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Leading learning and skills

# Learning and Skills Council Tees Valley Annual Plan 2007-08

**March 2007**

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

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## Introduction

We are pleased to present the Local Annual Plan 2007-08 for LSC Tees Valley. This plan sets out our key challenges and the activities we will undertake to meet those challenges.

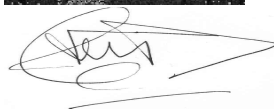
We have continued to make excellent progress in driving up participation in further education and work-based learning, and in improving the attainment of young people and adults. Key achievements include:

- Increases in the achievement of young people at 16 and 19.
- More young people and adults achieving accredited skills for life qualifications.
- Growth in the number of local adults achieving qualifications at NVQ levels 2 and level 3.
- Nationally recognised success in delivering the Employer Training Pilot (EQ8) providing a solid foundation for the implementation of Train to Gain.
- Major progress in local 14-19 reform across the area and the development of a range of local collaborative consortia working in partnership to strengthen learner choice.

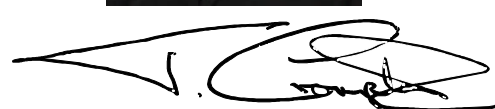
Over the past few years we have invested more than £50 million in improving the local provider infrastructure delivering world class learning facilities across the area. These include new facilities at Stockton Riverside College, Hartlepool College of Further Education and a new build for Darlington College.

However we still have more to do to respond to the changing pattern and nature of provision in the Tees Valley. We will work with key partners to implement a number of collaborative developments to further strengthen the quality and choice of provision available to young people and adults wanting to learn in the Tees Valley. We are excited by the opportunities that this collaboration will bring to everyone involved.

The agenda set out in this, and our other key planning documents is a challenging one. However, it is vital that we meet this challenge if we are to transform learning and drive up the skills of local young people and adults. Our providers and partners will play a crucial role in helping us deliver this challenging agenda. We are grateful for their commitment in working with us and would like to thank them for their invaluable contribution to our successes to date. Our values of trust, expertise, ambition and urgency will continue to drive all that we do and how we work with our partners. We look forward to building further on our strong achievements and to working closely with you all in the delivery of this plan.



Terry Dabbs  
Chairman, LSC Tees Valley



Tom Crompton  
Area Director, Area South

## Local Context

**National 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.**

### NEET

Volumes of NEET and “Not Known” (for March 2006) have both reduced significantly compared to the same period in 2005. This is unusual: national and regional figures for “Not Known” have also dropped, but this has resulted in a flow into the NEET category. **But the volume of young people not engaged in education, training or employment still remains far too high at 2,169 and is a key priority for 2007/08.**

**‘Drop out’ at 17 is a key issue across all areas of the Tees Valley.** We will develop specific provision and patterns of collaboration to meet these needs.

There are increasing instances where providers have E2E vacancies yet there are young people not engaged in employment, education or training. **Entry to Employment provision needs to be extended to include more providers who are capable of dealing with the increasingly complex needs of this NEET cohort.** Further partnership work is also required to better understand the nature of the NEET cohort so that they can be better supported. Of particular interest are those who are not seeking training or employment opportunities.

Note that in 2007 Connexions Tees Valley will return to a service managed by the 5 respective local authorities. This change may give rise to some transitional concerns, but **relationships between the LSC Partnership Teams and the Connexions Locality Teams are already well established.**

### Level 2 at 19

There is a continuing rise in the number of young people achieving a **level 2 qualification by 19.** Factors include:

- Improving success rates in FE and Work Based Learning (WBL)
- Improving results at Key Stage 4 which will flow through as the cohorts approach 19
- Increasing participation on level 2 programmes
- A reduction in NEET

Key contributors to level 2 achievements are learners from outside the Tees Valley who travel into the Darlington area for study. Any change to this pattern would lead to a significant fall in the volume of 19 year olds achieving a level 2. **We will address this with colleagues from other LSC teams and regions.**

There are still young people who are leaving school with few or no qualifications who need considerable support to join and progress within mainstream provision. **Developing new provision and support to enable these young people to progress and achieve is a key priority for 2007/08.**

### Apprenticeships

We need to continue to improve participation and success rates if we are to achieve the 2008 target. While success rates are improving, apprenticeship completions continue to be below national rates. Participation in 2005/06 was at 98% of the planned volumes and currently delivery

in 2006/07 is slightly behind profile. **Central to this is engaging employers and creating high quality employed apprenticeship places in a range of occupations.**

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

Changes in the economic profile of the Tees Valley mean an increased need for **re-skilling and new skills**. We do not expect the population to grow significantly, so this places increasing pressure on adults already within the workforce, or currently not in employment, to meet these future skills needs.

### **Engaging those currently outside the labour and learning markets**

**A lower proportion of the adult population (employed or otherwise) in the Tees Valley is formally qualified to a level 2 or a level 3 than regionally or nationally.** While attainment levels are gradually increasing, we need to give priority to people who are economically inactive as well as those already in employment.

The Tees Valley **Adult and Community Learning (ACL)** network contributes significantly, especially in skills for life, provision for learners with learning difficulties and difficulties and Personal and Community Development Learning. Tees Valley ACL providers work well as a network. The providers are extending the on line Virtual Learning Environment (the first in the country for ACL). This will support staff and learners in making resources available via the internet. **The development of formal PCDL networks in each Partnership area is a priority.**

### **OLASS**

**Provision for offenders** in the Tees Valley continues to develop. A priority is working with employers to engage offenders in learning and secure employment opportunities. Laing O'Rourke is working with local providers to **tailor provision to meet skills gaps in the Construction sector**. We will review the impact of this and develop work with other sectors as appropriate.

### **Train to Gain**

Train to Gain (TtG) will continue to develop as the **route for demand led adult provision** in 2007/08. Starts on the Employer Training Pilot (ETP) increased in the Tees Valley by 36% between 2004/05 and 2005/06, and we expect further growth through TtG in 2006/07 and beyond.

The role of the broker is key, and the LSC and its providers will ensure that the brokers have access to the most up to date, relevant information. **Enhanced links with employers and new providers through Train to Gain will create more opportunities for apprenticeships.**

### **First and full level 2 and 3**

Participation on full level 2 programmes of **adults in the workforce** has grown significantly in the last few years, partly in response to ETP and TtG. There has been a 20% increase in full level 2 delivery in LSC funded programmes, and T2G now accounts for 33% of all adult level 2 delivery.

Participation volumes in Work Based Learning (WBL) at level 2 at 19+ have fallen, though volumes have been maintained for level 3. Success rates in level 2 delivery exceed regional and national rates. In T2G we expect the level of success to be that achieved in ETP, in the region of 80%. **A further issue is to maximize the 'firstness' of the qualifications delivered.** All providers have agreed targets for delivery of first level 2 qualifications.

The **level 3 entitlement for 19 – 25 year olds** will be introduced in the coming year. Sector Skills Agreements and Sector Qualification Strategies will be key to ensuring that the right qualifications are delivered at the right levels.

## Skills for Life

**In 2005/06 participation and enrolment in Skills for Life qualifications was 16% lower than the previous year.** The figure increases to a 20% drop in FE provision in particular reflecting an increased focus on the delivery of recognised Skills for Life qualifications. While a drop was expected, addressing this and **building participation back up on recognised qualifications is a key priority.**

We estimate that the balance of SfL to non SfL qualifications is close to the 80:20 guidelines, and exceeded in some provision such as T2G, WBL and ESF where 100% of Skills for Life delivery is recognised qualifications. **FE and ACL remain sectors to target further in this respect, taking a differentiated approach.**

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

**There is a complex mix of post 16 provision in the Tees Valley.** The provider base comprises 5 Further Education and 6 Sixth Form Colleges and a range of Work Based Learning providers. In addition there are 3 Academies (2 with sixth form provision), 4 schools with sixth forms, and the collaborative development in West of Redcar has gained approval for 6<sup>th</sup> form provision from September 2008.

A number of schools in the Tees Valley may become eligible to, and may choose to develop sixth form provision under new policies. And the Education and Inspections Act 2006 makes it possible for local authority maintained schools to acquire a Trust. This takes place against the background of an expected fall of 14% in the population aged 16-18 in the Tees Valley between 2004 and 2014 (and one of 24% in Middlesbrough). **Unless new provision can meet the needs of those currently not engaging in education or training, the pressure on providers to remain viable with a smaller share of a declining pool of learners may create infrastructure difficulties.**

## Partnership working

The LSC has a key role in facilitating collaboration between providers to secure a wider range of opportunities and motivate more young people to stay in learning. **Effective collaboration in 14 – 19 developments** is evident across the Tees Valley, especially though the work on the specialised diploma submissions. **The priority for 2007/08 will be to support those submissions that were successful, and to work to support submissions for the next rounds.**

## Quality

Quality of provision in the Tees Valley continues to improve. However the policy on minimum levels of performance may result in a number of local providers receiving a formal notice to improve, and some provision being opened to tender, because minimum performance levels are not being met. Our priority is to ensure consistently high quality provision and **changes in the provider infrastructure will be necessary to achieve this.**

The **new standard of provider responsiveness** will support us in ensuring that providers engage more effectively with employers.

Currently there are wide variations across Tees Valley in **fee income** collected, though in some areas levels of poverty and high rates of economic inactivity may limit the potential fee income.

## Capital

**Building Schools for the Future (BSF)** sets out plans over the coming decade to refurbish or replace schools in Tees Valley. We are working with Local Authorities to work towards greater synergy between BSF and LSC capital expenditure. More state of the art school buildings will create increasing expectations for the post 16 provision to have similar standards.

Significant progress has been made towards bringing the **FE estate up to world class standard**. Two Colleges have completed relocation and new build, work is in progress (to be completed by August 2008) in another two, and smaller works are planned at three colleges. The remaining four colleges have commissioned work to consider the options and we expect some applications for capital to be submitted in 2007 as a result of this.

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

The delivery of learning and skills is a key part of the economic growth and regeneration of the Tees Valley. The LSC will use its resources to **support job creation, tackle economic exclusion and enhance the delivery of skills relevant to employment**.

In 2007/2008, our economic development focus will be on:

**Leading the employment and skills strategies of the Tees Valley City Region:** working with Job Centre plus to set up a **Tees Valley Employment and Skills Board**; developing a new employment and skills strategy for the sub region, which improves skill levels and participation in learning and work.

**Dealing with the issues of low skilled individuals who are in work and unskilled people who are not working.** We will set ambitious objectives for change in the way employers, people and the public sector interact on the “employment offer” available in the sub-region.

**Addressing the employment and skills needs of key economic sectors.** The Tees Valley City region has identified the Financial Services, Tourism, Process, Energy and Renewables and Digital Media sectors as being of priority to the future economic growth of the area.

**Supporting Tees Valley Regeneration** with the development of key strategic sites across the Tees Valley. These are: Darlington Gateway, Durham/ Tees Valley Airport, North Shore (Stockton), Middlehaven (Middlesbrough) and Victoria Harbour (Hartlepool). Each project provides huge job creation opportunities and a chance to link economic growth into the needs of local communities.

Working with **Local Strategic Partnerships** on the development and delivery of **Local Area Agreements**, especially in relation to Block 4 (Enterprise and Economic Development).

**Working with Redcar and Cleveland on the Local Enterprise Growth Initiative (LEGI).**

Leading on the **Single Programme** for learning and skills in the Tees Valley Investment Strategy.

## Key Actions

This section outlines the specific activity LSC Tees Valley will undertake in order to tackle the main local issues identified in the context for delivery section. These key local actions are set within the context of LSC national priorities for 2007/08.

### LSC 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.

Issue	Action	Measure of Success
<b>Learner participation and reducing NEET</b>	<p>Support a reduction in the numbers of young people not in education, employment or training (NEET), reduce barriers to participation in learning at age 16, minimise the risk of drop out and ensure smooth transition between learning opportunities through targeted local action:</p> <ul style="list-style-type: none"> <li>• Work with providers to ensure there is sufficient and appropriate provision to increase the entry and progression opportunities for young people.</li> <li>• Encourage closer collaboration between providers, Connexions and the Learning and Skills Council to deliver the September Guarantee.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute towards a reduction in the proportion of young people in the NEET group</li> <li>• 53% of Entry to Employment (E2E) leavers progress into employment, work based learning or further education</li> <li>• 40% of Entry to Employment (E2E) leavers progress into continued learning</li> <li>• 96% of eligible 16 year-olds take up entitlement to EMA</li> </ul>
<b>Attainment at Level 2 and higher</b>	<ul style="list-style-type: none"> <li>• Increase the number of young people achieving a Level 2 qualification by the age of 19</li> </ul>	<ul style="list-style-type: none"> <li>• 3,171 young people to gain a Level 2 at 19, 108 more than in 2006/07</li> </ul>
<b>Apprenticeships</b>	<p>Increase Apprenticeship achievements:</p> <ul style="list-style-type: none"> <li>• Improve provider performance setting stretching targets and ceasing to purchase poor provision.</li> <li>• Work closely with Jobcentre Plus (JCP) to ensure that JCP clients are prioritised for identification and support in taking-up Apprenticeships.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase Apprenticeship completions to 56%</li> <li>• Increase Advanced Apprenticeship completions to 54%</li> <li>• Increase apprenticeship framework completions to 1,700</li> </ul>
<b>Learner choice and provider collaboration</b>	<p>Improve the learner choice for all young people:</p> <ul style="list-style-type: none"> <li>• Work with strategic partners to ensure all young people's needs are met, irrespective of ethnic, cultural, socio-economic and other differences.</li> <li>• Increase the impact of local collaborative programmes such as Increased Flexibility and Young Apprenticeships.</li> <li>• Strengthen the information and advice available on learning opportunities through strong joint planning with Connexions, and the increased impact of the Coursefinder website service and On Line Prospectuses.</li> </ul>	<p>By end of March 2008:</p> <ul style="list-style-type: none"> <li>• All 14-19 learning partnerships supported in planning, delivery and management of appropriate learning provision</li> <li>• 8,100 young people on work experience at year 10/11</li> </ul> <p>Submit Gateway Submissions for next 5 lines of Specialised Diplomas by December 2007</p>

<b>LSC priority 2: Raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion.</b>		
<b>Issue</b>	<b>Action</b>	<b>Measure of Success</b>
<b>Skills for Life</b>	Increase Skills for Life achievements by agreeing with local providers an increase in the proportion of Skills for Life provision that contributes to the national target.	<ul style="list-style-type: none"> <li>• Increase the volume of Skills for Life which counts towards the national target: <ul style="list-style-type: none"> <li>• Increase the % of literacy counting towards the target to 50% from 30%</li> <li>• Increase the % of numeracy counting towards the target to 45% from 25%</li> </ul> </li> </ul>
<b>Ensuring local provision meets skills needs</b>	Deliver an incremental change in the local provision mix to ensure that local provision better meets the skills needs of employers in key sectors, and ensure that local provision continues to deliver the skills priorities set out in the emerging Sector Skills Agreements (SSA).	<ul style="list-style-type: none"> <li>• Sector priorities integrated into provider development plans including OSAT, BIT level 2&amp;3, ITQ</li> <li>• Contribution to the OSAT Level 2 regional target of 5644</li> </ul>
<b>Increasing informed demand – Train to Gain</b>	<p>Improve take up and achievement of level 2, level 3 and Skills for life provision in the local workforce, as part of Train to Gain:</p> <ul style="list-style-type: none"> <li>• Deliver an integrated support package to local employers.</li> <li>• Ensure broker involvement is a key to driving up workforce engagement reflecting the Train to Gain offer.</li> </ul>	<p>Contribute to regional targets of:</p> <ul style="list-style-type: none"> <li>• 7,850 Learners gain first level 2 qualifications</li> <li>• 90 Level 3 qualifications achieved</li> <li>• 1,650 learners to gain Skills for Life qualifications</li> </ul>
<b>Meeting public sector skills needs</b>	<p>Improve the skills of local workers in the public services and better meet the needs of local public sector employers:</p> <ul style="list-style-type: none"> <li>• Targeted delivery of 'Train to Gain' providing learning, advice and training for those without a Level 2 and with basic skills needs in the public sector.</li> <li>• Target the promotion of Investors in People (IiP) as an effective organisational development tool across the public sector, specifically to those not already working with the IiP standard.</li> </ul>	<p>Contribute to regional targets of:</p> <ul style="list-style-type: none"> <li>• 425 qualifications VQ qualifications from school support staff</li> <li>• 425 qualifications level 2 or above from school support staff</li> </ul>
<b>Adults at risk – Offender Learning</b>	<p>Improve the achievement levels of learners on Skills for Life and full level 2 programmes, delivered in custody through the Offender Learning and Skills Service (OLASS).</p> <p>Improve the achievement levels of learners on Skills for Life programmes delivered in the community through the OLASS and improve the referrals from Probation areas to other LSC funded Skills for Life programmes.</p>	<ul style="list-style-type: none"> <li>• 250 Skills for Life achievements that count towards the regional target</li> <li>• 100% of Tees Valley Skills for Life achievements delivered within the Tees Valley area towards the national target</li> </ul>

<b>Learners with Learning Difficulties and/or Disabilities</b>	<ul style="list-style-type: none"> <li>• Increase the capacity of providers to deliver more innovative provision, and develop more new provision for Learners with Learning Difficulties and/or Disabilities (LLDD):</li> <li>• Complete a review of adult LLDD provision and take up in Middlesbrough.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the outcomes from the NIACE review of LLDD provision in Middlesbrough for adults</li> <li>• Disseminate and implement findings from the above throughout the Tees Valley and to 14-19 provision where appropriate.</li> </ul>
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**LSC priority 3: Raise the performance of a world class system that is responsive, provides choice and is valued and recognised for excellence.**

<b>Issue</b>	<b>Action</b>	<b>Measure of Success</b>
<b>Quality and success</b>	Implement the requirements of the Regional Quality Improvement Strategy to provide quality and choice of learning opportunities for all young people in the Tees Valley: <ul style="list-style-type: none"> <li>• Ensure that provider plans include measures to bring about an improvement in success rates.</li> <li>• Challenge poor quality and unresponsive provision through planning discussions, applying the national policy on minimum levels of performance, and maintain levels of performance.</li> <li>• Define and identify coasting provision and have in place effective actions to achieve improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• All self assessment reports received and reviewed by 31 December 2007</li> <li>• All sector areas graded as satisfactory or better</li> <li>• Implement the improvements strategy in relation to Minimum Levels of Performance during the planning round 2007/08</li> <li>• Increase proportion of good or outstanding provision by 5%</li> <li>• Reduce the ratio of leadership and management at grade 4 by 10%</li> </ul>
<b>Capital development</b>	Support the development of high class accommodation aligned to excellent provision through mainstream capital and Single Programme investment in a long-term strategy of modernisation of the FE provider estate:	<ul style="list-style-type: none"> <li>• Complete the new builds at Middlesbrough and Redcar and Cleveland College for opening in September 2008</li> <li>• Progress capital proposals for Cleveland College of Art and Design, provision for learners in Billingham and provision for learners in Hartlepool</li> </ul>
<b>Equality and Diversity</b>	Influence and support provision to ensure Equality & Diversity is embedded in all learning delivery and continue to support specific learner groups in the Tees Valley so that they can enter and stay in learning and achieve what they are capable of: <ul style="list-style-type: none"> <li>• Address inequalities in participation, success and progression rates</li> <li>• Establish local EDIMS targets for all strands of delivery, ensuring these targets match local population profiles at partnership team level and reflect Regional plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Tees Valley EDIMs to be agreed following the meeting in mid February 2007</li> </ul>

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

<b>Issue</b>	<b>Action</b>	<b>Measure of Success</b>
<b>Local Area</b>	Work with Local Strategic partnerships to support the delivery and achievement of Block 4 of Local Area Agreements in Tees Valley.	Range of measures dependent on targets/ stretch targets in each Local Area Agreement.

<b>Agreements</b>	Support the development and delivery of LEGI Programme in Redcar & Cleveland.	
<b>Worklessness and Disadvantaged communities</b>	Using ESF and Single Programme resources, develop and deliver support programmes for employers (linked to Train to Gain) and individuals to increase their ability to find work and to create sustainable employment.  Commission "Skills for Jobs" activity in Tees Valley as part of a national/ regional approach to skills for economically inactive groups.	200 people across Tees Valley supported into work through ESF/ Single Programme funded projects.  To be determined by September 2007, subject to nature of programme and scale of regional / sub-regional allocations
<b>Tees Valley City Region/ Employment and Skills Board</b>	Develop Skills Strategy for Tees Valley City Region to drive economic development of the sub Region and sub regional LSC planning for 2008/2009. Establish and lead a new Employment and Skills Board for the Sub Region.	Strategy agreed by October 2007 Employment and Skills Board set up by May 2007;
<b>Economic Regeneration</b>	Work with Tees Valley Regeneration, Job centre plus, local authorities and other partners to develop a range of interventions to raise skill levels in the key sectors of the City Region economy and support physical regeneration of the area.	Agreed Skills and employment plans/ actions in place for: Darlington Gateway Durham/ Tees Valley Airport Middlehaven Victoria Harbour North Shore Rural East Cleveland Financial Services Sector Chemicals and Energy Sector Digital Media Sector
<b>Voluntary and community sector</b>	Continue to work with partners including the voluntary and charitable sector to increase their skills and economic inclusion by giving them appropriate learning.	<ul style="list-style-type: none"> <li>• 136 beneficiaries to be working towards a range of qualifications as part of an ESF funded Tees Valley Working Together Capacity Building Programme.</li> </ul>
<b>Information, advice and guidance</b>	Embed good quality Information, Advice and Guidance (IAG) within the broader learning offer for adults: <ul style="list-style-type: none"> <li>• Ensure full and effective delivery of mainstream IAG nextsteps services to adults below level 2.</li> </ul>	<ul style="list-style-type: none"> <li>• 27,000 adults receive information</li> <li>• 4,500 adults without a level 2 receive advice</li> </ul>

Aggregate Volumes		
LSC Funded Participation	16-18 (Learner Volumes)	Adult (Learner Volumes)
Number of FE learners (total)	18,393	37,852
Number of FE learners undertaking Level 4 and above	3	997
Number of FE learners undertaking Level 3	10,258	6,699
of which: Full Level 3 Learners	7,682	3,115
of which: First Full Level 3 Learners	7,682	997
Number of Train to Gain learners undertaking Level 3		63
Number of learners undertaking an Advanced Apprenticeship (Average in Learning)	831	619
Number of FE learners undertaking Level 2	5,114	13,344
of which: Full Level 2 Learners	4,821	8,717
of which: First Full Level 2 Learners	3,616	4,184
Number of Train to Gain learners undertaking Level 2		4,249
Number of learners undertaking an Apprenticeship at Level 2 (Average in Learning)	2,093	513
Number of FE learners undertaking Skills for Life qualifications that directly contribute to PSA target	6,584	3,898
Number of Advanced Apprenticeships and Apprenticeship learners undertaking Skills for Life qualifications that directly contribute to PSA target	1,935	878
Number of Train to Gain learners undertaking Skills for Life qualifications that directly contribute to PSA target		699
Number of FE learners undertaking Level 1 and Entry	2,680	14,043
Number of learners undertaking Entry to Employment (starts)	1,398	
Number of learners undertaking Safeguarded Adult Learning (Total)		9,080
of which: Number of learners undertaking Family learning, literacy and numeracy		1,613
of which: Number of learners undertaking Neighbourhood learning in deprived communities		1,528
of which: Number of learners undertaking Wider Family Learning		818
of which: Number of learners undertaking Personal / Leisure Learning		5,121
ESF Funded Participation		
Number of ESF Learners undertaking any ESF Activity		
Number of ESF Learners not included in LSC Funded Participation table above	2,549	7,218
Of which:		
Level 4 and above	90	12
Full Level 3	9	386
Full Level 2	24	270
Skills for Life that directly contributes towards the PSA target	534	370
Level 1 and Entry	195	345
Other ESF activity	429	

<b>LSC Funded Outcome</b>	<b>16-18 (Learner achievements)</b>	<b>Adult (Learner Achievements)</b>
Number of FE Learners achieving a Full Level 3 qualification	4,247	1,584
Number of FE Learners achieving a First Full Level 3 qualification	4,247	507
Number of Train to Gain learners achieving a Full Level 3		25
Number of Learners achieving an Advanced Apprenticeship Framework	258	214
Number of FE Learners achieving a Full Level 2 qualification	3,171	3,812
Number of FE Learners achieving a First Full Level 2 qualification	2378	1830
Number of Train to Gain Learners achieving a Full Level 2 qualification		2325
Number of Learners achieving an Apprenticeship Framework (at Level 2)	1,173	344
Number of FE learners achieving a Skills for Life qualification (s) that directly contribute to PSA target	5,302	2,582
Number of Advanced Apprenticeship and Apprenticeship learners achieving a Skills for Life qualification(s) that directly contribute to PSA target	1,385	861
Number of Train to Gain learners achieving a Skills for Life qualification(s) that directly contribute to PSA target		489
Number of learners progressing to a positive destination from Entry to Employment	671	
<b>ESF Funded Section</b>		
Number of ESF Learners not included in LSC Funded Outcomes table above achieving a qualification at:		
Full Level 3	3	107
Full Level 2	7	54
Skills for Life qualification that directly contributes to the PSA target	73	270
<b>Funding Summary</b>	<b>Funding (£)</b>	
FE 16 - 18	69,397	
FE Adult	25,003	
FE Additional Learning Support	5,319	
Train to Gain	4,756	
Advanced Apprenticeships and Apprenticeships 16-18	10,130	
Advanced Apprenticeships and Apprenticeships (Adult)	3,727	
Entry to Employment	4,904	
WBL additional learner / learning support	937	
Safeguarded Adult Learning	5,048	
ESF	11,853	
<b>Total</b>	<b>141,074</b>	

## Other Information

### Partnership Working

The LSC is proud of its strong record of effective partnership working at regional, sub-regional and local level. We are proud of the success this has brought in helping us to improve local provision so that it better meets the needs of the local and regional economy.

The changes we have implemented under Theme 7 of the LSCs *agenda for change* reform programme have strengthened our interface with partners at all levels. This is imperative in meeting the challenges we have set in transforming learning and skills through *agenda for change*. In meeting this challenge we are working with partners in a number of ways.

The five local partnership teams in the Tees Valley are working closely with local strategic partners such as **Local Authorities** to enhance the level of support in meeting the challenges of the 14–19 agenda. Partnership teams are represented on Children's Trusts and are contributing to the development of Local Area Agreements.

The regional support team is strengthening our engagement with strategic partners at the regional level. Through the **Regional Skills Partnership** and its Regional Skills Action Plan the LSC will continue to work with OneNorthEast, Business Link and Jobcentre Plus to maintain a structured and co-ordinated approach to strategic planning regionally.

The LSC Partnership Teams are developing a strong strategic relationship with local strategic partnerships and the related learning partnerships in each borough. In addition, the Chair of the Tees Valley Learning and Skills Council is a member of the Tees Valley Strategic Partnership. Our economic development team is also working closely with **Local Strategic Partnerships** (LSP) to support the on-going economic regeneration of the area. Our commitment to the five LSPs is important in strengthening the links between learning, community development, and neighbourhood renewal. Local teams will continue to support this strong collaborative approach and partnership working in strengthening the strategic delivery of local 14-19 action planning. Work with **Connexions Tees Valley** is fundamental in meeting the 14-19 agenda, and helping us identify and address the needs of young learners both in learning, and those not in education, employment or training (NEET). We are working closely with the local authorities as the Connexions service is reverting back to each local authority.

Strong collaborative working with **Business Link Tees Valley** plays a key part in helping the LSC meet the needs of employers and adults, and raise local skills. As part of the delivery of the National Employment Panel (NEP) recommendations joint planning arrangements with **Jobcentre Plus** are continuing to be strengthened through implementation of a joint delivery plan.

The LSC has lead responsibility for Learning and Skills actions within the Tees Valley Partnership. This includes leading the Investment Strategy for Single Programme for 2007/2008 in agreement with Tees Valley Partnership and ONE North East.

As part of the development of the Tees Valley as a **City Region**, the Tees Valley Partnership is being reformed under the heading of "Tees Valley Unlimited". This approach is part of the move in local government and partnerships towards "**Multi Area Agreements**", covering more than one local authority area. "Tees Valley Unlimited" will include an Employment and Skills Board, jointly chaired by LSC Regional Director and Jobcentre Plus. The Tees Valley Employment and Skills Board will oversee the production of a new Employment and Skills Strategy for the City Region and provide leadership for public, private and voluntary sectors in addressing employment and skills issues. The Board will hold its first formal meeting by June 2007 with the draft Strategy available by July 2007. The LSC will also play an active role in the Planning and Economic Development Board for the City Region and is ideally placed to make all the vital connections amongst national, regional, sub-regional and local policies.

The work of LSC North East on meeting sector skills needs covers a range of sectors of strategic importance in the area, and involves a strong strategic interface with Skills for Business, the Sector Skills Development Agency, and the relevant **Sector Skills Councils**. The sector team are ensuring sector needs and the Sector Skills Agreements inform the strategic purchasing of LSC funded provision. We are also working with partners such as the Train for Gain brokers and language skills providers to develop a programme of language and cultural skills for business, including a programme aimed at training the brokers themselves. This will help them identify situations where employers could benefit from having staff trained in language and cultural skills and to understand and identify appropriate language skills provision.

### **Equality and Diversity**

The LSC has a duty to promote equality and diversity across all learning and skills provision to ensure that we meet the diverse needs of all sections of society. We will discuss with providers through our planning dialogues how they are embedding good equality and diversity practise into all their activities. In spring 2007 we will draw up a regional strategy and action plan for equality and diversity, informed by a national Single Equality Scheme and the ONE Equality & Diversity Strategic Action Plan.

Local Equality and Diversity Impact Measures, reflecting action required to tackle local inequalities in participation and achievement, are in place and were published in local plans for 2006/07. Regional EDIMs, aligned to PSA targets, will be identified by early 2007 based on a regional analysis of participation and achievement. These will be taken forward by partnership teams with further details set out in local partnership team plans. We also recognise the importance of embedding equality and diversity in our own workforce through the identification, development and dissemination of good practice.

### **Learners with Learning Difficulties and/or Disabilities**

The LSC is committed to meeting the learning needs of learners with learning difficulties and/or disabilities. By April 2007 a regional strategy will be published, informed by the national strategy and the recent regional review of provision. The key focus will be:

- investing in provision: understanding demand and developing more high quality, learner centred provision to increase the number of opportunities for learners to study locally
- raising the quality of provision: actively supporting programmes that enable individuals to progress to meet their aims and aspirations
- working with partners to develop a co-ordinated regional approach to LLDD workforce development
- increasing economic participation through sustainable employment - sharing good practise and working with partners to increase employment opportunities.

Local partnership teams will be working closely with relevant providers and partners in their area to ensure that these priorities are addressed.

### **Health and Safety**

The health and safety of learners is a fundamental value for the Learning and Skills Council. We believe that learners are entitled to learning that takes place in a safe, healthy and supportive environment. LSC policy is to adopt a 'best practice' role with regard to the promotion of learner health and safety, by applying the following four core principles to:

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