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Leading learning and skills

**Learning and
Skills Council
Somerset
Annual Plan
2007-08**

March 2007

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

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Introduction

As part of *Agenda for Change* the Dorset and Somerset LSC offices have merged. The new Dorset and Somerset LSC will greatly improve our capacity to take forward the new intentions of the LSC as we respond to the *Leitch Review* and continue the *Agenda for Change*. We will be delivering a fresh approach in 2007 and we feel confident about both our corporate mission and our personal contribution. We intend to embed the practices which will both deliver our 'new intentions' and achieve Investors in People. For 2007/08 we will continue to publish separate plans for Dorset (including Bournemouth and Poole) and for Somerset, but we will be working as one area team.

Our role is to transform post -16 learning and skills in Dorset and Somerset by ensuring increased participation and continuous quality improvement. We need to equip the local workforce to meet the challenges of a fast changing global economy where high-level skills and high added value provide competitive edge. This means growing the knowledge economy in terms of both high calibre, well-paid jobs and attracting and retaining skilled people.

During 2007/08 we will focus on further improvements in the achievement and participation of young people, driving up attainment of level 2 at 19 and Apprenticeship completions. We will continue to tackle the basic skills needs of adults and ensure that more adults achieve skills and qualifications at levels 2 and 3. We are committed to supporting social inclusion and equality of opportunity, including entry level skill needs, as key drivers for economic competitiveness.

We intend to make a real difference in the following areas in 2007/08:

1. We will support and encourage Train to Gain by working closely with our providers and in liaison with brokers to ensure employer needs are addressed
2. We will encourage our providers to help develop the Framework for Excellence so they have confidence in its function as the main tool for self-assessment
3. We will get heavily involved in 14-19 development taking a leading strategic role in ensuring local quality and choice in the first new Specialist Diplomas.
4. We will not underestimate the importance of Local Area Agreements as planning and delivery tools in local settings.

Dorset and Somerset LSC has an important leadership role providing drive and direction to the delivery of top quality learning and skills as part of a dynamic economic development strategy. We will work closely with our providers and partners to build on existing success and good practice, establishing mutual goals for the benefit of the learners. We are now a mature organisation with a clear and confident role to play in delivering a Government imperative:

Higher skills = greater productivity = global competitiveness

Trish Taylor
Area Director
Dorset and Somerset LSC

Jane Barrie
Chair
Somerset LSC

Economic, demographic, geographic and social challenges and opportunities in Somerset include:

- Somerset has a growing economy, but its recent economic growth performance is below potential and compares unfavourably with national and regional performance.
- Somerset has a relatively low added value and low productivity economy; the challenge is to develop and strengthen the county's knowledge economy.
- Somerset has a limited external image and in recent years has seen low levels of inward investment. New energy is being put into attracting inward investors and into the development of Taunton as a sub-regional centre.
- A significant number of young people leave the county to take up higher education and do not return.
- Somerset's population is growing and at a faster rate than the regional and national averages. This pattern is forecast to continue.
- The age structure of the population is different to the regional and national averages. There is a higher proportion of people aged 60 plus and a lower proportion of people aged 25 to 59. The proportion of 15 to 24 year olds in Somerset is declining.
- The county has a small but growing black and ethnic minority population. The impact of migrant labour is an increasing feature.
- Somerset has a dispersed settlement structure and a low population density which presents challenges for business activity.
- Only Taunton, Yeovil and Bridgwater have populations of more than 30,000. Outside of these centres population density is below 100 per square kilometre.
- There is a significant outward migration in terms of travel to work patterns but significant in-migration of 16-18 learners.
- Deprivation in Somerset is concentrated in parts of Taunton, Bridgwater, certain market towns and parts of West Somerset. Transport difficulties and diseconomies of scale in rural areas limit access to employment, learning and skills development and to information, advice and guidance.

The Local Area Plan summarises the main learning and skills issues for Somerset under the four National Priorities set out in Raising Our Game and key actions to address them. Links to other key documents which will provide further context to the Local Annual Plan are listed here:

Raising Our Game

<http://readingroom.lsc.gov.uk/lsc/National/nat-annualstatementofpriorities-re-oct2006.pdf>

Regional Strategic Analysis

http://readingroom.lsc.gov.uk/lsc/South_West/LSC_South_West_Strategic_Analysis_-_November_2006.pdf

Regional Skills Action Plan

http://readingroom.lsc.gov.uk/lsc/South_West/sw-regionalactionplan-jan07.pdf

Regional Commissioning Plan

http://readingroom.lsc.gov.uk/lsc/South_West/sw-regionalcommissioningplan-jan07.pdf

Local Context and Key Actions

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

- 16 year old participation in Somerset remained static at 86% between 2003 and 2004, compared to a static regional figure of 85%. There has been an increase in 17 year old participation in Somerset from 78% in 2003 to 79% in 2004. By comparison, the South West region dropped from 77% to 76%. To meet the 14-19 White Paper's ambition for 90% of 17 year olds in learning by 2015, we need to accelerate the retention of 17 year olds. Retention of 17 year olds in Somerset is increasing due to a number of factors including breadth of curriculum, capital investment, reputation of post 16 providers and impact of Education Maintenance Allowance.
- The 2004 level 2 at 19 baseline figure for Somerset was 73%. We are seeking to increase this to 76% in 2006 and 78% in 2008. In Somerset 59.9% of 16 year olds in the 2007 cohort had already achieved level 2 when leaving school in 2003/04. 2003/04 achievement data shows that a further 687 of the cohort have subsequently achieved level 2 by age 17.
- Between 2004 and 2005 the percentage of 19 year olds reaching the level 3 threshold increased by 5.9 percentage points from 50.5% to 56.4% compared to 44.9% and 49.1% in the South West and 42.4% and 45.9% in England.
- Within the NEET group, 20% of young people are involved in caring for their own child or are supervised by the Youth Offending Team. The group includes a significant number of young people leaving care and there are targeted activities to support this group including the 'Leaving Care' programme which offers a life skills programme to increase individual self esteem, confidence and employability. The proportion of destinations not known has reduced from 5.1% to 3.6%. This reflects the increased and focused effort by Connexions in tracking young people.

Key changes needed:

- Deliver a new entitlement to all 14-19 year olds that provides access to high quality, relevant learning opportunities and a wider choice of more diverse vocational routes. Address challenges of delivery in rural areas, recognising diseconomies of scale and transport issues. Through 14-19 Strategic Board, achieve more proactive planning dialogue between schools, colleges and work based learning providers.
- Improve substantially the achievements of young people against the five outcomes set out in Somerset's Children and Young People's Plan by better integrating the activities and funding of local authority, health service, police, voluntary and community sector and LSC.

Local Action	Measure of Success
1.1 Implement the next stage of <i>14-19 Implementation Plan</i> promoting the new entitlement through joint area prospectus and preparing for the introduction of specialised diplomas. Develop more effective 14-19 area planning groups and implement the actions arising from Joint Area Review. Ensure that employers are fully engaged in delivering the 14-19 diplomas by raising awareness and understanding, and overcoming barriers to participation.	Production of area learning prospectus, preparatory work for introduction of specialised diplomas underway, improved access in all schools to impartial information, advice and guidance
1.2 Implement Somerset's <i>Level 2 at 19 Action Plan</i> , with particular emphasis on: <ul style="list-style-type: none"> - raising awareness of Level 2 at 19 target with colleges, work based learning provider network, local authority and schools, and gain commitment to joint strategy - benchmarking Somerset performance, using value added data and identified best practice to improve success rates in specific occupational areas and particular providers. 	Achievement of actions and the Level 2 at 19 target for 2006.
1.3 Focus on sectors where apprenticeship completions are low and encourage employers to improve participation and completions. Promote equality of opportunity in work based learning as outlined in our Equality and Diversity Impact Measures	Increase apprenticeship participation and number of completions. Total of XX Apprenticeship framework completions in 2006/07. Achievement of Equality and Diversity Impact Measures
1.4 Align pre-level 1 and foundation provision in Somerset and increase progression from Entry to Employment (E2E) and Level 1.	Achieve 55% E2E positive destinations by August 2007
1.5 Fund Young Apprenticeships cohort 3 in Yeovil and also develop partnerships for cohort 4 in other areas in 2007. Promote equality of opportunity in particular breaking down gender imbalance in line with sector profiles as outlined in our Equality and Diversity Impact Measures.	Cohort 3: 15 engineering young apprentices aged 14-16, and 15 hospitality young apprentices aged 14-16. Overall 20 Level 2 achievements by August 2007. Cohort 4: development of partnerships
1.6 Work with the local authority, 14-19 Board and school improvement partners to raise quality in school sixth forms. Work with these partners to achieve a more proactive planning dialogue between schools, colleges and work based learning providers.	Alignment of college, school and work-based learning planning processes in order to drive up performance, make effective use of resources and ensure effective learner transition and progression.

1.7 Through our involvement in steering and commissioning groups, work with the local authority, health service, police and voluntary and community sector to deliver the Somerset Children and Young People's 2007/08 Plan. Develop joint actions to engage vulnerable young people including care leavers, disaffected young people and those known to the Youth Offending Team.	Achievement of actions and targets set out in Plan and associated Workforce Development Plan
1.8 Implement local capital plan aligning LSC and county council investment strategies, recognising the impact of the Children and Young People's Plan and taking account of "Building Schools for the Future", Somerset's area reviews of demographic change, 16-19 Capital Fund and RDA capital development and other economic initiatives.	X capital proposals received and processes, X projects successfully completed
1.9 Work closely with Connexions to support delivery of local strategies to reduce number of young people who are not in education, employment or training (NEET). Work with Education Business Link to agree intervention activity that will reduce the number entering the NEET group at 16.	NEET target of 4.7% in 2007 reducing to 4.0% in 2009
1.10 Support interventions to retain young people in learning or training, particularly at 17 and encourage employers of young people who are not in structured training to put them through apprenticeships.	X% of young people at 17 in learning or training
1.11 Work with Local Authority, Connexions and providers to ensure co-ordinated transition and progression of learners with learning difficulties and/or disabilities into learning which will lead to employment	Seamless transition into appropriate provision

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

- Although the county has a number of high profile, leading-edge companies Somerset is a predominantly low skill and low pay economy. This is not sustainable and considerable effort is going into developing the knowledge economy including within the public sector.
- Between 2003/04 and 2004/05, the number of adults participating in full level 2 qualifications increased by 16%. This compares with a 9.6% increase regionally. For 2005/06 the number of adults participating in full level 2 qualifications increased by 14% from 2004/05 and those participating in full level 3 in 2005/06 increased by 8% from 2004/05.
- The target for Somerset Skills for Life learners achieving qualifications which count towards the target between 2004/05 to 2006/07 was 10, 023. Somerset has to date achieved 72% of its July 2007 target. With the withdrawal of LSC funds for ESOL qualifications, other than for those on benefit, for 2007/08 providers understand that they will need to strive harder to tackle those 'hard-to-reach' Skills for Life learners to reach ongoing targets.

Key changes needed:

- Achieve greater market penetration of large employers particularly in the public sector, in order to create the critical mass necessary to hit our *Skills for Life*, first Level 2 and Apprenticeship targets.
- Deploy *Train to Gain* as a major opportunity for providers to grow their business with employers, and as a catalyst for skills development by hard to reach employees and hard to reach employers.
- Influence a change of culture on the part of employers and individuals, so they increase their own financial investment in learning, particularly at level 3 and level 4. Through the purchasing power of employers and individuals increase choice and both quality and flexibility of provision.

Local Action	Measure of Success
2.1 Continue to roll-out Train to Gain, prioritising funding for Skills for Life and Level 2 qualifications and targeting hard-to-reach employers and hard-to-reach employees. Ensure full Somerset provider involvement in Employer Guide to Good Training. Focus on industry-preferred qualifications and promote engagement of employers in Investors in People.	Achievement of Somerset contribution to regional target of engagement of XX employers, XX learners, leading to XX first full Level 2 qualifications.
2.2 Ensure that the shift to industry-preferred qualifications identified in Sector Skills Agreements and by Regional Skills Partnership (in particular for our priority sectors of construction, health and social care, engineering, manufacturing, and public sector) is fully reflected in FE and WBL Development Plans.	Changes in mix and balance of provision that continue to shift LSC expenditure towards high priority provision
2.3 Review and strengthen the performance of Centres of Vocational Excellence (CoVEs) through the New Standard and encourage more linkages to schools with specialisms and with National Skills Academies, providing networks of specialist excellence in each sector, driven by the needs of employers.	Providers aware of the Standard Readiness Checks and XX providers achieve the Standard.
2.4 Establish Personal and Community Development Learning (PCDL) partnership and explore greater involvement of the voluntary and community sector. Safeguard funding for personal and community development learning within FE. Fund family learning, family literacy, language and numeracy. Fund neighbourhood learning for deprived communities drawing in non-LSC funding sources where feasible.	Achievement of targets.
2.5 Increase signposting of First Steps learners to further accredited or vocational learning and improve the quality of First Steps provision	Increased referrals from First Steps.
2.6 Work with individual public and private sector employers within Somerset Strategic Partnership and Local Strategic Partnerships to increase demand for and take up of: <ul style="list-style-type: none"> • apprenticeships • skills for life • first level 2 • higher education • education business link activity Promote the take up of these opportunities for all people regardless of gender, disability and ethnicity.	A specified contribution to LSC targets agreed and progress made towards achievement. Year One Local Area Agreement target met. Achievement of Equality and Diversity Impact Measures.
2.7 Promote Skills for Life uptake by employers through Train to Gain and other FE employer engagement strategies.	XX employers in priority sectors engaged
2.8 Continue to implement Skills for Life strategy for tackling numeracy and literacy skills	A total of 3663 learners to achieve Skills for Life

including prioritising learning that leads to a qualification, and improving completion rates. Use regional ESF project 'Crystal Chandelier' to increase the number of tutors achieving levels 3 and 4.	qualifications by August 2007. Project target of 102 level 3s (of which 16 are ESOL) and 98 level 4s (42 new tutors, of which 8 are numeracy; 56 existing tutors, of which 7 are ESOL) in Somerset by 31 July 2007.
2.9 Fund an ESF project aimed at identifying and assessing potential individuals and employers who would benefit from English for Speakers Other Languages training, and the subsequent signposting to and/or delivery of appropriate training.	75 learners achieving Level 2 by December 2007 Contribute towards our Equality and Diversity Impact Measures
2.10 Provide support to and influence the design and commissioning of a regional Skills for Life project on English for Speakers of Other Languages. The project will identify geographic and sectoral gaps in the demand and supply of ESOL provision in the South West and raise awareness of provision among employers.	Final report and recommended actions
2.11 Introduce the level 3 entitlement for 19-25 year olds and introduce level 2 Learning Accounts when budget available	Level 3 provision aligned to skills priorities
2.12 Prepare local skills and job plans with our partners as the vehicle for agreeing shared ambitions, investment and job outcomes. Work in particular with Jobcentre Plus and Somerset County Council to integrate skills and employment, to support the worklessness strand of the Local Area Agreement and help workless individuals into sustainable employment.	Implementation of agreed plans and actions.

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

- Across all subject sector areas in 2004/05, the success rate in further education for 16-18 year olds was 71% nationally, 68% for the South West region and 75% for Somerset. Among the 16-18 age group in 2004/05, success rates in Somerset were higher compared to the regional average in 13 of the 15 sector subject areas. Performance was lower than the regional average in two areas of construction, namely planning and the built environment and engineering and manufacturing technologies. Among the 19+ age group in 2004/05, Somerset performed similarly or better than the regional average in 10 of the 15 sector subject areas and not so well in the areas of agriculture, horticulture and animal care; arts, media and publishing; social sciences; languages, literature and culture; and business administration and law.
- Apprenticeship activity is greatest among the engineering (including motor vehicle) construction and care industries. Industries that are the least engaged with apprenticeship activity include: the creative industry, transport, financial services, property and facilities management, and clothing and footwear manufacturing. Across all subject sector areas, the success rate for apprenticeship frameworks in Somerset in 2005/06 was 53.63%. 2005/06 success rates for business administration (81%), land based provision (70%) and health (62%) sector subject areas have been consistently high. Success rates for engineering (35%) and hospitality (49%) were low in 2005/06. Retail apprenticeships improved to 60.2%% in 2005/06 compared to 29.3% in 2003/04.

Key changes needed:

- Increase FE and work based learning success rates in Somerset LSC priority sectors of construction, health and care, and public services particularly for level 2 and level 3 long qualifications. Also in retail (regional priority), and information and communication technology (cross-cutting sector). Remedy poor provision agreeing improvement indicators, withdrawing or transferring funding if necessary.
- Ensure that the mix and balance of provision purchased from colleges (including specialist colleges) and other providers is in line with LSC funding priorities of 16-18s, first Level 2 qualifications and *Skills for Life*, and with Sector Skills Agreements.

Local Action	Measure of Success
3.1 Target FE funding to address LSC priorities of first full level 2 (and level 3 for priority areas) provision.	Targets achieved
3.2 Work with Quality Improvement Agency to support colleges (including specialist colleges), work based learning providers and Adult Learning and Leisure in developing workforce and leadership skills through intervention options	Improved success rates, inspection outcomes and other measures of success, exchange of good practice.
3.3 Assess and monitor provider performance improvement strategies linked to self-assessment, inspection and Annual Planning Review.	<p>Make progress towards or exceed average national success rates in each sector.</p> <p>At our five colleges, increase OfSTED inspection grades 1 (outstanding) and 2 (good) for areas of learning from 73% to 78%. Maintain OfSTED inspection grades 1 and 2 for leadership and management at 80%.</p> <p>At our 15 work based learning providers, increase ALI inspection grades 1 and 2 for areas of learning from 27% to 31%, and reduce grade 4 to 0%. Raise ALI inspection grades 1 and 2 for leadership and management from 40% to 44%, and reduce grade 4 to 0%.</p>
3.4 Use minimum levels of performance benchmarking data to review sector and sub-sector success rates and identify good practice. Develop specific improvement actions in provider development plans.	Improved success rates in identified sectors.
3.5 Monitor and quality assure information, advice and enhanced services contract for those aged 20 and above. Support the development of information, advice and guidance services to meet the needs of employers engaged in Train to Gain.	<p>A total of XX information sessions, advice to XX individuals yet to achieve Level 2, and enhanced services to XX individuals yet to achieve Level 2. Increase in learners successfully completing first full level 2.</p> <p>Through Train to Gain contract ensure that providers work towards the Matrix standard by a determined date and in the meanwhile work with an organisation that has accreditation.</p>

<p>3.6 Fund two ESF projects to extend advice and enhanced services to those who have already gained Level 2. Increase delivery capacity by training additional staff, and encouraging organisations to obtain matrix quality standard for information, advice and enhanced services.</p>	<p>Over two years to December 2007, advice given to 1000 unemployed individuals who have already gained Level 2. 100 individuals to achieve skilled adviser training, and 15 organisations to achieve Matrix quality standard. Advice given to 600 employed people who have already gained Level 2.</p>
<p>3.7 Agree areas of specialisation with all providers from the beginning of the 2007/08 academic year</p>	<p>Each provider identifies at least one area of specialisation for the 2007/08 academic year in their provider development plan</p>
<p>3.8 Ensure that Provider Self Assessments and Annual Review process address the requirements of Equality Duties. Agree and monitor Equality and Diversity Impact Measures (EDIMs) with each provider (see pages 19-20)</p>	<p>All providers required to put Equality Schemes in place to meet their statutory duties and working to deliver EDIMs</p>
<p>3.9 Support providers in developing a demand-led education and training system that is flexible to meeting employers and individual needs</p>	<p>Flexibility incorporated in providers' planning</p>
<p>3.10 Introduce a light touch planning and management approach by minimising interventions with high performing providers and developing a differential approach to improve performance for each type of provision and area of learning</p>	<p>Light touch approach implemented</p>
<p>3.11 Support providers in developing provision in excellent facilities that provides maximum choice for learning and skills training that is partly subsidised and partly funded by learners and employers</p>	<p>Providers generate greater levels of funding outside LSC income; increase choice for users; agree fee income measures for providers</p>

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

- We have worked closely with Somerset County Council on the Children and Young People and Economic Development and Enterprise Blocks of the Local Area Agreement (LAA).
- Offenders in prison and supervised in the community should according to need have access to learning and skills which enable them to gain skills and qualifications to hold down a job and have a positive role in society. In Somerset, three Offender Learning and Skills Service (OLASS) contracts are in place to deliver offender learning, advice and enhanced services and wider development activities for those in custody. In addition, a contract exists to work with offenders in the community in Avon & Somerset Probation area, for advice & guidance services and Skills for Life.
- Our cumulative Skills for Life total to October 2006 (projected) is 78% of the 2007 target. We are working with the Economic Leaders Group to make the business case for and encourage take-up of skills for life qualifications.

Key changes needed:

- Somerset has a number of high profile, leading-edge companies with a strong track record in innovation and creativity. However the overall characteristic is relatively low added value and low productivity; the challenge is to develop and strengthen the county's knowledge economy.
- Major development opportunities in Somerset include the "Project Taunton" development of the town as a sub-regional centre and the regeneration of the Morlands site at Glastonbury. A key emphasis is on developing the proportion of 'knowledge economy' jobs in the country across all sectors ie value added jobs requiring graduate level skills.

Local Action	Measure of Success
4.1 As a key member of Somerset Strategic Partnership help implement Local Area Agreement particularly measures relating to economic development and Children's and Young People's Plan.	Progress towards Local Area Agreement actions and targets. Greater integration of the delivery actions and funding of local authority, health service, police, voluntary and community sector and learning and skills sector
4.2 Deliver our learning and skills responsibilities, actions and targets within the Somerset Economic Strategy particularly in relation to employability and growth of key sectors	Achievement of targets and actions. Resolution of skills gaps, increased productivity
4.3 Strengthen Somerset's knowledge economy by increasing the volume and range of high level skills within the Somerset workforce, particularly in our four priority sectors.	Increase in percentage of employees in knowledge intensive industries (including environmental technologies and creative industries) from 12% (in 2001) to 20% by 2010.
4.4 Implement the funding, procurement and contracting of basic skills and English for Speakers of other Languages (ESOL) for Jobcentre Plus clients.	Contract targets achieved.
<p>4.5 Work with Jobcentre Plus to tackle barriers between welfare and sustainable employment by delivering the:</p> <ul style="list-style-type: none"> • New Skills for Life programme for long term unemployed clients with poor literacy, language and numeracy • Skills for Jobs programme to enable the low-skilled to gain qualifications to help them progress in the labour market • New Deal for skills to enable the low-skilled to gain qualifications to help them progress in the labour market <p>Continue to identify and review key employment and skills priorities for collaborative working with Jobcentre Plus</p>	<p>Agree process and targets to implement the new Skills for Life programme by August 2007</p> <p>Agree process and targets to implement the Skills for Jobs programme by September 2007</p> <p>Take up of appropriate training and learner support. Improved productivity of businesses and prospects of JobcentrePlus customers as they move from welfare to work. Improved integration of services.</p>
4.6 Develop a joint action plan with Jobcentre Plus and agree local arrangements for implementation of Jobcentre Plus/LSC joint initiative with lone parents.	Joint action plan implemented.
4.7 Through three Offender Learning and Skills Service (OLASS) contracts deliver offender learning, advice and enhanced services, and wider development activities.	Targets achieved
4.8 Evaluate Neighbourhood Learning in Deprived Communities (NLDC) for the fit of its	By October 2007, provide a clear statement of

provision, contribution and sustainability in the context of the local skills strategy	how such provision adds sustainable long term value to local strategies and partnership activities
4.9 Support the work the LSC is undertaking towards the Olympic and Paralympic Games	Prioritise funding of sports coaching courses for volunteers and support the delivery of the new Advance Apprenticeship in Sporting Excellence

Aggregate Volumes at 30 March 2007

LSC Funded Participation	16-18 (Learner Volumes)	Adult (Learner Volumes)
Number of FE learners (total)	6,822	14,035
Number of FE learners undertaking Level 4 and above	1	523
Number of FE learners undertaking Level 3	5,013	2,984
of which: Full Level 3 Learners	3,865	1,574
of which: First Full Level 3 Learners	2,869	379
Number of Train to Gain learners undertaking Level 3		153
Number of learners undertaking an Advanced Apprenticeship (Average in Learning)	468	251
Number of FE learners undertaking Level 2	2,785	5,012
of which: Full Level 2 Learners	1,062	2,037
of which: First Full Level 2 Learners	553	542
Number of Train to Gain learners undertaking Level 2		3,070
Number of learners undertaking an Apprenticeship at Level 2 (Average in Learning)	1,017	372
Number of FE learners undertaking Skills for Life qualifications that directly contribute to PSA target	1,725	2,765
Number of Advanced Apprenticeships and Apprenticeship learners undertaking Skills for Life qualifications that directly contribute to PSA target	599	272
Number of Train to Gain learners undertaking Skills for Life qualifications that directly contribute to PSA target		143
Number of FE learners undertaking Level 1 and Entry	1,480	4,990
Number of learners undertaking Entry to Employment (starts)	140	
Number of learners undertaking Safeguarded Adult Learning (Total)		15,158
of which: Number of learners undertaking Family learning, literacy and numeracy		658
of which: Number of learners undertaking Neighbourhood learning in deprived communities		750
of which: Number of learners undertaking Wider Family Learning		1,400
of which: Number of learners undertaking Personal / Leisure Learning		12,350
ESF Funded Participation		
Number of ESF Learners undertaking any ESF Activity	0	150
Number of ESF Learners not included in LSC Funded Participation table above	0	0
Of which:		
Level 4 and above	0	0
Full Level 3	0	0
Full Level 2	0	0
Skills for Life that directly contributes towards the PSA target	0	0
Level 1 and Entry	0	0
Other ESF activity	0	0

LSC Funded Outcome	16-18 (Learner achievements)	Adult (Learner Achievements)
Number of FE Learners achieving a Full Level 3 qualification	2,881	838
Number of FE Learners achieving a First Full Level 3 qualification	2,615	287
Number of Train to Gain learners achieving a Full Level 3		133
Number of Learners achieving an Advanced Apprenticeship Framework	200	112
Number of FE Learners achieving a Full Level 2 qualification	877	1,278
Number of FE Learners achieving a First Full Level 2 qualification	352	410
Number of Train to Gain Learners achieving a Full Level 2 qualification		1,811
Number of Learners achieving an Apprenticeship Framework (at Level 2)	408	190
Number of FE learners achieving a Skills for Life qualification (s) that directly contribute to PSA target	1,105	2,215
Number of Advanced Apprenticeship and Apprenticeship learners achieving a Skills for Life qualification(s) that directly contribute to PSA target	341	143
Number of Train to Gain learners achieving a Skills for Life qualification(s) that directly contribute to PSA target		95
Number of learners progressing to a positive destination from Entry to Employment	58	
ESF Funded Section		
Number of ESF Learners not included in LSC Funded Outcomes table above achieving a qualification at:		
Full Level 3	0	0
Full Level 2	0	0
Skills for Life qualification that directly contributes to the PSA target	0	0

Funding Summary	Funding (£)
FE 16 - 18	29,201,584
FE Adult	10,704,805
FE Additional Learning Support	2,958,102
Train to Gain	2,408,934
Advanced Apprenticeships and Apprenticeships 16-18	4,195,923
Advanced Apprenticeships and Apprenticeships (Adult)	1,150,180
Entry to Employment	625,430
WBL additional learner / learning support	368,989
Safeguarded Adult Learning	3,356,751
ESF	85,000
Total	55,055,698

Fee Income and Other Activity Summary	Fee Income (£)	Number Of Learners
LSC Funded provision	1,384,000	
Not publicly subsidised / full cost	876,600	1,225

Area volumes and funding allocations are the sum of negotiated commissioning activity with individual providers; during this process, volumes in the Summary Statement of Activity will be subject to change.

Other Information

Local Area Agreement

The LSC is working in collaboration with Somerset County Council and other partners and agencies to meet the requirements set out in the Local Area Agreement. Our particular involvement includes:

- The LSC has taken a lead in the Enterprise and Economic Development block in particular, and is involved in sub outcomes relating to:
 - Increase investment levels and business competitiveness
 - Increase growth and sustainability in small business
 - More sustainable Somerset rural economy
 - Reduced worklessness and increase skills levels
- Targets include:
 - Skills for Life to level 2
 - Reduce economic inactivity rate to South West average
 - Employer engagement in skills
- We are also involved in the Children and Young People's block where a key target for Somerset is to achieve a NEET (Not in Employment or Training) target of 4.7% in 2007 reducing to 4.0% in 2009.
- The LAA has created synergy by joining up strategies, targets and funding and has raised the profile of LSC objectives and achievements with key local organisations.

Equality and Diversity Impact Measures (EDIMs)

Regional EDIMs	Local Area Targets to Support EDIMs	Local Area Action
WBL		
For 2007/08 SW region Black and Minority Ethnic (BME) participation in WBL should move further towards 4.7%.	BME participation in WBL to move further to match the BME local demographic of 2.4%	Agree targets with each WBL provider in Somerset to increase BME participation in 2007/08 towards the local demographic
For 2007/08 SW region participation of disabled people in WBL should move further towards the regional demographics of 18.4%.	Somerset need to contribute 1.9% of the 18.4% regional demography 4.4% of working age in Somerset are work limited only disabled	Investigate current levels of participation of disabled people in WBL and agree increase towards local demographic
The South West LSC will work with providers to continue to break down gender imbalance in WBL promoting the business case for diversity. In line with the Equal Opportunities Commission and the LSC recommendations we will action the core initiatives, within the "Action for Change" publication (March 05), where appropriate, and work with stakeholders to address gender segregation.	Improve the gender imbalance from 2005/06 baseline: 0% female apprenticeships starts in construction; 24.1% male apprenticeships starts in retail and distribution; 7.7% male apprenticeships starts in health and social care	Agree benchmarks with WBL providers to break down gender imbalance in line with sector gender profiles, encouraging more males into sectors such as health and social care, retail and distribution, hair and beauty; and females into construction and engineering Work with Somerset County Council and schools to encourage learners into non traditional roles
For 2007/08 ensure the success rate target for WBL of 59% is supported for BME groups, learners with learning difficulties and/or disabilities and male and female learners.	The south west apprenticeship success rate target is 59% for 2007/08	Agree targets with each WBL provider to ensure local success rate target for these groups meets regional target
FE		
For 2007/08 Black and Minority Ethnic (BME) participation, for the region, in FE should move further towards 4.7%.	BME participation in FE to move further to match the BME local demographic of 2.4%	Agree targets with each FE provider in Somerset to increase BME participation in 2007/08 towards the local demographic
Work with FE providers to promote and support disabled learners to progress to L3 qualifications. Participation of disabled people in FE should increase further towards the regional demographics of 18.4%.	Somerset need to contribute 1.9% of the 18.4% regional demography 4.4% of working age in Somerset are work limited only disabled	Investigate current levels of participation of disabled people in FE and agree increase towards local demographic

<p>The South West LSC will work with providers to continue to break down gender imbalance in FE promoting the business case for diversity. In line with the Equal Opportunities Commission and the LSC recommendations we will action the core initiatives, within the "Action for Change" publication (March 05), where appropriate, and work with stakeholders to address gender segregation.</p>	<p>The South West LSC will work with providers to promote the benefits of education and training to increase the participation of male learners into FE.</p>	<p>Agree benchmarks with FE providers to break down gender imbalance in line with sector gender profiles, encouraging more males into sectors such as health and social care, retail and distribution, hair and beauty; and females into construction and engineering</p> <p>Work with Somerset County Council and schools to encourage learners into non traditional roles</p>
<p>The South West LSC will work with providers to promote the benefits of education and training to increase the participation of male learners into FE.</p>		<p>Support the south west LSC in working with providers to increase the participation of male learners in FE</p>
<p>For 2007/08 ensure the success rate target for FE of 76% is supported for BME groups, learners with learning difficulties and/or disabilities, and male and female learners.</p>	<p>Success rate target for FE is 76%</p>	<p>Agree targets with each FE provider to ensure local success rate target for these groups meets regional target</p>
<p>Mental Health</p>		
<p>South West LSC will undertake appropriate research regarding disadvantaged groups and their learning and skills.</p>		<p>Monitor the south west LSC research findings and use them to inform our negotiations with providers</p>
<p>For 2007/08 the South West LSC will work with providers to implement the joint regional action plan, and encourage providers to develop appropriate impact measures.</p>		<p>Support the south west LSC in working with providers to implement the regional action plan and encourage providers to develop appropriate impact measures</p>