

 For information

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Leading learning and skills

Learning and Skills Council Tyne and Wear Annual Plan 2007-08

March 2007

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

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Introduction

We are delighted to present the Local Annual Plan 2007-08 for LSC Tyne and Wear. 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 in recent years include:

- Having exceeded our local target for Apprenticeship starts by 16% in recent years we delivered improvements in success rates for young people in Apprenticeships of 58% between 2003/04 and 2005/06.
- Sustained improvements in the quality of provision in Further Education with, for example the success rates for young people in level 2s increasing by 26%, well above the national average.
- Working closely with partners such as Connexions Tyne and Wear we have helped sustain the reduction in the number of young people not in education, employment, or training from 11.8% in November 2005 to 9.8% in November 2006, a 13% improvement.
- For the same period the increase in the percentage of 16-18 year olds in learning was more than double the national average.
- Our positive progression for the Entry to Employment programme improved by 65% between 2003/04 and 2005/06.
- Our local Employer Training Pilot, ETP achieved the highest rates of completion and employer satisfaction of the 18 local pilots in England. In Tyne and Wear alone, ETP reached 21,175 learners and 3,300 employers delivering over 2,800 Skills for Life, and 13,200 Level 2 qualifications. The delivery of Train to Gain will continue this success.

Over the past few years we have invested over £100 million in improving the local provider infrastructure delivering world class learning facilities across the area. This investment has included the development of:

- A Music, Performing Arts and Media Academy - Newcastle College
- A new school of Beauty Sport and Tourism - Newcastle College
- An Aviation Academy - Newcastle College
- A new Sixth Form Centre at Usworth - Sunderland College
- A Technical Academy - Gateshead College
- A Sports Academy - Gateshead College
- A full main Campus redevelopment on the Baltic Business Park due to open January 2008 – Gateshead College.

These developments, many of which have either won awards or achieved national recognition, combined with the future projected spend in the coming years of in excess of £200 million will contribute to a transformation of the Learning and Skills facilities in Tyne and Wear.

The agenda set out in this, and the Regional Commissioning Plan for the North East is a challenging one. However, it is vital that we meet this challenge, transform learning, drive up the skills of local young people and adults, and ensure provision is more responsive to employers needs. 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 on our achievements and to working closely with you to deliver this plan.



Ashley Winter

Ashley Winter
Chairman, LSC Tyne & Wear



John Wayman

John Wayman
Area Director, Northumberland and Tyne and Wear

Local Context

This section summarises the key local learning and skills needs and the main challenges to be addressed to ensure that provision is more closely aligned to LSC priorities. This provides the basis for the key local actions.

Population and provision

1. Tyne and Wear is a **largely urban area**, covering 5% of the North East but housing 43% of the region's population. 48% of jobs in the region are based in Tyne and Wear and more people travel into the area to work and learn than travel out.

2. The **population**, just over one million, has risen slightly recently after a few years of small, incremental decline. This rise is projected to continue with an increase of 1.2% points between 2004 and 2014. However, over the same period there will be a significant reduction in the size of the 14-19 population of 15.0% points, more than twice the national average of 7.2% points. Over the same period we are also likely to see an increasingly ageing workforce. This demographic shift raises a number of key issues for providers and employers in terms of training and skills, placing an increasing premium on skilled young people as employers seek to meet skills needs from a dwindling pool.

3. The **black and minority ethnic (BME) population** is small at 3.2% of the population compared with 9.1% nationally. However, the local BME population is growing and economic migration is likely to change the population profile. This relatively small BME population masks some marked localised differences. For example, there are more young people from BME communities attending schools in local areas such as the west end of Newcastle, and Gateshead has a large Orthodox Jewish Community of 3,000 strong.

4. The sub-region has high levels of **social deprivation** with around 25% of the population living in areas ranked among the 10% most deprived in the country. This deprivation is a key factor in reinforcing barriers to participation in learning and partly explains the relatively high levels of young people Not in Employment, Education or Training (NEET) in the area.

5. **Economic activity** (75.1%) is roughly on a par with the regional average (75.2%), and below the national average (78.4%). The number of working age adults who are 'jobless' (31.4%) is higher than both regionally (30.5%) and nationally (26.5%). However, unlike England as a whole where economic activity fell slightly (0.2%) between 2001 and 2005, Tyne and Wear saw a 1.8% increase, twice the regional average. **Unemployment** is above average (6.5%) compared with the region (5.7%) and above the national average (4.9%). It is estimated that around 122,900 people in the Tyne and Wear area are claiming benefits of some description. This masks some key differences across wards within local authority areas with some significant pockets of economic inactivity and unemployment in some of the poorer parts of the sub-region.

6. In terms of its **provision profile** Tyne and Wear has five FE Colleges, one in each of our five local authority areas. There are also 63 secondary schools around half of which have sixth forms. However, in some local authority areas there are special collaborative arrangements in order to deliver sixth form provision. For example, in Sunderland there are a number of cluster arrangements with the local FE College involving most local schools. Tyne and Wear has one City Technology College based in Gateshead and an Academy planned for the west end of Newcastle. There are approximately 52 work based learning (WBL) providers with a base in Tyne and Wear, though learners across the area have access to further WBL provision through both out-of-area training and WBL providers working within the area with regional and national bases. There are 3 universities with their main locations in Tyne and Wear, these are Newcastle, Northumbria and Sunderland. The regional centre of the Open University is based in Newcastle.

Young People – Improving Participation and Achievement

1. **Participation** in learning by young people in all areas of learning highlighted a 2% point rise in the proportion of 16 year olds engaged in full time learning. This is below the national average of 8% points. The participation of 17 year olds in full time learning remains a key concern with a 2% point fall between 2001 and 2004 compared with a national increase of 4% points.

2. The proportion of young people **participating in full Level 2** provision in Further Education presents a positive picture with a 34% increase in the number of learners between 2003/04 and 2005/06. This is above the national average of 31% and well above the regional figure of 19%. For the same period, in work-based learning there was a 19% increase in full Level 2 participation in Tyne and Wear compared with 8% regionally and 11% for England.

3. The size of the **NEET and Not Known** group remains a key focus in Tyne and Wear. Though there has been some improvement in recent years the proportion of young people not in engaged in some form of employment, education or training remains above the national average. However, recent figures show that the performance is improving at a greater rate than in recent years. In November 2006 NEET in Tyne and Wear was 9.8% (Not Known 6.8%). This compares with figures for the previous year of NEET at 11.3% (Not Known 7.5%), an improvement of 13%. Despite this strong performance the size of NEET is still too high across the area as a whole and within all local authority areas.

4. **Young offenders** in the NEET group are more likely to re-offend than those in employment, education or training. However, the number supervised by Youth Offending Teams who are in education, training or employment (79.9%) in Tyne and Wear compares favourably with both the regional (75.8%) and national (74.9%) averages.

5. **Level 2 attainment at Year 11** shows some strong performance within local authorities across the sub-region. Excluding Maths and English there have been significant increases in recent years at rates greater than that in England. For example, in 2005/06 North Tyneside saw an increase in performance of 9.9% excluding Maths and English and 14.6% including, compared with national rises of 5.6% and 7.7% respectively. Including Maths and English presents a different picture of performance with more than half of all young children leaving school without a Level 2.

6. Despite the increases in local performance at 16, **Level 2 attainment declines between ages 16 and 19**. This partly reflects the decline in participation between the ages of 16 and 17, and again at 18. This drop-off in achievement post-16 is a key local issue though there have been some encouraging improvements in the proportion of 19 year olds with Level 2 qualifications in recent years suggesting that we are making progress. Between 2003/04 and 2004/05 the proportion increased by 3% points, above the regional average of 2.4% points. 34.9% of 19 year olds in Tyne and Wear still did not have a Level 2 compared with 30.2% across England and 32.6 % in the North East.

7. Performance at **Level 3** has improved, though slower than nationally. The average point score for 16-18 year olds at A/AS level has increased by 27.3 points since 2001/02, compared with an increase of 22.9 points in England. The average points score at A/AS level in the area for 2005/06 (258.2) is still well below the national figure (289.5).

8. The proportion of **young people at 19 with higher level qualifications at Level 3** remained static between 2003/04 and 2004/05. The regional proportion increased by 4% points and nationally the increase was 3% points. At 39% these figures put us behind both the North East (40%) and England (46%). Progression by young people to **Higher Education** is well below the national average with around one quarter of young people aged 19 in Tyne and Wear entering HE.

9. Performance in **Apprenticeships** has been strong to date in Tyne and Wear. Success rates for young people in full level 2 provision have risen by over 58% points from 29.9% in 2003/04 to 47.5% in 2005/06. Performance in Advanced Apprenticeships at Level 3 is even more impressive with an increase of 71% from 35.6% to 60.6% for the same period. The position for 2005/06

exceeds the national average of 56.3%. This masks some variable quality provision at sector subject level.

10. The **quality** of provision for young people in **Further Education** has also improved with an increase in success rates for both full Level 2 and Level 3 provision. Level 2 success rates for young people rose by 3.2% points between 2003/04 and 2004/05 from 64.7% to 67.9%. Current rates put performance 4% points above the national average. At full Level 3 the increase for the same period was 2.7% points from 64.5% to 67.2%, though this compares less favourably nationally (76%).

11. There have been significant improvements in recent years in the progression rate to positive outcomes from **Entry to Employment (E2E)**. Figures for 2005/06 put positive progression at 48% an increase of 65% on 2003/04. This puts local performance slightly above the regional average of 47% and on a par with the national figure of 48%.

12. The number of **learners with learning difficulties and/or disabilities** on the Autistic spectrum, with more complex needs, and those with educational and behavioural difficulties and mental ill-health are all increasing. This may partially be explained through an increase in classification and diagnosis. More appropriate post-16 FE college provision is needed in Tyne and Wear for learners with complex needs and needs in the Autistic spectrum. Lack of provision results in many staying at school. Vocational opportunities and work placements are also limited.

Young People - key issues to address:

- support the needs of young people not in education, employment or training (**NEET**) and continue to reduce the numbers in this group
- reduce the number of young people who leave full time learning and employment at age 17
- reduce **barriers to participation** in learning at 16, minimise the risk of drop-out, and support the smooth transition between learning opportunities
- strengthen the learner offer and improve **learner choice**
- support more young people to achieve a **Level 2 qualification by the age of 19**
- increase the number of young people with **high level specialist skills at Level 3**
- encourage more progression to **Higher Education**
- increase uptake and achievement of **Apprenticeships** and work based learning
- tackle **poor quality provision**, particularly in some areas of work based learning
- increase the numbers of **Entry to Employment (E2E)** learners who progress into positive outcomes
- increase the capacity of local provision to meet the needs of **Learners with Learning Difficulties and/or Disabilities**

Adults – Driving up local skills and meeting the needs of employers

1. 35.1% of people of working age in Tyne and Wear are **not qualified to Level 2** compared with 34.7% regionally and 33.5% nationally. However, recent figures suggest both Tyne and Wear and the North East are closing the performance gap against the national average. The proportion fell by 4.1% points between 2001/02 and 2005, compared with falls of 5.1% points in the North East and 3.2% points in England.

2. 9,261 **full Level 2s** were delivered in FE across the area in 2005/06, accounting for 6.5% of the total number of adult learners in FE and 16.9% of the LSC's funding for FE. This is above the national average of 6.4% and 13.3% for the same period and marks an increase of 2.6% points in the number of level 2 learners in the previous year.

3. **Adult participation** in learning was 68.2% in 2005 which is above average for the North East, but below the national average of 69.1%. Participation fell by 1.8% points between 2001/02 and 2005. This drop in participation is much less than for England as whole (6.6%).

4. The most recent DfES Skills for Life survey in 2003 suggested that a significant proportion of the working age population in Tyne and Wear have **literacy and numeracy skills below Level 2**. 66% have literacy skills below Level 2 compared with 56% nationally. Numeracy skills give rise to even greater concern with 85% of the population below Level 2 against a national average of 75%.

5. The volumes of adult enrolments on **Skills for Life** programme that count towards the national target have increased significantly in Tyne and Wear in recent years. In 2003/04 there were 10,203 enrolments increasing to 37,724 by 2005/06. This represents roughly a threefold rise, compared with a twofold increase regionally and nationally.

6. Around 50% of adult provision in FE is still **non-accredited or 'other' provision** which does not contribute to LSC targets. This proportion has fallen significantly reflecting the drive to deliver more qualification bearing provision. However, a sizeable proportion is still at Level 1, entry level and 'other' provision suggesting continued high learner demand for lower level courses.

7. The **quality** of provision for adults in **Further Education** has improved markedly with an increase in success rates for both full Level 2 and Level 3 provision. Success rates for full Level 2 provision increased from 58.3% in 03/04 to 73.9% for 04/05 a significant rise of 26%, well above the national increase of 11%. Performance is now 11.6% points above that of the England average of 62.3%. At level 3 the increase for the same period is more modest from 55.4% to 55.6% with the current position slightly below the national figure of 56.7%.

8. Employment growth is forecast in **service sectors** such as: Retail; Hospitality, Leisure, Travel & Tourism; Business Services; Education and Health & Social Care. In some sectors, particularly Manufacturing, significant reductions are likely. Growth is also expected in Sales & Customer Service, Management and Professional, Personal Service and Associate Professional & Technical **occupations**. Significant **employment opportunities** will also be available in all sectors and occupations over the next decade, including those projected to decline, due to the need to replace staff lost through turnover and retirement. Between 2004 and 2014, **net recruitment demand** is projected to equate to over 200,000 job opportunities.

9. The economy is creating needs for **skills at Level 2, 3 and above** and for specialist skills. The mix of local provision is determined by a range of local factors. However, the current mix suggests, to some extent, a mismatch between learner demand and labour market needs. There are a number of sectors with priority **skills needs at Level 2** include Construction, Engineering Manufacture, Other Manufacturing, Hotels & Restaurants, and Wholesale & Retail Trade. The demand for **high level skills** (Level 3 and above) is forecast to grow across the North East whilst at the same time demand for jobs requiring few or no qualifications is projected to fall.

10. The **public services** are a major employer in the area. Job growth is forecast in Education, and Health & Social Care up to 2014, with Public Administration & Defence expected to decline.

11. The bulk of enrolments in FE provision are concentrated in **sector subject areas** such as Preparation for Life and Work; Health and Social Care; Information and Communication Technology; and Arts, Media and Publishing. This reflects learner demand.

Adult Skills - key issues to address:

- align local LSC funded provision more closely to **LSC priorities**
- increase the number of adults with **Level 2 qualifications**
- increase the numbers achieving **Skills for Life qualifications** that contribute towards the national target
- reduce **non-accredited or 'other' LSC funded provision** which does not contribute to LSC targets
- continue to ensure the mix of local LSC funded provision better meets **local skills needs**
- **increase demand** for employment-related skills and training among employers and individuals through Train to Gain
- increase the **responsiveness** of local provision to meet the needs of employers and the workforce
- support the development of high quality **specialist provision**

- support sustained improvements in the **quality and success** of local provision
- support **economic development** providing the skills needed to support lifelong employability
- improve the skills of workers in the **public services** and better meet the needs of the public sector

Key Actions

This section outlines the specific activity LSC Tyne and Wear 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
Learner participation and reducing NEET	<p>Reduce the numbers of young people not in education, employment or training (NEET), reduce barriers to participation in learning at age 16, minimise drop out and ensure smooth transition between learning:</p> <ul style="list-style-type: none"> • Work with providers to ensure there is sufficient and appropriate E2E, bridging and Level 2 provision to increase the entry and progression opportunities for young people • Work with Connexions and providers to reduce the high drop off in participation in employment, education and training at age 17 • Promote the range of opportunities and support arrangements available to young people, parents and teachers • Support the development of further early interventions to improve post-16 participation rates • Implement the National NEET strategy • Manage the implementation and increase the impact of the National Education Maintenance Allowance (EMA) Programme 	<ul style="list-style-type: none"> • Contribute towards a local % point reduction in the proportion of young people in the NEET group • 53% of Entry to Employment (E2E) leavers progress into employment, work based learning or further education • 94% of eligible 16 year-olds take up entitlement to EMA
Attainment at Level 2 and higher	<p>Increase the number of young people achieving a Level 2 qualification by the age of 19:</p> <ul style="list-style-type: none"> • Support Connexions Level 2 champions in all local authority areas • Target young people with partial Level 2, and in jobs without learning. • Increase the impact of local Level 2 tracking system • Set, monitor and manage challenging Level 2 achievement targets with schools, colleges and WBL providers in development plans 	<ul style="list-style-type: none"> • Additional 500 young people to gain a Level 2 at 19 • 3% improvement in FE Level 2 success rates for young people • 5% improvement in WBL Level 2 success rates for young people
Apprenticeships	<p>Increase Apprenticeship achievements:</p> <ul style="list-style-type: none"> • Improve provider performance setting stretching targets and ceasing to purchase poor provision • Increase demand with employers, young people and parents through a range of marketing activities • Work closely with Jobcentre Plus (JCP) to ensure that JCP clients are prioritised for identification and support in taking-up Apprenticeships • Increase success rates and positive progression from the Young Apprenticeship programme supporting more young people into Apprenticeships 	<ul style="list-style-type: none"> • Deliver 1,227 Apprenticeship completions for young people • Deliver 436 Advanced Apprenticeship completions for young people • Cease to contract with provision below minimum levels of performance

Learner choice and provider collaboration	<p>Improve the learner choice for all young people:</p> <ul style="list-style-type: none"> • Work with strategic partners to ensure all young people's needs are met, irrespective of ethnic, cultural, and socio-economic differences • Encourage provider collaboration to increase choice and quality of provision, targeting areas of specific need and work to influence key local strategic partners including, where appropriate learning partnerships, local authorities, Children's Trusts, and the School Organisation Committees • Increase the impact of local collaborative programmes such as Increased Flexibility and Young Apprenticeships • Support all 14-19 partnerships in 14-19 and diploma developments • Produce in collaboration with each local authority on-line prospectuses outlining courses and programmes on offer to 14-19 year olds • Strengthen the information and advice available on learning opportunities through strong joint working with Connexions • Increase employer links with 14-19 activities and enterprise, and provide work experience in key sectors working with Education Business Link partners to maintain current levels of support throughout the LSC/DfES review 	<ul style="list-style-type: none"> • Where appropriate 5 local area 14 – 19 prospectuses that meet DfES national guidelines to be available online by Autumn 2007 • All 14-19 learning partnerships supported in planning, delivery and management of appropriate learning provision • LSC positioned as key partner within all Children's Trusts • Where appropriate begin the delivery of the first 5 specialised diplomas by September 2008
Young people at risk	<p>Support the needs of young people at risk:</p> <ul style="list-style-type: none"> • Ensure young and juvenile offenders progress from custody to community learning provision as part of the delivery of the Integrated Offender Learning and Skills Service 	<ul style="list-style-type: none"> • 90% of young offenders supervised by Youth Offending teams and participating in learning

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

Issue	Action	Measure of Success
Aligning provision to LSC priorities	<p>Deliver the funding priorities in the LSC's <i>Priorities for Success</i> document and the Regional Commissioning Plan:</p> <ul style="list-style-type: none"> • Reduce non-approved provision through specific agreements with all local FE providers • Increase the proportion and success rates of FE provision at full Level 2 and full Level 3 through the review and agreement of key targets in provider development plans • Strengthen the implementation of Level 2 entitlement increasing the numbers of adults participating on and achieving Level 2/3 qualifications • Agree with Personal and Community Development Learning (PCDL) providers a proportion of existing provision in support of learning for personal or community development including family learning 	<ul style="list-style-type: none"> • 10% point increase in participation in full Level 2 provision in FE • 4% point increase in participation in Level 3 provision in FE • 4% point improvement in Level 2 success rates in FE • 4% point improvement in Level 3 success rates in FE • Deliver a total of 6,467 full Level 2 qualifications in FE • Deliver a total of 5,150 full Level 3 qualifications in FE • % point improvement in fee income in FE • 5% point improvement in Level 2 success rates in WBL • 5% point improvement in Level 3 success rates in WBL

Skills for Life	<ul style="list-style-type: none"> • Agree appropriate fee income targets with providers • Increase the volume of Skills for Life achievements by agreeing with local FE providers an increase in the levels of Skills for Life provision that contributes to the national target • Reduce the level of automatic fee remission for ESOL learning to be available to those priority groups 	<ul style="list-style-type: none"> • Deliver 5693 Skills for Life qualifications which count towards the national target for adults in FE • Deliver 5960 Skills for Life qualifications which count towards the national target for young people in FE
Ensuring local provision meets skills needs	<p>Deliver an incremental change in local provision to ensure that provision better meets the needs of employers in key sectors, and ensure local provision delivers the priorities set out in Sector Skills Agreements (SSA):</p> <ul style="list-style-type: none"> • Purchase more qualifications that are listed by sector skills councils as a priority for employers • Shift provision in response to the sector qualification strategies of the Sector Skills Councils • Review provider plans to ensure they reflect SSA priorities • Purchase Advanced Apprenticeships to respond to specialist Level 3 needs in key local sectors including Construction, Engineering Manufacture, Other Manufacturing, Health & Social Care 	<ul style="list-style-type: none"> • Sector priorities integrated into provider development plans including OSAT, BIT level 2&3, ITQ • Contribution to the OSAT Level 2 regional target of 5644 • % reduction in level 1 construction provision funded through FE which does not support meaningful progression
Increasing informed demand – Train to Gain	<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"> • Deliver an integrated support package to local employers • Engage with employers, employees, the local information advice and guidance service, Business Link and the TUC promoting the need for employees to improve their essential skills • Ensure broker involvement is a key to driving up workforce engagement reflecting the Train to Gain offer 	<p>Contribute to regional targets of:</p> <ul style="list-style-type: none"> • 16,700 Learners participating in learning • 14,340 First level 2 learners • 7,850 Learners gain first level 2 qualifications • 2,360 Skills for Life learners • 1,650 Skills for Life qualifications • 210 First level 3 learners • 90 Level 3 qualifications achieved
Meeting public sector skills needs	<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"> • Targeted delivery of ‘Train to Gain’ providing learning, advice and training for those without a Level 2 and with basic skills needs • Influence Local Government Workforce Development Planning through strategic working with NE Employers Organisation and the Improvement Partnership for NE Local Government • Increase the number of school support staff with a Level 2 contributing towards LSC National Support Staff Targets 	<p>Public sector Train to Gain activity to deliver:</p> <ul style="list-style-type: none"> • 500 learners gain first level 2 qualifications • 200 learners gain first level 3 qualifications • 200 learners gain Skills for Life qualifications • 200 qualifications level 2 or above from school support staff
Adults at risk – Offender Learning	<ul style="list-style-type: none"> • 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) • Improve the achievement levels of learners on Skills for Life programmes delivered in the community through the OLASS and improve the referrals from Durham and Northumbria Probation areas 	<p>Contributing to regional targets of:</p> <ul style="list-style-type: none"> • 1440 Skills for Life achievements towards the national target • 20 first full Level 2 qualifications that count towards the national PSA Level 2 target • 138 Durham and 126 Northumbria Skills for Life achievements delivered within Durham and Northumbria

	to other LSC funded Skills for Life programmes	Probation areas that count towards the national target
LSC priority 3: Raise the performance of a world class system that is responsive, provides choice and is valued and recognised for excellence.		
Issue	Action	Measure of Success
Quality and success	<p>Implement the requirements of the Regional Quality Improvement Strategy to provide quality and choice of learning opportunities for all learners in Tyne and Wear:</p> <ul style="list-style-type: none"> • Ensure that provider plans include measures to bring about an improvement in success rates • Challenge poor quality and unresponsive provision, and drive up the quality of local provision applying the national policy on minimum levels of performance • Define and identify coasting provision and have in place effective actions to achieve improvement 	<ul style="list-style-type: none"> • All self-assessment reports reviewed by end of 2007 • Increase proportion of good or outstanding provision by 5% • Reduce ratio of leadership and management at grade 4 by 5% • 50% of providers use National Learner Survey as benchmarking tool during 2007/08
Capital development	<p>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 FE provider estate:</p> <ul style="list-style-type: none"> • Review Tyne Metropolitan College Capital Strategy and ensure alignment of Local Authority and Building Schools for the Future (BSF) plans with the LSC capital plan • Deliver a new campus re-development for Gateshead College and support the development of a 14-19 Vocational Learning Centre on the Team Valley in Gateshead • Deliver a new sixth form centre for Sunderland College 	<ul style="list-style-type: none"> • 8% point contribution to long-term strategy of modernisation of FE estate in Tyne and Wear leading to an overall 30% point reduction in FE estate classed as poor quality by 2010
Equality and Diversity	<p>Influence and support provision to ensure Equality & Diversity is embedded in all learning delivery and continue to support specific learner groups in Tyne and Wear so that they can enter and stay in learning and achieve what they are capable of:</p> <ul style="list-style-type: none"> • Increase the capacity of providers to deliver more innovative provision, and develop more new provision for Learners with Learning Difficulties and/or Disabilities (LLDD) • Address inequalities in participation, success and progression rates • Establish local EDIMS targets for all strands of delivery, ensuring these targets match local population profiles at partnership team level and reflect Regional plan • Work with regional groups and networks to improve opportunities and support for all individuals and minority groups 	<ul style="list-style-type: none"> • Framework achievement rates for LLDD learners across all provision are within 7% of overall achievement rate • Framework achievement rates for BME learners across all provision are within 4% of overall achievement rate • Increase WBL participation rate for BME learners to 2.8% points • Increase non traditional gender participation in Apprenticeships by 50% • Increase the number of male FE learners to 46% points

LSC priority 4: Raise our contribution to economic development locally and regionally through partnership working.		
Issue	Action	Measure of Success
Local Area Agreements	Influence the content, development and refresh of Local Area Agreements and lead on the implementation of learning and skills elements in the context of economic development through local strategic partnerships	<ul style="list-style-type: none"> • Tyne and Wear Local Area Agreement Block 1 and Block 4 targets and measures aligned with LSC Tyne and Wear's targets and in-year milestones
Worklessness and Disadvantaged communities	Enable those who are excluded from the labour market to access learning and sustainable employment: <ul style="list-style-type: none"> • Deliver activity as part of worklessness projects and Single Programme funded initiatives, working closely with Local Authorities, Tyne and Wear together, City region groups, and ONE NorthEast • Enhance the availability and effectiveness of learning in disadvantaged communities through close partnership working and influencing of Local Authorities and Local Strategic Partnerships 	<ul style="list-style-type: none"> • 200 starts and 150 achievements of NVQs (Level 2 and above) through Newcastle College ESF project • 340 learners without a Level 2 recruited, and 43 progressing to start a full Level 2 qualification through the Workers' Educational Association ESF project
Voluntary and community sector	Continue to work with local partners in the voluntary and community sector (VCS) to increase skills and economic inclusion	<ul style="list-style-type: none"> • 432 beneficiaries to be working towards a range of qualifications as part of an ESF funded Tyne and Wear Working Together Capacity Building Programme.
Information, advice and guidance	Embed good quality Information, Advice and Guidance (IAG) within the broader learning offer for adults: <ul style="list-style-type: none"> • Ensure full and effective delivery of mainstream IAG services to adults below Level 2 • Utilise ESF and other supplementary funding to develop and evaluate the success of an extended IAG service for adults 	Contribute to regional targets of: <ul style="list-style-type: none"> • 46,577 adults receive information • 7081 adults without a Level 2 receive advice • 1230 adults from additional target groups receive advice • 17% of advice service clients without a Level 2 to be aged 50 or over • 15% of advice service clients without al Level 2 to have a learning difficulty and/or disability

Aggregate Volumes		
LSC Funded Participation	16-18 (Learner Volumes)	Adult (Learner Volumes)
Number of FE learners (total)	17,931	77,123
Number of FE learners undertaking Level 4 and above	102	1,972
Number of FE learners undertaking Level 3	9,020	11,529
of which: Full Level 3 Learners	6,603	5,387
of which: First Full Level 3 Learners	6,603	1,724
Number of Train to Gain learners undertaking Level 3		95
Number of learners undertaking an Advanced Apprenticeship (Average in Learning)	1,494	939
Number of FE learners undertaking Level 2	4,929	29,015
of which: Full Level 2 Learners	4,011	3,231
of which: First Full Level 2 Learners	3,008	1,551
Number of Train to Gain learners undertaking Level 2		6,442
Number of learners undertaking an Apprenticeship at Level 2 (Average in Learning)	2,578	1,024
Number of FE learners undertaking Skills for Life qualifications that directly contribute to PSA target	7,239	7,986
Number of Advanced Apprenticeships and Apprenticeship learners undertaking Skills for Life qualifications that directly contribute to PSA target	2,538	1,379
Number of Train to Gain learners undertaking Skills for Life qualifications that directly contribute to PSA target		1,060
Number of FE learners undertaking Level 1 and Entry	3,206	25,886
Number of learners undertaking Entry to Employment (starts)	2,004	
Number of learners undertaking Safeguarded Adult Learning (Total)		12,602
of which: Number of learners undertaking Family learning, literacy and numeracy		2,737
of which: Number of learners undertaking Neighbourhood learning in deprived communities		3,091
of which: Number of learners undertaking Wider Family Learning		1,358
of which: Number of learners undertaking Personal / Leisure Learning		5,416
ESF Funded Participation		
Number of ESF Learners undertaking any ESF Activity		
Number of ESF Learners not included in LSC Funded Participation table above	2,201	6,232
Of which:		
Level 4 and above	78	10
Full Level 3	8	333
Full Level 2	20	233
Skills for Life that directly contributes towards the PSA target	461	320
Level 1 and Entry	168	298
Other ESF activity	370	

LSC Funded Outcome	16-18 (Learner achievements)	Adult (Learner Achievements)
Number of FE Learners achieving a Full Level 3 qualification	2,756	2,394
Number of FE Learners achieving a First Full Level 3 qualification	2756	766
Number of Train to Gain learners achieving a Full Level 3		39
Number of Learners achieving an Advanced Apprenticeship Framework	436	378
Number of FE Learners achieving a Full Level 2 qualification	2,517	3,950
Number of FE Learners achieving a First Full Level 2 qualification	1888	1896
Number of Train to Gain Learners achieving a Full Level 2 qualification		3525
Number of Learners achieving an Apprenticeship Framework (at Level 2)	1,227	561
Number of FE learners achieving a Skills for Life qualification (s) that directly contribute to PSA target	5,960	5,693
Number of Advanced Apprenticeship and Apprenticeship learners achieving a Skills for Life qualification(s) that directly contribute to PSA target	1,471	1,045
Number of Train to Gain learners achieving a Skills for Life qualification(s) that directly contribute to PSA target		742
Number of learners progressing to a positive destination from Entry to Employment	1052	
ESF Funded Section		
Number of ESF Learners not included in LSC Funded Outcomes table above achieving a qualification at:		
Full Level 3	3	93
Full Level 2	6	46
Skills for Life qualification that directly contributes to the PSA target	63	233
Funding Summary	Funding (£)	
FE 16 - 18	69,276	
FE Adult	51,663	
FE Additional Learning Support	10,170	
Train to Gain	7,210	
Advanced Apprenticeships and Apprenticeships 16-18	16,032	
Advanced Apprenticeships and Apprenticeships (Adult)	4,165	
Entry to Employment	8,583	
WBL additional learner / learning support	1,483	
Safeguarded Adult Learning	6,201	
ESF	10,235	
Total	185,018	

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 also proud of the success this has brought in helping us improve local provision so that it better meets the needs of the local and regional economy. In meeting the challenges set out in this plan we are working with partners in a number of ways:

The five local partnership teams in Tyne and Wear 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 also liaising with the Local Authorities on Children's Trusts and Local Area Agreements.

The regional support team are 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 One NorthEast, 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 both the **Tyne and Wear Learning Partnership** and its five local 'arms'. 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 Tyne and Wear** 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).

Strong collaborative working with **Business Link Tyne and Wear** 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.

As Chair of the Employment and Skills Panel for the **TyneWear Partnership** the LSC is central in helping to determine the key priorities for learning and skills in Tyne and Wear and is accountable for all activities supported by the Partnership with respect to learning and skills. The LSC is committed to maintaining its active role in the partnership and support the delivery of the Tyne and Wear Economic Strategy. We are also actively engaged in exploring how we best align our planning and resources in the context of the proposals for City Regions currently being developed. Our economic development teams are 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.

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 fully inform the strategic purchasing of LSC funded 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.