

South West Regional Skills Action Plan

2008-2011

January 2008



Leading learning and skills

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Foreword

I am delighted to present our second Regional Skills Action Plan which scopes skills activity across the South West region to 2011. The challenge of addressing the UK's long standing skills deficit is currently receiving much attention. This Action Plan will help us to focus on our own South West regional skills priorities.

Since we produced the first plan in 2007, the Leitch Report and its world class skills ambitions have taken centre stage. I am pleased that it builds on our achievements and the direction that we have mapped out for the skills agenda. We are already moving towards a demand-led system and it has been confirmed that this is how all adult funds will be allocated from 2010. It is important that individuals and employers have a choice of provision to meet their needs, and that we enable the best Providers to engage more learners and employers.

In addition to Leitch, 2007 has seen the publication of a number of influential reports that bring significant changes to our work. There is no doubt that between 2008 and 2011 there is much to do.

We have some detailed plans for 2008/11, which support the new world class skills target to 2020. Our work currently falls into two main areas: workforce development through Train to Gain, in which our priorities are the delivery of full level 2 and 3 qualifications, Skills for Life qualifications and Apprenticeships; and supporting workless individuals into jobs through flexible skills provision. As we move forward, our skills and employment work will be fully integrated so that in partnership, we can help more people to find work, stay in work and progress to higher skill levels.

I look forward to working closely with partners and stakeholders across the region to accelerate improvements to our skills base and to make a difference to the opportunities available to our people and to the productivity of our businesses.

Malcolm Gillespie
Regional Director South West

Executive Summary

This South West Regional Skills Action Plan 2008-2011 outlines our plans to support the new world class skills targets to 2020. It provides an overview of all aspects of our regional skills work and will be particularly useful to partners, providers and LSC staff.

We will use this Plan to inform our commissioning priorities for 2008/09. This will maximise the opportunities to target public funding investment where it can make a difference. Increasingly our adult funds are being aligned towards priority activities and for those adults most in need of help. Other types of learning will need to be paid for by employers and learners.

Our focus is on productivity, and social inclusion and cohesion. Planned skills and employability activity will be underpinned throughout by equality and diversity principles, to ensure that disadvantaged groups benefit from our work.

The Plan supports the regional skills agenda and has been shaped by the findings of our South West Strategic Analysis. It describes how we plan to deliver the LSC National Statement of Priorities in the South West. Much of the LSC's work has been influenced by reports published in 2007 which include the Leitch Implementation Plan, the Sub National Review of local economic development and regeneration and Welfare Reform.

The new milestone targets to 2011 focus on the working age population and present significant challenges in terms of improving attainment levels at level 2 and delivering the demanding functional skills targets within Skills for Life. There are 987,150 individuals in the region without a level 2 qualification.

We will **create demand for skills** from **individuals** and engage new learners whose current attainment is below level 2 by:

- Developing our Information, Advice and Guidance Services in preparation for the new Adult Advancement and Careers Service in 2010. We will have 2 development projects, in Devon and Cornwall and West of England addressing intervention models and joint working with Jobcentre Plus
- Finding ways to engage new learners and focusing our resources into helping low skilled individuals achieve a level 2 and basic employability
- Supporting workless people find employment through Skills for Jobs in partnership with Jobcentre Plus and to continue their learning through Train to Gain
- Offering functional level literacy and numeracy based on an assessment of need
- Addressing the skills needs of older workers

We will **create demand for skills** from **employers** by:

- Developing a South West Train to Gain “Plan for Growth” so that we increase our capacity to work with employers (by more than doubling the size of the Train to Gain Service by 2010)
- Re-positioning Train to Gain as the service to meet all levels of skills needs. This will support a flexible offer of training to employers and the self employed and include fully funded and subsidised training from Skills for Life to higher level qualifications
- Securing the commitment of employers to developing their workforce to a minimum of level 2 through the Skills Pledge
- Developing an integrated offer to employers through Local Employment Partnerships, which links pre-employment training with in-work training through the Train to Gain Service and the Skills Pledge
- Linking our plans for Employer Engagement and Workforce Development to support the integration of employment and skills
- Purchasing high quality provision that meets sector needs
- Supporting an extended Leadership and Management Programme and level 3 through Train to Gain
- Building a list of “new standard” accredited Providers so that employers can identify can identify and work with responsive providers
- Engaging our vocationally excellent Providers in Specialist Networks, linked to National Skills Academies, so that they can develop new training solutions to meet employers needs
- Support the cross Government Skills Campaign in the region

We will **transform the “FE”** system to respond to demand by:

- Integrating skills and employment activity
- Maintaining the momentum of achievements within Skills for Life and increasing Functional Skills in literacy and numeracy
- Embedding Skills for Life into vocational and workplace provision
- Converting Skills for Life non recognised qualifications into target qualifications
- Continuing to improve success rates across all provision
- Supporting worklessness and workforce development through an £118m European Social Fund Programme (2008-2013) which will provide additional flexible provision to deliver our priorities
- Supporting Provider capacity building to achieve growth in provision

- Bringing in new high quality Providers
- Encouraging investment in high quality premises
- Ensuring that underrepresented groups have the same opportunities as other learners

We will work towards **better skills, better jobs and better lives** by:

- Working with Jobcentre Plus to provide an integrated employment and skills offer to help workless individuals into sustainable jobs through a seamless customer journey
- Supporting progression routes from entry level to levels 3 and 4
- Supporting learners with learning difficulties and/or disabilities and offenders into jobs
- Aligning skills with the requirements of Local Area Agreements
- Maintaining investment in English for Speakers of Other Languages to support communities where it is a priority
- Improving offenders lives by supporting them to gain the employability skills and qualifications needed to hold down a job
- Creating and developing opportunities arising from the Olympic and Paralympic Games and developing new initiatives and programmes with partners

Key Points for the Regional Commissioning Plan 2008/09

The Regional Commissioning Plan will determine the learning and skills investment to be made in the region in 2008/09. This section summarises the key points from the Regional Skills Action Plan which will inform Commissioning and how Providers use LSC funds. We expect these key points to be embedded in discussions with Providers when planning for 2008/09.

1. Creating demand for skills

1.1 For individuals we need to:

- Ensure that Providers have plans to reach new low skilled and disadvantaged learners whose existing attainment level is below level 2. The priority group will include individuals on benefits, those living in deprived communities, those facing issues of social exclusion and lone parents
- Ensure older learners have access to provision
- Deliver Functional Skills to individuals below level 1 literacy and Entry level 3 numeracy and in particular focus on addressing the numeracy shortfalls across the region

1.2 For employers we need to:

- Secure the agreement of key employers in each local area to the Skills Pledge and deliver free level 2 training to appropriate employees
- Ensure that staff within Train to Gain provider organisations who engage with employers achieve accreditation against the appropriate standard so that they deliver a professional service to employers
- Work with the public sector, such as the National Health Service (non clinical staff) and Local Authorities to engage low skilled employees in learning towards level 2 and progression onto levels 3 and 4
- Deliver Leadership and Management training to 2,194 companies to improve their productivity
- Deliver level 3 qualifications to employers within Train to Gain and secure a 37.5% fee contribution from the employer
- Introduce Train to Gain entry flexibilities so that volunteers, the self employed and offenders are included

- Improve participation rates in Apprenticeships to achieve overall growth across 16-18, 19+ and Adult Apprenticeships
- Promote the benefits of a diverse workforce

1.3 For young people (14-19)

- Respond to the need for practical learning provision, outside Diploma delivery, to cater for the individual learning needs of young people “Not engaged in Education, Employment and Training”. Such provision must fit with the Foundation Learning Tier as it develops
- Continue to offer flexible start dates to non-engaged young people
- Ensure that Providers notify Connexions of all early leavers aged 14-19
- Support young people to start atypical careers in Apprenticeship e.g. females into construction and males into early years education

2. Transforming the FE system to meet demand

- Target LSC funds to deliver priority learning and economically valuable qualifications identified by Sector Skills Councils and remove redundant qualifications from their LSC funded provision
- Increase the focus on first, full level 2 and 3 starts in adult responsive Further Education provision
- Provide flexible skills provision that can be tailored to workless individuals to achieve a single customer journey
- Ensure that suitable in-work training is available to Local Employment Partnership clients through Train to Gain, including second level 2 qualifications where appropriate
- Respond to gaps in provision in the local market
- Increase Train to Gain success rates from 76% to 85%
- Increase overall Further Education success rates to 78%
- Increase Apprenticeship completion rates from 59% to 64%
- Increase the participation and success of underrepresented groups
- Secure provider commitment to work towards and achieve the “new standard”
- Invite Providers who have achieved the “new standard” Part B in vocational excellence to join the emerging National Skills Academy Specialist Networks

- Ensure there is sufficient Provider capacity to deliver the significantly increased volumes of learners in Train to Gain
- Encourage progression for learners who have achieved a National Vocational Qualification through Train to Gain into an Apprenticeship to complete an Apprenticeship Framework
- Embed Skills for Life/Functional Skills delivery across all provision and increase the percentage of target qualifications to 80%
- Embed Information, Advice and Guidance services within all LSC provision to support learner decision making and progression
- Focus education and training for learners with learning difficulties and/or disabilities on learning that will lead to sustainable employment and/or qualifications leading to a level 2 as appropriate
- Seek assurance that all providers we work with comply with equality legislation

3. Better skills, better jobs, better lives

- Align Skills for Jobs and Train to Gain to respond to the training and support needs identified through Local Employment Partnerships
- Engage 1,300 workless participants in projects under Skills for Jobs and of these, ensure that 434 secure sustainable employment of at least 13 weeks
- Use European Social Fund projects to provide the pre-employment training that workless individuals need to secure jobs; and provide in-work training through Train to Gain to support retention and the development of higher level skills
- Align planned learning to the priorities in Local Area Agreements and the emerging priorities of Local Employment and Skills Boards
- Ensure that Personal, Community and Development Learning focuses on those individuals who need the most help to progress, either into accredited learning or work
- Ensure that funds for Neighbourhood Learning in Deprived Communities support Skills for Jobs activity in the most deprived wards
- Develop the learning offer to offenders to include Skills for Life, and a wide mix and balance of employment focused provision
- Ensure that offenders can access effective information, advice and guidance services to tailor their learning so that it leads to employability
- Enable Providers to support clear progression arrangements from worklessness to higher level skills

1. Introduction

'Our Statement of Priorities' for 2008/09 to 2010/11 presents a substantial skills transformation programme and reflects the priority given to skills following the publication of the Leitch Review of Skills.

"These changes represent a significant opportunity to put skills at the top of the political agenda and to demonstrate how they will contribute to wider government goals to reduce child poverty, promote social mobility, inspire innovation and business productivity, and support higher levels of sustainable employment".

Christopher N Banks and Mark Haysom, 'Our Statement of Priorities Better Skills, Better Jobs, Better Lives'.

The South West Regional Skills Action Plan was first produced in 2007. It focused on skills needs and the need to start to shape the mix and balance of demand-led provision across the region.

This new version for 2008/09 to 2010/11 reflects the significant changes that are taking place and, in particular, raises the profile of skills for social inclusion and cohesion, providing workless individuals with the skills they need to secure employment. It also reflects the need to develop a new skills and employment partnership based on integrated delivery. Our skills activity will be underpinned throughout by equality and diversity principles, to ensure that disadvantaged groups benefit from our work.

We continue to refine our understanding of skills demand. This Plan draws heavily on the LSC South West Strategic Analysis 2006, which was based on published labour market information; LSC management information and survey work; and subsequently, by the Supply and Demand Analysis produced internally in October 2007.

We will use this Action Plan to inform the LSC Regional Commissioning Plan for 2008/09, which in turn influences the LSC allocations process. As we move forward, the content of the Action Plan will be used to review South West performance. The Plan is available to Partners and Providers to help them plan their skills activity. External partners will be able to access the Action Plan via our website.

With the skills agenda being so dynamic, we will review and update the content at six monthly intervals.

Currently, we face a number of uncertainties; we are waiting for clarity on how the creation of two new government departments (DIUS – Department of Innovation, Universities and Skills and DCFS – Department of Children, Schools and Families) will affect the skills agenda. The Employment and Skills Commission is still to have an impact; an enhanced Apprenticeship programme will be effective from April 2009; and, the integration of employment and skills will result in a newly configured Adult Advancement and Careers Service.

In the following sections of the document, we have provided an overview of the context, progress to date, regional targets, key challenges and our intended response. This is followed by key points to inform the Regional Commissioning Plan and our Action Plan.

2. Context

2.1 National drivers

Our skills work is driven by a number of key policy documents:

- In July 2003, the Government launched the national Skills Strategy, ‘*21st Century Skills: realising our potential*’ which set the challenge for 2010:

“To ensure that employers have the right skills to support the success of their businesses, and individuals the skills they need to be both employable and personally fulfilled”.
- This was followed in 2005 by the White Paper: ‘*Getting on in business, getting on at work*’, which focused on reforming the supply of publicly funded training to raise performance, build capacity and better articulate the needs of employers and individuals
- The White Paper *Further Education: ‘Raising Skills, Improving Life Chances*’ 2006, established a new economic mission for Further Education; its central purpose is to equip young people and adults with the skills needed for productive and rewarding employment in a modern economy. Over time Providers will be expected to develop distinctive excellent specialist provision
- The final *Report of the Leitch Review of Skills* (December 2006) recommended that the UK should commit to becoming a world leader in skills by 2020. Achievement of this ambition, through a new set of challenging targets to 2020, would mean that we need to almost double attainment at every level:
 - 95% of adults to achieve the basic skills of functional literacy and numeracy
 - exceeding 90% of adults qualified to at least level 2, with a commitment to achieve 95% as soon as possible
 - 68% of the adult population qualified to level 3
 - increasing Apprenticeships to 500,000 a year; and
 - over 40% of the adult population qualified to level 4 and above

Leitch recommended that government investment should focus on market failure and provide a basic platform of skills. In other cases, employers and individuals should themselves invest in learning. Skills investment should focus on economically valuable skills, be demand-led and sufficiently flexible to respond to emerging market needs.

The main recommendations arising from Leitch were for:

- increased investment at all levels and, in particular, from employers at level 3 and higher public funding to be demand-led and routed through Train to Gain and Learner Accounts by 2010
 - a strengthened employer voice through the Commission for Employment and Skills
 - re-licensed Sector Skills Councils responsible for identifying economically valuable qualifications that are suitable to attract public funding
 - a new Skills Pledge for employers to commit to workplace training to level 2 and increased Apprenticeship volumes
 - greater employer engagement in Higher Education
 - the development of a culture that values skills and is underpinned by a new universal Adult Careers Service
- In July 2007 the government responded to the Leitch report with '*World Class Skills: Implementing the Leitch Review of Skills in England*' and committed to the Leitch world class ambitions for 2020. However, that commitment far exceeds the government's contribution and requires employers and individuals to take responsibility for improving skill levels. It introduced:
 - new milestone targets to 2011 to support a new Skills Public Service Agreement (PSA) target and milestones for the first time at levels 3 and 4
 - a joined-up employment and skills system focused on supporting individuals to improve their skills and progress at work; this will be underpinned by a new Adult Advancement and Careers Service and Skills Accounts
 - arrangements through the Commission for Employment and Skills and Sector Skills Councils, whereby employers can lead the way on skills in return for their increased investment at all levels
 - a new partnership in the workplace including the Skills Pledge, a broader Train to Gain Service, which would also include Apprenticeships, to assist all employers with workforce development
 - a proposal for a single brokerage service where skills brokerage is integrated into the Regional Development Agency business brokerage service
 - a new Department for Children, Schools and Families responsible for 14-19 reform which supports the skills agenda through Diplomas, Functional Skills and increased volumes of Apprenticeships
 - The Welfare Reform Green Paper '*In work better off: next steps to full employment*' was published alongside the Leitch Implementation Plan. This proposed that as a country we should be aiming for an 80 per cent employment rate, by reducing the numbers of working age people who are dependent on benefit and closing the employment gaps between different

groups. To achieve this, a step change in the support that we offer low skilled, disadvantaged adults is needed

- *The 'Review of sub-national economic development and regeneration' (July 2007)* supported the government's objectives to encourage economic growth and tackle deprivation at every level. The review proposed devolved decision making and a much larger role for Local Authorities to promote economic development and neighbourhood renewal. This is to be achieved through greater local flexibility, stronger partnership working, particularly with the Regional Development Agency, and co-operation from other agencies. The LSC is positioned as having key skills priorities supporting economic growth, tackling worklessness and improving basic skill levels to assist with progression into further learning or employment
- *Our Statement of Priorities 'Better skills, Better jobs, Better lives' (November 2007)* responds to the Leitch Implementation Plan and firmly places skills at the heart of social and economic prosperity. It includes significant growth in the Train to Gain Service and continues to prioritise government funds for unskilled and low skilled individuals and those most excluded from the labour market.

We have three main areas of activity to support our targets:

- "Creating demand for skills" amongst young people, adults and employers based on an understanding of the social and economic benefits that it brings
- "Transforming FE" so that as demand increases, we have a system that is able to respond effectively
- "Better Skills, Better Jobs, Better Lives" which focuses on achieving progression. Part of this involves targeting provision at those people most excluded from the labour market and working closely with Jobcentre Plus to integrate the support available to those not in work

2.2 South West region

2.2.1 Regional Skills Agenda

This Action Plan is our response to the skills agenda that is articulated in two key regional documents:

- The South West Regional Development Agency's 'Regional Economic Strategy' provides a vision for the South West and the overall framework for improving the economy and for ensuring that more people can participate. Skills development has a key role to play in the development of "Successful and Competitive Businesses" and "Strong and Inclusive Communities" which are at the heart of this Strategy
- The South West Regional Skills Partnership '*Statement of Priorities 2007/10*' supports the implementation of the Regional Economic Strategy through the identification of a clear set of priorities:

- improving leadership and management skills
 - developing enterprise skills for all ages within the South West
 - developing skills to increase innovation and creativity within the South West economy
 - ensuring that the skills needs of the regional economy, and in key sectors in particular, are addressed at level 3 and above (including Higher Education)
- The Partnership has identified a need to pay particular attention to
 - supporting effective strategies for the integration of migrant workers
 - supporting the development of an integrated all age Information, Advice and Guidance service
 - supporting strategies for the reduction of young people “Not in Education, Employment or Training”
- These priorities are underpinned by the three themes: productivity, progression and sustainability. They are embedded in our Skills Action Plan as follows:
 - Productivity: increased support for level 3 in Train to Gain; close working with Higher Education partners to support higher level vocational learning; continued focus on basic employability at level 2 and Skills for Life, including a new focus on Functional Skills; and actions to re-engage workless individuals
 - Progression: the delivery of level 3 qualifications and Apprenticeships through the Train to Gain Service, and close involvement with Higher Education through the Higher Level Skills Pathfinder Project. A continued focus on quality information, advice and guidance for young people and adults and, as we engage more people in learning, the Foundation Learning Tier to support their progression routes
 - Sustainability: increased financial contributions from individuals and employers to invest in skills development within the workforce, with the potential to support the creation of new goods and services; support for colleges to share best practice; a requirement for environmental sustainability within our capital building programme; and, local partnership working to support sustainable communities

2.2.2 Working with regional partners

The LSC is fully committed to working closely with partner organisations such as the:

- **South West Regional Development Agency**

The Regional Development Agency is a key strategic partner and their economic development agenda is important to us. We will continue to develop our joint working

arrangements to ensure that the skills requirements identified in strategic documents are fully considered within our own, and our partners, plans. We will work with the Regional Development Agency to support our capital investment strategy and will work together on a variety of other specific projects such as; developing skills within the Aerospace Industry, National Skills Academies and emerging sectors.

- **Regional Skills Partnership**

We work closely with the Regional Skills Partnership and we continue to be represented at all levels of activity from the Board and Alliance to the Task and Finish groups. We will support the Partnership Priorities, promoting LSC skills activity to achieve agenda alignment across partners and continue to deliver regional strategies, such as Skills for Life.

- **Joint sector review activity**

We will continue to work jointly with the South West Regional Development Agency, Regional Skills Partnership and Sector Skills Councils on sectoral review work. On behalf of partners, the Regional Skills Partnership co-ordinates a regional response to the Sector Skills Councils' consultations on Sector Skills Agreements. This joint approach is valued by all partners and has set a precedent for other activity, such as the joint planning of European Social Fund programmes.

2.2.3 Olympic and Paralympic Games

The Olympic and Paralympic Games in 2012 are high profile events which have the potential to transform the region's skills base.

Work to create a 2012 skills legacy is integral to the South West 2012 Strategy and Action Plan. It is led by the LSC working within Team South West and working alongside the South West Regional Development Agency, Jobcentre Plus and Sports England. We are working collaboratively with a number of government departments and key partners to support emerging national plans. In fact the South West is the lead region for England on 2012 skills and education issues and is the exemplar of good practice in this area.

Education and skills are relevant in all five 'Flames' of that Strategy and Action Plan and are seen as a cross-cutting theme. The 'Flames' are: Business Development; Tourism and Regional Image; Sporting Opportunity; Business Opportunity, and Cultural Celebration and Community Engagement.

As there are no new resources to directly support the Games, we will work to 'Olympify' current and planned activity such as Train to Gain and Skills for Life to gain extra leverage from our resources.

2.3 Progress in the South West Region

We have made good progress and supported many learners:

- The number of young people in learning has been sustained at the high level of 125,000 during 2005/06 and increased to 125,700 during 2006/07

- We supported 373,000 adults in funded learning during 2005/06 and to date have supported 291,000 in 2006/07
- In 2006/07 we anticipate that we will have supported 15,000 adults to achieve a first full level 2 qualification (excludes Apprenticeship achievements)
- In the last three years we have engaged with over 100,000 individuals each year in Skills for Life, over 225,000 learners have achieved a nationally recognised Skills for Life qualification and 37,000 adults have achieved the Skills for Life qualification for the first time

In **2007/08** we expect to support:

- 12,400 learners through European Social Funding
- 1,450 adults aged 25+ in Apprenticeships

We have supported many changes:

- Since 2001, approximately £370 million has been invested in the Further Education estate through capital investment by the LSC and Providers
- Since 2002, learners in the region have benefited from over £100 million European Social Fund monies through Co-financing

2.3.1 Update 2007/08

As we are only at the end of the first term of 2007/08 our review of progress is limited. However, if we look at our key planned activities in the 2007/08 Action Plan, we note the following achievements and challenges:

- a) Increasing our capacity to work with employers by continuing to increase the proportion of adult funding that supports the Train to Gain Service
 - In its first year (2006/07) Train to Gain was successful in reaching 4,866 employers who did not have a track record of training their workforce
 - From 2008 we must build our capacity to deliver the increased volumes that are expected and this will involve not only working with more employers but delivering training to more employees in the workplace.
- b) Engaging new, 'hard-to-reach' small to medium size employers through brokerage, including the self-employed that have been identified as a regional priority
 - In 2006/07 over 6,500 employers were engaged through Train to Gain of whom 77% were 'hard to reach' and 64% employed fewer than 50 people. Overall the employer satisfaction rate for the Service was 91% which exceeded the 80% set nationally
 - Our focus now needs to turn to increasing the proportion of the workforce covered by the Skills Pledge

- c) Working more effectively with sectors and prioritising our resources to ensure a fit of our investment with identified need
- We have gained a better understanding across all 25 Sector Skills Councils of employer skills requirements. Our South West Sector Summaries provide a definitive skills demand and supply reference and are up-dated twice a year
 - Our improving capability to analyse data by sector, provides a better view of funded training provision against sector priorities
 - Future activity will involve working closely with our major private sector employers in the region to promote the Skills Pledge and the Train to Gain Service
- d) Implementing the “new standard” to signify responsive and vocationally excellent provision
- South Devon College and Cornwall College are amongst the first 26 Providers nationally to achieve the “new standard”. They have achieved accreditation for Part A against the employer responsiveness criteria and Part B against the vocational excellence criteria. The Part B awards are in Construction (South Devon College) and Information Technology (Cornwall College)
 - National Skills Academies are being established within the region and Specialist Networks are being developed for manufacturing and financial services
 - It is critical that we continue to develop our specialist provision and that providers receive recognition for their work in sectors, where they have particular expertise. We have 57 Centres of Vocational Excellence (CoVEs) in the South West whose status is due to expire between 2007/08 and 2010. CoVE status will be replaced by the “new standard” Part B award which recognises vocational excellence
- e) Engaging new learners whose current attainment is below level 2
- We have developed a number of significant sector based projects within Train to Gain to improve employer engagement and target LSC priority groups e.g. the Health Sector Joint Investment Framework, laundry operatives, taxi and bus/coach drivers, plant operatives, early years, financial services Apprenticeships and train operators (customer service)
 - Further sector initiatives will be agreed during 2008 to increase employer engagement and take up of level 2 and 3 qualifications through Train to Gain
- f) Maintaining the momentum of achievements within Skills for Life and increasing the achievement of employability skills through improved participation and success rates
- We have achieved the 2007 Public Service Agreement target of 80,000 individuals achieving a basic skills qualification and if we maintain current levels of performance, we should be on track to hit the 2010 target
 - We now need to increase the focus on the new higher targets for Functional Skills to help individuals upskill and start to maximise their potential

- g) Targeting funding on individuals with the greatest need and supporting achievement
- We have a number of significant developments including: the Basic Employability Skills programme which started in August 2007 and combines basic skills qualifications with job search and work experience; the Skills for Jobs initiative to link adult skills with employment more effectively, and, the newly developed regional European Social Fund Frameworks for 2008/13 which have been agreed with partners, and will support engagement, retention, achievement and progression through co-financed and mainstream provision
- h) Improving progression routes throughout all levels of provision
- We have 3 Further Education Colleges and 2 Specialist Colleges engaged in the Foundation Learning Tier pilots. These were set up to create a coherent framework of provision below level 2 which will allow incremental achievement and progression to level 2
- i) Encouraging Providers to engage in regular dialogue with employers is being achieved in several areas of activity:
- Our funding policies require providers to actively work with employers to increase their contribution to the cost of learning programmes. Fee income in our region equates currently to £17.5m. In 2008/09, we expect colleges and providers to increase this figure by an additional £1m
 - The increase in the Train to Gain budget over the next couple of years will steer Providers to develop even closer relationships with their employers. By the end of December 2007, Skills Brokers have developed a dialogue with 4,896 employers, compared with 4,287 employers during the whole of 2006/07
- j) Providing an improved Information, Advice and Guidance (IAG) Service that is accessible and offers information linked to jobs, qualifications and training
- During 2007/08, plans have been put in place to both improve the current delivery of Information, Advice and Guidance and prepare for the new Adult Advancement and Careers Service. Regional improvement priorities have been identified which included the need to improve embedded Information, Advice and Guidance provision. This is now being assessed within Train to Gain delivery. Three development projects to test aspects of the new service have been commissioned and plans for a new Adult Careers Service Regional Strategic Board have been established to oversee developments
- k) Encouraging investment in high quality premises, especially those linked to National Skills Academies and Specialist Networks that attract new employer business
- We are supporting the development of, the National Nuclear Skills Academy with capital investment to establish a regional hub at Bridgwater College, and the National Construction Skills Academy, which will have a regional hub in Swindon. We are also working closely with Providers and local employers, such as Flybe, to tailor provision to meet skills needs
- l) Aligning skills within all elements of Local Area Agreements and preparing for multi-area planning and greater local accountability

- At a local level, we are engaged with partners in delivering the skills elements of current Local Area Agreements and working to identify priorities and relevant local indicators that should apply in new Agreements for all areas of our region from 2008

m) Tackling the worklessness agenda

- This work has received an added impetus with the Leitch plans for the integration of employment and skills. Closer working relationships with Jobcentre Plus at strategic and operational levels are in place and work is starting to effectively link skills provision to the emerging requirements of Local Employment Partnerships and Local Area Agreements
- We have been developing new labour supply routes with the transport, logistics, health and financial services sectors; these have been based on new and emerging accredited employability skills programmes for non traditional entrants to the sector
- The new European Social Fund will support Skills for Jobs activity from 2008. We have secured additional funds to support 1,300 individuals during 2007/08. Provision in each area will help individuals to develop the skills they need for sustained employment

n) Preparing for the Olympic/Paralympic Games

- Working with Team South West a number of projects have been set in train which include: an Advanced Apprenticeship in Sporting Excellence programme; increasing the number of volunteer and employed coaches in a range of sports; Young Apprenticeship places in Sports Management, Leadership and Coaching and an extension of an on-line English assessment for potential Olympic volunteers and employees. A project to enhance the cultural and language awareness of businesses, employees and volunteers in Dorset has been completed

2.4 Regional Targets

2.4.1 We have a number of challenging targets to deliver both directly and by working with partners

From 2008/09, we have a new Skills Public Service Agreement target to 2020. The new target is underpinned by a set of milestones to 2011. The two existing targets for Skills for Life and Adult level 2 achievements to 2010 still apply and the activities in this plan will contribute to these targets.

Additionally, the work of the LSC will support partners with at least 11 of the 30 cross- government national delivery agreements.

Target area	National Measure	Regional Measure
<p>Public Service Agreement Skills target</p> <p>We aim to improve the skills of the population as a step towards ensuring the world-class skills base by 2020</p>	<p>Existing target -</p> <ul style="list-style-type: none"> • Improving the basic skills levels 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 <p>New target - 2008/09 to 2010/11-</p> <ul style="list-style-type: none"> • Increase the proportion of people of working age achieving functional literacy and numeracy skills <ul style="list-style-type: none"> - 597,000 people of working age to achieve a first level 1 (or above) in literacy - 390,000 people to achieve a first Entry level (or above) numeracy qualification 	<ul style="list-style-type: none"> • 25,300 Skills for Life adult achievements in 2008/09 <p><i>Estimate for 2007/08</i> 23,200</p> <ul style="list-style-type: none"> • c3,000 to achieve Entry level 3 (or above) numeracy skills and 5,500 level 1 (or above) literacy skills for the first time in 2008/09
	<p>Existing target-</p> <ul style="list-style-type: none"> • Reducing by at least 40% the number of adults in the workforce who lack National Vocational Qualifications at level 2 or equivalent qualifications by 2010. Working towards this, one million adults in the workforce to achieve level 2 between 2003 and 2006 (existing target)* <p>New target-</p> <ul style="list-style-type: none"> • Increase the proportion of working age adults qualified to at least full Level 2 and 3 <p>By 2010/11</p> <ul style="list-style-type: none"> • 79% of working age adults should be qualified to level 2 • 56% qualified to level 3 	<ul style="list-style-type: none"> • 18,700 first full Level 2 achievements and 2,070 first full Level 3 achievements in 2008/09 <p><i>Estimates for 2007/08</i></p> <ul style="list-style-type: none"> • level 2 15,000 • level 3 1,900 <p>Latest SW position</p> <ul style="list-style-type: none"> • level 2 73% • level 3 51%

Target area	National Measure	Regional Measure
	<p>New target –</p> <ul style="list-style-type: none"> Increase the proportion of Apprentices who complete the full Apprenticeship framework <p>By 2010/11</p> <ul style="list-style-type: none"> 130,000 learners to complete the full Apprenticeship framework 	<ul style="list-style-type: none"> In 2008/09 deliver 5,370 Framework completions for adult learners and 6,700 for young people <p><i>Estimate for 2007/08</i></p> <ul style="list-style-type: none"> 11,200 in total
Increase the number of people moving into sustainable employment and progressing	<ul style="list-style-type: none"> New joint target with Department for Work and Pensions and Jobcentre Plus (to be developed) 	<ul style="list-style-type: none"> Regional integration of employment and skills (to be agreed)
Raise the educational achievement of all children and young people	<ul style="list-style-type: none"> To increase the proportion of young people achieving level 2 at age 19 from 71.4% in 2006 to 82% by 2011 To increase the proportion of young people achieving level 3 at age 19 from 46.8% in 2006 to 54% by 2011 	<p>Level 2 – Target</p> <ul style="list-style-type: none"> 80% 2008/09 <p><i>Estimate for 2007/08</i></p> <ul style="list-style-type: none"> 78.9% <p>Level 3 – Target</p> <ul style="list-style-type: none"> 54.0% -2008/09 <p><i>Estimate for 2007/08</i></p> <p>51.6%</p>
Increase the number of children and young people on the path to success	<ul style="list-style-type: none"> Reduce the percentage of 16-18 year olds classified as “Not Engaged in Education, Employment or Training” (NEET) by 2% points by 2010, from a baseline of 10% at the end of 2004 	<p>Latest South West position</p> <ul style="list-style-type: none"> 7,000 NEET + 5,000 whose destination is unknown Baseline Nov 2007 5.4% Target 2010 4.7%

* Adult level 2 Public Service Agreement (PSA) target - the 40% is equivalent to 3.6 million more adults qualified at level 2 or above.

2.4.2 The new Skills target for adults focuses on adults of working age

(This definition includes those aged 16-64 including people who are economically inactive such as people who have retired early, long-term claimants on health-related benefits, full-time students and carers rather than as previously defined as those economically active aged 18-59/64 employed and unemployed.)

This new definition brings an additional 568,150 people in scope of the 2011 milestones. It is likely that in the past this group of people experienced the greatest failure of the learning and skills market and could now gain the most from engaging in learning.

The gap between our current position and the 2011 milestone increases at every level as a result of this changed definition. The largest gap is at level 2.

Level	Working age South West	National 2011 milestone	Gap (% age points)	Economically active South West
2	67%	79%	12%	70%
3	47%	56%	9%	49%
4	27%	36%	9%	29%
Population				
	2,973,000			2,404,850

2.4.3 We have made good progress towards our Skills for Life targets for 2007/10

We now need to maintain our Skills for Life success and increase our efforts to deal with the much greater challenge of ensuring **Functional Skills** of literacy and numeracy in 95% of the adult population.

150,000 people will need to achieve at least Functional Skill level in literacy (level 1) or numeracy (Entry level 3) if we are to achieve the 2011 targets. Early consideration of the volumes required suggests that the achievement of functional literacy needs to **triple** and functional numeracy needs to **quadruple**.

3. Responding to Skills Challenges

The LSC has undertaken a Strategic Analysis of the region in both 2006 and 2007 examining economic, demographic and social drivers, assessing current and future skill needs and reviewing existing supply. We have considered the challenges, alongside national drivers and regional priorities and developed responses to address these in 2008/09.

3.1 Creating demand for skills

3.1.1 Individuals

There are 987,150 individuals of working age in the South West with qualifications below level 2. We need to attract new low skilled learners into learning and to support their progression to level 2 attainment and basic employability. Many of these individuals may have Skills for Life needs and, in particular, benefit from the achievement of Functional Skills in literacy and numeracy. There is also a growing number of economic migrants in the region who need to improve the level of their English language skills.

We have particular areas where there are significant numbers of individuals below a level 2 qualification such as Plymouth, Torbay, Bournemouth, South Somerset, Bristol, Swindon, Weymouth and Gloucester.

Appropriate provision must be in place to meet the needs of these individuals, some of whom may be disadvantaged and at a distance from the labour market, whilst others may be employed.

This provision has to take into account the needs of the older workers as the working age population is predicted to grow to 2015, with the most significant average age annual growth in the 50 to retirement age group.

There is also a pressing need to encourage young people into learning, such as Apprenticeships, rather than see them enter jobs without training or not engage at all.

We have identified a number of responses to address these challenges:

3.1.1.1 Provide effective Information, Advice and Guidance

During 2008/09 we will be working with partners to develop **information, advice and guidance** services. This will contribute to the Government's vision of a truly integrated employment and skills system which delivers a seamless journey for those moving from benefit to training and on into sustainable employment.

We will also work to embed impartial information, advice and guidance into all of our provision including Train to Gain to ensure learners access the most appropriate learning, remain engaged during their learning programme and ultimately achieve a qualification.

The new Adult Advancement and Careers Service, when it is introduced in 2010, will support the introduction of Skills Accounts and Skills Health Checks. Skills Accounts and Skills Health Checks will be piloted in several locations throughout England during 2008/10.

3.1.1.2 Enable more low skilled learners to achieve basic employability at level 2

Level 2 qualifications represent the critical threshold of employability and we need to enable more individuals to achieve their first qualification at this level. Support may be available through the Adult Learning Grant and the **Level 2 Entitlement**, which provides fee remission for a first full level 2 qualification in Further Education Colleges. Other types of support includes European Social Fund projects; funded learning through Learndirect centres, and in the public sector, through Local Area Agreements; offender learning; and learning under the auspices of the Olympics.

Employers supporting the Skills Pledge will enable more employees to achieve a level 2 qualification. New flexible entry arrangements in Train to Gain will provide opportunities for volunteers, offenders and the self employed to achieve employability.

Low skilled workers will be able to undertake Skills for Life training, as appropriate, through Train to Gain, as will those in receipt of income based benefits and offenders. It is important that these learners all have opportunities to progress to level 2 and beyond.

We will continue to stimulate demand for learning from 'hard-to-reach' individuals through partnership and outreach activity with the Third Sector, Unionlearn and Jobcentre Plus. This will involve targeting areas where we can have the greatest impact amongst those in the working age population without a level 2 qualification; most of these individuals will be aged 35-54.

3.1.1.3 Help workless people find employment through Skills for Jobs

We will further develop our work to engage low skilled individuals who are not working and support them into employment through **Skills for Jobs**. This complements the work of Jobcentre Plus in securing Local Employment Partnerships with employers.

We are fully committed to integrating skills with employment more effectively and we are engaged with partners on a range of pilots and activities that aim to link skills development to sustained employment, including New Deal for Skills.

Skills for Jobs is an umbrella term referring to activity that helps low-skilled individuals to get a job. It includes a range of products and services such as the Basic Employability Skills programme, skills coaching and offender learning. It is supported by Skills for Life, Information, Advice and Guidance and Neighbourhood Learning and also by Skills Accounts when they are introduced.

Our Skills for Jobs project for 2007/08 will help over 1,300 workless people, 434 of whom, it is anticipated, will secure sustainable employment of at least 13 weeks. This will end in December 2008. In the longer term (2008/13) we will use European Social Funding (£6.5 million) to develop a range of projects to meet the needs of workless people.

3.1.1.4 Attract more new learners through improved personal and community learning

Personal and Community Development Learning is one of a small group of programmes in a safeguarded adult budget which falls outside the priorities of the Leitch Implementation Plan, but which nevertheless has value for the physical, intellectual and emotional well being of our society and for community cohesion.

We will offer a wide range of high quality, challenging programmes to attract new learners. Learners who can afford to pay a reasonable fee for their learning are expected to do so. Public funds should support those who have benefited least from the education system and those most in financial need.

We will use **First Steps** provision to attract more individuals below the level 2 employability threshold into learning, particularly those who have not been in engaged in learning for some time.

Another route into learning is through **Neighbourhood Learning in Deprived Communities**; this aims to help local people in deprived communities tackle their literacy and numeracy needs and to encourage them to progress into further learning and improve their employability prospects.

3.1.1.5 Use the Third Sector to support outreach to excluded people

We recognise that the **Third Sector** has strong links to many of the deprived communities we need to reach if we are to include more people in learning, and ultimately, help those who are excluded achieve the skills they need to succeed at work.

The Third Sector in our region already has a greater penetration of the disadvantaged learner market than the Further Education College sector. We need to be creative in establishing links between that learning provision and the work of the Third Sector in these communities.

Volunteers will be eligible for Train to Gain services and this new flexibility will provide the opportunity to support people using volunteering as a route from worklessness into employment. It will help them access the skills development they need to succeed, in particular, to achieve qualifications at levels 2 and 3 and Skills for Life, where appropriate.

3.1.1.6 Support learners to access and participate in learning

We will continue to support **e-learning** to provide improved access to more individuals.

The network of University for Industry/Learndirect centres and outreach services will be strengthened to cover gaps in provision (Plymouth and Torbay) and also to build capacity (Plymouth, Somerset and Gloucester). This network provides flexible access to provision which is aimed at equipping unemployed people with skills for employment and for developing the skills of those already in work.

European Social Fund projects will support the delivery of flexible and accessible learning provision to move individuals into work and to improve the skills of those already in work.

3.1.1.7 Address the needs of migrant workers in priority groups

The number of **migrants** in the South West is still increasing. For many, English language skills are a problem and this presents a challenge in terms of capacity and funding of English for Speakers of Other Languages (ESOL). Migrants may also create potential issues with displacement of low skilled indigenous workers.

We need to work with partners to assess the impact of migration on general skills supply in the region and ensure that we are networked into appropriate forums to explore the issues.

Funding for Skills for Life ESOL programmes will be maintained to support those communities where this is a priority. The unemployed and other priority groups will continue to have tuition fees remitted. We will distribute additional hardship funds through Providers for those who have particular difficulties in paying, such as those on very low wages.

3.1.1.8 Address the skill needs of older age workers to fill skill shortages and meet skills gaps

The South West has the lowest proportion of working age residents within the population and older people outnumber children. 38% of the population are aged 50+ compared to 34% in most other regions and this is projected to rise to 45% in the South West by 2025.

Research shows that older workers are six times less likely than their younger counterparts to receive training. Given that the technology, for which these older workers were trained, is likely to be out of date, they often have a greater need for training than younger workers.

3.1.2 Employers

In the South West, 2 out of 3 working age adults are in employment and it is developing these people that will have the greatest impact on our economy.

We have opportunities to stimulate employer demand for skills training through effective working with Sector Skills Councils, Specialist Networks and Local Employment Partnerships and through National Skills Academies and their employer advisory boards. In the region, 8 out of 10 jobs are in five sectors: construction; retail, hotel and catering; financial services and the public sector. In addition, there are other sectors reporting large volumes of skills shortages such as engineering, logistics, lifelong learning, health and active leisure and learning.

Our plans for employer engagement and workforce development will need to fit with the emerging demands of integrated employment and skills provision.

A differentiated approach is required to stimulate demand for learning amongst employees in small and medium size enterprises and the self-employed. In addition, we need to support the development of a diverse workforce and regional priorities require a focus on higher level skills.

In order to offer responsive demand-led provision to employers we will work with them to help them understand the needs of their workforce. With this understanding, Providers will engage in regular dialogue with employers and ensure that their provision meets the identified need.

We have identified a number of initiatives to create demand from employers:

3.1.2.1 Increase employer engagement through Train to Gain

The **Train to Gain Service**, through which we will increase employer engagement in training, is expected to more than double in size between 2007 and 2010. Nationally, level 2 starts are planned to grow from 344,000 in 2007/08 to 432,000 in 2010/11. The national 'Plan for Growth' November 2007 to July 2011' published in November 2007, sets out the LSC plans for increasing the reach of Train to Gain to ensure we meet the challenging targets set out in the Leitch Implementation Plan. In response we will develop a South West Plan for this growth.

The LSC plans to re-position Train to Gain as the service to meet all levels of skills needs. Funding will not only focus on supporting employees to gain their first full level 2 qualifications but will also, increasingly, support a flexible offer of training for employers and the self employed. This will include both fully funded and subsidised training ranging from Skills for Life to higher level qualifications.

During 2008/09 Train to Gain will focus on a range of training activities and support:

- The Leadership and Management Programme will be extended to businesses with 10-250 employees. This will provide eligible owner/managers with specialist support to diagnose their individual skills needs and draw up a Personal Development Plan. A grant of up to £500 is available to support learning and development identified in their plan, however, this could be increased to £1,000 through matched funding, where broader organisational development is agreed with a Broker
- Skills Brokers will be expected to work with 'hard to reach' employers and this should account for 51% of their activity but they will also focus their activity on medium to large enterprises with between 1,000 and 4,999 employees. This focus is designed to increase the proportions of the workforce in Train to Gain
- The skills brokerage will support employers who have made a public commitment, through a Skills Pledge, to developing their workforce to a minimum of level 2. We will develop a regional approach to delivering the Skills Pledge by working closely with key employer organisations, such as the Confederation of British Industry and the Institute of Directors
- Through the brokerage service, we will be encouraging employers to identify and address all the training needs within their businesses, whatever the level of training. This will be funded through a combination of LSC funds for the first full level 2 and Skills for Life improvements needed to study at level 2, as well as subsidies for level 3 and grants towards leadership and management development. Brokers will help to identify other funding routes, with employers investing in learning as appropriate
- We will work with sectors regionally to consider the new flexibilities contained within nationally agreed Sector Compacts, in order to drive up employer interest and to increase the engagement of employers and their employees. These compacts will tailor Train to Gain to the specific needs and circumstances in the sector in return for employer commitment to the compact
- We will continue to work closely with the public sector through Public Sector Compacts and develop new links with the Third Sector, so that the workforce of these organisations benefit from Train to Gain

- We will develop an integrated offer to employers which links Local Employment Partnerships to in-work training through the Train to Gain Service and the Skills Pledge. There will be new arrangements for these learners to receive financial support for a second level 2 qualification where appropriate
- We will continue to support the South West Higher Level Skills Pathfinder Project. This has been designed to pilot innovative employer interventions from the Higher Education sector to stimulate progression into Higher Education for employees in three main 'sectors' – creative media, engineering and business improvement. It will be linked to Train to Gain through an integrated strategy which includes mechanisms for Skills Brokers and Higher Education intermediaries to deliver a single 'seamless' service on the employers' customer journey. This project will run until 2009
- We will support the national Train to Gain advertising campaign using our own SW Region Public Relations Plan which includes targeted press releases, a bus back campaign, radio advertising and a regional sectors based DVD aimed at employers.

The overall success of Train to Gain will be measured through a number of indicators, including: employer satisfaction with the brokerage service; increasing the overall engagement of employers in training and employer financial contribution; engagement of 'hard-to-reach' employers; the improvement of success rates and increased numbers of employees qualified to levels 2 and 3; a network of responsive Providers able to meet the needs of employers, and referrals of employers to a wide range of support services such as Investor in People and through Jobcentre Plus. All of this will contribute to developing the right conditions to achieve improvements in business productivity and business bottom line.

3.1.2.2 Offer an accredited skills brokerage service for business

We will continue to develop a **skills brokerage service** that can diagnose skills needs across the whole workforce as well as find suitable training solutions to meet these and any specialist needs. This involves raising the Brokers knowledge of individual sectors and linking employers to sector specialists where available. It also involves them in referring employers and employees to Information, Advice and Guidance services where this is appropriate.

We will develop lead brokerage arrangements to support major sector initiatives, such as the Health Sector Joint Investment Framework and put in place ongoing arrangements for development and communication.

The service will be available to all employers, and Brokers will be able to signpost to a wider set of solutions including leadership and management, Investors in People and business brokerage funded through the South West Regional Development Agency. Skills Brokers will work towards the national broker standards in their first year of operation and the service will have customer satisfaction measures in place, based on employer satisfaction of the impartiality and independence of the service.

By 2009, the skills brokerage service will be fully integrated within the business brokerage service funded by the South West Regional Development Agency and will offer a complete business service across the South West region.

3.1.2.3 Identify workforce upskilling opportunities through partners

We will continue to develop and implement joint protocols with a number of **partner organisations** to promote the upskilling of employees, especially through the Train to Gain Service. Skills Brokers will be strongly encouraged to work with Unions to co-ordinate employer engagement activity.

We will explore with partners, the potential of the shared agenda around Information Advice and Guidance, Skills for Life and specific sectoral needs.

Employers will be encouraged to support any “English for Speakers of Other Languages” (ESOL) needs in their workforce by making available cost-effective schemes that can be delivered in the workplace. During 2008, we will launch a learning package providing 30 hours of survival English skills in the workplace. Although we are not able to support such activities through mainstream funds, we will provide development support and encourage the use of alternative funding routes.

3.1.2.4 Purchase provision which meets sector need

We will manage relationships with Sector Skills Councils, sector bodies and key regional partners in order to develop and share sector intelligence and inform the mix and balance of provision, so that it meets employer needs. This activity will involve the regional implementation of **Sector Qualification Strategies**, to drive the commissioning of priority qualifications.

We will work closely with the emerging National Skills Academies which directly involve employers in the funding, design and delivery of training tailored to the specific needs of the sector. Providers who have achieved the “new standard” will be involved in these Academies and the developing Specialist Networks. National Skills Academies in development in the region are in manufacturing, construction and the built environment, nuclear and financial services. This network will continue to grow during 2008/09 as we work towards coverage across all major employment sectors.

We will focus on priorities within sectors, in order to implement Sector Skills Agreements and to stimulate growth in Train to Gain.

Specific sector initiatives include:

- Growing the number of level 2 starts in the construction, passenger transport and laundry sectors and developing Train to Gain capacity to respond to this demand
- Increasing the up-take of Business Improvement Techniques at levels 2 and 3 across the manufacturing sectors and to champion these qualifications through the National Skills Academies
- Making effective use of funding from Skills for Care, Local Authorities and Train to Gain to deliver increased level 2 and 3 volumes in adult care
- Implementing a Joint Investment Framework with the National Health Service in the region to deliver Skills for Life, National Vocational Qualifications and

Apprenticeships including a new employer-led regional consortium arrangement to ensure relevant and responsive delivery

- Working with the Local Government Association's Improvement and Development Agency to develop a Joint Investment Framework to identify mutual priorities and support workforce development needs through co-investment and the development of responsive training provision
- Supporting the development of a regional employer-led centre for the logistics sector to deliver appropriate workforce development
- Establishing baselines in the sectors with compacts so that we can identify the growth that has resulted from the sector based flexibilities

3.1.2.5 Support full level 3 provision in line with economic and regional needs

Increasing **level 3** attainment has been agreed as a regional priority. Latest figures for the South West show that there are 1,584,000 individuals of working age without level 3 qualifications.

The LSC has introduced support for level 3 attainment across a range of provision:

- Train to Gain will contribute to support a part funded Leadership and Management Programme and a first full level 3 or a relevant second level 3 qualification as appropriate
- A level 3 Entitlement for 19-25 year olds in Further Education
- Apprenticeships for Adults aged 25+
- Information, Advice and Guidance for learners aiming for their first full level 3 qualification

Steps are being taken to ensure that level 3 delivery is focused on economic and regional need. We will ensure that due recognition is given to the built environment, engineering and hospitality sectors where data suggests there may be significant skills shortages at craft level. We encourage the uptake of level 3 in the financial services, e-skills, creative and cultural, manufacturing and health sectors.

3.1.2.6 Expand the Apprenticeship offer to employers through the Train to Gain Service

We are awaiting the outcome of the national review of **Apprenticeships**; a report is due at the end of January 2008. In the meantime we will continue to promote the benefits of Apprenticeships to employers through the Train to Gain Service and increase the number of adults aged 19+ in Apprenticeships.

We will explore how we can expand on the volumes achieved in Apprenticeships for Adults (aged 25+) during 2007/08 and this will involve creating more opportunities with employers for workless people.

Through our refined understanding of sectoral demand for Apprenticeships across the region, we will continue to influence and adjust Apprenticeship provision through the regional commissioning process.

In cases where an employee is undertaking a National Vocational Qualification through Train to Gain provision and it is recognised that there would be a benefit from the additional elements of an Apprenticeship, we will encourage the employer to progress that employee into an Apprenticeship as appropriate.

3.1.2.7 Identify responsive and vocationally excellent provision for employers

The Skills White Paper set out a direction for the development of provision that meets employer need. It has prompted the development of the “**new standard**” that provides recognition for employer responsiveness and vocational excellence. During 2008/09, we expect to build a network of accredited Providers, particularly amongst our Train to Gain providers, in order to improve the quality of the provision that we offer employers. A new name and brand will be identified to coincide with the launch of the standard to employers in spring 2008.

We are keen that Providers delivering good sector based provision that meets our priorities should also achieve relevant Part B accreditations. This will open up membership of the developing National Skills Academy and Specialist Networks, which will lead the way on delivering specialist training solutions to employers.

A national working group considering employer responsiveness has defined it as ‘the capability of a provider to build and manage customer relationships with employers, to whom they successfully deliver training solutions’. Employer feedback is a key element of the “new standard”; Providers will gather the views of employers, who have used their service, to assess its flexibility, course content and the responsiveness of the delivery.

3.1.3 Young People (aged 14-19)

Our Strategic Analysis has identified significant issues with the participation of young people. These include the non-engagement of young people in education, employment and training particularly amongst 17 year olds, young people in jobs without training and a group about whom we have no information. In addition, there are barriers to participation amongst some young people from ethnic groups that need to be addressed.

It is important to ensure that young people have the opportunity to develop their skills, so that that they can make a positive contribution when they enter the workforce. Curriculum reform and the introduction of vocational Diplomas will help to attract and engage more young people. The attainment level of these young people at aged 19, at levels 2 and 3, will have an impact on skills levels as older workers, some of whom are low skilled, retire from the workforce.

3.1.3.1 Introduce vocationally relevant Diplomas

The phased introduction of 14 sector based **Diplomas** into 14-19 learning between 2008 and 2010 presents fresh challenges in linking learning with the vocational demands of the workplace. Some of these challenges include achieving full coverage in rural areas, delivering an integrated academic/vocational offer and securing effective collaboration across Providers, employers and Sector Skills Councils to shape new provision. Delivery needs to be integrated within the broader skills agenda and be sensitive to the likely improvements needed to the levels of English and Maths in this cohort.

In the South West, through Gateway 1, we will have 11 consortia delivering Diplomas from 2008; and a further 10 in 2009, and 26 from 2010. The Diplomas that will be launched in 2008 include ICT, health and social care, engineering, creative media and the built environment. Applications to Gateway 2 are being processed in early 2008; this will introduce new Diploma lines in Environmental and Land-Based Studies; Hair and Beauty Studies; Business Administration and Finance; Manufacturing and Product Design, and Hospitality and Catering.

These Diplomas will be delivered at levels 1, 2 and 3. At levels 1 and 2 the Diplomas need to be sufficiently practical to engage learners and prepare them for work. Diplomas at level 3 will support progression to Higher Education; we will work with Sector Skills Councils and Higher Education to achieve appropriate progression from diplomas and learning in the workplace into degree courses, some of which could be at Foundation Degree level.

3.1.3.2 Expand the Apprenticeship offer to young people

We are planning for more young people to start an **Apprenticeship** from 2008/09 as we move towards the entitlement in 2013. At the same time we expect to see an extra 500 Framework completions compared with 2007/08.

Much of this provision for young people will be absorbed into the emerging Diplomas from 2008:

- Young Apprenticeships will continue in 2008/09 for 14-16 year olds and will feed into Specialist Diplomas
- A Pre-Apprenticeship route will be introduced in 2008/09 as part of the Foundation Learning Tier which focuses on learning below level 2. The current piloted activity involves tailor made programmes with sub level 2 qualifications, accredited personal and social development and basic functional skills
- Programme Led Apprenticeships will also be available to young people in 2008 so that they can work towards the Technical Certificate and Key Skills before entering employment. This will be particularly helpful in getting young people started in learning towards their apprenticeship, while the process of identifying an employer is taking place. In addition, it will widen the vocational opportunities to 16-18 year olds who want to change the direction of their learning
- An Apprenticeship Clearing House will be developed and in the South West we will build on previous regional developments in registering and matching against employer vacancies. This will link to the Area Prospectus for young people and is an integral part of the 14-19 offer
- Collaborative activity with Sector Skills Councils and National Skills Academies will help to promote new and existing Apprenticeship frameworks to sectors where traditionally take-up has been low e.g. public and financial services sectors

3.1.3.3. Encourage young people to engage in learning

Given our challenging skills targets, we cannot afford to lose the potential contribution of the 6,860 young people aged 16-18, who in 2007, were “Not engaged

in Education, Employment or Training” and the 5,000 whose destination is unknown. Although in our region, c82% of **young people aged 16 and 17** are engaged in education and training we need to work with partners to engage these additional young people.

In addition, we have 2,000 young people entering jobs without training each year; this is consistently higher than the national average and we need to ensure that they have the opportunity to gain nationally recognised qualifications.

The ‘September Guarantee’ of a suitable learning offer applies to 16 and 17 year olds and this provides us with the opportunity to focus 17 year old recruitment in sectors linked to job availability. To achieve this we need to ensure that each Area Prospectus adequately reflects the local skills scene.

We will work with partners to identify innovative engagement solutions using European Social Funds and agree appropriate activity in Local Area Agreements. We will also support a common application process in each Local Authority area.

3.2 Transforming the FE system to meet demand

The Strategic Analysis confirms that to develop truly demand-led provision we must respond effectively to sector based needs; we also need to improve employer perceptions of Further Education.

It is critical that success rates continue to improve across all funded provision and particularly for underrepresented groups.

Rapid growth in first full level 2 achievements and support for higher level skills are priorities. We need to remove barriers to learning for first time learners, the low skilled, underrepresented groups and non-engaged young people. More learners with learning difficulties and/or disabilities should be progressed into jobs.

To develop an infrastructure that is responsive, provides choice and excellent quality we have identified a number of responses:

3.2.1. Focus the commissioning process on skills needs and priorities

Increasingly our **adult funds** are being re-aligned towards our priority activities and to adults most in need of help. Other types and levels of provision should be paid for by employers and individuals.

Target groups for funding are the low skilled with below level 2 attainments and these include those who need most help and workless individuals. Our priorities for funding are Skills for Life including Functional Skills, first full level 2, first full level 3 for individuals aged 19-25 and learning below level 2 through the Foundation Learning Tier.

It is proposed that legislation will be introduced to provide an entitlement to basic and employability training to level 2 and the LSC will be required to ensure that there is appropriate provision in all geographical areas.

As Sector Skills Councils identify economically valuable qualifications that are suitable to attract funding, we will examine the impact on local provision and agree with the Sector Skills Councils a timetable for implementation from August 2008.

We are gradually increasing the employer contribution for adult learning in Further Education, aiming to reach 50% by 2010/11. Asking employers to pay is a relatively new message and one that partner agencies need to promote.

Free tuition for ESOL will only be available to priority groups, primarily people who are unemployed or receiving income based benefits or to promote community cohesion.

Asylum seekers aged 19+ will not automatically be eligible for publicly funded Further Education provision. Only those who are granted refugee status, humanitarian protection or discretionary leave by the Government will be eligible.

3.2.2 Increase the Third Sector contribution to support skills provision

Existing **Third Sector** Providers are already performing well in reaching potentially excluded learners. We would like to capitalise on this by enabling more of them to compete successfully for LSC business, through our open and competitive tendering process. This tendering could be undertaken by Third Sector organisations on an individual basis or jointly with other Providers.

3.2.3 Support worklessness and workforce development using new European Social Fund programme funds

In January 2008 new **European Social Fund Programmes** will begin in the South West. Cornwall and the Isles of Scilly will be supported under the Convergence Programme and the rest of the region will be supported under the Competitiveness and Employment Programme. In the period 2008/13, £118 million is available across the region. The LSC will continue to be fully involved as a Co-financer and activity will fall into two main areas:

- Worklessness – supporting the Welfare to Work agenda
- Workforce Development – supporting the skills needs of employees

Activities providing ‘additionality’ around Entry to Employment and Train to Gain will be supported and embedded Skills for Life work has been built into specifications. We will support qualifications from pre-entry level to level 3 and above with identified progression routes both into and out of LSC mainstream activity and to facilitate onward progression into Higher Education.

The new Programme has been approved by the European Commission and our Co-financing Plan has been subject to open and competitive tendering with a view to contracting with Providers in January 2008. We have worked with the Regional Skills Partnership to focus the priorities for spend in the South West. Comprehensive joint planning will be required between the proposed Co-financers (presently LSC and Jobcentre Plus) and other interested parties (South West Regional Development Agency, Regional Higher Education Association for the South West, Regional Skills Partnership etc.) in the drawing up of a joint co-financing plan that will define our European Social Fund funded activity for the Programme period to 2013.

3.2.4 Integrate Skills for Life across learning at all levels

If we are to maintain current **Skills for Life** achievement and meet the challenging Functional Skills target there are a number of approaches that we will pursue:

- Prioritise the embedding of these qualifications within vocational and workplace provision - this benefits the learner and achievements can improve by up to 30%
- Plan for the development of vocational staff to enable effective embedding of literacy and numeracy across specialist and non specialist teams
- Convert Skills for Life non recognised qualifications into target qualifications (80% of Skills for Life entry enrolments must be for approved qualifications)

We will also work with:

- Offender learning partners to achieve a coherent allocation of funded places within community provision
- Sector Skills Councils to ensure that literacy and numeracy is properly recognised within the Sector Skills Agreements
- Invite 150 Vocational Assessors in 5 sectors to train as trainers in the 'Lightbulb' approach, which is an accredited training programme, designed specifically to meet the needs of non-expert staff who want to "brush up" on their own skills, and be introduced to lively ways to embed Skills for Life in vocational learning
- Partners on the Graduate Support Programme which provides Skills for Life to the 30% of graduates who have literacy skills below level 2

3.2.5 Improve success rates across all types of provision and in particular in provision for young people in Further Education and underrepresented groups

If we are to raise skills levels, we need to not only increase participation, but improve the success rates of learners in the system.

Data for 2006/07 on success rates in **Further Education** is incomplete but current results place the South West one percentage point below the national average. However, in the three years prior to this, success rates had improved steadily and in 2005/06, just exceeded the national average figure of 76%. Our target for 2008/09 is 78%, whilst the overall Leitch ambition is 80% by 2010/11.

Whilst the rate of growth in 16-18 success rates was slower than the national average in both 2004/05 and 2005/06, latest data for 2006/07, indicates an improvement, although the rate is still below the national average.

At the end of 2005/06, success rates for the 19+ age group, remained above the national average, but the gap was narrowing. In 2006/07, latest results are 2 percentage points below the national average. Improving success rates for courses longer than 24 weeks is particularly important if we are to hit our skills targets.

Apprenticeship Framework completion rates overall have improved 8 percentage points between 2005/06 and 2006/07, and at 59% matches the national average. We expect to see an improvement in Framework completions to at least 64% in 2008/09 and 68% (or in line with the national figure) by 2010.

We have ambitious plans to increase success rates in **Train to Gain** from 76% in 2006/07 to 85% in 2008/09. To achieve this we are investing in a significant regional capacity building programme during 2007/08 which supplements the national programme available from the Quality Improvement Agency.

We will use Equality and Diversity Impact Measures to improve the success of underrepresented learners. There will be a focus on:

- A-typical careers in Work Based Learning and Further Education in specific sectors such as women into construction, and men into retail, health and social care
- low participation and success rates in Further Education of male and Black and Minority Ethnic learners and progression from level 2 to level 3 for learners with disabilities
- participation and success related to age in Train to Gain
- the support given to learners with mental health difficulties to achieve qualifications

3.2.6 Establish the “new standard” as a key capacity building activity for employer responsive Providers and the route to specialist status

All employer facing Providers, should work towards the “**new standard**” to develop the effectiveness of their employer work and their continuous improvement practice, and support the growth of Train to Gain. Although the standard is a voluntary quality mark, achievement of the standard may be used as a criterion in the award of contracts in the future and certainly employers will be encouraged to work with accredited Providers. We expect Train to Gain providers to register for the standard as early as possible.

3.2.7 Develop provider capacity to deliver growth in demand-led provision

We will produce a **Train to Gain Improvement Plan** to build on the capacity building that took place in 2007/08. Employer Engagement staff will be expected to gain accredited standards, simplified funding and commissioning arrangements will be introduced and more robust performance management will involve a minimum performance level success rate of 65%.

The **Regional Quality Framework** 2007/2010 supports the move to a self-regulating Further Education system and addresses the recommendation from Leitch that the system should transform itself to become responsive to demand from learners and employers. Ten Improvement Measures have been identified for the period 2007/2010; performance against these measures will be included in the annual review of the Framework.

In addition, the **Framework for Excellence**, a holistic performance assessment framework, is being piloted by the LSC in 2007/08 with 100 Providers nationally, including 10 Providers in the South West. Colleges and Providers will use the Framework for their self assessment in autumn 2008. It will give greater significance to provider responsiveness to learner and employer needs. From 2010, only Providers rated as 'good' or 'outstanding' in the Employer Responsiveness key performance area will be able to apply for or hold accreditation under the "new standard".

All Providers working with employers need to ensure that a demand-led approach is integrated into their core business activity. Support and intervention will vary according to need and we will promote the sharing of best practice and encourage peer referencing. From 2008, the Quality Improvement Agency is proposing to offer a transformational support programme to assist Providers to deliver demand-led changes within their own organisation. Whilst the level of public resources for the programme is not yet clear, it will be important to ensure that all Providers take responsibility for developing their own internal change programmes.

3.2.8 Provide improved access to Information, Advice and Guidance

A wide-ranging cross government review of **Information, Advice and Guidance** for adults was announced in the Skills White Paper in 2005 and plans for the new universal Adult Careers Service featured in the Leitch review. The goal is to have a universally available service offering information linked to jobs, qualifications, training and related services such as childcare. In the Department for Work and Pensions paper '*Opportunity, Employment and Progression: making skills work*', the Government's requirements for a truly integrated employment and skills system were set out, and at its centre is the new Adult Advancement and Careers Service.

The Service will be fully operational in 2010/11, with a selected roll out in summer 2008, to work in partnership with Jobcentre Plus. Providers who offer information, advice and guidance will need to align themselves to this new Service. It will, in particular, support the low skilled, welfare to work clients and individuals at transition points. Key mechanisms for engaging customers will be free Skills Health Checks and Skills Accounts. Effective links with the Train to Gain Service will be vital. Development work towards the new adult service will drive our activity until 2010.

3.2.9 Address inequalities across the region so that everyone can benefit from skills provision

The LSC Single Equality Scheme (April 2007) places **equality and diversity** at the centre of every aspect of our work. It is intended to meet the requirements for a race, disability and gender equality scheme and to implement these in an inclusive way that takes into account religion and/or belief, sexual orientation and age. The scheme will be effective until April 2010.

We have developed a South West Region Equality and Diversity Action Plan. This aims to mainstream equality and diversity so that learners from under-represented groups have the same opportunities as the majority, raise the performance of the Further Education system so that underrepresented groups have the same quality and access to learning as the majority, and implement the impact assessment process.

3.2.10 Apply sustainability principles across our work

Our commitment to **sustainable development** means we will support social inclusion, protect the environment, look after natural resources and maintain economic growth.

We will work to meet the commitment in the Regional Economic Strategy Delivery Framework (2006/09), that the LSC will “Develop and deliver appropriate sustainable development modules within vocational and academic courses”. This currently involves supporting best practice through the Association of Colleges network.

We will be fully involved in working with partners to develop **sustainable communities**. Given the increased emphasis on ‘localness’ and the greater investment in local accountability, we will continue to play a leading role in economic development and promoting employment and skills. We are working with partners to identify priorities and indicators based on evidence from Local Community Strategies in preparation for new **Local/Multi Area Agreements** which will be operational from April 2008. With the removal of blocks of activity, our involvement will be wider, but our contribution will focus on learning and skills issues and will help to align partner agendas accordingly. Such joint working will help us to achieve our LSC targets and will support our work with Jobcentre Plus aimed at moving the workless into employment through flexible skills provision.

3.2.11 Increase the opportunities for work related learning to support effective 14-19 Diploma delivery

It is clear from the first round of **Diplomas**, that effective delivery will require a significant contribution from employers not only to provide work experience but to influence the curriculum. It is going to be challenging to deliver the additional level of work related input that is required. We need to consider how we can further develop the employer engagement that we already have in 14-19 learning to support Diploma delivery from 2008. Regionally, we need to explore how the evolving Specialist Networks can make a contribution.

3.2.12 Encourage Providers to trial credit based qualifications

Many employers have expressed an interest in purchasing units of a qualification rather than a full qualification. The **Qualification and Credit Framework** enables credits for these units to be accumulated and transferred. Qualification trials are continuing into 2008/09 and we will encourage Providers to take part. One sector actively involved is Lifelong Learning UK which is trialling an Initial Award for Teachers in Further Education; 3 Providers are currently involved in this region.

3.2.13 Invest in the capital infrastructure to meet the skills challenge

Our Regional **Capital Strategy for the South West Plan 2007/11** states that we will develop proposals to ensure that:

- Maximum flexibility is taken into account for the location, type and delivery method of provision
- Collaborative and innovative partnerships are developed that benefit the learner and remove wasteful institutional competition
- Raise the quality of the estate to the highest 'value for money' standards
- Establish flexible space that responds to developing learning technologies and the demands of the consumer
- Demonstrate linkages with relevant aspects of the 14-19 agenda and responsiveness to employer and individual need

The LSC is committed to building well-designed new campuses and re-developing existing sites in a sustainable way that balances environmental, social and economic needs.

Local capital planning priorities have taken account of the following points arising from an analysis of the Further Education estate:

- In all LSC areas there remains work to be done to complete the modernisation and rationalisation process. The estate in all but one of the areas is within 'acceptable' space standards. However, all are close to the theoretical maximum, indicating that there is potential for further efficiencies
- Wiltshire and Swindon is over provided in terms of space. To address this within a reasonable timescale will involve giving significant support to particular colleges
- Proposed developments in colleges in Bournemouth, Dorset and Poole and Devon and Cornwall will have a major impact on both space utilisation and, more importantly, quality of facilities

The development of National Skills Academies and the provision for learners with learning difficulties and/or disabilities will also be a high priority.

Between 2006/11 it is estimated that £635 million will be needed, including the LSC contribution, and that we will need to provide further funds for National Skills Academies and Specialist Networks. Investment will peak between 2009/12.

We are committed to working with the South West Regional Development Agency, so that our capital investment programmes are complementary.

3.3 Better skills, better jobs, better lives

Our Strategic Analysis has shown that there are particular pockets of learners throughout the region whose level of attainment needs to be improved. We know that we still have work to do in terms of improving the level of basic employability across the region and re-skilling workers in low level jobs, as these jobs disappear. In addition, we need to further develop improved progression pathways at age 16, from Entry to Employment and into higher level skills and education and into work.

We cannot do this work on our own; it requires close partnership working at a local level and needs to be integrated into the delivery of Local Area Agreements.

We have identified a number of responses to address these challenges:

3.3.1 Support progression routes to Higher Education

More than 2.1million people of working age in the South West do not have level 4 qualifications and we need to contribute to a new level 4 target milestone of 36% by 2014. We will:

- Work with the South West region's two **Lifelong Learning Networks** to enhance access to information, advice and guidance on progression into Higher Education; develop flexible, bite-sized learning relevant to employers and employees, and strengthen credit and progression frameworks
- Support the **Aimhigher Partnerships** across the region, in particular the South West Peninsula Aimhigher Programme to develop initiatives that aim to widen participation in Higher Education for young people from economically disadvantaged communities across the region
- Extend opportunities for sector-based participation and progression to Higher Education from our learning programmes and promote employer take-up of Higher Education (whether through colleges or universities) through the Train to Gain Service and Higher Education intermediaries
- Work with the South West Regional Development Agency, Higher Education and Further Education sectors on Local Area Agreements, to ensure a 'match' between the higher level skills needs of employers and Higher Education provision

3.3.2 Integrate our employment and skills provision to help workless individuals into jobs

The Leitch Implementation Plan poses a major challenge for the LSC and Jobcentre Plus to provide an **integrated employment and skills service** by the end of 2010. Partnership working is crucial to achieving this.

Employment and Skills Boards will be key players in this work and the Employment and Skills Commission will take a view on the effectiveness of the integration in 2010.

The Joint Delivery Plan between the LSC and Jobcentre Plus assumes a new and wider importance and with it greater accountability. Local plans need to build on the existing collaboration between these organisations and support the incremental integration of employment and skills. It will focus on needs identified in the LSC Strategic Analysis which is underpinned by the shared objective to provide progression routes and move people into sustained employment.

3.3.3 Deliver a single customer journey from worklessness or poor skills to sustainable employment and opportunity for progression

Our developing information, advice and guidance services, together with generic **Skills for Jobs** provision, will contribute to the customer journey in a co-ordinated way, so that there are no barriers to the individual and appropriate support is available. We need to ensure that frontline staff at Jobcentre Plus are kept informed of both existing and new local products and services so that they can effectively access the services that support the single journey for all individuals.

We need to support the integrated service with aligned commissioning and greater convergence of LSC funded activity with future Jobcentre Plus developments, which will focus on people with disabilities and low skills through Pathways to Work and Local Employment Partnerships.

Local Employment Partnerships will secure a commitment from employers, to support individuals on benefits back into work, by providing tailored work experience and training and further training once in work. The LSC's Skills for Jobs provision will have to be sufficiently flexible and responsive to meet the pre-employment training aspect of the Local Employment Partnership Agreement. We also need to align Train to Gain with Local Employment Partnerships to provide individuals with in-work training.

We are at the early stages of this development and we need to map current activity to identify gaps in provision across the region. The single customer journey is likely to be supported by a flexible New Deal from 2009 which will provide specialist 'return to work' provision, Skills for Jobs, the Skills Pledge and when in work, Train to Gain provision to level 2 and beyond.

3.3.4 Embed good practice from skills coaching pilots within Skills for Jobs

We need to build on the lessons learned from our work with Jobcentre Plus in relation to **skills coaching pilots**, which ran in Devon, Gloucestershire and Wiltshire and will end in March 2008. This joint initiative provided one-to-one support to clients to help them understand their skills needs, access learning and find jobs. The principles of such support are now being reflected in integrated employment and skills projects, funded through specific Skills for Jobs activities and through European Social Funded projects.

Our work with Jobcentre Plus on **Adult Learning Options**, a three year pilot which started in September 2006, continues in the Gloucestershire, Wiltshire and Swindon areas. In this scheme participants are exempt from normal benefit restrictions on studying for more than 16 hours to work at gaining a level 2 qualification.

3.3.5 Ensure that sub level 2 provision meets local need, supports progression and contributes to Local Area Agreements

We will work in local partnerships to plan and review delivery of **Personal and Community Development Learning**. These partnerships have mapped all the provision in their areas and this information will be used to determine the best focus for LSC funding. Where gaps in provision are identified, partners will seek to align, or pool their funding as well as lever in other sources of funding or resources in order to optimise the sum of learning opportunities available. The aim will be to ensure a co-ordinated approach.

Providers should increasingly be signposting learners from First Step provision onto further accredited or vocational learning. For example, Further Education colleges should be working with Local Authorities and Third Sector groups to encourage such progression.

3.3.6 Support the progression of learners with learning difficulties and/or disabilities both in learning and into the workplace

As the learning we fund focuses ever more clearly on economic need and job opportunities, it is vital that learners with **learning difficulties and/or disabilities** are able to benefit. More appropriate local provision is needed to meet a wide range of learning disabilities and we will focus on delivering this.

We are clear that people with learning difficulties want to be enabled to progress either up the “qualification ladder” towards level 2 and/or progress from learning into employment, where they are able.

In October 2006, the LSC published ‘*Learning for Living and Work*’, a national strategy for developing its delivery for people with learning difficulties, which has a strong emphasis on opening employment opportunities. In May 2007 the South West regional LSC published and launched a South West regional strategy to take forward this agenda.

The LSC will not be able to achieve the objective of helping more people with disabilities to gain employment on its own. Working strategically with Department for Work and Pensions and other agencies, we will encourage and support new partnerships involving education providers, Local Authorities, care, housing and health providers to develop integrated support for those with disabilities who are seeking, or have gained employment.

Activity to progress individuals into sustained employment will prioritise young people who are “Not Engaged in Education, Employment or Training”, people with mental health problems, and those claiming incapacity benefits.

The South West Strategy should also be embedded into Local Area Agreements and should be used to select appropriate indicators that relate to this group of learners.

The publication in 2007 of ‘Progression through Partnership’ a joint ministerial statement from Department of Education and Skills, Department of Health and Department for Work and Pensions, set out a framework and timetable for the joint planning and funding of education and training for people with disabilities.

Specific activities for 2008/10 include aligning provision for learners with disabilities with the Foundation Learning Tier. This tier of learning will encompass a range of programmes including progression pathways to level 2 for adults supported by new provision (qualifications) drawn from Entry level and level 1 of the Qualifications and Credit Framework.

From late 2007, there will be a full national rollout of the Jobcentre Plus Pathways to Work programme. This programme supports people with disabilities back into work. We will work with our Jobcentre Plus partners to ensure that this programme includes an appropriate level of activity for learners with learning difficulties and/or disabilities.

3.3.7 Further develop offender learning towards sustainable employment

The **Offender Learning and Skills Service** is managed by the LSC and offers learning and skills provision for offenders in custody, those who have been released, and those serving their sentences in the community. In the South West, it covers 13

prisons/Youth Offender Institutions, 1 female Juvenile Unit, five Probation Areas and 14 Youth Offending teams.

The service delivers the three elements of the Offender Learning Journey:

- Information, Advice and Guidance, Skills for Life Initial and Diagnostic Assessments and other vocational assessments
- Learning provision for Skills for Life, IT and vocational training
- Learning provision for the arts and personal development

The vision for this service is that all offenders should have access to learning and skills which will enable them to gain the skills and qualifications they need to hold down a job and play a positive role in society.

The attainment of work related skills has been proven to contribute to a reduction in re-offending rates, and in recognition of this; we will continue our membership of the South West Reducing Re-offending Partnership.

As the prison population is expected to increase there will be a need to respond to this by increasing access to learning and skills including employability skills. Greater focus will also be given, in the next 12 months, to ensure that offenders are able to access effective information, advice and guidance services, enabling them to make choices that will improve their employability.

As part of the longer term strategy, continued support will be given to the development of an Individual Learner Plan to record the offender journey. This will allow access to individual learning histories as offenders move between prisons, into the community or from community into custody. Reducing, and eventually eliminating the practice of repeating assessments and learning will motivate offenders to complete a learning journey that should lead them into sustained employment or self-employment.

3.3.8 Tailor our resources to maximise Olympic opportunities

We are working with partners such as the South West Regional Development Agency, Jobcentre Plus and key colleges to produce a South West **Olympic** Strategy.

We will continue to develop new initiatives and programmes with partners, work with Sector Skills Councils and the South West Tourism Skills Network to develop a tourism legacy and implement a programme of support for potential athletes. This will also involve helping UK Skills to promote the 2011 World Skills and broaden the scope of skills competitions in the region. Where possible we will use European Social Funds to support this work.

4. Evaluating the plan

The Progress Report in Section 2.3 gives an early indication of some of the successes and ongoing challenges arising from the 2007/08 plan. At the time of compiling this latest Plan, we have only just completed one term of the 2007/08 academic year. Therefore, the review of 2007/08 will continue during 2008.

The development of comprehensive Management Information will assist with performance reviews. Ongoing national work to assess sectoral and qualification shifts in provision, against priority qualifications, will also help to quantify the impact of the plan.

A more complete review of the 2007/08 Plan will inform the Regional Commissioning Process for 2009/10 planning.

5. Regional Skills Action Plan 2008/09

Key Objectives	Regional Actions	Local Actions	Success Indicators
1. Creating demand for skills			
1.1 Adults			
Develop the existing Information, Advice and Guidance services as forerunner to the new Adult Advancement and Careers Service	<ul style="list-style-type: none"> • Tender adult Information, Advice and Guidance Services for 2008-2010; this will invite organisations to apply to become the prime contractor for the South West • Establish a new Adult IAG Service Regional Strategic Board with Jobcentre Plus and other key strategic partners • Develop existing services to align with the requirements of the new service 		<ul style="list-style-type: none"> • Initial meeting of new Strategic Board to take place in spring 2008 • New Information, Advice and Guidance Contract in place by August 2008 • South West Providers well positioned to deliver against the principles of the new Adult Advancement and Careers Service • Strengthen partnership arrangements, including appropriate referrals, between nextstep/ Jobcentre Plus/ Learndirect
Strengthen the use of effective Labour Market Intelligence , which highlights economically valuable skills, for nextstep networks and signposting/referral staff	<ul style="list-style-type: none"> • Identify Labour Market Intelligence which has a focus on economically valuable skills and share good practice across the region 	<ul style="list-style-type: none"> • Share good practice with nextstep providers 	<ul style="list-style-type: none"> • Provider plans for Labour Market Intelligence demonstrate strong links with economically valuable skills allowing dissemination of good practice

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Reinforce a learning culture that recognises the value of skills development and encourages personal investment</p>	<ul style="list-style-type: none"> • Use Personal and Community Development Learning and Neighbourhood Learning in Deprived Communities funding to help more people to see the benefit of learning, to take part and succeed • Ensure that Information, Advice and Guidance reinforces how skills investment can lead to a job 	<ul style="list-style-type: none"> • Promote culture amongst partner agencies • Encourage FE Providers to develop community involvement and a wider offer 	<ul style="list-style-type: none"> • Increased individual investment and employer fee contribution
<p>Increase outreach to workless people in priority groups e.g. lone parents, those in receipt of benefit, in deprived communities and those facing social exclusion to engage them in learning</p>	<ul style="list-style-type: none"> • Support new learners through relevant Personal and Community Development Learning and Neighbourhood Learning in Deprived Communities • Support level 2 plans through Skills for Jobs, European Social Funded projects, Employability Skills Programme and the Third Sector Strategy “Working Together in the South West Region” 	<ul style="list-style-type: none"> • Work with Providers to ensure that they have plans to reach <u>new</u> low skilled learners in 2008/09 • Ensure that flexible learning in non traditional settings is available • Ensure that Providers are offering free tuition through the level 2 entitlement and the level 3 entitlement to 19-25 year olds • Continue to increase starts in FE on first full qualifications at level 2 and level 3 in line with regional trajectories 	<ul style="list-style-type: none"> • <u>New</u> learners engaged • 1300 participants in Skills for Jobs project • Achievement of level 2 project targets
<p>Use the Third Sector to support outreach to excluded people</p>	<ul style="list-style-type: none"> • Identify where and how we can improve links between existing Third Sector services (which need not be learning-related) and our provision • Disseminate lessons learnt and case studies 	<ul style="list-style-type: none"> • Discuss with the sector how to systematically build effective links • Identify best practice and case studies which can support the development of local links particularly in deprived communities 	<ul style="list-style-type: none"> • Best practice in linking LSC provision and Third Sector services is defined and disseminated • New links established between Third Sector services and LSC provision

Key Objectives	Regional Actions	Local Actions	Success Indicators
Address the skill needs of migrant workers and review their impact in regional skills shortages	<ul style="list-style-type: none"> • Provide support for migrant workers through European Social Funds where relevant to sub regional demand and to fit with national ESOL funding policies • Work with partners to develop a support process to enhance the delivery of ESOL for Work qualifications • Launch the ICE learning package providing 30 hours survival English skills in the workplace 	<ul style="list-style-type: none"> • Ensure that local partners are aware of the range of available support for migrant workers • Promote the ICE learning package amongst partners and employers 	<ul style="list-style-type: none"> • ESOL funded achievements contribute to overall Skills for Life targets • Package used as bridging programme in the workplace
Address the skills needs of the older working population aged 50+ to help meet employer skill gaps and shortages	<ul style="list-style-type: none"> • Network into appropriate forums to explore the issues and identify good practice 	<ul style="list-style-type: none"> • Ensure that Providers tailor their provision to meet the needs of older workers in Train to Gain, Apprenticeships and Skills for Jobs activity 	<ul style="list-style-type: none"> • Increased engagement of older learners • Providers agree Equality and Diversity Impact Measures in Train to Gain
1.2 Employers			
Increase employer engagement across the region by implementing the Employer Engagement Strategy	<ul style="list-style-type: none"> • Ensure that the key actions in the Strategy are integrated across LSC business activity and provision • Ensure employer marketing activity supports the Strategy • Build on the findings from the research into top 40 private sector employers and agree appropriate actions 	<ul style="list-style-type: none"> • Develop a customer relation management approach to engage with the major employers in each Area 	<ul style="list-style-type: none"> • Engagement of the major employers with the Train to Gain Service • Increase in number of employers engaged in demand-led provision
Deliver integrated skills and employment across LSC provision	<ul style="list-style-type: none"> • Produce a regional plan which integrates employer engagement, workforce development and Jobcentre Plus related activity 	<ul style="list-style-type: none"> • Economic Development activity to focus on the integrated plan 	<ul style="list-style-type: none"> • Contribute effectively to the retention and progression of individuals

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Increase the proportion of the workforce covered by the Skills Pledge in order to improve skill levels.</p> <p>Increase the links between employers making the Skills Pledge and the Train to Gain Service</p>	<ul style="list-style-type: none"> • Document a regional ‘approach’ to promote and proactively support the Skills Pledge and determine measures of success • Agree appropriate marketing and communication plans • Promote the Skills Pledge and Local Employment Partnerships to employer stakeholder groups such as Confederation of British Industry, Federation of Small Businesses and Institute of Directors • Ensure intermediaries e.g. Sector Skills Councils and Investors in People promote the Skills Pledge and the Train to Gain Service • Share employer information and marketing materials with Jobcentre Plus for joint promotion of the Skills Pledge and Local Employment Partnerships 	<ul style="list-style-type: none"> • Identify and contact key employers in each area • Promote the Skills Pledge and Local Employment Partnerships to employer stakeholder groups such as local Chambers, networks and partnerships • Refresh Jobcentre Plus/LSC plans to determine joint actions locally • Position the Skills Pledge with Local Employment Partnerships so that they feature as a driver within Local Area Agreements 	<ul style="list-style-type: none"> • Agreement of Skills Pledges to: <ul style="list-style-type: none"> a) the top 100 regional companies with the greatest proportions of the workforce; and in particular b) the top 10 employers in each of the four areas in the South West • Active Local Employment Partnerships underpinned by Skills Pledge, and employer commitment to Train to Gain and progression of learners using the Train to Gain Service
<p>Refocus Skills Brokerage to achieve greater penetration of the workforce</p>	<ul style="list-style-type: none"> • Widen the scope of the Key Performance Indicators for brokerage • Segment the employer market to: <ul style="list-style-type: none"> a) ensure the correct balance between ‘hard to reach’ employer contacts and repeat business b) focus on medium to large employers with 250 - 4,999 employees c) identify sector specialists within the brokerage service and target larger employers (1000 -4,999 employees) by sector • Develop a transition plan to transfer the Skills Brokerage to the Regional Development Agency in 2009 	<ul style="list-style-type: none"> • Pass employer leads to the Brokers where there is potential to develop employer engagement with the Train to Gain Service 	<ul style="list-style-type: none"> • Increase the proportion of the workforce benefiting from the Train to Gain Service • Maintain brokerage service to employers during transition

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Ensure that employers are offered 'whole' training solutions through the Train to Gain service</p>	<ul style="list-style-type: none"> • Reinforce the breadth of the Train to Gain Service and demonstrate progression opportunities from pre-employment training to levels 3 and 4 • Align policy on participation to include the offer of Apprenticeships within Train to Gain Service 	<ul style="list-style-type: none"> • Ensure that Providers understand the extent of the offer through the Train to Gain Service • Encourage Providers to work collaboratively to meet employer need • Providers to offer flexible provision that meets the needs of Local Employment Partnerships and employers 	<ul style="list-style-type: none"> • Cross referrals between Providers taking place • Positive feedback from Local Employment Partnerships • Employment and skills needs are met through a more coherent service
<p>Ensure that Sector Skills Councils take responsibility for planning to meet the need of employers in their sector</p>	<ul style="list-style-type: none"> • Jointly develop Partner Plans with Sector Skills Councils that are informed by emerging sector compacts. These will provide sector solutions to upskilling the workforce and include level 2 and 3, Leadership and Management, Skills for Life, Skills Pledge and enhance skills delivery infrastructure • Equip Sector Skills Councils to promote Train to Gain services to employers • Link Partner Plans to brokerage activity 	<ul style="list-style-type: none"> • Flex resources to support sector based activity in Local Area Agreements • Ensure that sector based solutions are reflected in local plans and incorporated into local delivery 	<ul style="list-style-type: none"> • 25 Partner Plans between the LSC and Sector Skills Councils by December 2008 • Increased Train to Gain participation from targeted sectors and additional Skills for Life, level 2 and 3 and Apprenticeship outcomes including future volumes • Seamless service to employers • Skills Pledge numbers increased • Brokerage extended to a wide range of employers with increased Train to Gain participation

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Harness the potential within the Public Services sector to contribute to LSC priorities and targets</p>	<ul style="list-style-type: none"> • Develop a regional framework for a Public Sector Compact and update local teams • Deliver regional Joint Investment Frameworks with Local Government and the Health Sector to support the delivery of the regional Level 2 Action Plan and the expansion of Apprenticeships • Health Sector Joint Investment Framework to encourage and support a partnership approach to training of non-clinical staff 	<ul style="list-style-type: none"> • Promote public sector working in local partnership activities and identify support from other partners where relevant 	<ul style="list-style-type: none"> • Public Sector Compact framework in place • Increased uptake in the public sector of Skills for Life, level 2, level 3 Apprenticeships and level 4
<p>Promote the Train to Gain Service and ensure that communications suit the needs of employers and agencies in the region</p>	<ul style="list-style-type: none"> • Develop marketing materials with simple clear messages about the wider Train to Gain Service • Agree revised Memorandum of Understanding with key partners and influencers such as TUC, Unionlearn, Institute of Directors, Jobcentre Plus which outlines proactive engagement with the Train to Gain Service 	<ul style="list-style-type: none"> • Ensure that relevant local partners are able to explain the Train to Gain Service as it relates to their organisation • Engage more low skilled individuals in the workplace through working with the trades unions 	<ul style="list-style-type: none"> • Increased employer engagement • Increased referrals from national Skills campaign
<p>Secure greater employer investment in Leadership and Management training (Regional Skills Partnership priority)</p>	<ul style="list-style-type: none"> • Work with regional partners to develop a regional framework for Leadership and Management training for businesses employing 10-250 employees • Link to needs identified by Sector Skills Councils • Procure additional Leadership and Management Specialist Advisers; to work closely with skills brokers and the developing Information, Advice and Guidance provision 	<ul style="list-style-type: none"> • Support Providers to learn from good practice emerging from expertise in hubs across the region • Link additional support from European Social Funding to broaden offer. Link Leadership and Management development opportunities to Local Area Agreements 	<ul style="list-style-type: none"> • 2,194 companies engaged • Increased involvement in training by participating businesses • Expanded Specialist Advice Service in place by August 2008

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Link the Higher Level Skills Pathfinder more closely to the Train to Gain Service</p>	<ul style="list-style-type: none"> • Agree an integration strategy which includes: <ul style="list-style-type: none"> a) Pathfinder intermediaries working with employers to achieve brokerage accreditation b) Pathfinder support for Train to Gain learners/employers seeking progression onto Higher Education 	<ul style="list-style-type: none"> • Area teams to identify how the Pathfinder can be used to support Higher Education progression 	<ul style="list-style-type: none"> • Increase cross referrals • Learners progressing onto Higher Education
<p>To deliver a clear skills training offer for employers in Higher Education</p>	<ul style="list-style-type: none"> • Produce a joint protocol between Skills Brokers and Higher Education intermediaries linked to sector needs • Encourage some Higher Education Institutions to start working towards the “new standard” Part A – Employer Responsiveness • Share good practice through seminars and conferencing 	<ul style="list-style-type: none"> • Translate regional protocol into local actions • Ensure local partnerships are aware of and can take advantage of shared practice 	<ul style="list-style-type: none"> • Protocols agreed regionally and locally

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Increase employer and individual participation in Train to Gain</p>	<ul style="list-style-type: none"> • Prepare a regional plan to support the expansion of Train to Gain • Increase starts at levels 2 and 3 by converting more employer referrals • Track referrals closely through enhanced data • Provide guidance to assist local teams to deliver flexible entry into Train to Gain for volunteers, offenders, apprentices and the self employed • Provide second level 2 qualifications for individuals in- employment training through Local Employment Partnerships • Brokers to advise employers which Providers have “new standard” accreditation • Continue to develop the Employer Guide to Training as a tool for Skills Brokers to find appropriate flexible provision to meet employer needs in conjunction with the “new standard” 	<ul style="list-style-type: none"> • Ensure Providers can offer flexible start dates • Ensure Providers deliver the new flexibilities to targeted groups of learners • Providers to deliver level 3 in Train to Gain and secure employer contribution of 37.5% • Discuss regional policy with Providers and monitor performance 	<ul style="list-style-type: none"> • Employer engagement increases from 5,200 (estimated) in 2007/08 to 6,500 in 2008/09 (including adult Apprenticeships) • Total number of learners to increase from 70,200 (estimated) in 2007/08 to 83,000 in 2008/09 (including adult Apprenticeships) • Deliver targets and fully invest budget • Employer feedback captured
<p>Launch the “new standard” to employers to raise the profile of accredited Providers amongst employers</p>	<ul style="list-style-type: none"> • Develop a regional promotional plan for spring 2008 that fits with national launch plans • Promote “new standard” accredited Providers through brokerage and other employer contacts 	<ul style="list-style-type: none"> • Promote “new standard” accredited Providers to local employer contacts and partnerships 	<ul style="list-style-type: none"> • Employers opting to work with accredited Providers only from spring 2008

Key Objectives	Regional Actions	Local Actions	Success Indicators
Engage with Third Sector employers to promote Train to Gain as a route into learning for their employees	<ul style="list-style-type: none"> • Agree a Train to Gain action plan for engaging Third Sector employees and volunteers which will include improved communication channels and identification of unmet workforce need • Support LSC funded projects at regional and local level which promote Train to Gain to the Third Sector and disseminate best practice 	<ul style="list-style-type: none"> • Implement the action plan, with a focus on encouraging local organisations, especially infrastructure organisations (such as Councils of Voluntary Service), to use Train to Gain brokerage • Support regional and local projects, funding the Sector itself to advocate Train to Gain to its own constituents • Evaluate outcomes and ensure that sustainable long-term links between the Sector and Train to Gain are in place 	<ul style="list-style-type: none"> • Increased take up of Train to Gain within Third Sector, compared with regional baseline position • Intelligence on unmet need in the Third Sector is used to inform LSC market-shaping
Deliver Skills for Life and Functional Skills to more employees in the workplace	<ul style="list-style-type: none"> • Support Area teams to understand the new Functional Skill targets and the challenges for Providers • Monitor Train to Gain delivery to ensure that the new regional trajectories for functional skills are on course • Raise employer awareness of Skills for Life and the benefits of delivering this to those in the workforce that need it. Deliver through wider brokerage development 	<ul style="list-style-type: none"> • Providers have to be equipped to deliver Skills for Life and functional skills and to gear up their delivery • Providers to focus particularly on addressing numeracy skills • Providers to support employers gain the commitment of their staff to the functional qualifications 	<ul style="list-style-type: none"> • Meet regional trajectories for Skills for Life and Functional Skills • Achieve significant increases in Skills for Life and Functional Skills qualifications achieved by Train to Gain learners • Achievement of numeracy qualifications increased by 50%
Deliver the increased Apprenticeship participation required by regional trajectories	<ul style="list-style-type: none"> • Implement the recommendations from the government national joint Review of Apprenticeships and develop policy where appropriate • Use employer demand information to address gaps in Apprenticeship provision 	<ul style="list-style-type: none"> • Continue to focus on improving participation and success rates, including action to close equality gaps • Manage the local market by focusing Providers on gaps in provision and considering the relevance of newly developed frameworks to the local area 	<ul style="list-style-type: none"> • Increase in Apprenticeship in-learning volumes aged 19+ • Training supply solutions exist to meet demand (geographic and sector) • Specific targets to address gender imbalance are agreed, monitored and achieved by Providers during 2008/09

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Increase opportunities for adults to achieve Apprenticeship Frameworks</p>	<ul style="list-style-type: none"> • Apprenticeships to be promoted as the priority programme for learners aged under 25 years through effective brokerage and information, advice and guidance • Plan to respond to the growth of Apprenticeship for Adults for those aged 25+ 	<ul style="list-style-type: none"> • Ensure that Providers progress learners who have achieved an NVQ into an Apprenticeship to complete an Apprenticeship Framework • Discuss growth areas with Providers 	<ul style="list-style-type: none"> • Increased numbers of Train to Gain clients progressing into Apprenticeships • Deliver increase in Apprenticeship for Adult volumes
1.3 14 – 19 Year olds			
<p>Increase the number of Apprenticeships by raising the profile amongst 16-18 year olds and creating a market for growth</p>	<ul style="list-style-type: none"> • Develop a coherent and quantitative approach to employer engagement across the Apprenticeship ‘family’ • Support and update the Skills Brokers, Jobcentre Plus and Connexions to promote Apprenticeships • Promote Apprenticeships through ‘compacts’ with other publicly funded organisations such as the Health Trusts and Local Authorities • Run a series of employer led Skills Festivals to promote Apprenticeships • Build on previous development work to meet the new requirements for an Apprenticeship Clearing House 	<ul style="list-style-type: none"> • Support and update the Skills Brokers, Jobcentre Plus and Connexions to promote Apprenticeships • Support the delivery of a series of employer led Skills Festivals to promote Apprenticeships • Monitor recruitment to Cohort 5 and continue to support all Young Apprentices to help with future decision making and entry into the labour market • Support Programme Led Apprenticeships to widen the vocational options open to young people at age 16+ 	<ul style="list-style-type: none"> • Supply of employers to meet planned growth • Deliver growth in 16-18 Apprenticeships • Increase the number of young people completing an Apprenticeship from an estimated 5,700 in 2007/08 to 6,200 in 2008/09 • Increase in the proportion of Programme Led Apprentices entering employed status Apprenticeships • Deliver 768 Young Apprenticeship starts in Cohort 5 • Systems in place for 2008 recruitment season

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Introduce the first five Diploma lines in 2008 and support 14-19 consortia to ensure that future Diploma lines are in development</p>	<ul style="list-style-type: none"> • Ensure an integrated approach to Capital planning to bring together the funding provided through Further Education, Building Schools for the Future and Diploma routes 	<ul style="list-style-type: none"> • Work with the Local Authority and partners to develop a 14-19 strategy which will deliver the Diploma entitlement by 2013 and includes: <ul style="list-style-type: none"> a) recognition of local skills needs b) clear arrangements for progression into employment c) a co-ordinated approach to employer engagement 	<ul style="list-style-type: none"> • Strategy in place in each Local Authority area by December 2007 for implementation from 2008 • Improved 17 year old participation
<p>Continue to provide practical vocational options to engage young people 'Not engaged in Education, Employment or Training'</p>	<ul style="list-style-type: none"> • Ensure that there are appropriate opportunities available through the Competitiveness and Convergence Co-financing programmes 	<ul style="list-style-type: none"> • Map provision in the local area • Use the leverage of Local Area Agreements to identify co-ordinated partnership actions that meet local need • Respond to the ongoing need for practical learning provision outside Diploma lines e.g. BTec at level 1 and level 2 • Providers to ensure flexible start dates are available • Ensure that there is synergy between locally devised delivery and the Foundation Learning Tier 	<ul style="list-style-type: none"> • Reduction in the 'Not in Education, Employment or Training' volumes • Additional resources available • Gaps are addressed • Accredited learning opportunities available to meet need • Immediate starts • Evidence of best practice being adopted

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Continue to develop impartial information, advice and guidance for young people so they make the right career decisions during the 14-19 phase and meet the 'September Guarantee'</p>	<ul style="list-style-type: none"> • Ensure that local 14-19 Strategic Partnerships support the delivery of impartial Information, Advice and Guidance • Encourage Partnership teams to identify concerns and support local improvement activity through the common application process and the Area Prospectus 	<ul style="list-style-type: none"> • Promote the delivery of impartial Information, Advice and Guidance through the 14-19 Strategic Partnership • Keep the content of each Area Prospectus for 14-19 options under review and ensure that the content about skills and progression is regularly updated • Support the Integrated Youth Support Services (through 14-19 Strategic Partnerships) by providing latest skills information to inform the guidance available to young people • Continue to support the development of common application processes in each Local Authority area • Ensure that Providers/institutions notify Connexions of early leavers aged 14-19 • Ensure that lessons learned in 2007/08 in meeting the 'September Guarantee' are applied in each area • Use the 'September Guarantee' to increasingly focus on recruitment in sectors linked to job availability 	<ul style="list-style-type: none"> • Skills focused information available to young people and parents • Meet the 'September Guarantee' for 16 and 17 year olds and focus on skill solutions • Best practice analysis undertaken and disseminated

Key Objectives	Regional Actions	Local Actions	Success Indicators
2. Transforming the FE system to meet demand			
<p>Ensure that the commissioning process for 2008/09 achieves a sharp focus on skills needs and LSC funded priorities</p>	<ul style="list-style-type: none"> • Identify skills priorities and economically valuable qualifications in the Regional Commissioning Plan • Identify priority qualifications for funding • Provide analysis of mix and balance of skills provision in each area • Ensure that skill needs influence the allocation process • Commission the flexible training provision needed to deliver the single customer journey for workless clients 	<ul style="list-style-type: none"> • Ensure that Providers are clear about LSC skills priorities and that funding is used to support these • Ensure that Providers gear up their delivery of Skills for Life and first full level 2 and 3 qualifications • Identify and fill gaps in the local market • Ensure that flexible provision is available to meet the needs of unskilled and low skilled learners 	<ul style="list-style-type: none"> • Increased contribution to targets • Efficient use of LSC funds to reflect the changing mix and balance of provision • Choice of provision for employers and learners
<p>Use European Social Funding in the new Competitiveness and Convergence Programmes to add value to mainstream interventions.</p>	<ul style="list-style-type: none"> • Provide pre, post and enhanced activity around the mainstream to raise demand for training, improve take-up and deliver support to improve retention and achievement rates • Provide support for progression routes to further learning. Key areas: learners 'Not in Education, Employment or Training' and Workforce Development 	<ul style="list-style-type: none"> • Monitor and manage local contracts to achieve outcomes 	<ul style="list-style-type: none"> • Delivery of the European Social Funding Framework targets as defined in LSC Co-Financing Plans

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Ensure that European Social Fund projects are sufficiently flexible to meet changing requirements</p>	<ul style="list-style-type: none"> • Invitations to tender to make it clear that flexibility will be a required criteria in any European Social Fund bid and that this will be tested at appraisal • Secure flexibility in the European Social Fund investment to: <ul style="list-style-type: none"> a) support the additional infrastructure investment provided through the European Regional Development Fund programme to meet skills shortages b) provide additionality to the mainstream offer e.g. Train to Gain Service and ensure that within that, new preferred vocational qualifications, as identified by Sector Skills Councils, are delivered 	<ul style="list-style-type: none"> • Ensure that Providers and partners are aware of flexibility requirement 	<ul style="list-style-type: none"> • Identification at Co-financing Organisations Steering group and Programme Monitoring Committee level of the flexibility required • No duplication with mainstream offer • Sector Skills Councils preferred qualifications only are supported.
<p>Improve Train to Gain success rates to increase the level 2 and 3 contributions to the PSA target</p>	<ul style="list-style-type: none"> • Remove business from poor performing Providers • Broaden performance measures to recognise the wider Train to Gain offer 	<ul style="list-style-type: none"> • Close performance management • Ensure Providers exceed the minimum levels of performance 	<ul style="list-style-type: none"> • Increase success rates from 76% (2006/07) to 85% (2008/09) • Increase first full level 2 achievements from 14,000 in 2007/08 to 17,500 in 2008/09

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Improve FE success rates, including 'long courses', through the introduction of minimum performance levels</p> <p>Improve Apprenticeship Frameworks completion rates overall for both level 2 and level 3</p>	<ul style="list-style-type: none"> • Undertake analysis to fully understand why improvements have been slower than the national rate • Introduce pre-inspection support for Providers who have not yet gone through an inspection • Provide additional support to complement QIA programme for peer review for work based learning Providers 	<ul style="list-style-type: none"> • Partnership Teams to identify under performance and refer Providers to the newly introduced QIA support for all underperforming providers programme • Partnership Teams to encourage 'satisfactory but not improving' Providers to take up the QIA support programme 	<ul style="list-style-type: none"> • All Providers will have satisfactory or better provision at inspection • Overall Further Education success rates for the region will increase by at least 3 percentage points to 78% in order to achieve the 80% (national target) by 2010/11 • Apprenticeship Framework achievements for the region will increase by at least 5 percentage points to 64% to be in line with the 68% target for 2010 (or in line with national figure for work based learning) by 2010 • Increase the number of adults completing an Apprenticeship from an estimated 4,900 in 2007/08 to 5,370 in 2008/09
<p>Address identified areas of inequality</p>	<ul style="list-style-type: none"> • Ensure that Equality and Diversity priorities are addressed in the annual business cycle • Provide information on inequalities at a regional level • Provide a regional support programme to break down occupational gender segregation in young apprenticeships • Strengthen discussions with Sector Skills Council regional leads to include the equality agenda in regional plans and activity 	<ul style="list-style-type: none"> • Ensure that all Providers develop Equality and Diversity Impact Measures to improve the participation and success of underrepresented groups and review progress quarterly • Support Providers to improve participation and success for disabled and black and minority ethnic learners and to break down occupational gender segregation particularly in Apprenticeships 	<ul style="list-style-type: none"> • Improved participation and success of underrepresented groups • More young people entering the labour market in atypical careers in specific sectors – construction, retail, health and social care

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Improve the responsiveness of the supply side to employers by ensuring that the region builds its list of “new standard” accredited Providers</p>	<ul style="list-style-type: none"> • Identify the advantages to be offered to accredited Providers in the South West region • Prioritise providers with CoVEs and Train to Gain Providers for capacity building to support applications for the standard 	<ul style="list-style-type: none"> • Secure the commitment of Provider Senior Management to work towards the “new standard” • Ensure Train to Gain and CoVE Providers take advantage of employer responsive capacity building on offer from QIA and/or other organisations 	<ul style="list-style-type: none"> • Key Train to Gain and Apprenticeship Providers to achieve the “new standard” Part A
<p>Develop sector specialist networks to meet the ongoing training needs of employers engaged with National Skills Academies</p>	<ul style="list-style-type: none"> • Secure and widen Provider involvement in both existing National Skills Academies (Round 1) and new (Rounds 2 and 3) specialist networks • Identify gaps in training supply and capacity constraints and work with local colleagues to resolve these • Promote the “new standard” to Providers with potential specialist capacity in the sectors that match the National Skills Academies in Rounds 2, 3 and 4 • Ensure that Capital investment plans focus on the development of specialist provision 	<ul style="list-style-type: none"> • Promote the “new standard”, Parts A and B, as a conditional requirement for provider engagement with Specialist Network linked to National Skills Academies in Rounds 2, 3 and 4 	<ul style="list-style-type: none"> • Part B (vocational excellence) provider accreditations that fit with the National Skills Academy rollout • Accredited Providers in place to support specialist network development • Adoption of new/improved qualifications and National Skills Academy products • Increased full cost recovery • Appropriate capital investment

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Develop a provider base with the capacity and coverage (sector and geographical) to respond to and deliver approved sector priority qualifications</p>	<ul style="list-style-type: none"> • Manage the transition to Qualification Curriculum Framework on a sector by sector basis • Regional Commissioning Plan for 2008/09 to identify priority qualifications • Benchmark current provision against new / refreshed qualifications for use in regional / local Provider briefings and discussions • Remove redundant qualifications • Sector Operational Group involved as a formal reference source prior to the approval of new / refreshed priority qualifications 	<ul style="list-style-type: none"> • Influence Providers to deliver priority qualifications using: Regional Commissioning Plan, Sectors team support and analysis and locally devised Sector summaries 	<ul style="list-style-type: none"> • Refined and reduced qualification listing available to support Commissioning • Increased delivery of priority qualifications • Sector summaries to be reviewed and published every six months
<p>Broaden our provider base to increase our ability to upskill “hard to reach” individuals</p>	<ul style="list-style-type: none"> • Encourage Third Sector Providers to compete for LSC business • Support capacity building and collaboration through the South West Forum, a regional sector grouping to enable the sector to compete for LSC business 	<ul style="list-style-type: none"> • Alert Third Sector to funding opportunities as they arise 	<ul style="list-style-type: none"> • Increase in number and value of contracts with the Third Sector
<p>Improve the quality and capacity of Work Related Learning 14-19 to support Diploma delivery and help young people prepare for the workplace</p>	<ul style="list-style-type: none"> • Utilise Education Business Links funding effectively to meet LSC strategic aims 	<ul style="list-style-type: none"> • Support Strategic Partnerships to analyse the requirement for employer engagement within the 14-19 curriculum offer and identify any additional action required in their area • Identify Diploma lines where there are likely to be shortfalls in employer engagement • Engage 14-19 Strategic Partnerships in the forward planning of Work Related Learning from 2009 	<ul style="list-style-type: none"> • A sharper focus on the discrete requirements of Key Stage 5 • New employers engaged where appropriate • A shared determination to drive up quality and effectiveness

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Build the supply of provision to support the significant growth of Train to Gain and meet employer need</p>	<ul style="list-style-type: none"> • Ensure that the regional response fund is resourced to meet employer need • Identify gaps in provision and respond through the open and competitive tendering process • Integrate the Adult Apprenticeship offer to those aged 19+ • Provide policy guidance on Train to Gain flexible entry and progression • Develop the capability of Provider employer engagement to deliver the Train to Gain offer • Ensure that Provider employer engagement staff responsible for talking to employers about the Train to Gain Offer achieve accreditation against the appropriate standard 	<ul style="list-style-type: none"> • Assess capacity in each Area to deliver increased volumes • Ensure that Local Employment Partnership clients are able to access training including 2nd level 2 • Ensure that Providers offer flexible entry to Train to Gain in line with regional policies 	<ul style="list-style-type: none"> • Increased numbers of individuals and employers engaged • Volunteers enter Train to Gain provision and offenders and the self employed continue to be catered for • Provider employer engagement staff are accredited to discuss the Train to Gain Offer
<p>Improve the capacity of the provider network to respond effectively to employers</p>	<ul style="list-style-type: none"> • Co-ordinate capacity building so that resources are prioritised towards: key Providers whose results have greatest impact; CoVEs whose status is due to expire, and Providers in sectors where there are developing National Skills Academies 	<ul style="list-style-type: none"> • Area teams to advise on individual Provider need and contribute to shaping of a relevant capacity building programme 	<ul style="list-style-type: none"> • Improved performance by participating Providers • Increased number of Providers with the “new standard” Part A

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Develop the effectiveness of the Skills for Life infrastructure to support the 2011 targets</p>	<ul style="list-style-type: none"> • Provide training for all vocational tutors/trainers who will be expected to support Skills for Life/Functional Skills in a vocational context • Provide support for all staff delivering or supporting Skills for Life, to meet the standards required by the National Qualifications Framework • Continue to develop the 'Whole Organisation Approach,' so that management perceive skills development as an imperative to the organisation, with Providers, employers and partners • Develop a new Skills for Life strategic and planning infrastructure across the region • Maintain and support the network of Skills for Life staff development centres in the region, in order to fulfil the range of development objectives. As a priority develop funding routes for their activities • Work with and expand the range of Sector Skills Councils who take on board the Skills for Life issues and needs of their sectors • Invite vocational assessors to train as trainers using the 'Lightbulb' programme, an accredited training programme to support non-experts to deliver embedded skills for life in vocational learning • Develop strong links with 14-19 Partnerships in order to raise awareness of and find effective ways of supporting the needs of the vocational stream • Encourage Skills for Life awareness amongst Provider staff involved in 14-19 vocational delivery 	<ul style="list-style-type: none"> • Ensure that Providers are developing appropriate delivery staff as all LSC funded vocational provision specifies Skills for Life must be supported by appropriately developed vocational tutors • Share good practice from Functional Skills Pilots • Raise awareness of the 'Lightbulb' Project amongst Provider staff 	<ul style="list-style-type: none"> • All delivery staff appropriately qualified by 2010 • 100 organisations signed up to 'Whole Organisation Approach' by 2010 • Skills for Life Support programme ready for delivery from spring 2008 • Funding mechanism agreed across the region to support Skills for Life network development • Current group of 5 Sector Skills Councils working on Skills for Life issues doubled by 2010 • All Local Authority 14-19 Strategic Plans to include entry on functional skills • 150 vocational assessors trained as trainers across 5 sectors

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Develop an understanding of Functional Skills as an additional measure within the Skills for Life targets and embed across all provision</p>	<ul style="list-style-type: none"> • Develop awareness raising and support programme for LSC staff about the new approach to Functional Skills • Brief partners, Providers and stakeholders about the targets – definitions and issues • Develop clear trajectories for the region and provide strategies for success • Provide sub-targets for embedding Functional Skills development within all types and levels of training • Develop best practice in training • Vocational staff to support Functional Skills in vocational training 	<ul style="list-style-type: none"> • Partnership Teams to be priority group for awareness raising and support programme • Ensure that Providers have embedded Skills for Life and Functional Skills delivery across their provision 	<ul style="list-style-type: none"> • All partners, Providers and stakeholders are clear about the part they will play • Strategies implemented will develop achievements that match the required trajectories • The development of Functional Skills in the work of all teams is 'owned' and valued • Vocational teachers and trainers readily support the delivery of Functional Skills embedded in their area of work
<p>Embed Information, Advice and Guidance services within all LSC provision to better meet the needs of learners and employers</p>	<ul style="list-style-type: none"> • Disseminate good practice 	<ul style="list-style-type: none"> • Emphasise the need for effective information, advice and guidance in all LSC funded delivery to ensure a 'no wrong door' approach • Briefings to Train to Gain Providers on information, advice and guidance requirements 	<ul style="list-style-type: none"> • Net increase in Providers achieving Matrix • New Train to Gain Providers to achieve Matrix within 12 months of contract issue
<p>Ensure that the National Learning Directory is up to date</p>	<ul style="list-style-type: none"> • Work with Learndirect to review effectiveness of activity at area Provider Partnership review meetings 	<ul style="list-style-type: none"> • Ensure Providers give updates to Learndirect 	<ul style="list-style-type: none"> • Comprehensive, up to date intelligence on the Directory

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Ensure that Providers give priority to Equality and Diversity and comply with statutory requirements</p>	<ul style="list-style-type: none"> • Provide advice internally on the South West Equality and Diversity Action Plan and the South West Regional Quality Framework • Ensure Equality Impact assessment is applied to relevant policies and documents 	<ul style="list-style-type: none"> • Seek assurance that Providers who are in scope have a Single Equality Scheme or separate Race, Disability and gender Equality Schemes in place with action plans reviewed annually • Provider Self Assessment and Annual Review process to address the requirements of Equality Duties 	<ul style="list-style-type: none"> • All Providers who are legally required to put Equality Schemes in place can demonstrate that they are meeting their statutory duties
<p>Embed sustainable development across all skills provision</p>	<ul style="list-style-type: none"> • Embed sustainability in capital project proposal • Support College Sustainability Network to share good practice 	<ul style="list-style-type: none"> • Reinforce sustainability through ongoing dialogue • Secure high levels of sustainability in capital investment applications • Promote LSC “SORTED” on-line resource to assist Providers to develop sustainable activity 	<ul style="list-style-type: none"> • Sustainability established as core practice within institutions

Key Objectives	Regional Actions	Local Actions	Success Indicators
3. Better Skills, Better Jobs, Better Lives			
<p>To improve vocational progression rates into Higher Education</p>	<ul style="list-style-type: none"> • Use the 2007/08 national LSC Higher Education Strategy to develop a regional strategy tailored to identified need • Work in Partnership with Aimhigher, Further Education Colleges, Higher Education Institutions, Lifelong Learning Networks, the Regional Development Agency and 14-19 Partnerships to enable clear pathways for progression into Higher Education from Further Education and Work Based Learning. • Support credit and flexible progression frameworks • Support Information, Advice and Guidance hubs in Further Education and Higher Education Institutions • Research barriers to progression from Apprenticeships to Advanced Apprenticeships and on into Higher Education 	<ul style="list-style-type: none"> • Work in partnership with Higher Education Institution admission offices and staff to develop a Higher Education entry offer for students progressing from 14-19 Diplomas • Area Partnership teams to establish area-wide progression arrangements from Apprenticeship into higher level skills, including Information, Advice and Guidance and the progression offer • Work with Providers to develop their understanding of clear progression arrangements and frameworks for progression from Apprenticeships to higher level skills • Local economic development partners to ensure there are progression routes for adult learners 	<ul style="list-style-type: none"> • Pathways prospectus available • Increased contribution to 2014 target of 36% at Level 4 or higher (34% by 2011)

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>To put the South West region in a position to provide and deliver a rationalised and integrated employment and skills service by the end of 2010.</p>	<ul style="list-style-type: none"> • Use the overarching high level partnership working group with Jobcentre Plus to determine and implement the actions needed, including policy development, to meet the “single shared (DIUS/DWP) objective”. When issued, this will focus on increasing the number of people moving into sustainable employment and progressing • Ensure the joint delivery plan with Jobcentre Plus extends to cover all aspects of the integrated employment and skills service and that it provides an on-going and relevant focus for local working 	<ul style="list-style-type: none"> • Deliver and influence the future development of the local joint delivery plans with Jobcentre Plus to deliver a seamless service for clients • Develop effective ongoing relationships with Jobcentre Plus centred on the delivery of local joint plans • Attend regional workshop in spring 2008 to progress delivery of the joint plan building on experiences from Dorset and Somerset • Develop and progress local plans which support the priorities of Offender Learning, Information, Advice and Guidance, Skills for Life and Integrated Employment and Skills Services 	<ul style="list-style-type: none"> • Progress against the progression and employment retention measures of the shared objective • Progress towards the 2011 adult milestones • Seamless service for clients • European Social Fund projects support integration agenda • Joint delivery plans agreed, monitored and progress against priorities

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Make the single customer journey from worklessness, or low skills, into sustained employment with progression a reality and ensure that skills training programmes are available to support Local Employment Partnerships</p>	<ul style="list-style-type: none"> • In partnership with Jobcentre Plus integrate the range of services and support through Skills for Jobs and Train to Gain, and make these readily available to those not in work and those moving into sustainable employment. • Identify the likely skills needs emerging from Local Employment Partnerships; align commissioning processes and converge funding • Adopt approved sector employability toolkits which define the pre-employment training in a sector • Use Local Employment Partnerships to drive the practical delivery of the pre-employment training and Train to Gain progression aspects of the customer journey 	<ul style="list-style-type: none"> • Implement a local joint employer engagement approach with Jobcentre Plus to secure Local Employment Partnership Agreements linked with Train to Gain and/or Skills Pledge commitments • Align Skills for Jobs and Train to Gain to respond, without delay, to the appropriate training and support needs arising from Local Employment Partnerships • Ensure Providers are using sector employability toolkits • Refer to case studies to assist in delivering a seamless service to customers 	<ul style="list-style-type: none"> • Numbers of disadvantaged adults into sustained employment • Structured work experience available to more learners • Active Local Employment Partnerships providing progression to Train to Gain, ideally through the Skills Pledge • Number of adults progressing from low-skilled, low prospect jobs into better career paths
<p>Provide training and support to enable Skills for Jobs learners to enter and stay in employment</p>	<ul style="list-style-type: none"> • Manage the commissioned Skills for Jobs project (ends December 2008) to engage workless participants and provide tailored training and support to help them get and stay in a job. 	<ul style="list-style-type: none"> • Deliver Skills for Jobs commitment in local areas within the timeframe of the project. The project finishes in December 2008 • Give attention to meeting the needs of workless people in Plymouth, Torbay and Bristol • Engage with partners to support local delivery and link this into Local Area Agreements 	<ul style="list-style-type: none"> • 1300 participants engaged in agreed skills for jobs activity, of which <ul style="list-style-type: none"> - 653 to progress into work - 434 to be in a job with training after 13 weeks • Wider range of specialist Providers to enhance the offer to the customer • Impact on employability and progression to be evaluated

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Use the European Social Fund to support ‘Skills for Jobs’ interventions from 2008</p>	<ul style="list-style-type: none"> • Ensure LSC European Social Fund activities around Skills for Jobs are clearly linked to Jobcentre Plus • Embed Basic Skills within all European Social Fund interventions • Provide pre-employment and in-work training to ensure progression to sustainable jobs and workforce training through mainstream provision 	<ul style="list-style-type: none"> • Monitor and manage local contracts to deliver outcomes 	<ul style="list-style-type: none"> • Reviewed by Co-financing Organisations Steering Groups and Programme Monitoring Committees • Delivery of Frameworks targets on jobs and training as defined in the LSC Co-Financing Plan
<p>Engage employers to increase the numbers of people moving from worklessness or low skills into employment and further skills progression</p>	<ul style="list-style-type: none"> • Build on the national model to develop joint ways of working on employer engagement with Jobcentre Plus that supports both business delivery and integration e.g. the achievement of Local Employment Partnerships and Skills Pledge targets as well as effective Train to Gain delivery • Implement the South West Train to Gain Vacancy Referral Protocol between the LSC and Jobcentre Plus 	<ul style="list-style-type: none"> • Economic Development team to translate into local plans 	<ul style="list-style-type: none"> • Joint LSC/Jobcentre Plus statement published on the approach to Local Employment Partnerships and Skills Pledge • Increase in the number of “active” Local Employment Partnerships with linked Skills Pledges / commitments to Train to Gain services with employers • Increase in the number of employer vacancies referred by Train to Gain Service to Jobcentre Plus
<p>Ensure that the LSC contribution to Local Area Agreements supports targets for 19 year olds and adults</p>	<ul style="list-style-type: none"> • Share Local Area Agreement good practice 	<ul style="list-style-type: none"> • Local plans with Jobcentre Plus and local partners to identify specific, sustainable skills solutions which support local communities 	<ul style="list-style-type: none"> • Increased local contribution to Skills for Life, level 2 and level 3 targets • More individuals involved in learning

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>To ensure that the funds for Adult Safeguarded Learning distributed through Personal and Community Development Learning and Neighbourhood Learning in Deprived Communities are used to support a wide range of high quality learning across the community</p>	<ul style="list-style-type: none"> • Use the findings from the 2007 review of Personal and Community Development Learning provision to identify any gaps or duplication and increase the use of the customer voice to determine the local learning offer • Engage NIACE consultancy to support and reinforce key messages to LSC and Local Authority staff on priority issues that are impacting on Personal and Community Development Learning delivery in the South West e.g. economic migration 	<ul style="list-style-type: none"> • Ensure that the local Personal and Community Development Learning Partnerships are inclusive and representative of all sectors of the local community • Ensure that the learning is better aligned to the priorities articulated in the Local Area Agreements, the emerging Employment and Skills Boards and Jobcentre Plus • Ensure that the investment is driven by the need of local communities and partnerships 	<ul style="list-style-type: none"> • Increased engagement of Personal and Community Development Learning learners who are workless or without qualifications • Ensure that Personal and Community Development Learning is delivering demonstrably valuable skills that enable people to progress and the right mix and balance of good quality learning provision
<p>Provide opportunities for learners requiring learning below level 2</p>	<ul style="list-style-type: none"> • Support the development and implementation of Progression Pathways and align with the developing Foundation Learning Tier 	<ul style="list-style-type: none"> • Continue to manage the mix of programmes and balance of provision at Entry level 1 and level 1 • Discuss Progression Pathways with Providers so that actions can be adopted as the policy develops 	<ul style="list-style-type: none"> • Appropriate opportunities for 14 -19 and adult learners • Evidence of learner progression
<p>Align funds for Neighbourhood Learning in Deprived Communities to support 'Skills for Jobs' activities</p>	<ul style="list-style-type: none"> • Measure progression of people from the most deprived wards into work and further learning • Use the findings of the 2008 NIACE review of Neighbourhood Learning in Disadvantaged Communities to gain a greater understanding of what funding delivers 	<ul style="list-style-type: none"> • Ensure that Neighbourhood Learning in Deprived Communities funding is delivering demonstrably valuable skills that enable people to progress • Ensure that people from the most deprived wards benefit from the funding provision 	<ul style="list-style-type: none"> • Increased number of people from deprived wards helped into work and further learning • 75% of the available funding aligned with 'Skills for Jobs' activities

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Support Learners with Learning Difficulties/Disabilities into employment</p>	<ul style="list-style-type: none"> • Agree with partner agencies a joint plan for education and training for learners with disabilities • Explore how Pathways to Work can be enhanced by the involvement of further partners such as LSC Providers 	<ul style="list-style-type: none"> • Embed Regional Strategy for learners with learning difficulties/disabilities in Local Area Agreements • Disseminate the findings to Jobcentre Plus so that the models may be embedded in local delivery 	<ul style="list-style-type: none"> • Joint plan agreed with partners • Provision aligned with Foundation Learning Tier • Model(s) agreed and implemented as appropriate in Pathways delivery
<p>Ensure that the learning and skills offer to young and adult offenders in the community improves their chances of gaining sustainable employment</p>	<ul style="list-style-type: none"> • Deliver against the European Social Funding programmes for offenders • Ensure that the 14-19 and 'Not in Education, Employment, or Training' (NEET) strategies reflect the needs of young offenders 	<ul style="list-style-type: none"> • Widen the learning offer to offenders beyond Skills for Life training, to include a wide mix and balance of employment-focused provision • Extend the base of community providers delivering to offenders 	<ul style="list-style-type: none"> • Probation Service figures show an increase in the numbers of offenders accessing provision beyond Skills for Life • The number of Providers delivering to offenders is increased • European Social Funding target outcomes achieved as defined in the LSC Co-Financing Plan • More offenders move into employment
<p>Ensure that the learning and skills offer to young and adult offenders in custody improves their chances of gaining sustainable employment</p>	<ul style="list-style-type: none"> • Contract for provision that will improve the employability of offenders • Contract for provision that will contribute to the target to reduce re-offending • Meet employers needs by ensuring that the offender learning offer reflects the qualifications approved by Sector Skills Councils • Ensure that offenders can access effective information, advice and guidance services to influence their learning to improve employability 		<ul style="list-style-type: none"> • Offender Learning and Skills Service contract performance is achieved • Re-offending rates are reduced • More offenders move into employment • The number of offenders accessing information, advice and guidance is increased

Key Objectives	Regional Actions	Local Actions	Success Indicators
3.1 Ensure there is a lasting legacy from the 2012 Olympic and Paralympic Games			
<p>Develop new initiatives and programmes in partnership with key agencies such as the Regional Development Agency and Sports England</p>	<ul style="list-style-type: none"> • Provide training to small and medium sized enterprises to enable them to compete for Olympic and other contracts • Boost tourism and hospitality skills, including programmes to 'train the trainers' of volunteers • Manage Information, Advice and Guidance and signposting for workless people and volunteers to 2012 Games related opportunities • Generate Skills for Life learning materials based on 2012 Games and sports related themes 	<ul style="list-style-type: none"> • Support local dissemination events and encourage local engagement of businesses through economic development networks, meetings and events 	<ul style="list-style-type: none"> • Clusters/supply chains in place and 200 firms empowered to bid for contracts • 134 trained in hospitality skills around the region with an additional 59 gaining qualifications to enable them to train volunteers • 385 people receiving advice and guidance of whom 212 referred into accredited learning • 180 people receiving a Skills for Life assessment and starting in accredited learning
<p>Implement a programme of support for potential athletes to raise them up to the standards required to compete and win medals</p>	<ul style="list-style-type: none"> • Support the delivery of a new Advanced Apprenticeship in Sporting Excellence for potentially elite young people aged 16-18 • Extend the pilot for training sports coaches to UKCC standards in a wide range of sports • Implement the sailing programme, piloted by Weymouth College, with local 14-16 year olds in school • Extend the number of Young Apprenticeships in Sports Management, Leadership and Coaching 	<ul style="list-style-type: none"> • Work with Providers to assess performance and agree plans for the future delivery of the Advanced Apprenticeship in Sporting Excellence • Promote this Advanced Apprenticeship as an option for talented young athletes with the ability to attain a level 3 qualification • Promote take-up of training opportunities for existing and prospective coaches • Support plans for development of sailing development programme 	<ul style="list-style-type: none"> • Recruit new cohort of around 96 learners to add to second year of first cohort comprising 99 learners and begin pilot for Netball with 12 learners • Gain Royal Yachting Association approval for new suite of sailing development courses from level 1 to Foundation Degree and recruit 50 learners to the new programmes in 2008/09 • 56 places for Young Apprenticeships established in 2007/08 and seeking to replicate this in 2008/09 • 150 volunteers recruited, trained and in place at three strategic locations linked to major sporting and cultural events

Key Objectives	Regional Actions	Local Actions	Success Indicators
<p>Build a regional partnership to deliver success in skills competitions and prepare for World Skills 2011</p>	<ul style="list-style-type: none"> • Run the 'Train of Events' programme devised by Team South West with the South West Forum • Run the Personal Best Programme in the South West in 2008/09, a level 1 programme offering successful participants a guaranteed interview to be a Games-time volunteer 	<ul style="list-style-type: none"> • Assist the "Train for Events" contractor to make links with Providers (Devon, West of England; Dorset and Somerset) 	<ul style="list-style-type: none"> • Run London Organising Committee of the Olympic Games programme subject to budget availability

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- “Strategic Analysis” (2006)
- “Supply and Demand Analysis” (2007)
- Train to Gain “Plan for Growth” (National) (2007)
- “LSC Single Equality Scheme” (2007)
- “SW LSC Equality and Diversity Action Plan 2008-2010” (2008)
- “Learning for Living and Work” (2006)

All the documents listed above can be found on our website at www.lsc.gov.uk

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- “Getting on in business, getting on in work” (2005)
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