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Leading learning and skills

**Learning and  
Skills Council  
South East  
Regional  
Commissioning  
Plan  
2007/08**

**17<sup>th</sup> January 2007**

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

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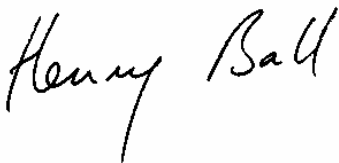
## Foreword

This is the first Regional Commissioning Plan for the South East LSC. It outlines our proposed strategy for commissioning provision in 2007/08 across the South East, based on the four key LSC priorities for 2007/08. Our plan builds on our priorities for 2006/07, and is informed by national priorities for 2007/08 and the economic, social and environmental challenges of the South East region, which are well articulated and defined in the Regional Economic Strategy and the South East Plan.

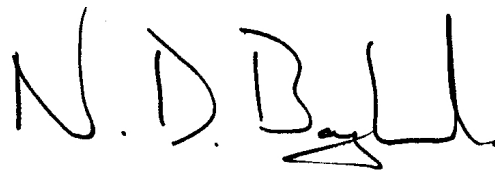
As a region we have achieved some significant successes over the last two years:

- more young people than ever are participating in learning and being successful and the number of young people not in education, employment or training (NEET) is the lowest in England
- our Further Education success rates are one of the highest in England
- we have increased vocational opportunities for young people through more Apprenticeships and increased numbers of pre Level 3 programmes
- more adults have achieved basic skills qualifications – the region has almost reached the Skills for Life target for 2007 a year early
- we now have 23 accredited colleges as the core of local Action for Business networks who are providing more responsive services for employers
- our capital investment programme in 2006/07 is double that of 2005/06 and will double again in 2007/08.

The critical task we face is to recognise that, despite these and other successes, we have a huge challenge in the South East if we are to deliver the skilled workforce required for the South East to remain competitive in the global market. We believe the only way we will achieve this is by a coordinated effort by every partner and stakeholder to align our strategies and resources for common purpose. Our new ways of working will therefore have a stronger focus on collaboration, co-operation and on the alignment of LSC's resources and interventions with those of other regional and local bodies. This will be done through the establishment of regional teams to work with regional partners and partnerships and by the strengthening of local partnership teams to work with Local Authorities, providers and other local partners. We commit ourselves to this approach.



**Henry Ball, Regional Director**



**Norman Boyland, Regional Chair**

## **A Strategic Context**

We published *Raising Our Game, our Annual Statement of Priorities for 2007/08* which sets out our key national priorities and targets and outlines how we will be investing our funding to meet these priorities and targets.

We have four national priorities:

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

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

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

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

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

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

### **A new approach to commissioning**

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

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

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

This new approach will be underpinned by a new relationship with colleges and providers; one characterised by strategic dialogue, which is light touch,

appropriate and which minimises bureaucracy. This will change the way we plan, commission and contract with providers.

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

### **For Young People (14–19)**

Providers will set out how they will contribute to the delivery of the entitlement as set out in the local 14–19 prospectus. We will work with local authorities to secure the provision to deliver this entitlement.

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

### **For adults**

We expect providers to continue to respond to the demands from adults for learning in their local communities, delivering the provision they want. However, where the needs of particular communities of adults are not being met we will undertake customer-centred tendering to address any gaps. We expect a greater proportion of government funding for adult learning to focus on employability outcomes, using qualifications to help people enter and progress in sustainable employment to meet the changing needs of the economy.

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

### **For employers**

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

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

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

Competition will be supported. Providers demonstrating quality of provision will be able to expand. New entrants to the market will be encouraged and unwarranted barriers to entry removed. Suppliers of unwanted or lower-quality provision will not be protected from the resulting loss of income. Our commissioning plan identifies the provision we expect to go out to tender for across the region. This is based on the 4 triggers for competition outlined in our Annual Statement of Priorities:

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

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

### **Investing in capital**

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

Details of which groups of providers are eligible to apply for LSC capital funds; the criteria for qualifying projects and how to apply can be found in the LSC's Capital Handbook which is available on the LSC's website ([lsc.gov.uk](http://lsc.gov.uk)).

### **Ensuring quality**

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

## Regional Priorities and Key Actions

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

Set within the context of the four national priorities we outline below the key priorities and actions for the LSC in the South East for 2007/08.

### Action for Young People



### Action for Skills



### Action for Communities

### Action for Excellence

## **REGIONAL PRIORITY 1 ACTION FOR YOUNG PEOPLE**

**To improve substantially the range and accessibility of practical and vocational learning opportunities for all young people which inspire and engage them and lead to progression.**

### **Priority Actions 2007/08**

We will work with Local Authorities and other partners through strategic 14-19 Partnerships and with providers through the emerging consortia, to improve the range and accessibility of practical and vocational pathways leading up to Level 4.

We will increase the opportunities available locally for learners who have not achieved a full Level 2, with a particular focus on those not in education or training (NET), through the expansion of Level 1 provision and the Entry to Employment (E2E) programme.

We will work through Children's Trusts and providers to ensure that there is appropriate support guidance and provision to engage and motivate young people who are vulnerable, for example those with learning difficulties and disabilities, teenage mothers, and those in or leaving care.

We will support curriculum and funding reforms through pilots, trials and networking, and will disseminate information and support good practice (including Funding and Organisation Pilot; Foundation Learning Tier; Qualification and Credit Framework; Specialised Diplomas; Foundation Degrees).

We will align our resources with those of other bodies to ensure that we are supporting a coherent and cost effective approach to the provision of high quality opportunities and facilities to inspire young people to learn and achieve between 14 and 19.

We will boost performance against national targets with a particular focus in the South East on working with providers to:

- increase participation of young people in education and training overall, focussing on priority learners who are not in education, employment and training (NEET)
- increase the framework completion rates in 2007/08 for all apprenticeship programmes particularly for Advanced Apprenticeships
- increase participation in and maintaining progression from the E2E programme
- increase young people's FE success rate for full Level 2 qualifications
- increase young people's FE success rate for full Level 3 qualifications.

## **REGIONAL PRIORITY 2 ACTION FOR SKILLS**

**To improve skills training and employer engagement through implementing the South East Action for Business Strategy and further developing the responsiveness of the Further Education and work based learning provider network.**

### **Priority Actions 2007/08**

We will work with our partners and network of providers to deliver the learning and skills priorities within the Regional Economic Strategy (RES).

We will stimulate demand for learning, both public and privately funded, through employers using the South East Skills Brokerage Network, Action for Business and the sectoral networks in the South East.

We will continue to encourage and support strategies to improve providers' responsiveness to the needs of local employers by building on the Action for Business networks and moving towards the delivery of the new quality standard.

We will increasingly employ our resources to secure demand-led supply which:

- responds to the sector skills needs of the South East including those identified through sector skills agreements
- delivers on needs identified through Train to Gain brokerage
- increases adult participation in Level 3 adult learning in the nine growth areas identified in the Regional Economic Strategy by trialling learner accounts
- encourages employers to invest in the training and development of their workforce.

We will boost performance against national targets with a particular focus in the South East on:

- increasing FE success rates for adults on full Level 2 and full Level 3 qualifications
- increasing framework completion rates for all apprenticeships particularly for Advanced Apprenticeships
- increasing the number of learners progressing to target bearing Level 1 and Level 2 Skills for Life qualifications
- increasing employers' engagement in supporting learning and skills through Train to Gain with a particular focus on those employers who have not previously been engaged
- increasing provision for learners to achieve Level 2 and basic skills qualifications through Train to Gain and apprenticeships
- improving provision and success rates in priority sectors with a particular focus on construction and the built environment.

### **REGIONAL PRIORITY 3 ACTION FOR EXCELLENCE**

**To raise performance and improve the quality of provision, using the Framework for Excellence, to further develop a self-critical provider network with a focus on quality improvement.**

#### **Priority Actions 2007/08**

We will work with a wide range of partners in association with the Regional Quality Improvement Partnership actively to support providers to improve quality and develop their workforce.

We will support expansion of excellent provision, eradicate unsatisfactory provision, and improve the reputation of the sector.

We will work alongside Local Authorities to support the identification of priorities for improving outcomes and quality in school sixth forms.

We will focus on the continued development and expansion of high quality, learner centred provision for those learners with learning difficulties and disabilities (LLDD) and increase the choice of local learning opportunities.

We will lead a major capital improvement strategy for the Further Education sector with appropriate investment to ensure learners have access to world class learning environments in buildings and facilities fit for purpose in the 21<sup>st</sup> Century.

We will seek to link LSC capital investment to the infrastructure developments and investments of other parties and to support the RES Education-led Regeneration Programme.

We will improve quality in the South East through a focus on:

- investing in and growing excellent provision and encouraging increased specialisation
- all providers delivering at least minimum levels of performance over the next two years
- increasing the proportion of good and excellent provision
- further improving learner success rates for Further Education and Apprenticeships
- eradicating unsatisfactory provision by 2008
- identifying high quality alternative providers through applying the principles of competition to secure new provision
- investing in a significant improvement in the quality of the FE infrastructure.

## **REGIONAL PRIORITY 4 ACTION FOR COMMUNITIES**

**To increase economic activity and productivity, and support the regeneration and growth of communities, by developing the South East Action for Communities model and aligning the LSC's investment with that of others.**

### **Priority Actions 2007/08**

We will work with a wide range of regional and local partners to develop our Action for Communities Strategy, which will place learning in the community at the centre of the economic and social wellbeing of the region.

We will work with key economic and community development partners to provide support for priority skills, as agreed in specified growth and regeneration areas identified in the Regional Economic Strategy (RES), to include the piloting of adult learner accounts.

We will support the improvement of individual adult learning through developing adult learning partnerships, with realigned services and funds, linked to Local Area Agreements and Local Strategic Partnerships.

We will work through our partners to identify communities and vulnerable groups who need targeted support, and will improve opportunities for them through wider engagement of the voluntary sector, through our partnership with JobCentre Plus and by ensuring that the priority for public funding is on those who need it most.

We will develop a 'Skills for Jobs' programme to recruit and train those not in work to equip them with the skills needed to enter suitable employment.

We will use the South East Skills and Employment Plan for London 2012 to provide focus for area and local regeneration activity.

We will also ensure that high quality learning opportunities with progression are provided for priority adult learners through:

- increasing the proportion of learners from vulnerable groups engaged in Personal and Community Development Learning (PCDL)
- engaging economically underactive people who wish to develop their careers through Adult Learner Accounts and the adult Level 2 entitlement
- increasing quality and opportunities for offenders in custody and in the community
- increasing outcomes and progression for learners with learning difficulties and/or disabilities
- increasing the resource allocated to priority skills in specified growth areas
- increasing opportunities and support for those without basic skills and first Level 2.

## Commissioning Principles

By 'commissioning' we mean all our planning and purchasing activity across the sector, including purchasing through both negotiation and competitive tendering. It applies equally to grant in aid agreements and contracts as we move toward a 'provider neutral' approach to tendering for provision.

We are committed to ensuring that our allocated resource is targeted towards provision of the highest quality, contributes to government targets and priorities and is delivered at an appropriate unit cost.

We will work with our existing college and provider base and also open up provision to competition where there is poor quality, significant gaps or new funds available. We will apply a light touch approach where providers are excellent.

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

- negotiated commissioning – agreeing plans with colleges and providers that currently deliver LSC funded provision
- tendered commissioning – competitive tendering for adult and skills provision and 16-19 competitions. This will be open to any new providers wanting to enter the market and to existing colleges or providers wanting to extend their provision or enter new markets or geographical areas.

### When will we use competition?

We may use competitions in the following circumstances:

- new investment
- restructuring of provision or a new deliver model such as Offenders' Learning and Skills
- significant gaps in provision including 16-19 competitions or where the market is not making provision available to meet the demands of learners and employers
- poor quality – where providers or elements of provision are not meeting the minimum levels of performance and or are deemed inadequate by Inspection.

### Qualification Reform - Qualification and Credit Framework

Nationally, the LSC aims to fund 25,000 learners on trials of provision in the new Qualifications and Credit Framework (QCF) by July 2008. From 2008 the QCF will be the preferred regulatory framework for provision, approved by Sector Skills Councils, which the LSC will fund. The trials will help prepare for the implementation of the new framework.

As part of this transition we will agree *in principle* to fund learners in England on QCF trials that are led by the appropriate SSC or have the SSC as an active partner in the project. Funding for learners on provision approved *in principle* will only be available where there is a clear demand for that provision from learners or employers. If demand exists, funding for learners will be

agreed through the commissioning process, either negotiated or tendered, as part of the annual business cycle.

## Commissioning Strategy – Young People

**National PSA target:** Increase the proportion of 19 year olds who achieve at least a Level 2 qualification by three percentage points between 2004 and 2006 and a further 2 percentage points between 2006 and 2008. Increase the proportion of young people who achieve Level 3.

**Targets contributed to:** Increase 16-18 participation to 90% by 2015; Reduce the proportion of young people not in education, employment, or training (NEET) by 2 percentage points 2010.

### Negotiated Commissioning

The majority of provision for young people will be secured by negotiated commissioning through dialogue with colleges private training providers and schools (through local authorities).

We are seeking the following improvements to provision:

- 2% increase in participation with a focus on priority learners to reduce the numbers of young people who are not in education, employment and training (NEET)
- increase volumes of learning below Level 2 in every local area with particular attention to those areas with high numbers not in education, employment and training (NEET)
- 3 percentage point increase in framework completion rates for all apprenticeships programmes
- 2.5% increase in participation in Entry to Employment programmes whilst seeking to at least maintain current progression in rates (47%)
- Increase the proportion of 19 year olds who achieve at least Level 2 at 19 by 1%
- Increase the proportion of 19 year olds who achieve Level 3 at 19 by 1%
- Increase the numbers of young people participating in apprenticeships by 4.5%.

### *Learners with Learning Difficulties and Disabilities*

We will also negotiate more localised learning for learners with learning difficulties and/or disabilities (LLDD), including an increased volume of provision for:

- learners with profound and/or complex physical and sensory needs
- learners with Autistic Spectrum Disorder, including Asperger Syndrome.
- learners with emotional and behavioural difficulties/mental health needs.

## **Tendered Commissioning**

### *Apprenticeships*

Some 18%<sup>1</sup> of Apprenticeship places for young people currently fall below minimum levels of performance and may be tendered. These are predominantly in the following sectors:

- Child Development and Wellbeing
- Engineering and manufacturing
- Transportation Operations and Maintenance
- Construction, Planning and the Built Environment
- Hospitality and Catering.

The remaining Apprenticeship places will be secured through negotiated commissioning with colleges and providers.

### *Entry to Employment*

For Entry to Employment (E2E) we will seek to increase participation by 2.5% through negotiation and will tender for gaps in provision to ensure that the programme is accessible to the NEET client group.

### *14-19 Competitions*

Where there is demand for more than 200 places in a local area, this will be secured where appropriate through a formal 16-19 competition.

### *European Social Fund (ESF)*

We will commission European Social Fund (ESF) provision in compliance with the ESF open and competitive tendering process to meet the personal and work-related needs of disadvantaged young people who are not yet ready to access Entry to Employment (E2E) or Level 1 provision.

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<sup>1</sup> This figure is under review in light of final guidance on minimum levels of performance being available.

## Commissioning Strategy – Adult Learners

**National PSA targets:** Reduce by at least 40% the number of adults in the workforce who lack NVQ2 or equivalent qualifications by 2010 (an increase of 3.6 million by 2010). Working towards this, one million adults in the workforce to achieve Level 2 between 2003 and 2006.

Improve the basic skills of 2.25 million adults between the launch of skills for life in 2001 and 2010, with a milestone of 1.5 million in 2007.

### Negotiated Commissioning

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

- 80% of Skills for Life provision to be accredited through nationally recognised qualifications
- a 4.5% increase in target bearing Skills for Life provision
- colleges delivering adult provision will move towards a minimum of 20% of their adult allocation to supporting full Level 2 provision
- all FE and WBL providers to work towards a 5 percentage point improvement in full Level 2 success rates
- delivery of Level 2 for adults to have a greater focus on delivering first full Level 2s with particular increases in participation of those claiming benefits
- continue to increase the proportion of adult funding being spent on priority provision
- increase the numbers of people over 19 participating in apprenticeships by 5% (apprenticeships by 3%; advanced apprenticeships by 8%).

PCDL volumes of provision will be safeguarded although providers will be encouraged to shift the emphasis of funded provision to priority learners.

### Tendered Commissioning

In addition, the following gaps / changes in provision and new provision identified through regional strategic analysis will be tendered for.

#### *Apprenticeships*

Some 17%<sup>2</sup> of Adult Apprenticeship places are currently below minimum levels of performance and this provision may be tendered for. These will predominantly be in:

- Health and Social Care
- Child Development and Wellbeing
- Construction, Planning and the Built Environment
- Hospitality and Catering.

#### *Skills for Jobs*

A new “Skills for Jobs” programme will be developed in conjunction with JobCentre Plus and other strategic partners including organisations from the voluntary and community sector.

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<sup>2</sup> This figure is under review in light of final guidance on minimum levels of performance being available.

### *Personal and Community and Development Learning (PCDL)*

We will move to a position where the provision offered will be determined locally through local partnership arrangements developed through our Action for Community strategy and supported by our NIACE led capacity building programme. Our investment will be aligned with the investment of other partners. We will ultimately undertake customer centred tendering with our partners to address any gaps in provision.

There will be negotiated commissioning with existing providers for most of the provision in the South East for 2007/08 with the exception of Surrey where we will tender for:

- leisure and community learning for adults for North Surrey, covering Elmbridge, Runnymede, Spelthorne, and Surrey Heath, £1,000,000
- leisure and community learning for adults for South-West Surrey, covering Guildford, Waverley, and Woking, £920,000
- leisure and community learning for adults for South-East Surrey, covering Epsom & Ewell, Mole Valley, Reigate and Banstead, and Tandridge, £970,000.

### *Adult Learning Accounts*

We are one of two LSC regions who have been chosen to trial a new demand-led funding model for adult learners at level 3. The trials of this programme will be run in Ashford, Basingstoke, Brighton & Hove, Gatwick Diamond, Milton Keynes & Aylesbury Vale, Oxford/Central Oxfordshire, Reading, Thames Gateway Kent (including Medway & Ebbsfleet) and Urban South Hampshire (including Portsmouth and Southampton) and will be linked to the Regional Economic Strategy (RES).

### *Train to Gain*

We will have commissioned or will be tendering for:

- 42,800 first full level 2 learners through Train to Gain.

20% of the Train to Gain budget is available as a responsiveness fund. This will be commissioned throughout the year in light of emerging demand in response to employers needs. Within this provision there will be sectoral specific commissioning.

### *European Social Fund (ESF)*

We will commission ESF provision in compliance with the open and competitive tendering process to meet the needs of workless adults to help them to gain and sustain employment.

## **Employer Skills Provision**

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

We will work closely with key partners in the region, including the South East England Development Agency (SEEDA), the South East England Regional Assembly, and Government Office South East (GOSE) to better align the

provision we support with the economic needs of the region. We will in particular work closely with the Sector Skills Councils (SSCs) to ensure that the provision we fund delivers the qualifications most valued by employers and equips learners with the skills and knowledge that will be of most use in the workplace. For all industrial sectors we will work with colleges and other providers to increase the proportion of enrolments on those qualifications identified by SSCs as current and future priorities.

We have identified six particular priority industrial sectors for the region where we will be focussing particular attention. These are set out below.

### *Built Environment*

Construction output in the South East has been rising continuously for over a decade. This trend is set to continue with construction output expected to be 18% higher in 2010 than in 2004. This will be accompanied by an expected growth in employment of 14% (source CITB Construction Skills).

Priorities for 2007/08 commissioning are to:

- maintain volumes of construction provision whilst shifting the balance of provision from Level 1 and full-time Technical Certificates, to Programme Led Apprenticeships, NVQ Level 2 and Level 3 for Technical and Supervisory roles, particularly in Building Services Engineering
- increase success rates in construction programmes to match national trends
- change the profile of provision to reflect the changing nature of the construction sector driven by innovations relating to sustainability (e.g. rainwater harvesting and new building techniques)
- respond to the demand for on site assessment and training .

### *Children's Services and Childcare*

This sector is expected to grow by 17% between 2002 and 2012. We are committed to supporting the development of the children's workforce, ensuring that individuals have the skills and qualifications necessary to provide a high quality service in a changing environment.

We will commission provision to address the needs we have identified for:

- increased provision at level 3 and above
- greater prioritisation of Adult Apprenticeships
- more provision of assessor qualifications, particularly at level 3 and 4
- more provision in leadership and management qualifications.

### *Engineering and Manufacturing*

With an ageing workforce, growth in some sub-sectors and low skills levels amongst a significant proportion of the workforce, there is a continued need for provision at Level 2, particularly in craft and technical skills. There is an increasing need for employees to be qualified at Level 3 and higher to meet technological and structural changes in the sector.

For the 2007/08 commissioning round we will seek to work with providers to:

- increase flexibility to meet learner and employer needs (e.g. modularisation)
- increase provision at level 3 and higher
- develop clearly articulated progression routes from Level 1 to Level 3
- ensure the delivery of specific leadership and management skills recommended by SEMTA and other SSCs
- increase provision in Business Improvement Techniques qualifications at levels 2, 3 and 4. increase provision in automotive manufacturing and engineering at level and above 3 whilst reducing unproductive provision at Level 1.

Manufacturing and engineering related SSCs have identified the need for more training in 'soft skills' for both the technical and non-technical workforce. We will therefore work with providers to ensure appropriate attention is given in programme content to competencies including customer service, team working skills, and problem solving skills.

#### *Health and Social Care*

Our analysis of regional needs has shown that although level 2 continues to be a priority, the sector also requires increasing numbers of people qualified at level 3 and above with a focus on those qualifications considered a priority by the SSCs. For the 2007/08 commissioning round we will:

- strengthen the link between employer demand as articulated through *Skills for Health* and *Skills for Care and Development* and the provision that we commission in the region
- work with partners to align our funding with the other resources including the Transformation Fund and Local Authorities' funds in order to maximise public investment in the sector and to avoid duplication
- work with providers to map Essential Skills and Skills for Life training onto the common induction framework for adult care, and embed Skills for Life into all care provision
- commission increased delivery of the Health and Social Care Level 4 NVQ and the level 4 Registered Care Managers Award
- support for the roll-out of the Leadership and Management Strategy
- work with providers to ensure that programmes are delivered with greater flexibility to better meet learner needs

#### *Information Technology (IT) User Skills*

The sector skills agreement *Three Year Forecast* shows that there is a need for upskilling of around 1,500,000 people in the workforce, with 320,000 forecast for needing urgent skills development in 2007/08. Of these, just over half (59%) require training at level 2, with the remainder (41%) requiring training at level 3 and higher.

Priorities for 2007/08 commissioning we will work with providers to:

- increase use of the new ITQ (the new IT user qualification) Framework and reduce progression outside the framework

- increase IT enrolments at level 3 and ensure that opportunities are available for individuals to progress on e-Skills Passport-led journeys from their current skills levels to level 2, level 3 and 4
- develop a workplace delivered employer funded offer; maximising the flexibility of the new unitised ITQ framework.

We will work with work-based and community based providers to maximise use of e-Skills Passport and ITQ framework to build learner confidence and self-determination as they move from tailored provision to National Qualifications for progression.

### *Retail*

The retail sector employs up to 14% of the South East workforce and is predicted to continue growing. In the region, 22% of retail workers, including managers, have only a Level 1 qualification or below and less than 30% of retail employees have a Level 3 qualification.

Priorities for 2007/08 commissioning are to:

- increase the volume of 'flexible provision in FE, WBL and Train to Gain to meet needs in store management, customer service and IT
- refocus delivery from customer service to the retail-specific priority qualifications identified by the Skillsmart Retail, in particular
  - Young Apprenticeships
  - BTEC First Certificate, or Diploma in Retail;
  - the new Retail NVQ Levels 2 and 3;
  - the Technical Certificates in Retail Levels 2 and 3 to support Apprenticeships.
- support Skillsmart Retail's Qualifications Framework trial.

### **2012 Olympic Games**

It is said that the London 2012 Olympic Games and Paralympic Games will be the largest cultural event ever to be held in the UK. The pressure will be on the South East to provide an appropriate offer to meet the needs of the competing teams and the demands of spectators and the media. We will also need a legacy for the region.

The South East Skills & Employment for London 2012 group (SESEL 2012), of which the LSC is a key stakeholder, is developing plans to capitalise on the potential of the Games to act as a catalyst to develop much needed skills and deliver a lasting legacy for the region, for young people, employers and communities.

SESEL 2012 aims to ensure that the South East region has the skills necessary to maximise the education, employment and engagement opportunities provided by London 2012. This will mean inspiring young people, developing the workforce in key sectors and engaging employers and communities.

The LSC will work with providers, relevant sector skills councils and partner organisations to develop and implement an action plan to achieve these aims

and seek to align its spending power in order to support the delivery and legacy of the Games.

### **Equality and Diversity**

In all provision that we fund we aim to:

- ensure race, gender, age and disability equality.
- reduce gaps in participation and attainment by individuals from disadvantaged groups and for those in the most deprived localities with in the region.
- utilise the capacity and expertise of the voluntary sector wherever possible.

## Commissioning Volumes

### Young People

<b>16-18 Participation</b>	<b>FE</b>	<b>WBL</b>	<b>School Sixth Forms</b>	<b>ESF</b>	<b>Other discretionary / pilots</b>
Number of learners (total)	122,300	15,100	61,400		
Number of learners undertaking Level 3	74,700	4,200	61,400		
<i>of which: Full Level 3 Learners</i>	55,400	4,200	61,400		
Number of learners undertaking Level 2	30,400	10,800			
<i>of which: Full Level 2 Learners</i>	24,000	10,800			
Number of learners undertaking Skills for Life qualifications that directly contribute to PSA target	43,800	8,200			
Number of learners undertaking Level 1 and Entry	16,900				
Number of learners undertaking Entry to Employment (starts)		5,040			
<b>16-18 Outcomes</b>	<b>FE</b>	<b>WBL</b>	<b>School Sixth Forms</b>	<b>ESF</b>	<b>Other discretionary / pilots</b>
Number of Learners achieving a Full Level 3 qualification	37,000	870			
Number of Learners achieving a Full Level 2 qualification	14,600	4,300			
Number of learners achieving a Skills for Life qualifications that directly contribute to PSA target	26,200	5,300			

## Adults

<b>Adult Participation</b>	<b>FE</b>	<b>ACL</b>	<b>WBL</b>	<b>Train to Gain</b>	<b>ESF</b>	<b>Other discretionary / pilots</b>
Number of learners (total)	251,300	167,000	12,600	50,500		
Number of learners undertaking Level 4 and above	10,500					
Number of learners undertaking Level 3	52,300		6,400			
of which: Full Level 3 Learners	26,200		6,400			
Number of learners undertaking Level 2	81,100		6,200	42,800		
of which: Full Level 2 Learners	27,100		6,200	42,800		
of which: First Full Level 2 Learners	10,800		3,100	42,800		
Number of learners undertaking Skills for Life qualifications that directly contribute to PSA target	34,500	330	6,500	7,500		
Number of learners undertaking Level 1 and Entry	89,400					
Number of learners undertaking Safeguarded Adult Learning (total)		155,000				
Number of learners undertaking Family learning, literacy and numeracy		10,000				
Number of learners undertaking Neighbourhood learning in deprived communities		2,800				
Number of learners undertaking Wider Family Learning		11,000				
Number of learners undertaking Personal / Leisure Learning		131,200				
<b>Adult Outcomes</b>	<b>FE</b>	<b>ACL</b>	<b>WBL</b>	<b>Train to Gain</b>	<b>ESF</b>	<b>Other discretionary / pilots</b>
Number of Learners achieving a Full Level 3 qualification	12,700		1,500			
Number of Learners achieving a Full Level 2 qualification	15,400		2,900	24,000		
Number of Learners achieving a First Full Level 2 qualification	6,100		1,300	24,000		
Number of learners achieving a Skills for Life qualifications that directly contribute to PSA target	19,100	250	6,500	5,000		

## List of related strategies

Regional Economic Strategy	Published in September 2006 and sets out a ten year vision for the region's economy	<a href="http://www.seeda.co.uk/res/">http://www.seeda.co.uk/res/</a>
Accelerating Change: Regional Capital Strategy	Regional Strategy to develop world class buildings for world class teaching and learning	Available on the National LSC website within the Reading Room.
Equality and Diversity Strategy	National strategy	Available on the National LSC website within the Reading Room.
Learner Health and Safety Policy Statement	National strategy	Available on the National LSC website within the Reading Room.
Joint strategy with the Voluntary and Community Sector	Develop effective relationships between the LSC and the VCS	<a href="http://www.raise-networks.org.uk">www.raise-networks.org.uk</a>
On Your Marks Co-financing plan	Maximise the education, employment and engagement opportunities provided by the London 2012 Olympic games	Available on the National LSC website within the Reading Room.
Action for Inclusion : Regional LLDD Strategy	Sets out regional approach to implementation	Available on the LSC South East website.
Regional Strategy for Older Workforce	Sets out regional approach and action plan	Available on the LSC South East website.