Leading learning and skills

MILTON KEYNES, OXFORDSHIRE & BUCKINGHAMSHIRE

ANNUAL PLAN 2006-07
(Version 6.1)

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Our Vision

The Learning and Skills Council's Annual Statement of Priorities published in November 2005 sets out what needs to be done to support the delivery of high quality learning and skills that inspires and motivates people and businesses. Regional priorities have been identified for the South East which will make a strong contribution to meeting those aspirations. Our local plan puts the national and regional statements into our local context and sets out the work plan which will determine how we will use our resources for 2006/07.

Much progress has been made in LSC Milton Keynes, Oxfordshire and Buckinghamshire over the last year. Working closely with our partners we now have:

- more young people participating in learning
- significantly higher attainment rates, particularly in further education
- more adults with improved basic skills

We will continue to work hard to sustain these improvements and in doing so we will offer young people and adults greater opportunities, including those with learning difficulties and/or disabilities, to realise their full potential and support employers to raise their economic performance. Addressing equality and diversity issues will be integral to these improvements.

Improving quality standards is at the heart of what we do. More learners are now in provision that is at least satisfactory with many in good and excellent provision. However, we want to see and we will support more provision improving from satisfactory to good to excellent, while we withdraw from funding provision that is poor.

Developing apprenticeships as an attractive, high quality post 16 option to local young people remains a priority. Through working closely with providers to share and develop good practice, the numbers of young people completing their apprenticeships successfully has increased. We will support the continuance and acceleration of this trend in 2006/07.

Five further education colleges are committed to becoming more responsive to the needs of local businesses and achieving the South East Action for Business Network standard. Building on the success of local Centres of Vocational Excellence and through participation in Train to Gain (previously known as NETP), the local network of providers will seek to establish itself as the first choice for skills training in 2006/07.

Our achievements so far and our future success in supporting and developing the three areas of Milton Keynes, Oxfordshire and Buckinghamshire are built upon the strong working relationships we enjoy with our partners. This leads naturally to more effective strategic planning. However, we recognise the difficult challenges that lie before us. Success in raising participation, achievement and quality increases the pressure on public funding. It is the role of the LSC to prioritise

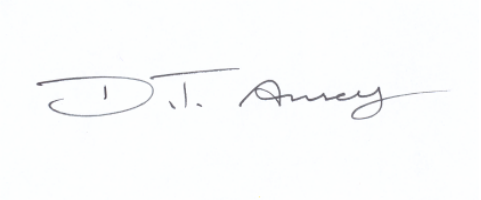
spending on its key priorities in order to ensure that public funds achieve best value for the tax payer.

2006/07 is an important year for the new structure of the LSC. We are developing a strong regional office and a new LSC Thames Valley area combining the Milton Keynes, Oxfordshire and Buckinghamshire and Berkshire LSC areas. “Localness” will be essential to deliver the needs of the community and this will be addressed by creating area partnership teams to strengthen further working relationships with providers and key stakeholders. Area based teams for the Milton Keynes, Oxfordshire and Buckinghamshire areas will be served by an office in the Oxford area. Bringing about this change and continuing to build on the successes of last year will be a challenging task.

We are very grateful for the substantial help that LSC Milton Keynes, Oxfordshire and Buckinghamshire’s Council and its planning sub-group has given to the development of this plan and we look forward to working with our partners and providers to achieve the priorities and actions contained in this plan.

Pat Upson
Chair

David Ansell
Executive Director



Our Priorities

The LSC has published its second Annual Statement of Priorities which will take us further forward in our aim of transformation. Our six priorities for 2006/07 are to:

1. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities
2. Make learning truly demand-led so that it better meets the needs of employers, young people and adults
3. Transform the learning and skills sector through agenda for change
4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs
5. Improve the skills of workers who are delivering public services
6. Strengthen the capacity of the LSC to lead change nationally, regionally and locally.

Our Regional Priorities for the South East

Our priorities for 2006/07[1] respond to each of the national priorities. It is, however, important to set out the small number of key priorities which, although not necessarily more important than others, will form cornerstones of our regional approach. Our **four key priorities** for 2006/07 and beyond are:

1. To develop the number, range and quality of **Apprenticeships and other vocational opportunities** - in skill centres and elsewhere - to increase the number of young people reaching level 2 qualifications and above by the age of 19.

2. To build a **network of 30 accredited Action for Business Colleges** as the core network of high quality, flexible providers of choice for delivering 'Train to Gain' and meeting employers' needs.

3. To implement a **£1.4 billion capital improvement strategy** to ensure that further education takes place in buildings fit for the 21st century and to improve quality and levels of participation and achievement.

4. With a view to 2007/08 and beyond, to develop the South East **Action for Communities model** with providers and other partners to ensure that there is a wide range of accessible learning provision in the community and that LSC funding reaches those most in need, including economically inactive people who wish to work.

[1] LSC South East Regional Statement of Priorities, January 2006

Our Targets

Under priority 1, for young people:

- Increase the proportion of 19 year-olds who achieve at least level 2 by 3 percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008, and improve attainment at level 3.

Nationally we need an additional 31,000 young people to gain a level 2 in 2005/06 compared to 2003/2004 and a further 22,000 in 2007/08 compared to 2005/06.

In 2003/04 71% of 19 year olds in Milton Keynes, Oxfordshire and Buckinghamshire (MKOB) had achieved a level 2 compared with 67% nationally. Locally we need an additional 600 young people to gain a level 2 in 2006/07 compared to 2005/06, bringing the total to 12,300 in 2006/07. We intend that 73% of young people achieve a level 2 in 2006/07

Under priority 2, for adults:

- Reduce by at least 40% the number of adults in the workforce who lack an NVQ level 2 or equivalent qualifications by 2010.

Nationally, in 2006/07 we need to increase the numbers of full level 2 achievements through further education and work-based learning to 117,000 [NB excludes National Employer Service (NES) and Train to Gain (previously National Employer Training Programme) elements]. In addition, the roll out of the Train to Gain will increase the LSC contribution to this target.

Locally we plan to deliver 2,770 full level 2 achievements through further education and work-based learning in 2006/07, that is an increase of 3% compared to 2005/06,

In addition, we will also deliver 1,750 first full level 2 achievements through Train to Gain.

Under priority 2, for adults:

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

Locally we need 6,230 learners to achieve Skills for Life qualifications in 2006/07.

Underpinning both priorities 1 and 2, for Apprenticeships:

- The LSC has agreed a new Performance Indicator for Apprenticeships. The aim is for 75 per cent more people to complete their apprenticeships in 2007/08, compared to 2002/03.

Nationally we aim to raise the number of completions to 70,000 in 2006/07 supporting the achievement of level 2 and level 3 qualification targets.

Locally we aim to raise the number of completions to 1,230 (all ages) in 2006/07.

We also work with key partners to contribute to the following targets:

- Increase the proportion of young people and adults achieving a level 3 qualification.
- Reduce the proportion of young people not in education, employment or training by two percentage points by 2010
- Increase participation in Higher Education towards 50 per cent of those aged 18 to 30 by 2010.

Our Values

Our values set out for us the way we work.

- **Trust:** the LSC has to be world-class at partnership and so we believe trust must be at the heart of the LSC.
- **Expertise:** we demonstrate expertise and true leadership in every aspect of our work. We have complete understanding of the communities we serve and of what is needed by business in terms of current and future skills.
- **Ambition:** we are ambitious for ourselves, in the goals and objectives we set, but more importantly we are ambitious for the communities we serve, for employers and for individuals in education and training.
- **Urgency:** we want to bring drive and urgency to the learning and skills sector, to tackle long-standing issues swiftly and professionally and to be responsive and fast moving.

Together, our four values will ensure the LSC can provide leadership and direction at a time of great change.

Our plan sets out how we will deliver our national and regional priorities in a local context highlighting what actions will be critically important in local delivery and what our contribution to the national targets will be.

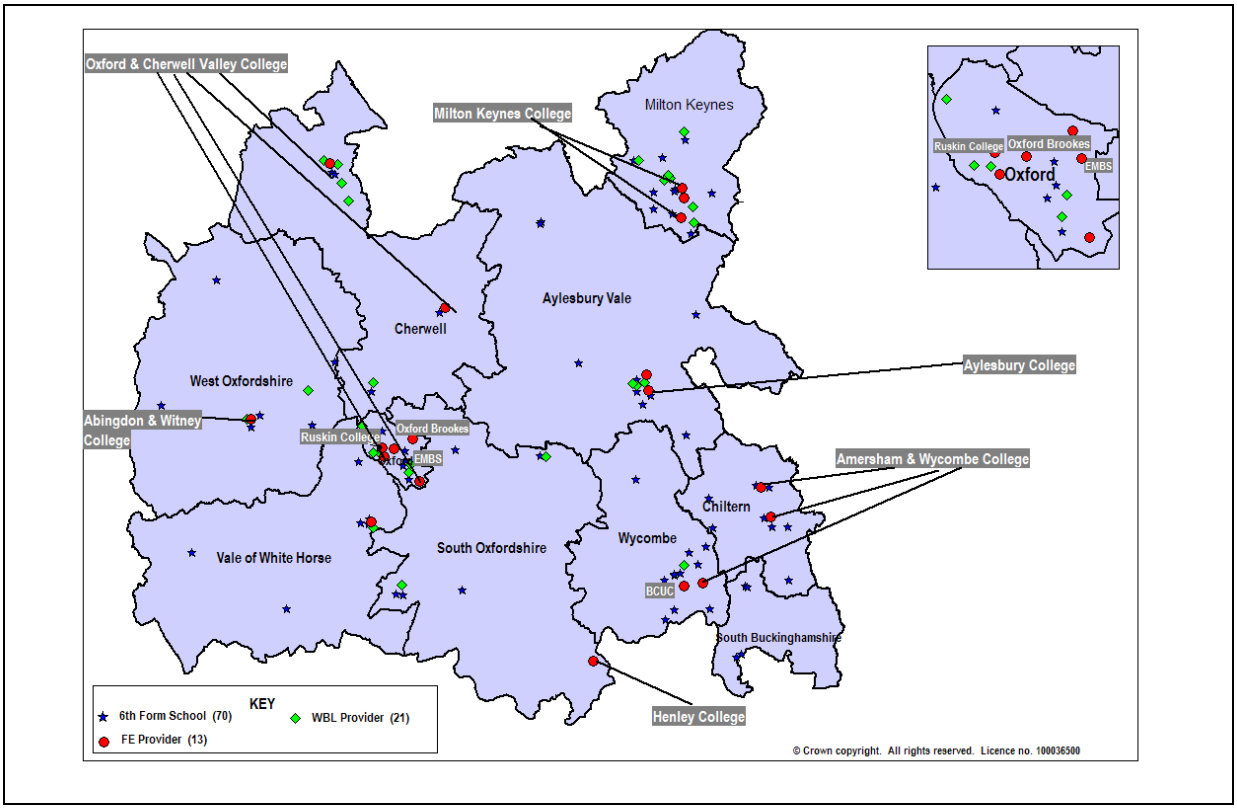
A Context for Delivery: Strategic analysis

Socio-economic overview

The South East has a strong economy and generally high level of prosperity. However the future strength of its economy is subject to major global forces and its overall level of prosperity masks great variation between and within different communities. In moving forward, the learning and skills sector needs to take account of the characteristics of the region -

- high scoring economic measures of employment, earnings levels and gross value added per job
- high levels of housing growth to 2006 as proposed in The South East England Assembly's draft plan, which will impact heavily on the demand for skills.
- areas of real disadvantage with a significant proportion of adults having basic skills needs or low levels of qualifications.

LSC funded Further Education Providers, School 6th forms and Work Based Learning (WBL) providers in MKOB local authority districts



Milton Keynes, Oxfordshire and Buckinghamshire (MKOB) is a key sub region of the South East economy. The above map shows the spread of LSC funded learning providers across local authority districts. The two local authorities and one unitary authority also deliver Personal and Community Development Learning (PCDL). MKOB is a prosperous area of mixed urban and rural landscape made up of 10 local authorities within the Counties of Oxfordshire and Buckinghamshire and the Unitary Authority of Milton Keynes. Total population is currently around 1.3

million[2], of which just under 850,000 (65%) are of working age. Less than 5% of MKOB's population is from Ethnic Minorities, although this figure rises to more than 10% for Oxford and High Wycombe[3]. Overall population is forecast to grow by 3.2% to 1.35 million by 2008[4]. The 16-18 population is forecast to grow from 51,000 in 2003 peaking at 54,000 in 2008 (an 8% growth) and falling back to 50,000 by 2018.

Economic activity rate is high at 84%, above the averages for both the South East (82%) and England (79%)[5] and the unemployment rate continues to be low at just 1.1% (claimant count). The structure of employment by industrial sector is expected to change, with a decline in primary sectors such as manufacturing and a growth in the service sectors. In MKOB the main growth sectors are forecast to be Business Services, Retailing, Computing & Related Services and Wholesale Distribution. Over the same period key occupational growth areas are forecast to be Corporate Managers, Sales Occupations and Caring Personal Service Occupations.

Small to Medium sized Enterprises (SMEs) account for 86% of businesses and 23% of employees[6]. The area has the highest proportion of establishments in the region reporting skills shortage vacancies (6.6%)[7]. Employment projections for the area forecast more than 60,000 new jobs (net) between 2004 and 2014[8].

Although the sub-region is relatively affluent, there are pockets of real disadvantage especially in Milton Keynes, Oxford and Banbury where 29 Super Output Areas (SOAs) fall within the 20% most deprived areas in England[9]. In these areas a significant proportion of young people are not in education or training and a high proportion of adults have basic skills needs and low level qualifications.

MKOB has a relatively large proportion of highly qualified people within its workforce – 32% have an NVQ4 or above, which puts the area within the top 5 local LSCs in England on this measure. Conversely, 11% of the workforce has no qualifications[10].

Milton Keynes and Aylesbury Vale are part of the Milton Keynes and South Midlands (MKSM) Office of the Deputy Prime Minister (ODPM) growth area which is subject to an additional 72,000 households by 2032 which will impact heavily on the demand for skills. The South East Regional Assembly's plan will also impact on urban areas such as Bicester and Didcot. The importance of developing the area's learning and skills infrastructure is therefore critical to supporting such growth.

[2] Census 2001
[3] Ibid.
[4] ONS 2003-based sub-national projections.
[5] Labour Force Survey, 2004.
[6] Annual Business Inquiry, 2004.
[7] National Employers Skills Survey (NESS) 2005.
[8] Working Futures 2, Cambridge Econometrics/Institute for Employment Research 2005.
[9] Indices of Deprivation ODPM, 2004.
[10] Cambridge Econometrics/Institute for Employment Research estimates 2004.

Young People – Improving the participation and achievement

Progress and performance

- At 83% a comparatively high proportion of 16-18 year olds are in learning[11]. 28,230 are in LSC funded learning representing a growth of 1.7% from 2003/04 to 2004/05 in line with cohort growth. Learners in colleges at 11,800[12] are slightly less than in schools at 13,930. The fastest rate of participation growth is within the Further Education sector rising by 2.5% in 2005. There has been a small increase of learners on work-based learning programmes of 1.2% to 2,760[13].

- Overall 71%[14] of learners in MKOB have reached level 2 by aged 19, 4 percentage points above the national position and around the regional average. Of those 15% achieved their qualification between the ages of 16 and 19. (Area breakdown: Buckinghamshire 74%, Oxfordshire 71%, Milton Keynes 56%)

- Level 3 performance overall is around the national average at 278[15] points/student at GCE/VCE A level in 2005 and 50%[16] of young people achieved a level 3 by aged 19 in 2004, one percentage point above the regional level. However, we recognise more progress needs to be made, particularly in priority sectors, to ensure young people have the right skills to compete in an already relatively very highly qualified workforce.

- Young People's progression into Higher Education (HE) currently stands at 36%, above the regional average. However, this masks significant intra-regional variation (Buckinghamshire 42%; Milton Keynes 23%). Much progress needs to be made by the LSC and its partners to improve progression into HE if the 50% target of young people (18-30) participating in HE by 2010 is to be reached.

- FE colleges have responded to the demand for an increase in long level 1 and level 2 provision with significant increases in learner numbers between 2002/03 and 2004/05 accompanied by an average increase in success rates to 67% at level 1 and 62% for level 2. (see table on page 15)

- The Entry to Employment (E2E) programme has successfully improved the percentage of young people progressing into positive destinations rising from 38% to 44%[17] in 2004/05. This is one of the highest in the region and above the national average.

- Increased Flexibility (IF) partnerships have laid the foundations for the development of 14-19 partnerships between schools, colleges and work-based

[11] Connexions 2005 annual activity survey
[12] Individual Learner Record (ILR) FE F05 2004/05
[13] ILR WBL P12 2004/05
[14] A Clear Direction, LSC Annual Report and Account 2004/05
[15] DfES School and College Achievement and Attainment Tables 2005
[16] LSC Matched administrative dataset 2003/04
[17] ILR WBL P12 2004/05

learning providers now being formalised across Oxfordshire and Buckinghamshire. IF and Young Apprenticeship programmes now on offer provide a wider range of vocational choices. Over 5000 14-16 year olds have completed or are participating, with approximately 800 achieving qualifications at level 1 or 2 in each of Cohort 1 and 2.

- Early indications are that Education Maintenance Allowances (EMA) are contributing to improving retention and achievement. In MKOB, there has been a high level of take-up by January 2006 against the DfES projections (95% 16 yr olds; 93% 17 yr olds).

Outstanding issues and challenges

- 80% of the cohorts in Milton Keynes and Oxfordshire participate in education or are on government support training compared to 87% in Buckinghamshire (excluding independent schools)[18]. This reflects, in part, the significant pockets of relatively low participation in areas of deprivation in Milton Keynes and Oxfordshire.

- Young people's achievement at KS4[19] at aged 16 is variable across the three areas. In 2004/05 Buckinghamshire (67.3%) is significantly above the England average (56.3%) for 5 A*-C grades at GCSE. However, Milton Keynes (51.9%) is below the England average - although some improvement towards the national average has been made - and Oxfordshire (53.6%) has had limited improvement over the last 3 years.

- Raising achievement of level 2 by 19 remains a significant challenge for the area. Improving participation at age 17, engaging those in work without training to attain their level 2 or progress to completing a full level 3 qualification and more young people embarking and successfully achieving a level 1 and level 2 programmes will be vital to achieving this target.

- Particular focus is required in Milton Keynes where only 56%[20] of young people achieved level 2 by 19. Early progress has been made as 63% the next cohort of 19 year olds has already achieved level 2 at their current age of 18.

- In 2004/05 33% of young people achieve an Apprenticeship framework completion[21]. This needs to improve significantly in 2006/07. The Oxfordshire area post inspection action plan led to the establishment of MKOB-wide sector focus groups for work-based learning providers. These have been established in seven occupational areas, and their objective is to share practice, raise quality of provision and ensure increased framework achievements.

- The percentage of young people who are Not in Education, Employment or Training (NEET) has remained at about 5.2%[22] between 2003/04 and 2004/ 05 which is lower than the national average. However, there are signs that the

[18] Connexions Milton Keynes, Oxfordshire and Buckinghamshire 2005
[19] DfES School and College Achievement and Attainment Tables 2005
[20] LSC matched administrative dataset 2003/04
[21] ILR WBL P12 2004/05
[22] LSC national

numbers are growing. Of particular concern is the higher proportion of NEET in Milton Keynes (8%) and to a lesser degree in Oxfordshire (6%).

- It is also recognised that with a buoyant economy, a significant number of young people are drawn into the labour market at 16 with the choice of a range of jobs without training (NET), which may offer few progression opportunities.

- LSC research in 2004 identified particular issues around progression for students with learning difficulties and or disabilities in Oxfordshire. There is a need to ensure that the learning offered meets the needs of post 16 learners.

- The implementation of 14-19 strategies and their integration into the Children and Young People's plans in each of the three local areas will be a vital component in raising participation and achievement levels.

Adults – Raising the level of skills

Progress and performance

- In 2004/05 adult FE participation fell by 2.3%[23], reflecting a shift of 'other' provision towards priority learners. Work-Based Learning adult participation fell by 6.1% as the programme focused on 16-18. Further decreases are planned in 2005/06 and 2006/07 with funding being increasingly directed to priority learners.

- Although overall adult participation is falling, the number on full adult level 2 qualifications is increasing after the successful level 2 entitlement initiative. An additional 170 learners are expected to participate in 2006, an increase of 11%.

- In 2004/05, 5,448[24] adults achieved a qualification under Skills for Life (SfL) learning, an increase of 25% on the previous year. Impacted by interventions such as a professional development network, a SfL quality initiative and workplace specialist training, this rate of improvement will need to continue if the LSC is to meet its 2006/07 target.

- The LSPA plan for social care which aligns with partners' plans addresses issues around recruitment, retention and legislative requirements for qualifying workers. As part of those plans, Skills 2 Care, a sector specific brokerage programme, will be introduced for 2006/07 to support employers' needs.

- CITB Construction Skills, Summit Skills, local employers and providers in partnership with the Local Skills for Productivity Alliance (LSPA) have developed and are delivering against a Built Environment Action Plan, focusing on 4 key areas: recruitment and careers, qualifying the workforce, supply side effectiveness and business improvement.

[23] ILR FE F05 2004/05
[24] ILR Skills for Life Profile Report Oct 2005

- Improving the responsiveness of colleges to employer needs, MKOB is part of 11 CoVEs, of which two are led by other local LSCs. 7 have full CoVE status and 4 were awarded interim status in 2005/06.

- The Engineering CoVE is planning to offer foundation degrees from September 2006. This CoVE is engaged with the Manufacturing Consortium (a network of 80 companies), which promotes employer engagement, identifying training requirements and solutions. The Automotive Academy's development of Business Improvement Techniques (BIT) trainer and assessor capabilities will build capacity within provision.

- LSC MKOB continues to work proactively with Trade Unions in support of the Union Learning Agenda. In 2004/05 a further two Union Learning Centres have been opened and 580 individuals will be briefed in their workplace about learning opportunities available to them (supporting SfL and level 2 initiatives and targets).

- Implementation of the 'Working Together – Voluntary and Community Sector (VCS)' strategy has progressed well. Relationships with infrastructure organisations in all 3 local authority areas have been strengthened and VCS Learning Networks are being developed which will build the capacity of VCS to deliver learning.

Outstanding issues and challenges

Individuals:-

- A significant number of adults (357,000)[25] have qualifications below level 2, representing 38% of the adult population. 31% of working age adults has qualifications at NVQ level 1 or below (36% in Milton Keynes)[26]. Addressing skills for life and reducing the number of those in the workplace who do not currently possess a first level 2 qualification underpins our approach to addressing the skills deficit in the workforce in MKOB.

- In 2004/05 45%[27] of Skills for Life enrolments in MKOB did not count towards target. Significant progress has been made to improve this figure in 2005/06 and the LSC will continue to work with providers to move a larger percentage of provision towards target bearing qualifications and to build tutor capacity and skill levels through the Professional Development Unit (PDU)

- 27% of adult funding is in low priority provision that does not meet the national target (compared with a South East average of 22%). In 2006/07 this will be reduced and a higher proportion of funding will move into high priority provision that contributes to national targets.

Employers and key sectors:-

- Business activities and retail have the highest skills gaps, with associate professionals, sales and elementary occupations being the most affected.

[25] Census 2001
[26] Skills Audit 2003/4
[27] ILR Skills for Life profile report Oct 2005

Employers also identify communication skills, customer-handling skills, problem solving skills and team working skills as lacking in the workforce.

- In terms of the future, forecasts for the whole of MKOB suggest that nearly 60,000 additional jobs (net) will arise over the period 2004-2014[28]. In responding to current and future skills issues, the LSC have recognised that particular focus needs to be placed on construction, retail, care and engineering/manufacturing and business services.

- The Construction sector employs 39,000 (5%) of the workforce and is forecast to grow by 1.5% by 2014[29]. Skills shortage vacancies are a continuing problem and are set to become more severe due to the older age structure of the current workforce. Additional demand is expected to be fuelled by the Milton Keynes and South Midlands development. A key challenge is to build capacity in the delivery of On-Site Assessment and Training (OSAT) to contribute to the target set out in the CITB Construction Sector Skills agreement.

- Employment in the retail sector is 13% of the workforce in MKOB and is forecast to grow by 11,000 (14%) to 2014[30]. Replacement demand is anticipated to be nearly three times this. 22% of people employed in this sector in the South East is qualified at below level 2 and is a primary destination for school leavers.

- In MKOB, the Health and Social Care sector represents 9% of the workforce and is forecast to grow by 7,000 (11%) to 2014[31]. Skills gaps and shortages are apparent across the sector, some of this through legislative demands for level 2 and level 4 qualifications.

- Engineering employs 23,000 (3% of the workforce)[32]. There are substantial replacement demands for many of the occupations in this industry, with the largest increases expected to be for skilled trades. The area continues to attract high value added manufacturers. SEMTA's sector skills agreement calls for the development of lean manufacturing which will be achieved through Business Improvement Techniques (BIT). Creating capacity and realising demand will be challenging.

- In 2006/07 MKOB will adopt an additional priority sector of Business Services (real estate, renting, computer and related activity, research and development and other business-related activities). The challenge is to work with partners and providers to understand the skills issues within this broad sector and develop a strategy to address those skills needs.

- The Centre of Vocational Excellence (CoVE) re-assessment process is likely to pose a significant challenge for providers in the next 12 months. New criteria introduced under this process include 14-19 agenda, minimum inspection grade 2 in area of provision and specific criteria set by Sector Skills Councils (SSC).

[28] IER/LSC Working Futures 2, 2005
[29] Ibid
[30] IER/LSC Working Futures 2, 2005
[31] Ibid
[32] Ibid

- A significant part of employment growth will be in occupations requiring relatively low levels of qualification or skill, so relevant curriculum at level 1 and 2 is a crucial component of future provision.

- 2006/07 will see the challenge of implementing Train to Gain across MKOB providing additional opportunities for work place delivery of level 2.

- We will continue to deliver a flexible School Support Staff training offer through mainstream provision and Train to Gain.

Quality and Infrastructure

Progress and Performance

- The average curriculum inspection grade for the area is 2.9 (5 being poor and 1 being excellent). Over the last inspection cycle learning providers' inspection outcomes have shown a general improvement in grades. The LSC has representation on the local providers' quality networks, providing the opportunity for us to focus their agenda on quality improvement.

- The completion of the StAR for all 3 areas highlighted where the LSC needs to focus resources. The local area capital strategy has been approved in its draft form by the Council. Plans already reflect the growth agenda in Milton Keynes and Aylesbury Vale, as well as particular geographic areas identified in the StAR process e.g. Banbury and Aylesbury town. The new build at Aylesbury College is proceeding to time and to budget. Other FE providers are still refining their plans.

Outstanding challenges and issues

Summary of participation and success rates (2004/05)[33]							
	FE			School sixth forms	Apprentice-ships	E2E	ACL
	Level 1	Level 2	Level 3 and above	All levels	All levels		
16-18 learners	6802	6254	10493	13932	2759	879	2476
Success figures	Success rates	Success rates	Success rates	Level 3 points score	Success rates	Leavers to positive destination	N/A
	67%	62%	68%	278.4	48%	44%	
19+ learners	37560	17606	10400	N/A	2568	12	25580
19+ success figures	Success rates	Success rates	Success rates	N/A	Success rates	N/A	N/A

[33] Individual Learner Record 2004/05 (ILR)

	69%	67%	65%		44%		

- Overall (all ages) FE success rates have improved by 6 percentage points to 68% between 2002/03 and 2004/05; although still lower than the regional and nationally average, this is a significant improvement. This rate of improvement will need to be bettered if the 76% target by 2008 is to be met.
- Overall (all ages) WBL success rates improved by 11 percentage points to 31% between 2002/03 and 2004/05. This compares to a national rate of improvement of 12 percentage points to 39%. There is a great deal of variation in success rates across the work based network. A more rapid improvement is needed by some to ensure good quality vocational choice for learners and employers.

- 5 FE colleges in MKOB are working towards the Action for Business Network standard. In 2006/07 4 colleges (Abingdon and Witney, Amersham and Wycombe, Milton Keynes and Oxford and Cherwell Valley) are expected to be assessed for the accreditation. Integration into the national Quality Mark will need to be assessed.
- Post inspection action plans will be implemented to address the grade 5 and 4s in FE colleges and WBL providers.
- The LSC is supporting providers to improve performance, particularly that judged to be unsatisfactory. Options for reallocating continuing inadequate provision will be examined, as will the option of discontinuing funding.
- The LSC will support capital plans that respond to the improvement of poor accommodation, and to the identified growth of demand in the area.

Skills Matrix

The LSCs in the South East have developed the **Provision Mix Matrix** to steer the allocation of FE 19+ funds (and NETP provision funds) and to ensure the prioritisation of public funding for national and regional policies, priorities and targets. The matrix will be used to inform our dialogue with providers, with a view to a better alignment of planning with funding. In particular, we would expect, over a period of time, to see a movement of investment towards higher priority (in terms of both target bearing and sector) provision. [34]

The columns identify high, medium and low priority learning. In the South East, high priority learning includes learning in the five skills sectors determined by the Regional Skills for Productivity Alliance (Business & Financial Services, Health and Social Care, Construction, Engineering and Retail) and Foundation learning (including basic skills, provision for adults with learning difficulties and other programmes of learning designed to prepare adults for work or independent living).

The rows are defined in terms of national targets. The top row includes all provision that contributes, directly, to national targets, including Access courses; the second row includes provision that can be aggregated to contribute to national targets (ie GCSEs, AS and A levels); the third row includes all provision that does not contribute to a target (including National Qualification Framework (NQF) and Other provision at level 1 and level 4, and 'narrow' level 2 and 3).

South East Matrix, shows total adult funding based on 2003/04 F05 data compared with 2004/05 F05 data.

		High Priorities (eg: Construction, Engineering, Business, Health, Retail, Maths, English, SfL/BS/foundation)		Medium Priorities (eg: Land Based, Hospitality, Hairdressing, Science/Maths)		Low priority provision (eg: everything else)		Total	
Provision contributes to National Target (i.e.: Skills for Life; full Level 2; full Level 3)	03-04	(17%)	£37,848,853	(6%)	£12,740,311	(3%)	£6,455,391	(26%)	£57,044,555
	04-05	(20%)	£45,770,188	(6%)	£14,679,563	(3%)	£7,765,186	(30%)	£68,214,938
Provision could contribute to National Target (eg: single GCSEs or A levels)	03-04	(0%)	£1,060,756	(1%)	£1,577,021	(3%)	£5,527,542	(4%)	£8,165,319
	04-05	(0%)	£853,302	(1%)	£1,444,969	(2%)	£4,930,280	(3%)	£7,228,552
Provision does not contribute to National Target (ie Basic Skills non target, Other and NQF)	03-04	(37%)	£80,329,832	(10%)	£21,419,560	(24%)	£52,989,606	(70%)	£154,738,998
	04-05	(37%)	£84,913,669	(9%)	£20,835,255	(22%)	£49,921,304	(67%)	£155,670,228
Total (Please note all percentages have been rounded)	03-04	(54%)	£119,239,441	(16%)	£35,736,892	(30%)	£64,972,539		£219,948,872
	04-05	(57%)	£131,537,159	(16%)	£36,959,788	(27%)	£62,616,771		£231,113,718

[34] For information. Annex A of this document contains the National LSC provision mix matrix at a MKOB level. This matrix is being used outside of the South East region. The South East version has been developed over the last 18 months and is now an established tool that is being used by providers across the region. To ensure consistent and progressive dialogue with our providers, the South East, and not the National version of the matrix is referred to within this plan.

MKOB matrix shows total adult funding based on 2003/04 F05 data compared with 2004/05 F05 data.

		High Priorities (eg: Construction, Engineering, Business, Health, Retail, Maths, English, SfL/BS/foundation)		Medium Priorities (eg: Land Based, Hospitality, Hairdressing, Science/Maths)		Low priority provision (eg: everything else)		Total	
Provision contributes to National Target (i.e.: Skills for Life; full Level 2; full Level 3)	03-04	(17%)	£5,807,401	(5%)	£1,741,753	(3%)	£1,067,332	(25%)	£8,616,486
	04-05	(16%)	£6,009,353	(5%)	£1,824,621	(3%)	£1,081,947	(23%)	£8,915,921
Provision could contribute to National Target (eg: single GCSEs or A levels)	03-04	(1%)	£213,314	(1%)	£236,263	(2%)	£865,481	(4%)	£1,315,058
	04-05	(0%)	£148,344	(1%)	£207,167	(2%)	£705,639	(3%)	£1,061,149
Provision does not contribute to National Target (ie Basic Skills non target, Other and NQF)	03-04	(33%)	£11,611,865	(8%)	£2,754,609	(31%)	£10,663,897	(72%)	£25,030,371
	04-05	(39%)	£15,147,698	(8%)	£3,068,274	(27%)	£10,276,537	(74%)	£28,492,510
Total (Please note all percentages have been rounded)	03-04	(50%)	£17,632,580	(14%)	£4,732,625	(36%)	£12,596,710		£34,961,915
	04-05	(55%)	£21,305,394	(13%)	£5,100,062	(31%)	£12,064,123		£38,469,579

All Skills for Life qualifications appear within the leftmost column of the matrix i.e. high priority. Previously, non target Skills for Life qualifications had been coded to the bottom right cell (red) of the matrix, i.e. non target, low priority. These qualifications are within the bottom left cell of the matrix, i.e. non target, high priority. This reflects strategic policy development and begins to build upon funding changes recently announced within 'Priorities for Success'.

The local analysis is based on regionally agreed priorities to allow comparison, other local priorities are also considered in provider and partner plans.

The key changes needed

The strategic analysis carried out and the identification of outstanding issues and challenges has determined the key changes that the local LSC need to address in the short term. These are set out below against national priorities.

NP1: We will ensure that all 14-19 year olds have access to high quality, relevant learning opportunities by:

1. Achieving a 3 percentage point growth between 2004/05 and 2006/07 in 16-18 participation by improving retention, with a focus on level 2, 17 year old NET (particularly in Milton Keynes) and in partnership with Connexions reducing the proportion of young people in the NEET group to 4.6%

2. Increasing the proportion of young people achieving a level 2 by aged 19 by 2% to 73%. (Oxfordshire to 73% in 2006 and to 75% in 2008, in Bucks to 75% in 2006 and 77% in 2008 and in MK to 59% and 61% respectively)

3. Delivering 920 framework completions for young people, improving the completion rate for apprenticeship frameworks from 33% in 2004/05 to 45% in 2006/07.

4. Developing relationships with local schools in line with DfES guidance and working collaboratively with local authorities and Connexions to deliver the 14-19 agenda.

5. Working with providers and partners implement the local 14-19 strategies in all areas recognising growth areas where appropriate.

6. Developing options with the Oxfordshire Local Authority to ensure the needs of those with Learning Difficulties and/or Disabilities are met more effectively, following the findings of the Griffiths review.

NP2: We will make learning truly demand-led:

7. Through the introduction of more appropriate curriculum and flexible delivery increasing the proportion of adults achieving a first full level 2 qualifications, with 2,770 achieving in 2006/07.

8. Working with the LSPA, our network of CoVEs, Sector Skills Councils, employers, providers and partners, continue to address the skills needs (including Skills for Life) of the MKOB priority sectors - construction, health and social care, retail and manufacturing/engineering incorporating sector skills agreements where appropriate.

9. Working with FE providers to better meet the needs of employers, 4 colleges to meet the Action for Business quality mark by March 2007. These will be key to the launch of Train to Gain in MKOB in 2006 as part of the integrated regional business skills brokerage service.

10. Working with providers to shift the mix and balance of provision towards LSC target and sector priorities by increasing the proportion of funding to high priority skill and high target achievement by 3%.

NP3: We will transform the learning and skills sector through agenda for change by:

11. Developing a learning plan to respond to the MKSM growth areas of Milton Keynes and Aylesbury Vale seeking joint solutions with Bedfordshire & Luton and Northamptonshire LSCs where appropriate.

12. Implementing strategies in partnership with the local authorities to enhance 14-19 provision in the Banbury, Bicester and Aylesbury town areas.

13. Implementing the Local Capital plan to improve post 16 learning infrastructure and deliver £37m of capital investment.

NP4: We will strengthen the role of the local LSC in economic development by:

14. Increasing the number of people achieving a Skills for Life qualification by 6,230 in 2006/07

15. Work with providers and other partners to ensure that there is a wide range of accessible learning provision in the community and that LSC funding reaches those most in need, including economically inactive people and who wish to work. Develop activities in 2006/07 to integrate into the South East's 2007/08 'Action for Communities' model.

NP5: We will improve the skills of the workers who are delivering public services by:

16. Working with local authorities, other public sector parties and trade unions to develop the skills of workers in the public sector, including school support staff.

17. Working in partnership with Trade Unions in order to promote the benefits of learning to lower skilled workers – particularly within the public sector.

What we have delivered so far and our planned changes for 2006/07[35]

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05				2005/06				2006/07			
	Learners				Learners				Learners			
	Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates	Funding £	Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates	Funding £	Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates	Funding £
FE Total Learners	11780		67%	£38,810,900	11980		68%	£43,747,900	12180		70%	£47,107,600
of which…												
Learners on Skills for Life target qualifications	4370	1710			4720	1920			4980	2110		
Learners on a full level 2 qualification	2460	1090	59%		2560	1140	61%		2740	1280	63%	
Learners on a full level 3 qualification	4400	1740	69%		4670	1870	71%		5000	2100	73%	
Learners on 2 or more A2 qualis	650	440			640	440			710	500		
Discrete* activity, e.g. fully ESF, or LIDF funded provision	0				0				0			
School sixth form	13930			£62,805,300	14380			£70,815,500	14670			£74,112,000
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework Success Rates	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework Success Rates	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework Success Rates	Funding £
WBL Total Learners	2760		33%	£9,500,130	2540		40%	£9,571,600	2730		45%	£9,991,750
of which…												
Learners on Skills for Life target qualifications												
Learners on an Apprenticeship	2010	450	32%		1980	680	37%		2210	790	42%	
Learners on an Advanced Apprenticeship	660	130	35%		560	110	43%		520	130	48%	
Entry to Employment	Learners				Learners				Learners			
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations
				Funding £				Funding £				Funding £
All E2E	850	390	25	44%	£4,455,950	1030	470	20	48%	£4,271,500	920	500	19	53%	£3,870,000

Green header indicates underpinning data is complete | Red header indicates underpinning data is incomplete

[35] WBL – the SE is introducing regional lead arrangements for some providers. The 06/07 figures in the summary reflect local volumes and budgets although contracts will reflect regional arrangements.
Train to Gain – local figures are a desegregation of regional figures and will change in the light of final contract decisions

What we have delivered so far and our planned changes for 2006/07

SUMMARY OF ADULTS (19+)	2004/05			
	Learners		Learning Aims Success Rates	Funding £
	Volumes of learners	In-year achievements (volume)		
FE Total Learners	59600		70%	£35,404,900
of which…				
Learners on Skills for Life target qualifications	3900	2240		
Learners on a full level 2 qualification	3340	1230	57%	
Learners on a full level 3 qualification	2450	780	58%	
Learners on 2 or more A2 qual.	110	50		
Discrete* activity, eg fully ESF, or LIDF funded provision	0			
Personal & Community Dev't Learning	32980			£5,840,200
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success Rates	Funding £
WBL Total Learners	2570		29%	£7,038,500
of which…				
Learners on Skills for Life target qualifications				
Learners on an Apprenticeship	1160	330	34%	
Learners on an Advanced Apprenticeship	1400	180	22%	
ETP / TRAIN TO GAIN	Volumes of learners	In-year achievements (volume)		Funding £
Of which…				
level 2	0	0		0
Skills for Life	0	0		0

2005/06			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
54840		72%	£33,935,500
4760	2860		
3370	1460	59%	
2800	960	59%	
80	40		
0			
36850			£5,803,100
12 month average in learning (volume)	Framework achievements (volumes)	Framework Success Rates	Funding £
2430		47%	£7,108,800
1170	430	43%	
1260	280	51%	
Volumes of learners	In-year achievements (volume)		Funding £
0	0		0
0	0		0

2006/07			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	In-year achievements (volume)		
42750		74%	£30,443,600
4920	3000		
3760	1630	61%	
2940	940	61%	
70	30		
0			
35,510			£5,382,140
12 month average in learning (volume)	Framework achievements (volumes)	Framework Success Rates	Funding £
2410		52%	£6,938,300
1230	490	48%	
1180	330	56%	
Volumes of learners	In-year achievements (volume)		Funding £
			£6,372,100
6880	1750		
1130	430		

Budgets	FE	WBL	E2E	SSF	ACL	ETP/TRAIN TO GAIN	Development Funding	Capital	Administration	Other Programme Budgets
2004/05	£82,072,500	£18,356,200	£5,539,600	£62,805,300	£5,840,200	£0	£8,061,000	£2,809,400	£2,529,100	£3,855,400
2005/06	£82,675,300	£17,221,400	£4,428,600	£70,815,500	£5,803,100	£0	£8,011,500	£2,049,300	£2,591,000	£3,678,400
2006/07	£84,278,200	£16,866,300	£3,870,000	£74,112,000	£5,382,100	£6,372,100	£5,542,700	tbc	tbc	£1,252,000

Key actions

National priorities	Local actions	Measures of success
NP1. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities	**1.1** Increase ***16-18 participation*** and reduce the proportion of ***young people not in education, employment or training (NEET)*** through appropriate provision and support, including more flexible, roll-on, roll off provision targeted to areas where NEET is increasing **(Key changes 1)**	• 3% growth in 16-18 participation between 2004/05 and 2006/07 • Reduce the proportion in NEET from 5.2% to 4.6% overall across all areas by Nov 2006; by 2% to 6% in Milton Keynes. • County transport policies and strategies implemented to improve travel-to-learn arrangements • 95% EMAs taken up by 16-18 year olds during 2006/07
	1.2 Develop ***vocational provision, particularly at levels 1 and 2,*** either through collaborative models, extending provision or raising quality of provision **(Key changes 2,4,5)**	• Secure through local partnerships appropriate funded curriculum offer for NEET • Increase success rates for level 2 provision by 4 % to 63% in 2006/07 from 59% in 2004/05, in all general FE colleges and increasing apprenticeship framework completions by 10% • Increase overall 16-18 success rates by 3% to 70% in 2006/07 from 67% in 2004/05
	1.3 Further develop the ***work-based learning*** (WBL) offer by increasing the number of apprenticeships and completions, particularly in priority sectors through the sector focus groups, improving entry to employment (e2e) progression rates and further development of the regional contracting arrangements. **(Key change 3)**	• Raise the number of apprenticeship completions to 920 for young people in 2006/07, a completion rate of 45% compared to 33% in 2004/05 targeting priority sectors. Raise framework completions all ages to 1,230. • Increase the average in learning for apprenticeships from 4,970 in 2005/06 to 5,140 in 2006/07 • Increase e2e progression from 44% in 04/05 to 53% in 2006/07; 1500 16-18 year olds involved in e2e • Complete regional contracting arrangements for WBL providers contracting with more than one local LSC in the South East. • Meet targets set for seven sector focus groups. Review Apr 2006. • Evaluate and embed provider training via MOBNET Sept 2006.
	1.4 Work with Connexions and Local Authorities to implement ***14-19 strategies and action plans*** which build on effective local partnerships and collaborative arrangements in order to	• Alignment of 14-19 strategies with local authority Children and Young People's Plans in MK, Buckinghamshire and Oxfordshire • Implementation of Year 3 of Post Inspection Action Plan through the

	increase achievement ***at level 2 by age 19****;* widen the curriculum offer and extend choice. **(Key changes 4,5)**	implementation of Oxfordshire 14-19 strategy • 14-19 Oxfordshire partnerships implement agreed partnership plans to address gaps in provision for full offer in 2006/7 • Establishment of 14-19 partnerships in North and South Bucks • 3 area-based 14-19 prospectuses published by March 07 • Improving the achievement rate for level 2 at 19 by 2% to 73% in 2006/07; equating to 600 additional learners achieving in 2006/07
	1.5 Continue to develop and extend delivery of ***14-16 work-related learning, Increased Flexibility (IF) programmes, Education Business Links (EBL) and Young Apprenticeships (YA)*** to widen choice as part of a 14-19 learning entitlement, supported by enhanced information, advice and guidance through published area prospectuses **(Key changes 4,5)**	• 3000 young people in Years 10 and 11 to benefit from 10 IF Partnerships • 14000 work experience placements (extended work placements for 200 pupils) for Year 10 and 11 pupils; • 150 professional development placements for teachers • Consolidate Young Apprenticeship delivery models for Cohorts 1 and 2 in Engineering in Oxfordshire – 50 students and in Creative and Cultural Industries in Milton Keynes – 50 students
	1.6 Continue to develop local provision to improve the range of education and training opportunities for ***young people with learning difficulties and / or disabilities (LLDD)*****.** Ensure information is available to support progression, and to develop the learning infrastructure to address gaps in provision to meet learner needs. **(Key change 6)**	• Work with partners to implement transitional planning protocols and a directory of information to improve progression and achievement of LLDD • Support the development of Children's Trusts by aligning resources to plan and support provision in the 3 areas: MKOB by March 2007 • Support the development of joint school/college post 16 provision in Oxfordshire by Dec 2006 • Further develop a model which 'brokers' support for learners in transition at age 19 in Milton Keynes by Dec 2006 • Further develop local provision for young people with complex needs in Oxfordshire by Oct 2006
NP2. Making learning truly demand-led so that it better meets the needs of employers, young people and adults	**2.1** Increase the volume of full Level 2 achievements for adults through the introduction of appropriate curriculum and flexible delivery **(Key change 7)**	• Deliver 2,770 full level 2 qualifications through further education provision including Local Authority provision and work-based learning in 2006/07 • Increase 19+ level 2 success rates by 4% to 61% in 2006/07 from 57% in 2004/05
	2.2 Working with the LSPA, Sector Skills Councils (SSCs), employers, providers and partners, continue to address the skills needs (including skills for life) of the MKOB **priority**	• Sector action plans for retail and engineering to be agreed with SSCs, LSPA, providers and partners by July 2006. In year milestones achieved • Milestones for built environment and care sector action plans to be met

	sectors - construction, health and social care, retail and manufacturing/engineering. **(Key change 8)**	• Stimulate demand and contribute to the regional targets of: 27,720 iTQ enrolments at level 2 (IT users), 5,843 OSAT level 2 qualifications and 76,160 level 2 and 9,520 level 3 BIT qualifications in line with SSAs • Research the demand for English for Speakers of other Languages (ESOL) within MKOB and develop plans to address capacity issues
	2.3 Implement **Train to Gain** with, at its core, an independent and impartial skills brokerage. This service will diagnose business skills needs and source appropriate training provision based upon a comprehensive analysis of an employer's training needs. In addition the LSC will ensure that the provision purchased from providers meets the needs of employers. Crucially, employers will have: • Easy access to relevant, flexible and high quality training • Access to information and advice supporting the direction of their business plan • Information, support and sign-posting to a wide range of training packages • Funding for Skills for Life and first full level 2 training needs **(Key change 9)**	• Deliver 1,750 first full level 2 qualifications through Train to Gain targeting priority sectors and areas of deprivation • Deliver 430 skills for life achievements through Train to Gain • 1,050 businesses engaged through Train to Gain supported by Business Skills Brokers
	2.4 Develop an understanding of the major skills issues within the Business services **priority sector** and develop plans to address those issues	• Skills issues identified by June 2006 • High level plans agreed by Dec 2006
	2.5 Develop the **Centres of Vocational Excellence (CoVEs)** and **Action for Business (A4B) network** in partnership with relevant Sector Skills Councils to deliver high quality flexible provision that meets the needs of employers **(Key change 8, 9)**	• 4 colleges to achieve A4B accreditation • Support the CoVEs going through reassessment in 2006/07 • CoVEs working with SSCs to develop demand led provision • Align CoVEs with A4B network
	2.6 Work with providers to shift the mix and balance of provision towards LSC target and priority sectors **(Key change 10)**	• Increase proportion of adult funding supporting high priority provision that contributes to targets by 3%

NP3. Transform the learning and skills sector through agenda for change	**3.1** Develop a learning plan to respond to MKSM **growth areas** building on initial StAR-based research project **(Key change 11)**	• MKSM Learning Plan produced, disseminated and agreed with partners (May 2006 – in conjunction with Beds & Luton and Northamptonshire LSCs) • Specific learning plan for MK and Aylesbury Vale produced in co-operation with LDVs (Oct 2006)
	3.2 Implement local area, geographically specific solutions to address 14-19 provision issues raised in **MKOB StAR** **(Key change 12)**	• LEA/LSC joint agreement on solution to Banbury provision (May 06) • Feasibility study for 'Aylesbury Learning centre' commissioned and completed (June 06) • Action plan devised for Aylesbury learning centre (Sept 06) • Solution sought for Bicester provision
	3.3 Implement the **local capital plan** **(Key change 13)**	• Secure £37m of local capital investment, to include new provision for LLDD • Review and update local capital plan (Sept 06) • Fund local authority capital plans for the delivery of PCDL for adults
	3.4 In partnership with individual providers, COMBO, MOBNET and local authorities, as well as QIA, OfSTED and ALI and other agencies, support and develop the **quality improvement** agenda and ensure developments are planned and carried out where provision needs improving or is deemed unsatisfactory	• Contribute to post Joint Area Review (JAR) planning in Milton Keynes (from April 05) • Contribute to Buckinghamshire (Sept 06) and Oxfordshire JARs (Jan 07) • Work annually with providers to ensure Provider Development Plans and self assessment reports are produced • Ensure that all providers inspected by OFSTED/ALI prepare for and respond to the outcomes/findings • Work closely with provider networks to encourage sharing of good practice and embedding principles of peer review/referencing • New Measures of Success embedded for all providers
	3.5 Embed relevant **Equality and Diversity Impact Measures (EDIMs)** within Provider Development Plans in line with Local LSC E&D priorities	• Undertake analysis of participation and achievement data by area/gender/ethnicity/disability to agree local provider level EDIMs in relation to Skills for life, LLDD, ethnicity, deprivation and WBL gender
NP4.Strengthen the role of the LSC in economic development so that we provide the skills	**4.1** Continue to work with providers to achieve the **Skills for Life** Public Service Agreement (PSA) target. **(Key change 14)**	• 6,230 learners to achieve Skills for Life qualifications • Increase by 4% the proportion of adult skills for life provision that counts towards the PSA target
	4.2 Work with **Ufi/Learndirect** in MKOB to continue to deliver a range of e-learning programmes and develop the local capacity to deliver First Skills for Life tests and full NVQ Level	• 450 Skills for Life test passes • 100 full NVQ level 2's

needed to help all individuals into jobs and lifelong employability	2 qualifications **(Key change 14,15)**	
	4.3 Continue to work with **Jobcentre Plus**, providers and other partner organisations to enable economically inactive people to gain training and work experience, particularly within priority sectors **(Key change 14, 15)**	• Joint Jobcentre Plus / LSC action plan in place by Dec 06 • Continuation of Welfare to Workforce project – 50 people into jobs by Jul y 2006 • Evaluation of project by Sept 2006
	4.4 Working with providers, probation service, prison service, Next Step, voluntary and community organisations and Jobcentre Plus, develop and deliver the new **Offender Learning and Skills Service (OLASS)** as a comprehensive advice and learning service for those aged 15+ in custody and within the community. **(Key change 15)**	• Develop and agree a commissioning plan for offenders in the community by July 2006 • Move provision from probation service to LSC providers by July 2006. • Contribute to regional plan of learning support and learning opportunities for c 8,000 offenders in prison; for up to 22,000 on probation; for up to 2,500 15-19 year old juveniles in prison or on community service
	4.5 Continue to implement the 'Working Together' strategy with the **Voluntary and Community sector** and Support 'Change Up' by developing the VCS as both a key employment sector and provider of learning. **(Key change 15)**	• Development of 3 VCS Learning Networks by Sept 2006 • Models for an area wide VCS consortium for delivery of learning developed and recommendations made by Dec 2006 • Communication channels to ensure awareness of current initiatives (e.g. through a website and bi-monthly e-newsletter) embedded with VCS by December 2006.
	4.6 Support South East **Action for Communities** initiative by continuing to work with providers and partners to support learning within deprived communities and disadvantaged groups **(Key change 15)**	• Baseline established by mapping existing community learning centres and a development plan, to ensure network coverage across MKOB, in place by Dec 2006.
	4.7 Prioritise resources for ***adults in work, or disengaged from learning,*** towards the achievement of a first level 2 qualification the Adult Learning Grant (ALG) and targeted Information, Advice and Guidance (IAG). **(Key change 14,15)**	• Face-to-face advice sessions 2,600 • Information sessions during 2006/07 68,520 • Targeted advice sessions for sub level 2 individuals, focusing on Jobcentre Plus clients, offenders / ex-offenders and those at risk of redundancy 9020 • Support 400 learners with an Adult Learning Grant an increase of 25% on 2005/06 • Deliver 70 ESF funded projects addressing lifelong learning, social exclusion, skills needs and gender stereotyping
	4.8 Work with the three Local Authorities to support ***learning***	• 30,330 learners engaged in PCDL and first steps learning during 2006/07

	for personal or community development (PCDL), focusing on first steps learning, essential skills and progression to level 2 learning. **(Key change 15)**	• 900 learners engaged through Neighbourhood Learning in Deprived Communities (NLDC) during 2006/07 • 4,280 learners engaged in Family Learning, Literacy and Numeracy (FLLN) during 2006/07 • Develop progression pathways to accredited FE provision in priority sectors e.g. Care, Education services
NP5.Improve the skills of the workers who are delivering public services	**5.1** Continue to develop the skills of school support staff **(Key change 16)**	• Contribute to the regional target of 2,250 school support staff to achieve a first full level 2 qualification
	5.2 Continue to work with the Oxfordshire Skills Group (Part of Block 4 of the LAA) to develop plans to address the skills needs of the local authority workforce in Oxfordshire **(Key change 16)**	• High level plans agreed by Sept 2006
	5.3 To work in partnership with Trade Unions in order to promote the benefits of learning to lower skilled workers, particularly in the public sector **(Key change 17)**	• Targets from current project to be included • Engage learning reps in learning MKOB
	5.4 As part of Train to Gain, ensure that learning and training programmes meet the needs of the public sector **(Key change 17)**	• low skilled workers targeted in public sector (target tba by May 06) • full first level 2s achieved by target public sector group (target tba by May 06)
NP6.Strengthen the capacity of the LSC to lead change nationally, regionally and locally	**6.1** Deliver a smooth transition to the new internal structure under **Theme 7**	• Local team structure in place by Sept 2006

Our Delivery Resources

Partnership Working

The LSC is not able to achieve its aims and objectives working in isolation; our commitment to partnership working will therefore remain in 2006/7. This is particularly important to the new 'partnership teams' which will need to develop quickly and build relationships with organisations with compatible aims and objectives. The StAR process greatly enhanced our partnership working and we intend to build on this as we deliver the priorities for 2006/7 identified in this plan.

At the LSC-wide level we will continue to contribute to the regional agenda through our working relationships, particularly with SEEDA and GOSE. At the MKOB level we will work with the LSPA, Connexions, Jobcentre Plus, Business Link and our provider networks (CoMBO and MOBNET). Within the partnership team area (co-terminus with LA/Unitary boundaries) we will continue to contribute to the Oxfordshire and Buckinghamshire Local Area Agreements and look forward to contributing to Milton Keynes' LAA from early 2006. The Local Delivery Vehicles for our two growth areas, the three economic partnerships, and the three local authorities are further critical partners.

Equality and Diversity

The Council will ensure that planned activities take account of its duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations (Amendment) Act 2000, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age (due to come into effect in 2006). The actions and activities covered in this plan will be underpinned by and reflect the Council's Race Equality Scheme. The Learning and Skills council recognises its statutory duties under Race Equality legislation and emerging duties around Disability and Gender Equality. The local office will work in partnership with colleagues at Regional and National level to support the process of Equality Impact Assessments across all functional areas.

Health and Safety

The health and safety of learners is fundamental to the Learning and Skills Council. Learners are entitled to undertake provision that takes place in a safe, healthy and supportive environment. The 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 those colleges and other providers funded by the Council will meet fully their legal obligations and "duty of care" to learners
- to take a risk- targeted approach to seeking assurance that colleges and other providers have suitable and sufficient arrangements for learner health and safety
- to take appropriate action where expected standards are not met or maintained

- to promote the raising of standards for learner health and safety through support, and challenge as appropriate.

Learners with Learning Difficulties and / or Disabilities

During 2006/7 the LSC will continue to develop its work to develop provision for learners with learning difficulties and/or disabilities. This will build on the findings of the local Strategic Area Review Work and the 2005 national review.

Activity will focus on building capacity within the post 16 provider network to support more learners in local provision. This will be achieved by identifying and sharing expertise and good practice via the further development of Action for Inclusion networks of specialist and mainstream providers. The networks will concentrate on increasing the range and quality of provision for learners with profound and complex needs; developing local residential provision; filling gaps in provision for learners with behavioural and emotional difficulties; those with mental health difficulties; those with autistic spectrum disorder.

Sustainable Development

The LSC launched a strategy for sustainable development in 2005. This strategy will guide our approach in 2006/7 which will include work with providers to ascertain advice and develop their approaches to sustainable development, including how it is built into capital development proposals. We will also contribute to the sustainable development agenda through partnership working, for instance as part of Local Area agreements and the development of growth areas including Aylesbury Vale and Milton Keynes

It will also include how we work as an organisation and what mechanisms are put in place to maximise the use that we gain from the resources that we deploy.

Annex A

National provision mix matrix

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	15,702,740 20990	38%	4,539,440 4431	11%	12,360,874 8503	30%	**32,603,054** **33924**	**78%**
Potential to contribute	2,088,481 1301	5%	216,780 235	1%	1,269,669 1381	3%	**3,574,930** **2917**	**9%**
No longer eligible for LSC funding	280,130 473	1%	20,096 79	0%	53,416 641	0%	**353,643** **1193**	**1%**
Other (eg UFI and Unclassified)	0 0	0%	0 0	0%	0 0	0%	**0** **0**	**0%**
Entitlement	0 N/A	0%	0 N/A	0%	5,230,120 N/A	13%	**5,230,120** **N/A**	**13%**
Totals	**18,071,351** **22764**	**43%**	**4,776,316** **4745**	**11%**	**18,914,079** **10525**	**45%**	**41,761,746** **38034**	**100%**

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	12,884,858 21305	33%	1,629,535 2563	4%	7,367,635 18839	19%	**21,882,027** **42707**	**56%**
Potential to contribute	5,620,921 11618	14%	362,803 952	1%	9,350,510 21773	24%	**15,334,234** **34343**	**39%**
No longer eligible for LSC funding	910,035 2160	2%	8,085 26	0%	792,582 11576	2%	**1,710,703** **13762**	**4%**
Other (eg UFI and Unclassified)	0 0	0%	0 0	0%	0 0	0%	**0** **0**	**0%**
Entitlement	0 N/A	0%	0 N/A	0%	119,377 N/A	0%	**119,377** **N/A**	**0%**
Totals	**19,415,814** **35083**	**50%**	**2,000,423** **3541**	**5%**	**17,630,104** **52188**	**45%**	**39,046,341** **90812**	**100%**

NB percentages are funding values as a percentage of the total funds, for each age group

Annex B

The Policy Context

The policy context for 2006-07 is complex and wide ranging and is brought together in our national and regional statements of priorities outlined above on page 5.

The major policy drivers include:
From Government

- White Papers for Education, Children & Schools
- Foster Review of Further Education
- Leitch Review of Skills interim report Skills in the UK:

Nationally

- Agenda for Change
- Public Service Agreement (PSA) Targets
- Skills Strategy
- Through Inclusion to Excellence
- The Little Review of LSC provision for learners with learning difficulties and/or disabilities (LLDD)

Regionally

- Capital Strategy
- South East Regional Economic Strategy

Locally

- Strategic Area Review and 14- 19 Strategies
- Offender Learning policies
- Joint Area Reviews
- Capital plans