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Leading learning and skills

Learning and Skills Council Staffordshire Annual Plan 2007-08

March 2007

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

Foreword

Staffordshire follows the pattern of many areas nationally, seeing the decline of employment in manufacturing. In order to compete globally, the UK economy has to be one that competes on its wits. Staffordshire is no different. Economic forecast shows a projected additional 29,000 jobs to be created, many of which will require higher level skills. This forecast compares well with other parts of the region and we must be ready to attract and retain those employers with a local workforce that meets and exceeds the challenge.

Even in the current economy, skills gaps are a significant problem in Staffordshire, as are recruitment problems and skills shortages. The rate of employment in Stoke-on-Trent is significantly lower than in Staffordshire. Getting the supply and demand of skills in balance for the current economy would be a job in itself. A great deal of progress has already been made, with providers and partners achieving greater levels of participation and increasing the number of people who have achieved level 2 by 19. But as we improve, so does the rest of the country - and at a higher rate. So, this year we will make a real push at closing the gap between region and nation, across all skills levels.

But that still wouldn't take Staffordshire where it needs to be. A transformed economy will see varied inward investment; high value added jobs; a spirit of enterprise within all businesses; graduates choosing Staffordshire as their place of work; start up businesses and a skills supply to stoke and fuel such an economy. This will be achieved by integrating skills and employment strategies. Skill is a derived demand. Skills providers in Staffordshire will provide high quality, flexible and relevant provision to meet the demand of a growing and changing economy.

Young people and adults will be equipped with the skills needed to really contribute to community and society as well as the economy. The number of young people currently not in education, employment or training is unacceptably high, with particular hotspots in Stoke-on-Trent, Cannock Chase & Newcastle. In addition to existing work, we will put a real focus on specific geographic areas and a number of groups to try out new ways of tackling this issue.

The LSC has a strong and active part to play in making this happen. But we cannot do it alone. Economic regeneration; understanding the needs of employers and communities; driving up quality and relevance in provision and engaging people in the vision require all partners in Staffordshire to work together. There is a robust network of partnerships here and we intend to contribute positively and constructively to make Staffordshire the place of choice for learning, living and working.

Anne Williams
Staffordshire LSC Chair

Christine Doubleday
Staffordshire LSC Area Director

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Local Context

This context should be read in conjunction with the West Midlands Strategic Analysis

http://readingroom.lsc.gov.uk/lsc/West_Midlands/West_Midlands_Learning_and_Skills_Council_-_Strategic_Analysis_2006_-_November_2006_-_version_2.pdf

The local area covered by the Learning and Skills Council Staffordshire includes the City Council area of Stoke-on-Trent and Staffordshire County Council area which comprises of the eight district/borough council areas of Cannock Chase, East Staffordshire, Lichfield, Moorlands, Newcastle, Stafford, South Staffordshire and Tamworth. Stoke-on-Trent is a mainly urban area, whilst Staffordshire boasts a mix of small urban centres and areas of deep rurality.

The area lies at the north of the West Midlands with good transport links provided by the M6, M42 and M6 Toll. Once famous the world over for its ceramics industry and a major centre for coal mining, manufacturing and engineering, the area did not fare well throughout the recession of the 1980's. The resultant legacy is one of sluggish economic growth and sizeable pockets of severe social deprivation in both urban and rural locations and particularly within Stoke-on-Trent, where a significant number of areas are designated as within the 20% most deprived in England.

having the lowest proportion achieving Level 3 were again Stoke-on-Trent (31%), Tamworth (32%) and Cannock Chase (35%).

The A Level average point scores per entry in Stoke-on-Trent (195.8) have exceeded those in Staffordshire (192.3) in 2006. Both average scores are below the England average of 206.2.

14-19 Collaboration – The implementation of the 14-19 Strategy has been devolved to district level where partners have developed action plans for taking forward the strategy in a way which takes account of local circumstances. The strength of collaboration between partners varies in each district with well developed 14+ partnerships in districts such as Tamworth, showing the fruits of their labours with the £10.7m investment gained to develop a closing secondary school into Torc Vocational Centre, a multi-agency centre and a secondary special school. Such well developed working practices have enabled Tamworth to be the only district in Staffordshire to have bid to deliver all 5 of the Specialised Diplomas.

In Newcastle and Stafford districts the diploma development is planned around the established specialisms and expertise of providers, also responding to the economic and sector demands. For example Newcastle college's Cove in engineering and Stafford College's Cove in Health and Social Care and Early Years. Partnerships in other areas, such as Moorlands, Chase and East Staffordshire are developing under the new structures emerging from the LAA and 14-19 reform. Our focus will be to support these further and share good practice to ensure that learners in these areas benefit from the breadth of provision that can be delivered through collaboration.

In Stoke the transition from Area Wide Inspection planning and funding presents both opportunities and challenges to the collegiate. The significant interventions in the local authority's children and young people's services will also provide a new framework for local partnership 14-19. This includes significant review of the plans for Building Schools for the Future, as well as raising attainment and aspirations.

Not in Education, Employment or Training (NEET) - In January 2006 Staffordshire NEET figures stood at 8.5% by January 2007 they had grown to 9.1% above both regional and national averages. There had also been an increase in the percentage of young people whose status was not known from 5.9% to 10.8%.

Local information from September 2006 showed 28% of wards in Staffordshire and Stoke-on-Trent had NEET figures of over 10%. In Stoke-on-Trent these figures are stark with 19 of the 20 wards in Stoke being above 10% with 11 being above 15% rising as high as 21%. East Staffordshire has significant pockets with Burton, Eton Park and Stapenhill wards being above 15%. In Cannock Chase both Cannock North and South have rates above 15% with the wards of Cross Heath, Talke, Holditch and Silverdale and Parksite in Newcastle-under-Lyme again being above 15%. In fact every district in Staffordshire has at least one ward with NEET above 10%.

Data from 2005 showed that in Staffordshire 1 in 5 of females who are NEET are teenage mothers; in Stoke-on-Trent this figure is 2 in 5. Statemented young people in Staffordshire are more than twice as likely to be NEET, leading to 1 in 8 NEET having statements, this varies dramatically across the districts from (11% Stafford) to 25% (Lichfield) of those with statements being NEET. In Stoke-on-Trent around 20% of those with statements are NEET.

Adults

Adult Attainment at Level 2 - In 2005/06 Staffordshire had the highest proportion of 19+ FE learners studying at Full Level 2, 13% of total learners; this is a 7 percentage point increase from 2004/05.

Despite an increase in the numbers enrolled on Full Level 2 courses this has unfortunately not been progressed to such a substantial increase in achievements. Although the numbers achieving a Full Level 2 have increased the relative success rates have fluctuated. In order to have a positive impact on the Adult Attainment at Level 2 target there is a need to focus on the quality of these programmes, in order to increase the success rates and ensure that volumes of delivery are not compromising quality outcomes..

Staffordshire 19+ Full Level 2 performance

	2003/04	2004/05	2005/06 (Interim F05)
Achievements	2,040	2,989	3,289
Success Rate	46%	61%	59%

Source: ILR FO5 28/02/07

Adult Attainment at Level 3 - In 2005/06 Staffordshire had the highest proportion of its 19+FE Learners on Full Level 3 provision (7%) in the region. This was a 3 percentage point increase from 2003/04, a higher rate of increase than achieved regionally. These increases have continued with regard to Full Level 3 success rates; where Staffordshire has achieved a 4 point increase between 2003/04 (52%) to 2005/06 (56%).

Skills for Life – In 2004/05 7,926 improved their literacy, numeracy or language skills through achieving a nationally recognised qualification. There are currently pockets of migrant workers in East Staffs and Stoke-on-Trent who currently access a significant level of ESOL courses. We will need to work with providers in these areas to deliver the changes in eligibility for the funding of these courses.

Despite the increase in participation and achievement for Skills for Life, Level 2 and Level 3 qualifications in the region there are proportionately fewer in the workforce who hold the highest level qualifications (Level 4 and Level 5) than for England as a whole, and this is reflected in the Staffordshire LSC area also. Only 23% of the local workforce are qualified to Level 4 or above, compared with 30% nationally. Similarly, a larger proportion holds no qualifications (13%, compared with 10% nationally). In fact the proportion of the workforce holding any level qualification is lower than that of the region or the nation, with the exception of those holding at least a Level 2 where Staffordshire is on a par with the region at 66%. (APS 2005)

Worklessness

Unemployment rates over Staffordshire and Stoke-on-Trent for 2006 were around 2.0%, lower than that of the West Midlands (3.3%). Districts such as Staffordshire Moorlands were as low as 1.3% with Stoke-on-Trent remaining at the West Midlands rate. The unemployment rate for 16-24 year olds is significantly higher than Staffordshire overall with 9.1% and 13.6% being unemployed in Staffordshire and Stoke-on-Trent respectively.

The employment rates in Staffordshire vary from 73% in Tamworth to 80% in Lichfield, with Stoke-on-Trent's being the lowest at 71% which is considerably lower than that for the West Midlands of 74%. This is, in part, due to the high level of people claiming incapacity benefit.

Employer Skills Provision

The West Midlands Regional Skills Team, in conjunction with the Learning, Planning and Performance Team carried out a full analysis of our key sectors in the region. This work has helped to identify the sector skills issues for 2007-2008 as detailed in the strategic analysis and the commissioning plan. It has also helped to inform the local area sector focus as highlighted in the key actions of this local annual plan. A detailed summary of the skills analysis can be found as an annex to the West Midlands LSC Regional Strategic Analysis 2006

[http://readingroom.lsc.gov.uk/lsc/West_Midlands/West_Midlands_Learning_and_Skills_Council - Strategic Analysis 2006 - November 2006 - version 2.pdf](http://readingroom.lsc.gov.uk/lsc/West_Midlands/West_Midlands_Learning_and_Skills_Council_-_Strategic_Analysis_2006_-_November_2006_-_version_2.pdf)

Despite a dramatic decline, a significantly larger proportion of local people continue to earn their living from manufacturing than is typical across the country. Overall 17% of all employees work in engineering and manufacturing, compared with 11% for England. This reflects a wider reliance on manufacturing than for the whole West Midlands economy (16%), and is most marked in Stoke-on-Trent, where 21% of employees work in the sectors. The higher reliance on manufacturing employment is a reflection that fewer new job opportunities have come into the area than is typical nationally and this, in turn, reflects on the low skill levels which exist in significant sections of the labour force.

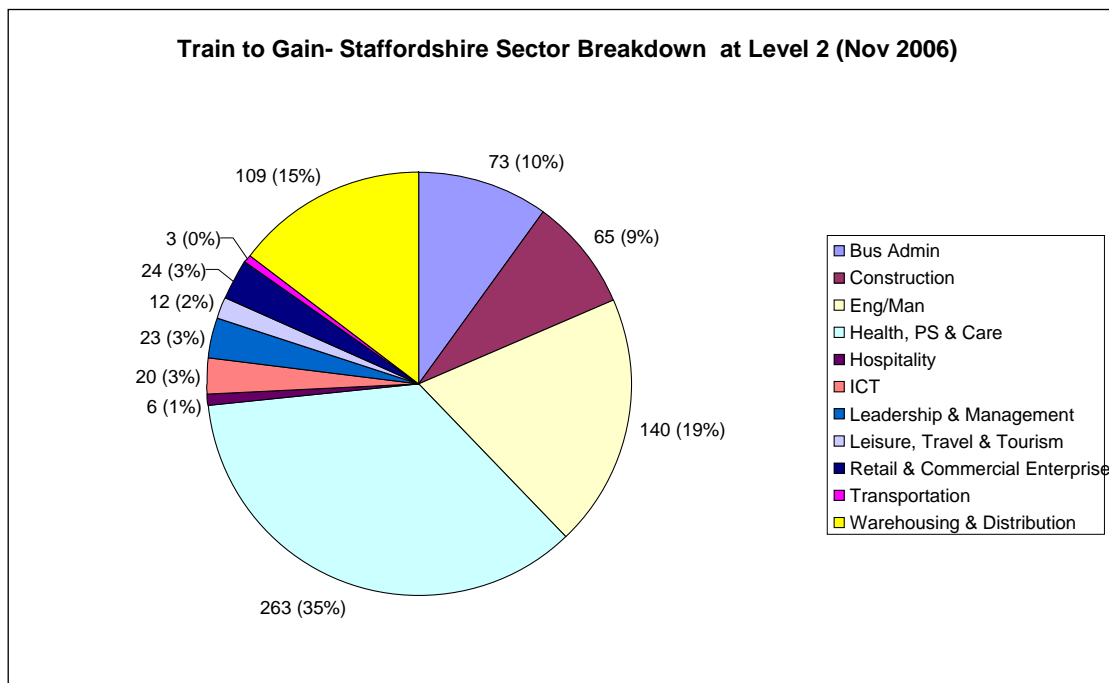
In Staffordshire employment growth in the five year period to 2004 was led by the wholesale & retail and hotel & restaurant sectors, whereas, in Stoke-on-Trent the main growth sector was Health and Social Work. Both areas saw a significant decline in engineering and other manufacturing employment.

Projections for future growth show Staffordshire in a positive light with a more than 4% growth in employment and around 20,000 new jobs being created and 173,000 replacement jobs available between 2004 and 2014. In addition to these nationally prepared predictions a further 29,000 jobs are expected to be created through regeneration projects in Stoke-on-Trent. Growth is

expected to be focussed in the Wholesale & Retail, Business Services and Health and Social Work sectors. With the significant capital developments underway an additional 18,000 construction jobs are expected in Stoke-on-Trent alone.

The level of jobs available is expected to change significantly over the 10 year period with a reduction in elementary occupation jobs of 71,000 and increases in Personal Service (52,000), Professional Occupation (51,000), and Management (43,000) jobs reinforcing the need to increase the number of people in Staffordshire achieving higher level qualifications.

Take up of Train to Gain provision by employers in Staffordshire has been very positive. As of November 2006 24% of the West Midlands provision was taken up by Staffordshire employers. The distribution across the employment sectors is show in the chart below.



The chart demonstrates that the provision is supporting those sectors highlighted as significant or areas of growth in future years.

Capacity within Staffordshire providers to deliver the Sector Skills Council preferred qualification of Business Improvement Techniques is lower than other parts of the region. It will be important for us to develop this capacity to support the sustainability of the manufacturing and engineering industry within the area.

Key Actions

The following key actions are specific to Staffordshire and are in addition to those highlighted in the Regional Commissioning Plan.

[http://readingroom.lsc.gov.uk/lsc/West_Midlands/LSC_West_Midlands_Commissioning_Plan_\(Jan_07\).pdf](http://readingroom.lsc.gov.uk/lsc/West_Midlands/LSC_West_Midlands_Commissioning_Plan_(Jan_07).pdf)

The regional commissioning plan should, therefore, be viewed in conjunction with these actions.

Regional Priority 1 - Closing the gap on the national benchmark for Level 2 at 19 in the West Midlands		
Ref	Local Action	Measure of Success
1.1	Supporting the development and implementation of district 14+ and Children's Trust plans with particular focus on improving the Level 2 at 19 rates in Tamworth.	Level 2 at 19 meets Local Area Agreement (LAA) proposed targets. Percentage of young people in Staffordshire achieving Level 2 at 19 increased from 68% (2004/05) to 74% (2007/08) ^{Staffs LAA Block 1} Percentage of young people in Stoke-on-Trent achieving Level 2 at 19 increased from 57% (2004/05) to 70% (2007/08)
1.2	Work in partnership with the Local Authority to develop a Level 3 Strategy to raise the quality and achievement of level 3/'A' level provision, in particular for the East Staffordshire district.	Increase A level average point score in line with Children and Young People Plan /LAA targets.
1.3	Support the strengthening of local partnerships across Staffordshire, through the West Staffs review and in East Staffordshire through the specialist and collaborative offer, JCB Academy, and International Baccalaureate developments.	Collaborative offer developed for teaching in 2008. District Plan targets and milestones achieved. JCB Academy developed as planned.
1.4	Languages for Success in Stoke-on-Trent to provide additional, sustainable programmes of activity to develop and improve 14-19 use of language and communication.	Improvement in GCSE English results A*-C by 2%. Improvement 16+ retention rates by 2% in 2008.
1.5	Work in partnership to deliver both vocational curriculum and capital developments in Rugeley and Burntwood.	Plan with associated resources submitted by Autumn 2007.
1.6	Support the development of curriculum and delivery capacity for the Specialised Diplomas and share the knowledge gained from those selected in the Gateway process and support applications to the Gateway in Phase 2.	Collectively agreed Phase 2 plan agreed by Autumn 2007.
1.7	Support providers in Stoke on Trent to improve transition from Level 1	Establish a baseline for providers of progression from Level 1 to Level

	to level 2 particularly focussing on those at risk of becoming NEET (Not in Education, Employment or Training).	2 by Sector Subject Area. Targets for progression set for 2008/09.
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Regional Priority 2 - Reducing NEET in areas of the West Midlands above the national benchmark		
Ref	Local Action	Measure of Success
2.1	Targeted action, linked to the NEET Commissioning plan, to tackle the level of NEETs, focussing on young offenders, teenage parents and people with learning difficulties or disabilities in priority areas of Burton, Burslem, Cannock, Leek, Stafford and Tamworth.	<p>Reduce NEET in line with LAA District targets and the Stoke-on-Trent NEET Action Plan.</p> <p>Percentage of young people in Staffordshire (16 to 18 years old) NEETs reduced from 6.4% (2005/06) to 5.9% in 2007/08 <small>Staffs LAA Block 1</small></p> <p>Reduce the percentage of the 16 to 18 year old group who are NEET from 15.2% (2005) to 13.6% in 2007/08 <small>Stoke LAA Block 1</small></p>
2.2	Cross reference 3.1 – Learning Communities	
2.3	<p>Build the Children & Young People Plans/Children's Trusts to focus on NEETs.</p> <p>Set up Joint Management Board for Connexions, LSC etc.</p>	<p>NEET targets and priorities aligned and strategy agreed between key partners.</p> <p>Actions and activities to tackle NEETs mapped, co-ordinated and new activity commissioned to address gaps. Measurable impact on NEETs evident and specifically in target locations and specified client groups.</p>
2.4	Support Connexions and providers to promote Education Maintenance Allowance, Entry to Employment and Apprenticeships in areas with high levels of NEET.	Increase of 3% in Work Based Learning participation in 2007/08.
2.5	Develop a range of provision (existing and new) to meet the needs of the Burslem community. (Cross reference to 5.6)	Learning Plan developed for Burslem with associated resources identified by April 2007.

Regional Priority 3 - Closing the gap on the national benchmark for Adults qualified to Level 2		
Ref	Local Action	Measure of Success
3.1	Work with the Voluntary and Community Sector in developing 4 Learning Communities in Staffordshire as flexible frameworks for bringing together broadly based partnerships, which will ensure provision is closely targeted and focused on hard to reach groups. It intends to also provide a basis for local development of strategies in support of the concept of the national Foundation Learning Tier pilots.	40 pre-level 2 learners to be identified from the two urban Learning Communities. Of 24 pre-level 2 learners who start, a minimum of 70% will have achieved a level 2 qualification, with a maximum of 30% being recorded as 'staying-on' programme. 8 level 2 Information Advice and Guidance qualifications achieved. 8 Learning Champions to be identified.
3.2	Focus Support for Success consultancy on improving success rates at Full Level 2 19+.	Increase 19+ Full Level 2 success rate aiming to reach the Regional Benchmark.
3.3	Support the further development of Adult Apprenticeships in key priority sectors.	Through work with Regional Office, the Brokerage Service are well informed to promote adult opportunities such as Adult Apprenticeships and Train to Gain (Skills for Life, Level 2 and Level 3 Trial)
3.4	Intervene to support individuals employed in declining industries to re-skill and gain further employment.	190 Level 2, 40 Level 3, 198 Skills for Life L3+ qualifications achieved through Access to Employment ESF Project (from Oct 05 – April 08)

Regional Priority 4 - Closing the gap on the national benchmark for adults with no or low qualifications through Skills for Life and pre-employability

Ref	Local Action	Measure of Success
4.1	Support the Staffordshire Skills for Life Strategic Network to action the Skills for Life Delivery Plan http://readingroom.lsc.gov.uk/lsc/West_Midlands/sta-skillsforlifedeliveryplan20062009-pl-jul06.pdf and the delivery plans of District LAA's.	5000 achieving a skill for life qualification at Entry Level 3 and above in 2007/08 <small>Staffs LAA Block 4</small> 250 adults achieving a level 1 qualification as part of the SOT Skills for Life Strategy through the Adult and Community Learning in 2007/08 <small>Stoke LAA Block 4</small> University for Industry(Ufi) performance data to be made available for local planning and LAA performance by May 2007
4.2	Promote the use of the Staffordshire Interactive tutor database to monitor supply and demand for Skills for Life/ESOL tutors in particular supporting the need for numeracy tutors	Increase in numeracy achievements counting towards the Skills for Life target from 6,094 in 2004/05 to 6,415 in 2007/08
4.3	Ensure that Skills for Life provision is a focus of the Community Learning Partnerships supporting the delivery of the LAA	Skills for Life targets included in CLP plans and Skills for Life delivery planning aligned to new CLP structures by September 2007.
4.4	Promote the importance of Skills for Life through 'Test the County'.	S4L enrolments increased in line with Staffs Skills for Life Delivery Plan and LAA targets.
4.5	Development of District Partnership Groups for Personal and Community Development Learning (including the agreement of SFL delivery).	Structure and membership of Partnership Boards across the LSC area to be agreed by May 2007.

Regional Priority 5 – Developing and delivering an Integrated Employment and Skills System		
Ref	Local Action	Measure of Success
5.1	Develop work within the LAA's to: <ul style="list-style-type: none"> a. Drive up skills development in public sector (including Leadership and Management) b. Encourage public procurement to use local labour. 	Agreement of skills targets for public sector employers by June 2007.
5.2	Promote multi-area agreement ways of working in North Staffordshire.	Integrated Employment and Skills Plan agreed and implemented by July 2007.
5.3	Complete the Skills for Jobs assessment in Staffordshire in readiness for the national / regional Skills for Job campaign.	Completion of review of project by end May 2007.
5.4	Continue development and implementation of the JobCentre+ Joint Action Plan, including Worklessness Plan for Stoke-on-Trent and Staffordshire	Completion of joint plan and targets met by March 2008 Pathways identified and developed for those who are workless by April 07. Targets in Stoke-on-Trent Worklessness Floor Target Action Plan met by March 2008.
5.5	Develop local training and employment opportunities and develop capacity in the local construction workforce.	Database of employment opportunities developed by June 2007 Specialist providers developed with capacity to support workless people into construction sustainable employment by September 07. Minimum of 100 employees currently employed in construction sector qualified to Level 2 by March 2008. Minimum of 75 workless people into construction sustainable employment by March 2008. RENEWs Procurement Policy is adopted by City Council Regeneration, NS Regeneration Zone and other key procurers (public and private development) and the flow of vacancies for local labour is achieved. Increase in number of learners working towards Level 2 and high

		skills construction qualifications by 10%. Additional 30 places for Staffordshire's custodial offenders undertaking construction/specialist provision and gaining employment or further training on release.
5.6	Cross reference to 2.5	
5.7	Development of Employment and Skills Board(s) for Staffordshire LSC area.	Board(s) appointed by June 2007.

Regional Priority 6 - Developing high level skills within the workforce to meet the regional productivity challenge

Ref	Local Action	Measure of Success
6.1	Ensure curriculum pathways and progression agreements for vocational programmes are in place to enable progression into Higher Education.	Staffordshire, Stoke-on-Trent and Shropshire Lifelong Learning Network Plan agreed and implemented by March 2008. Increase % of 18-59 year olds attending a Higher Education Institution from 5.49% in 2004/05 to 5.63% in 08/09 <small>Staffordshire LAA Block 4</small>
6.2	Support the development of progression routes to Higher Education linked to University Quarter developments in Stoke on Trent.	A spatial and resource plan agreed for the University Quarter and capital proposals submitted by September 2007.

Regional Priority 7- Shifting the mix and balance of provision to better meet the needs of employers		
Ref	Local Action	Measure of Success
7.1	<p>Develop the capacity and quality of the Specialist Networks within Staffordshire to include:</p> <ul style="list-style-type: none"> o Provider networks o Employer networks o Responsiveness to employer needs (particularly to meet the demands of the New Standard). 	Sub regional provider and employer networks operating effectively by September 2007.
7.2	Develop a blueprint for West Staffordshire curriculum to meet the needs of learners and employers.	Blueprint showing curriculum model developed by June 2007.
7.3	Support capital developments in Stoke-on-Trent and Staffordshire that lead to regeneration and employer responsiveness.	<p>Capital applications submitted by March 2008 for</p> <ul style="list-style-type: none"> • University Quarter • Stoke-on-Trent college • Newcastle College • Cannock College • Rugeley • Burntwood Vocational Centre
7.4	Work with Regional Office to build capacity for the delivery of Business Improvement Techniques (BIT) qualifications and other Sector Skills Council preferred qualifications	Increase BIT qualifications delivered in line with contracted volumes for Train to Gain and ESF Employer Training Pilots in Staffordshire.
7.5	<p>Align provision to meet the identified needs of the priority sectors specified in the Regional Commissioning Plan. In addition to the changes detailed in the Regional Commissioning Plan:</p> <ul style="list-style-type: none"> • Increase the delivery of the new Retail qualifications at Level 2 and 3 • Reduce the number of IT enrolments at Level 1 and develop capacity to deliver the ITQ qualification and contribute to the regional target • Target delivery at Level 3 and 4 in the Business and Professional Sector 	Year on year increases demonstrated through trend data.

Regional Priority 8 - Developing a commissioning and intervention strategy fully aligned to Minimum Levels of Performance		
Ref	Local Action	Measure of Success
8.1	Targeted institutional and sector subject area quality improvement interventions.	Reduction in the proportions of provision below MLP both by institution, sector subject area and level. Effective QIA support accessed to promote improvement especially improvement in Long course success rates in order to close the gap between Staffordshire and regional averages.
8.2	Support the implementation of the Post Inspection Plan with Regent College.	Appropriate placement available for students at Regent College.
8.3	Work with Specialist Colleges to build capacity and develop the use of performance data.	Strategic Options paper for students with special needs developed by May 2007.

N.B. The figures shown in this table are subject to amendment
Final figures to be completed 31 May 2007

Summary Statement of Activity

	2007/08	
	16-18 (Learner Volumes)	Adult (Learner Volumes)
LSC Funded Participation		
Number of FE learners (total)	16,888	40,345
Number of FE learners undertaking Level 4 and above	31	1,239
Number of FE learners undertaking Level 3	9,695	7,479
of which: Full Level 3 Learners	6,321	3,498
of which: First Full Level 3 Learners	4,915	1,692
Number of Train to Gain learners undertaking Level 3		748
Number of learners undertaking an Advanced Apprenticeship (Average in Learning)	941	801
Number of FE learners undertaking Level 2	11,213	14,760
of which: Full Level 2 Learners	4,452	6,803
of which: First Full Level 2 Learners	3,013	2,446
Number of Train to Gain learners undertaking Level 2		4,527
Number of learners undertaking an Apprenticeship at Level 2 (Average in Learning)	2,418	1,101
Number of FE learners undertaking Skills for Life qualifications that directly contribute to PSA target	7,785	4,286
Number of Advanced Apprenticeships and Apprenticeship learners undertaking Skills for Life qualifications that directly contribute to PSA target	2,124	999
Number of Train to Gain learners undertaking Skills for Life qualifications that directly contribute to PSA target		758
Number of FE learners undertaking Level 1 and Entry	7,181	16,917
Number of learners undertaking Entry to Employment (starts)	1,192	
Number of learners undertaking Safeguarded Adult Learning (Total)		30,929
of which: Number of learners undertaking Family learning, literacy and numeracy		3,044
of which: Number of learners undertaking Neighbourhood learning in deprived communities		1,387
of which: Number of learners undertaking Wider Family Learning		3,090
of which: Number of learners undertaking Personal / Leisure Learning		23,175
ESF Funded Participation	16-18 (Learner Volumes)	Adult (Learner Volumes)
Number of ESF Learners undertaking any ESF Activity	822	2,923
Number of ESF Learners not included in LSC Funded Participation table above	74	2,694
Of which:		
Level 4 and above	0	0
Full Level 3	3	108
Full Level 2	4	879
Skills for life that directly contributes towards the PSA target	32	469
Level 1 and Entry	0	935
Other ESF activity	67	878

LSC Funded Outcomes	16-18 (Learner achievements)	Adult (Learner achievements)	16-18 Success Rate (%)	Adult Success Rate (%)
Number of FE Learners achieving a Full Level 3 qualification	3,689	2,073		
Number of FE Learners achieving a First Full Level 3 qualification	2,905	1,064		
Number of Train to Gain learners achieving a Full Level 3		214		
Number of Learners achieving an Advanced Apprenticeship Framework	307	414		
Number of FE Learners achieving a Full Level 2 qualification	2,992	4,509		
Number of FE Learners achieving a First Full Level 2 qualification	2,116	1,819		
Number of Train to Gain Learners achieving a Full Level 2 qualification		2,657		
Number of Learners achieving an Apprenticeship Framework (at Level 2)	1,092	619		
Number of FE learners achieving a Skills for Life qualification (s) that directly contribute to PSA target	5,795	3,634		
Number of Advanced Apprenticeship and Apprenticeship learners achieving a Skills for Life qualification(s) that directly contribute to PSA target	1,020	484		
Number of Train to Gain learners achieving a Skills for Life qualification(s) that directly contribute to PSA target		462		
Number of learners progressing to a positive destination from Entry to Employment	653			
ESF Funded Outcomes				
Number of ESF Learners not included in LSC Funded Outcomes table above achieving a qualification at:				
Full Level 3	0	56		
Full Level 2	0	593		
Skills for life qualification that directly contributes to the PSA target	19	377		

Funding summary	Funding (£)
FE 16 - 18	46,868,996
FE Adult	14,939,803
FE Additional Learning Support	4,459,500
Train to Gain	1,794,006
Advanced Apprenticeships and Apprenticeships 16-18	7,589,119
Advanced Apprenticeships and Apprenticeships (Adult)	3,094,056
Entry to Employment	2,903,653
WBL additional learner / learning support	736,932
Safeguarded Adult Learning	3,300,350
ESF	817,680
Total	86,504,095

Fee Income and Other Activity Summary	Fee Income (£)	% of LSC funded activity Fee Income	Number of Learners
LSC Funded provision	2,957,239		
Not publicly subsidised / full cost	1,693,075		4,184

Other Information

Partnership working

LSC Staffordshire has 3 partnership teams focussed on the areas of East, West and North Staffordshire. These teams are responsible for both the delivery of the education and training within those areas and the strategic relationships at a borough/district level. These strategic relationships include work within the local strategic partnership framework on local area agreements, work with the new Children's Trusts and work in 14-19 partnerships. The role of the latter group is particularly key in developing the infrastructure to enable the new specialised diplomas to be introduced. Through the above work we are developing and consolidating relationships with all partners to ensure that our plans are aligned and collectively support the delivery of the Local Area Agreement outcomes.

Voluntary and Community Sector

The LSC has been developing its relationship with the Voluntary and Community Sector (VCS) since the publication of the Working Together Strategy in 2004. Recent government initiatives have raised the profile of the sector and the importance of continuing to make progress in the four areas highlighted in the strategy:

1. Working with the sector as a provider of learning opportunities

Encouraging colleges to increase their partnership arrangements with the VCS beyond the normal 5% of franchised arrangements where it is clear that in doing so the college is reaching new learners or delivering quality learning and skills provision that meets priorities and targets and addresses the needs of the local area.

Supporting the development of Learning and Skills Consortia.

2. The VCS as an employer

The LSC will ensure that workforce development plans initiatives to support the agreed needs of all VCS staff – both paid and unpaid.

3. The VCS as a source of expertise and channel for communication

The LSC will draw on the expertise of the VCS to promote the achievement of corporate aims and targets.

4. Communication and working relationships

The LSC will maintain and develop communication channels with sector representatives and infrastructure organisations.

Equality and Diversity

The LSC has just produced its draft national Single Equality Scheme that describes in a single document how we will fulfil our statutory duties to promote equality of opportunity and avoid discrimination, so as to put the promotion of equality and diversity at the centre of our work. It is intended to meet the requirements for a Race Equality, Disability Equality and Gender Equality Scheme and to implement these in an inclusive way which takes account of Religion and Belief, Sexual Orientation and Age. The Scheme will be effective from 30 April 2007 – 29 April 2010.

Our aims in producing the Single Scheme are to:

- show how promoting all aspects of equality and diversity is clearly related to our strategic priorities and targets, and incorporated into our business cycle
- make the best use of our systems to ensure that they integrate action for equality and diversity into all aspects of our work and define lines of accountability
- make clear what we are asking of all those we work with and avoid duplication or confusion
- demonstrate how we intend to fulfil statutory requirements to actual and potential learners, employees and stakeholders.

Learners with Learning Difficulties and/or Disabilities

The Learning for Living and work Implementation Plan has been produced as a direct response to the report “Through Inclusion to Excellence” a major review of the LSC’s provision for learners with learning difficulties and/or disabilities. Locally, in support of the regionally produced Implementation Plan, we will assist the established key principles for the West Midlands Region in this arena:

- Funding, performance management and performance improvement applies to provision for learners with learning difficulties and/or disabilities in the same way it does to mainstream provision.
- Planning, funding and procurement priorities will be shared with key partners including Providers, Connexions, Government Office West Midlands, Local Authorities, and Health Care Trusts in order to ensure they are fully integrated into organisation plans.
- Where it is appropriate, young people will receive specialist support, education and training in residential accommodation. Over the course of this plan we will work with the specialist, residential colleges, through NATSPEC – The Association of National Specialist Colleges, to ensure that specialist support and care is available within mainstream provision in order that young people will, be able to, attend local training and education provision.
- Specialisation amongst providers will be explored to identify particular areas of expertise. We will use this expertise to develop the specialist

network and identify what support can be brought to mainstream provision.

- Resources and support will be targeted to those areas where improvement to success rates and minimum performance levels is most needed.

Health and Safety

Health and Safety is regionally led for the LSC in the West Midlands, and we will locally support the regional primary objectives to seek assurance and to raise standards of H&S management for all LSC funded organisations in the region.

From the Agenda for Change programme there will be a new partnership approach to working with providers based on risk assessment and a “light touch” to performance management. To facilitate this new approach a regional analysis of all FE, WBL, ACL, and ESF activity was undertaken related to Health and Safety.

The analysis provided the basis against which to risk band all providers within the region and relevant actions have been drawn up that prioritise the Health and Safety and Area Partnership teams activities in seeking assurance for the health and safety of learners.

The West Midlands Annual Activity Plan for Health and Safety has been produced under the following priorities:

- Providers identified as offering inadequate or poor quality provision.
- Ensuring health and safety processes and practices are in place for provision for vulnerable young people.
- Engagement in the identification and commissioning of new provision.
- To ensure resources and specialisms within the health and safety team are aligned with the Regional priorities contained within the commissioning plan.

Provider Development

The West Midlands Quality Improvement Strategy supports the LSC’s Annual Statement of Priorities for 2007/08 and in particular Chapter 3 - Planning. Building on Planning and Priorities for Success and complementing Framework for Excellence and Pursuing Excellence (prepared by the QIA) it sets out the aims and priorities of the region and builds on the self regulation reforms for the sector.

The strategy provides regional consistency and aims to build on good practice in existence within the sub regions. It will seek to expand excellent provision and intervene to tackle under performance thereby creating a world class system which is responsive, provides choice and is valued. Our goal is to

eliminate inadequate or unsatisfactory provision across the learning and skills sector by 2008 and to have a major impact on those organisations where performance is just satisfactory or not showing any improvement.

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