area	ESF (£)
<b>ESF Priority 1</b>	
Employability	7,430,001
NEET	12,297,260
Community Grants	1,283,152
<b>Total Priority 1</b>	<b>21,010,413</b>
<b>ESF Priority 2</b>	
Basic Skills	10,654,172
Level 2	10,719,410
Level 3	6,862,741
<b>Total Priority 2</b>	<b>28,236,323</b>

NB: Please note the LSC match funds all ESF provision.

## 4.6 Learner with Learning Difficulties and/or Disabilities

We will increase learning and skills opportunities for LLDD by expanding provision to meet the needs of the cohort and we expect participation and achievement to increase for LLDD.

The [regional needs analysis](#) as well as further local research will inform the local areas on the numbers of LLDD who will potentially be entering the FE system over the next three years.

#### **4.7 Offender Learning and Skills**

We will work collaboratively with Offender Learning and Skills Service (OLASS) partners to improve opportunities for offenders and ex-offenders through learning and reduce re-offending rates by increasing the skills and qualifications of offenders, improving their employability and helping them move into work. We will continue to tender for provision for offenders, every three years, unless there is a failure of service for which we need to re-tender. No providers are expected to fall into this category in 2008/09.

The East of England has been selected as one of the “Test Bed” regions for “Reducing Re-Offending” regions and this will drive the agenda for the next 18 months. There will be a greater focus on employer engagement and enhanced support for offenders.

#### **4.8 National Skills Academies (NSA)**

The National Skills Academy network is a unique structure of employer-led excellence for skills training. They provide a means for direct involvement by employers in the design and delivery of learning. The NSA network will be a key component of the supply infrastructure in addressing skills shortages in specific sectors and industries.

The eastern region is covered, in varying degrees, by each of the Round 1 National Skills Academies. This includes working closely with Construction Skills on the identification of possible build sites linked to their Academy model; the Financial Services Academy is now operating from City College Norwich; work with the Manufacturing Academy is taking place via a newly formed Regional Manufacturing Council (supported by the Regional Development Agency) and our involvement with the Food and Drink Manufacturing Academy is progressing.

We have been actively engaged, both at regional and partnership level, in supporting and shaping the development of the business plans for the four Round 2 academies. The Creative and Cultural Academy will have a prominent base within our region; we are linked to developments with both the Process Industries and Nuclear Academies. The Hospitality Academy has not identified the region in its initial phase but we are working closely with People First to ensure that we can introduce an academy offer as soon as practicable.

We have had contact with two of the Round 3 Academies (Retail and Sport and Active Leisure) and look forward to working with these academies and the remaining two (Glass Manufacture, Coatings, Print & Building Products, and Fashion, Textiles & Jewellery) over the coming months.

## **5. Quality Improvement**

### **5.1 Quality Assurance**

Quality improvement will be a key driver of our commissioning decisions to ensure that we secure good quality provision for learners and employers and continue to eradicate poor provision from the market.

We will support colleges and providers that are performing well to perform even better, and we will challenge colleges and providers that are satisfactory but not improving. As part of this rigorous approach to securing the best provision, we will assess performance against Minimum Levels of Performance from the 2006/07 academic year, based on the new measures for calculating success rates.

These minimum levels will be used by Ofsted as part of the college and provider performance report. Where a substantial proportion of provision is identified as inadequate or underperforming, a 'Notice to Improve' will be issued. We will address 'satisfactory but not improving' provision through a regional approach to improvement indicators that will focus on areas that are in danger of slipping below minimum performance levels if the bar is raised.

### **5.2 National and Regional Strategies**

The National and Regional Improvement Strategies set out how the Quality Improvement Agency (QIA) and partners such as the LSC will provide support to colleges and providers. The national strategy includes the expectation that the contracts and funding agreements we hold with providers ensure that they have appropriately qualified and trained staff in accordance with new requirements. The Regional Improvement Framework addresses regional improvement needs through the following priorities:

- To celebrate and acknowledge success as demonstrated through quality of outcomes and quality of provision
- To increase the proportion of provision that is good or excellent, and eliminate inadequate and satisfactory but not improving provision
- To support colleges and providers to develop their leadership and management capacity to drive self improvement, self assessment and the journey to self regulation
- To promote and support the sharing of best practice, including the lessons learned from peer review/referencing activity and the Framework for Excellence pilots
- To sharpen the focus on the needs of employers, including the achievement of the New Training Quality Mark
- To utilise learner and employer feedback in line with the Framework for Excellence
- To extend the quality and choice of provision for LLDD

### **5.3 Learner health, safety and welfare**

The health, safety and welfare of learners are fundamental values of the LSC. 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.

## 5.4 Related strategies and plans

- The National strategy for LSC-funded provision for LLDDs across the system; *Learning for Living and Work: Improving Education and Training Opportunities for People with Learning Difficulties and/or Disabilities*
- *East of England Learning for Living and Work Strategic Implementation Framework for LLDDs*
- *Progression through Partnership* – A joint strategy between the former Department for Education and Skills, Department of Health and Department for Work and Pensions on the role of Further Education and Training in Supporting People with Learning Difficulties and Disabilities to Achieve Fulfilling Lives
- Funding Guidance: *Placement for Learners with Learning Difficulties and/or Disabilities at Specialist Providers*
- *East of England Regional Needs Analysis* – September 2007
- Framework for Excellence Communications Strategy
- Regional Quality Improvement Framework
- Local Area Statements of Need
- National LSC *Single Equality Scheme*
- East of England Regional Capital Strategy

## Glossary

**BME:** Black and Minority Ethnic

**CoVE:** Centre of Vocational Excellence

**CWDC:** Children's Workforce Development Council

**E2E:** Entry to Employment

**ECDL:** European Computer Driving Licence

**EMA:** Education Maintenance Allowance

**ESF:** European Social Fund

**ESOL:** English for Speakers of Other Languages

**FE:** further education

**Full Level 2:** equates to five GCSEs at grades A\* to C

**Full Level 3:** equates to two GCE A-level passes or equivalent

**HE:** higher education

**IAG:** Information, Advice and Guidance

**ITQ:** information technology qualification

**LAA:** local area agreement

**LEST:** London Employment and Skills Taskforce

**Level 4:** Professional qualifications and certificates

**Level 5:** foundation degree-level learning

**Level 6:** degree-level learning

**LLDD:** Learners with Learning Difficulties and/or Disabilities

**NCF:** National Credit Framework

**NEET:** not in education, employment or training

**NET:** not in employment or training

**NLDC:** Neighbourhood Learning in Deprived Communities

**NSA:** National Skills Academy

**NVQ:** National Vocational Qualification

**OLASS:** Offender Learning and Skills Service

**OSAT:** On-Site Assess and Train

**PCDL:** personal and community development learning

**Progression pathways:** a high-quality, coherent curriculum offer for entry and Level 1

**PSA:** Public Service Agreement

**QCF:** Qualifications and Credit Framework

# Appendix 1

