

Policy Context

Unlocking the talent of all people plays a central role in the Government's response to a changing economic and social context in which falling barriers to trade, new markets and new technologies are creating both opportunities and challenges for the local economy.

The proportion of low-skilled jobs is falling and UK productivity depends on improving the number of people with intermediate as well as higher level skills. Improving skills is not just desirable for a fair society, it is also necessary for a competitive economy. This means helping adults who have yet to realise their full potential to improve their skills and at the same time making sure that young people entering the labour market have the skills and qualifications they need to succeed. It also means helping low-skilled adults and those outside the labour market to develop the skills they need to find work.

The Government has set itself ambitious targets to achieve world class skills. As part of this ambition it will be necessary to provide adults of working age with opportunities to get on in the labour market, as adults already over the age of 16 will make up 70% of the workforce in 2020. The vast array of skills studies and strategies produced at the national and sub-regional level, including Leitch (2006), *Prosperity for all in the global economy – world class skills*, the FE White Paper (2006), the Sub-National Economic Development and Regeneration Review (2007) and *Opportunity, Employment and Progression: making skills work*, DIUS & DWP (2007), have all put skills at the top of the political agenda.

Indeed, current policy demonstrates the size of the skills challenge. Helping adults and young people to progress through improving their skills, both by up-skilling and re-skilling, brings economic benefits with an estimated gain of £80bn to the *economy* over 30 years if the Government's skills targets are met, as well as significant wage returns for *individuals* acquiring new skills. There is also a strong social case for extending opportunities for progression; giving people opportunities to progress in the labour market will help increase social mobility and improve life chances.

Key skills policies, plans and strategies

<p>Leeds Strategic Plan 2008 to 2011</p> <p>http://www.leedsinitiative.org/lsp/</p>	<p>This plan demonstrates how the City Council has agreed, with its partners, and with government, a single shared set of outcomes and priorities for the city. Launched in July 2008, it features priorities for learning and skills and sets out what Leeds wants to see by 2011 – in essence, <i>“An enhanced workforce that will meet future challenges through fulfilling individual and economic potential and investing in learning facilities.”</i></p>
<p>Leitch Review of Skills</p> <p>http://www.hm-treasury.gov.uk/independent_reviews/leitch_review/review_leitch_index.cfm</p>	<p>The Review highlights the importance of “economically valuable skills” and emphasised the direct co-relation between skills, productivity and employment leading to wealth creation and a reduction in social deprivation.</p>
<p>The Freud Review</p> <p>http://www.dwp.gov.uk/publications/dwp/2007/welfarereview.pdf</p>	<p>The Review supported the main recommendations of the Leitch Review by firstly building retention and progression incentives into the support for the most disadvantaged and secondly by facilitating improved support to new claimants including basic skills screening.</p>
<p>Learning and Skills Council Statement of Priorities</p> <p>http://www.lsc.gov.uk/aboutus/lscstrategy/statementofpriorities/</p>	<p>As a result of the 2007 Comprehensive Spending Review, the LSC has a number of additional targets relating to young people and will aim to (1) raise the educational achievement of children and young people and (2) narrow the gap in educational achievement between children from low income / disadvantaged communities and their peers. In relation to adult skills, the LSCs three main priorities are (1) creating a demand for learning (2) transforming the FE system to meet demand and (3) delivering better skills, better jobs and better lives. A key theme of the document is the development of a demand led skills system with three funding models for (1) young people aged 16-19 (2) adult learners and (3) employers.</p>
<p>Review of Sub-national Economic Development and Regeneration</p> <p>http://www.hm-treasury.gov.uk/spending_review/spend_cs_r07/reviews/subnational_econ_review.cfm</p>	<p>The Review makes the link between skills, jobs and economic growth and sets out a number of reforms including (1) raising the participation age in some form of education or training to age 18 by 2015 (2) transferring funding for all 16-18 education to local authorities from the Learning and Skills Council (3) taking forward the Leitch recommendation for the creation of Local Employment and Skills Boards which will link the skills and jobs agendas.</p>
<p>Opportunity, Employment and Progression: making skills work</p> <p>http://www.dius.gov.uk/publications/7381-TSO-Skills.pdf</p>	<p>This document was published jointly by the Department for Innovation, Universities and Skills and the Department for Works & Pensions and sets out the principles of welfare reform. The overall aim is to create a benefits system which acts as a ladder into training and skills development and therefore into sustainable employment.</p>

<p>Regional Economic Strategy for Yorkshire and the Humber 2006-2015</p> <p>http://www.yorkshire-forward.com/www/view.asp?content_id=385&parent_id=28</p>	<p>To deliver economic growth to 2016, six overarching objectives are set out, one of which is to benefit business by raising skills levels and a second is about connecting people to good jobs (with improvements in skills and employability).</p>
<p>Leeds City Region Development Programme and Multi Area Agreement on Skills</p> <p>http://www.leeds.gov.uk/leedscityregion/</p>	<p>This document sets out a series of economic drivers through which substantial increases in employment and GVA are sought. These include financial and business services, electrical and optical equipment, bioscience and digital and creative industries. Despite this, a series of economic inhibitors are set out including (1) skills shortages (2) below average educational attainment and (3) low productivity rates. From a skills and labour market approach, the Leeds CRDP will focus on (1) delivering the skills required to support the growth of the key sectors (2) match skills supply with skill demand and (3) maximise participation in the labour market from BME groups, older people and those on incapacity benefit. The Multi Area Agreement (MAA) on skills focuses on meeting the skills needs of Small and Medium Sized Enterprises (SMEs) in the financial and business services sector.</p>
<p>Integrated Employment and Skills (IES) Service</p>	<p>A further integration of welfare and skills is a recommendation within Leitch including new skills screening processes, Skills Health Checks and Skills Accounts for Jobcentre Plus customers. It is intended that the IES system will be fully operational by 2010/11.</p>

Key skills agencies, departments and partnerships:

<p>Department for Innovation, Universities & Skills (DIUS)</p> <p>http://www.dius.gov.uk/</p>	<p>This new Department brings together functions from two former departments: science and innovation responsibilities from the Department of Trade and Industry and skills, further and higher education from the Department for Education and Skills.</p>
<p>Department for Children, Schools and Families (DCSF)</p> <p>http://www.dcsf.gov.uk/</p>	<p>The Department for Children, Schools and Families is one of three new government departments set up by the Prime Minister on 28 June 2007; the others are the Department for Innovation, Universities and Skills (DIUS) (see above) and the Department for Business, Enterprise and Regulatory Reform (DBERR).</p> <p>DCSF has a focus on the significant challenges of raising standards so that more children and young people reach expected levels, lifting more children out of poverty and re-engaging disaffected young people. The new department will also respond to new challenges that will affect children and families: demographic and socio-economic change, developing technology and increasing global competition. In addition to its direct responsibilities, the department will lead work across Government to improve outcomes for children, including work on children's health and child poverty.</p>
<p>Department for Works & Pensions (DWP) and Jobcentre Plus (JCP)</p> <p>http://www.dwp.gov.uk/</p>	<p>DWP aims to help individuals achieve their potential through employment and end poverty. Jobcentre Plus is part of DWP, supporting people of working age from welfare into work, and helping employers to fill their vacancies. JCP provides an integrated service to people of working age and offers help to people looking to move into work and support for people who can't. Jobcentre Plus also provides a range of services to help employers fill their vacancies quickly.</p> <p>Both the Department and JCP are now focused on helping people on "inactive benefits" into employment utilising the "Work First Plus" approach. This approach ensures that people are not only encouraged to take up employment where possible but are provided with the skills that are necessary to sustain that employment, acquire new skills and progress within work. In this way, it is proposed that "working poverty" – linked to insecurity of employment and low pay – will be addressed.</p>

<p>Learning & Skills Council</p> <p>http://www.lsc.gov.uk/</p>	<p>The LSC is responsible for planning and funding high-quality learning and skills for everyone post-16 (with the exception of higher education). The level of LSC investment in young people and adult skills in the further education system annually is enormous – more than £12 billion nationally. Its investment is made in further education, work-based training, school sixth forms, workforce development, apprenticeships, adult safeguarded learning, adult information advice and guidance, education-business links and learning pilots for those aged 16 and 17.</p> <p>The Learning and Skills Council's key aim is simple: it wants more people to demand more learning because of the clear social and economic benefit that creating a demand for skills can bring. It wants (1) more young people to participate in a diverse array of learning opportunities that enable them to progress into further learning and into work (2) more adults to participate in learning that they value and within this to engage with those adults most excluded from the labour market and society to gain the skills they need to progress in learning and employment and (3) more employers to invest in training and up-skilling their workforce because they recognise the role that increased skills will play in improving their productivity and competitiveness.</p>
<p>UK Commission for Employment & Skills</p> <p>http://www.ukces.org.uk/</p>	<p>Launched on 1 April 2008, the UK Commission for Employment and Skills (UKCES) is a key recommendation in Lord Leitch's 2006 review of skills. The UK Commission aims to raise UK prosperity and opportunity by improving employment and skills.</p> <p>Its ambition is to benefit employers, individuals and government by advising how improved employment and skills systems can help the UK become a world-class leader in productivity, in employment and in having a fair and inclusive society: all this in the context of a fast-changing global economy.</p> <p>Because employers, whether in private business or the public sector, have prime responsibility for the achievement of greater productivity, the UK Commission aims to strengthen the employer voice and provide greater employer influence over the employment and skills systems.</p>

<p>Sector Skills Councils</p> <p>http://www.sscalliance.org/home/home.asp</p>	<p>There are 25 licensed UK Sector Skills Councils (SSCs), the employer-driven organisations that together articulate the voice of approximately 85% of the UK's workforce on skills issues. A Sector Skills Agreement (SSA) is an action plan developed by a Sector Skills Council (SSC) setting out those qualifications required by the sector and prioritises public funding to support their delivery. The LSC made a commitment in its Statement of Priorities for 2007/08 to commission only those qualifications that employers want, as set out in the SSA and the resulting sector qualification strategies.</p>
<p>Yorkshire and the Humber Regional Skills Partnership</p> <p>http://www.yhrsp.com/</p>	<p>The Regional Skills Partnership (RSP) for Yorkshire and the Humber has been established to 'step up a gear' in meeting the skills challenge outlined in the National Skills Strategy (Leitch). The RSP is concerned with ensuring that the 'demands' for skills from businesses, communities and individuals are matched by the 'suppliers' of skills development and are supported by those agencies that fund or invest in skills training. In summary the RSP is committed to (1) work in partnership (2) give collective leadership to the skills agenda in Yorkshire and The Humber (3) Improve skills outcomes and productivity on a demand-led basis for the region, aligned with the Regional Economic Strategy (RES) in addition to delivering its key strategic themes as follows: (1) to enhance the employability of individuals by giving them the skills to take up employment opportunities including improving skills for life and job readiness (2) to promote, develop and deliver the up-skilling of those in employment through higher level skills training and development in line with labour market needs (3) to refine and develop the offer to employers</p>
<p>Leeds Learning Partnership and Leeds Skills Board</p> <p>http://www.leedschamber.co.uk/skillsboard.asp</p>	<p>Leeds Learning Partnership comes under the umbrella of the Leeds Initiative, the local strategic partnership for Leeds, and aims to bring together all those across the district involved in learning and skills development. With the move towards a more demand-led learning system, these changes have given Leeds the opportunity to consider how both employers and learning providers and stakeholders can work together. The creation of the Leeds Skills Board, facilitated by the Leeds Chamber of Commerce and chaired by Leeds City Council, has led to a newly created forum for discussing how best to raise skills levels, particularly skills for work.</p>

Yorkshire Forward

<http://www.yorkshire-forward.com/>

All of Yorkshire Forward's skills projects and initiatives are underpinned by Objective Four of the RES, namely to achieve a radical improvement in the development and application of education, learning and skills. Particularly high-quality vocational skills and by the following four Deliverables: (1) creation of a culture in which education, learning and skills are highly valued by individuals and businesses (2) improve educational attainment and vocational skills amongst labour market entrants (3) raise the skills and flexibility of the region's workforce, so it can more effectively adapt to change and respond to economic opportunities and (4) increase the quality, flexibility and responsiveness of education, learning and skills provision.

Research and Data

Research suggests that there are opportunities for substantial gains - in terms of employment, wages and productivity - from increasing the skills level of people of working age. While the Government has been successful in helping more people into work, there remains the challenge of ensuring everyone has the ability to get on in work.

There has been a significant rise in the qualification levels of the UK workforce over the past decade. Over the last 15 years, the UK economy has generated ever more job opportunities and it is widely agreed that technological change since the early 1980s has provided greater opportunities for more skilled workers. There is an ongoing debate about the degree to which technical change and the shift towards service sectors has led to a polarisation of the labour market but globalisation is lowering trade barriers and expanding the global labour force, creating new challenges and opportunities for the UK. The increased trade in high-value services represents further opportunities for higher skilled workers but the doubling of the global labour force, combined with the ability to import cheaper goods and services, poses potential risks for those with lower skills.

Some 20% of the UK's productivity gap with Germany may be accounted for by relatively low skills. For every additional 10 percentage points of the workforce trained, there is an estimated 6% productivity return. Moreover, there are significant economic gains for individuals from improving their skills: a first degree adds an average of 25-30% to annual earnings; achieving 5 good GCSEs (A*-C) show high returns of up to 30%; Apprenticeships offer strong returns at Levels 2 and 3 and an Advanced Apprenticeship offers wage returns of 35%. Having basic literacy and numeracy can account for up to 10% of wage differentials.

In Work Training and Development	Table 1 shows the percentage of employer organisations engaged in training in Leeds compared to the rest of the region in 2005 and 2007.
National Employer Skills Survey 2005 and 2007	The National Employers Skills Survey (NESS) provides an analysis of skills gaps and skills shortages. Table 2 provides an analysis from the NESS in 2005 and 2007 of the proportion of employers who reported vacancies by type. Whilst the proportion of employers with vacancies has remained mostly static between 2005 and 2007 (with the exception of Leeds), the percentage of employers reporting hard to fill vacancies, skill shortage vacancies or skills gaps has declined as has the share of employers who have employees with a skills gap.
LSC Leeds Household Survey 2005	To give some idea of the scale of learning and skills training undertaken by adults in the city, the 2005 Leeds Household Survey records that of the 63% of respondents who had undertaken some

	<p>form of training in the last year - 39% had done so at work.</p> <p>The Leeds Household Survey is part of a wider West Yorkshire Household Survey funded by the Learning and Skills Council and last produced in 2005. Table 3 highlights some of the wide variations in achievement between different social, demographic and occupational groups, for example (1) the number of Leeds residents with no qualifications is higher than the West Yorkshire average (2) residents in Leeds are also more likely to have both level 3 and level 4+ qualifications (3) over a third of residents age 50+ have no qualifications (4) 57% of 16-24 year olds have at least a level 3 qualification (5) levels of qualifications between males and females are consistent (6) disabled people are more likely to be unqualified and less likely to have level 4+ qualifications (7) 32% of White residents have level 4+ qualifications compared with 21% of BME residents (8) self employed people are more likely than other workers to have no qualifications, although 37% of self employed residents have a level 4+ qualification</p>
<p>Public Service Agreement Targets and Leitch ambitions</p>	<p>Table 4 highlights the current and projected highest qualification held compared to the Government's Public Service Agreement (PSA) targets and the Leitch skills ambition for 2006-2020.</p> <p>NVQ Level 2 attainment is projected to increase from 66% to 78%, against a PSA target of 79% in Leeds. If this projection is realised, Leeds would see a shortfall in Level 2 attainment of around 6,200. A similar picture appears for NVQ Level 4 attainment which is projected to increase from 27% to 31% by 2011 against a PSA target of 34%.</p> <p>Projections to 2020 also show a considerable shortfall in meeting the Leitch target of 40% of adults at Level 4 or above.</p>

Area	2005	2007
All West Yorkshire	63	67
All Leeds	66	70
Yorkshire and the Humber	64	66
South Yorkshire	64	67
The Humber	64	67
York and North Yorkshire	62	65
England	65	67

Source: National Employer Skills Survey Data: 2005 and 2007; Learning and Skills Council

Table 2 Percentage of employers who reported skills shortages and skills gaps

Area	Percentage of Employers with....								Employees	
	Vacancies		Hard to Fill Vacancies		Skill Shortage Vacancies		Skills Gaps		% with Skills Gaps	
	2005	2007	2005	2007	2005	2007	2005	2007	2005	2007
All West Yorkshire All Leeds	21 26	19 23	10 9	6 8	7 9	4 5	22 24	14 13	7 7	6 3
Yorkshire & the Humber	20	18	10	6	7	4	23	14	8	5
South Yorkshire	20	18	10	6	7	4	23	14	8	5
The Humber	15	15	7	5	5	4	20	14	7	5
York and North Yorkshire	16	15	9	6	5	4	19	13	6	5
England	17	18	7	7	5	5	16	15	6	6

Source: National Employer Skills Survey 2005 and 2007; Learning and Skills Council

Table 3: Distribution of qualification levels in Leeds MD, % of 16 -70 year olds

		No Qualifications	Level 1 (= 2 GCSEs A-C)	Level 2 (= 5 GCSEs A-C)	Level 3 (= 2+ A Levels)	Level 4+ (= a First Degree)
West Yorkshire		24.1	9.9	20.9	17.7	27.4
Leeds		21.9	7.8	19.7	19.5	31.0
Age	16-24	9.9	7.6	26.1	35.2	21.3
	25-49	18.6	11.0	19.2	13.7	37.5
	50+	35.6	3.5	15.7	16.0	29.1
Gender	Male	20.6	7.7	21.3	18.1	32.4
	Female	23.2	8.0	18.3	20.8	29.7
Disabled People		39.0	10.1	14.0	21.5	15.4
Ethnicity	White British	22.0	7.5	19.4	18.8	32.4
	Black and Minority Ethnic Groups	20.8	11.0	22.2	25.1	20.8
Status	In Work	19.2	8.5	18.8	16.1	37.4
	Unemployed	18.7	14.3	32.5	8.6	25.8
	Inactive	25.8	6.4	20.0	24.7	23.1
Worker Type	Full-time	20.0	6.5	18.0	14.7	40.7
	Part time	16.2	16.6	21.2	20.3	25.7
	Self Employed	21.4	4.6	18.4	18.2	37.4

Source: Leeds Household Survey 2005

Table 4: Current and Projected Highest Qualification Held: 2006-2020

Area	NVQ Level	Current 2006		Projection to 2011					Projection to 2020				
				Projected Trend		PSA Target		Projected Shortfall	Projected Trend		Leitch Target		Projected Shortfall
		%	Number	%	Number	%	Number	Number	%	Number	%	Number	Number
West Yorkshire	4+	23	300,800	27	335,500	34	421,600	-86,100	32	397,100	40	504,000	-106,900
	3+	42	544,000	48	600,400	56	694,400	-94,000	55	693,900	68	843,200	-149,300
	2+	61	789,800	71	875,200	79	976,600	-104,400	80	1,013,600	90	1,134,000	-120,400
	1+	75	977,300	83	1,031,900	n/a			89	1,126,500	95	1,197,000	-70,500
Working Age Population		1,301,700		1,240,000					1,260,000				
Leeds	4+	27	125,400	31	133,700	34	147,900	-14,200	35	155,700	40	176,800	-21,100
	3+	47	217,600	57	246,900	56	243,600	3,300	67	295,300	68	300,600	-5,231
	2+	66	301,900	78	337,500	79	343,700	-6,200	90	396,000	90	397,800	-1,800
	1+	78	360,000	88	383,700	n/a			96	423,900	95	419,900	4,000
Working Age Population		455,800		435,000					442,000				

Source: Learning and Skills Council based on Annual Population Survey (APS) 2006 and the Yorkshire and Humber Regional Econometric Model

Key Initiatives

In *World Class Skills: Implementing the Leitch Review of Skills in England* (published by DIUS in July 2007), the Government endorsed the recommendation for a demand led skills system in which purchasing power rests with learners and employers. Through the Train to Gain (TtG) service, more people will have the opportunity to get more people qualified to Level 2 and 3 (and increasingly Level 4). Greater engagement with people in learning to support their progression into further study and / or employment is also required. There is also a policy requirement that where people can afford to contribute towards the cost of their learning, it is expected that they will do so. This will allow a greater focussing of public resources on engaging and supporting those who are most excluded from the labour market.

Collectively, there is a drive to creating cultures where young people, adults and employers demand skills and qualifications because they recognise the social and economic benefits that they bring. The five year marketing and communications campaign "*Our future. It's in our hands*" is designed to change attitudes positively towards learning and skills.

<p>Train to Gain</p> <p>http://www.traintogain.gov.uk/</p>	<p>Train to Gain is the national skills Service that support employers of all sizes and in all sectors to improve the skills of employees as a route to improving business performance. The Service offers skills advice on everything from Investors in People, basic skills through to leadership and management training. In the period to 2010, the funding in support of Train to Gain will grow in budget by 50% in 2008/09 and by a further third in 2009/10.</p> <p>The Service</p> <p>Train to Gain is a service for employers that helps them to improve their productivity by developing the skills of their workforce. The service provides employer organisations with a skills diagnostic service and enables employers to access a wide range of skills support, including first Level 2 and 3 and basic skills qualifications, higher-level skills and leadership and management training.</p> <p>The Skills Pledge</p> <p>Employers and organisations are asked to make a whole-organisation commitment to train and develop their staff. The minimum skills pledge commitment is for basic skills and first full Level 2 for the entire workforce. Employers and / or organisations can pledge to train and develop their staff beyond this core. Skills brokers will support employers in accessing public funding and linking to training providers.</p>
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	<p>Level 3 Trials The trials offer an additional product to Train to Gain allowing employers an opportunity to train staff to Level 3. These trials are aimed at increasing the investment of employers in Level 3 by offering training significantly tailored to meet their needs through train to gain and at stimulating development of provider capacity to deliver flexible work-based Level 3 learning.</p> <p>Higher-Level Skills Higher-level skills form an integral part of the skills brokerage service of Train to Gain. Skills Brokers consider higher-level skills while carrying out the organisational needs analysis. The intention is that by identifying higher-level skills needs of a business, organisations are being prepared for future skills needs. This should have a positive impact on future productivity and competitiveness.</p>
<p>Skills Accounts / Adult Learner Accounts</p> <p>http://www.lsc.gov.uk/adultlearneraccounts</p>	<p><i>World Class Skills</i> includes a vision for personalised skills accounts through which learners will access independent information, advice and guidance, together with details of the financial support available to help meet the costs of learning. Learners with skills accounts will have access to around £500 million of funding in 2010/11 growing to nearly £1.5 billion by 2015.</p>
<p>Sector Skills Agreements / Sector Qualification Strategies / Sector Skills Councils</p> <p>http://www.sscalliance.org/home/home.asp</p>	<p>A Sector Skills Agreement (SSA) is an action plan developed by a Sector Skills Council (SSC) setting out those qualifications required by the sector and prioritising public funding to support their delivery. The LSC made a commitment in its Statement of Priorities 2007/08 to commission only those qualifications that employers want, as set out in the SSA and the resulting sector qualification strategies.</p>
<p>14-19 Diploma Implementation</p> <p>http://www.dcsf.gov.uk/</p>	<p>The Diploma is a new qualification that combines theoretical study with practical experience and is part of the 14-19 Reform Agenda being rolled out currently. All Diplomas will require students to achieve a minimum standard in English, maths and ICT, complete a project and do a minimum of 10 days' work experience. Diplomas will provide learners with an integrated programme of study made up of different courses and awards. Foundation and Higher Diploma students can go on to study for the next level of Diploma, take a different type of qualification such as GCSE, A level or apprenticeship or go on to a job with training. An advanced Diploma can lead on to university or into a career.</p> <p>In Leeds, seven new Diplomas have been given the go-ahead to deliver to over 900 young people from September 2009. Diplomas in the following lines of learning have been agreed: Engineering; Society, Health and Development;</p>

	<p>Business, Administration and Finance; Hair and Beauty Studies and IT.</p> <p>Delivery from September 2008 will be in Construction and the Built Environment and Creative and Media. Around 140 young people will start these Diplomas.</p>
<p>Apprenticeships</p> <p>http://www.apprenticeships.org.uk/</p>	<p>Apprenticeships, primarily a programme for employed learners, are the Government's preferred route for employed learners aged 16-25. Apprenticeships also offer those over 25 the opportunity to achieve the skill level required by employers in over 200 job roles. The priority groups for those learners aged 25 and over are (1) those without employment (2) those seeking to enter an atypical career and (3) adults working in priority sectors locally who have gaps in skills or knowledge or who lack formal qualifications.</p> <p>From 2012 the Government will introduce an entitlement to an Apprenticeship place for every young person aged 16-18 who attains the entry requirements set by the sector.</p> <p>Programmes include Apprenticeships at Level 2, Advanced Apprenticeships at Level 3 and, on a pilot basis, Level 4. Frameworks are developed and approved by Sector Skills Councils or sector bodies and their employers. Apprenticeships contain four mandatory elements (1) a competence-based element (normally an NVQ) (2) key skills (3) an underpinning knowledge element and (4) employment rights and responsibilities</p> <p>Pre Apprenticeships Pre-apprenticeships will be designed to assist young people aged 16 and 17 who wish to enter an apprenticeship but have not yet attained the entry standard. This will be part of the developing Foundation Learning Tier and will include vocational, personal, knowledge and transferable skills.</p>
<p>Entry to Employment (e2e)</p> <p>http://e2e.lsc.gov.uk/</p>	<p>e2e targets young people aged 16-19 years who have not yet achieved a level 2 qualification (such as 5 GCSE's or above) and provides a programme incorporating personal and social development, basic and key skills and work experience to ready them for apprenticeships and work.</p>

<p>Programme Led Apprenticeships (PLAs)</p> <p>http://www.apprenticeships.org.uk/</p>	<p>PLAs allow a young person who cannot find an employer or who prefers to start in an off-the-job setting, the chance to follow the same curriculum as an apprentice. There are two types of PLAs (1) those funded through work-based learning (WBL) and (2) those funded through further education who are enrolled on full-time vocational programmes with the intention of progressing to employment, preferably through an Apprenticeship.</p>
<p>Skills for Jobs</p> <p>http://readingroom.lsc.gov.uk/</p> <p>LSC, <i>Towards Skills for Jobs: "What Works" in Tackling Worklessness? Rapid Review of Evidence (May 2007)</i></p>	<p>This is a key policy development to link skills more closely with employment, with a particular focus on those with low skills (below Level 2). <i>Skills for Jobs</i> is an umbrella term referring to activity that helps low-skilled people to get a job. It includes various programmes and funding streams such as the employability skills programme, adult apprenticeships and specifically commissioned Skills for Jobs activity. LSC, European Social Fund (ESF) and Neighbourhood Learning in Deprived Communities (NLDC) funding are all focused on supporting those facing disadvantage in the labour market and helping them to make the transition into work.</p> <p>At the beginning of July 2008 Leeds providers had recruited 500 learners to pre-employment provision in sectors such as Financial Services, Health and Care, Retail and Transportation with over 60 job outcomes secured.</p>
<p>National Skills Academies (NSAs)</p> <p>http://www.nationalskillsacademy.co.uk/</p>	<p>NSAs will, in the main, deliver LSC-funded provision such as Apprenticeships and Train to Gain. By leading and investing in NSAs, employers have the opportunity to exercise direct influence over both the content and the delivery of skills training for their sector.</p> <p>In June 2007 regional business and finance leaders launched the National Skills Academy Financial Services, Yorkshire & Humber in Leeds based at Park Lane College.</p> <p>It was the first of 7 regional Skills Academies to be launched at that time. The Skills Academy provides a single source for recruitment, training and education and supports a demand-led approach to the public funding of learning and skills for the FBS sector.</p>

Learning and Skills Providers

Further Education Colleges	An estimated £38.5 million of publicly funded investment annually.	Joseph Priestly College Leeds College of Art and Design Leeds College of Building Leeds College of Music Leeds College of Technology Leeds Thomas Danby Notre Dame Sixth Form College Park Lane College Swarthmore Education Centre
School Sixth Forms	An estimated £29 million of publicly funded investment annually	34 School Sixth Forms
Work Based Learning (WBL)	An estimated £13 million of publicly funded investment annually.	Action for Employment Bailey's Best Care Training Services College of Animal Welfare FTC Kaplan Hargreaves Training Services Igen JHP Training Learning Innovation Training Team Leeds College of Building Leeds College of Technology Leeds Thomas Danby Leeds Training Trust Mardell Associates Ltd Park Lane College Yorkshire College of Beauty
Train to Gain – commissioned activity		CITB (Construction)
e2e		Igen Ltd
Education Business Link		Education Leeds on behalf of Leeds City Council

<p>Adult Safeguarded Learning (ASL)</p>	<p>The working description of ASL is “learning for personal fulfilment, civic participation and community development” achieved via four main programme elements:</p> <ul style="list-style-type: none"> • Family, literacy, language and numeracy • Wider family learning • Neighbourhood learning in deprived communities • Personal and community development learning 	<p>Leeds City Council Joseph Priestly College Park Lane College Leeds College of Technology Thomas Danby Swarthmore</p> <p><i>With an estimated £3 million of publicly funded investment annually.</i></p>
<p>Employability Skills Programme</p>	<p>The Employability Skills Programme is a Learning and Skills Council (LSC) programme which has been developed to support non New Deal Jobcentre Plus customers.</p> <p>In 2006 the LSC took over responsibility from Jobcentre Plus (JCP) for the planning and funding of basic skills provision. Since then the LSC has developed the basic skills offer to include employability skills and qualifications, work placement opportunities and support into employment resulting in the Employability Skills programme (ESP).</p> <p>ESP is one of a suite of initiatives being developed by the LSC and JCP as part of their commitment to develop a more integrated employment and skills delivery service. Other initiatives include Skills for Jobs - the pre- employment training for the JCP-led Local Employment Partnerships (LEPs). These programmes should be viewed as part of a continuum, where those individuals on ESP who do not secure employment should then progress onto Skills for Jobs – Sector Routeways provision.</p>	<p>VC Train Direct Training Ltd</p> <p><i>With an estimated £500,000 of publicly funded investment currently.</i></p>

Skills for Jobs	<p>This is a key policy development to link skills more closely with employment - with a particular focus on those with low skills (below Level 2).</p>	<p>A fund manager role for Leeds Metropolitan District is being created to enable a flexible commissioning process leading to an 'Enhanced Employability Skills Programme' ensuring there is sufficient pre entry and entry level provision to support those furthest from the labour market.</p> <p>For the Leeds fund manager, the funding available is £829,000 to engage 620 learners.</p>
Skills for Jobs – Sector Routeways	<p>The LSC has a key role to play in supporting JCP to deliver Local Employment Partnerships through bespoke pre-employment training, otherwise referred to as Sector Routeways.</p> <p>Sector Routeways have been designed to meet the specific requirement of individual employers and help to prepare target beneficiaries to fill a specific job vacancy.</p> <p>LEP's are an agreement between JCP and an employer, where vacancies are handled by JCP and the employer agrees that these will be filled by JCP priority customers. In return JCP will provide a range of support measures, including Work Trials and New Deal subsidies, that will help prepare an individual commence and remain in work.</p>	<p>Best Ltd Park Lane College</p>
Access to Employment (A2E)		
West Yorkshire Learning Providers (WYLP) http://www.wylp.org.uk/	<p>West Yorkshire Learning Providers is a network of learning providers operating in Yorkshire and the Humber. Formed in 2003 to be the voice of the providers in strategic partnerships at regional and district levels, WYLP is a membership organisation promoting apprenticeships for young people and</p>	

	adults and supporting the delivery of the Train to Gain service.	
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