

DRAFT

**Learning and Skills
Council: Sussex**

**Strategic Area Review
Report for Brighton
and Hove:
Planning Area D**

September 2005

DRAFT

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Introduction

The Learning and Skills Council Sussex has undertaken a series of Strategic Area Reviews of post 16 learning opportunities. This is part of a national programme outlined in the Department for Education and Skills' publication 'Success for All'.

Strategic Area Reviews are an integral part of the Government's 'Success for All' strategy, which has the objective of reforming post-16 education and training across England. This strategy aims to raise standards within the learning and skills sector, so that all learners can meet their potential regardless of where they live, or where they learn.

The purpose of the Strategic Area Review is to examine the position of post 16 learning opportunities and identify area-wide issues and priorities, to ensure that provision and needs are matched as closely and effectively as possible.

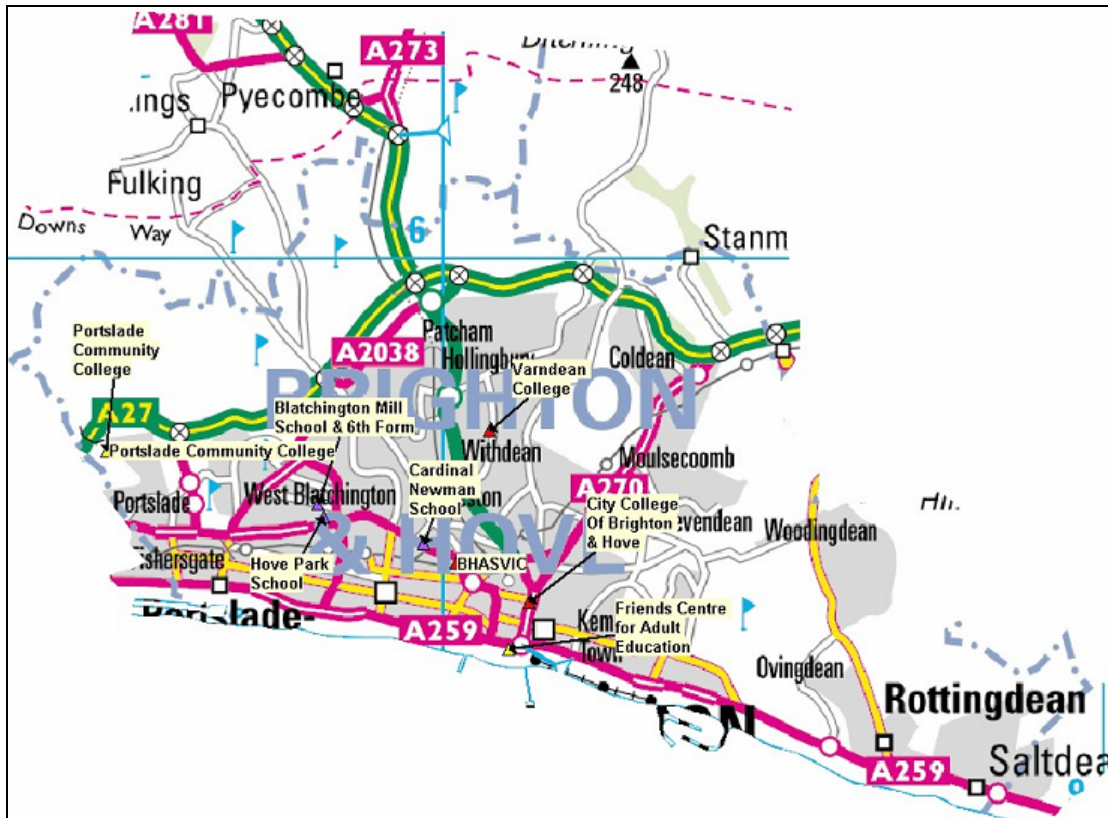
The Reviews in Sussex have been conducted in six travel to learn planning areas with a separate Pan-Sussex Review for Learners with Learning Difficulties and/or Disabilities (please see page 33 for details of these areas). This report describes the Learning and Skills Council's Strategic Area Review of post 16 education and training in Brighton and Hove - Planning Area D.

The Strategic Area Review process in Area D

This review has been undertaken by the Learning and Skills Council Sussex, working in partnership with Brighton and Hove City Council and local stakeholders, including colleges, schools, Connexions, Job Centre Plus and employer representatives. It has been conducted through a Project Group made up of representatives of these stakeholders, reporting to a Management Board chaired jointly by the Head of Strategic Area Reviews for Learning and Skills Council Sussex and the Director for Children, Families and Schools for Brighton and Hove City Council. The views of a wider group of stakeholders have also been sought through a conference close to the start of the Review, and a dissemination event towards the end (please see page 20 for details of this group).

Throughout this Review process we have considered key information relating to the supply of and demand for learning provision in the area. As a result, we have identified priorities for Area D as a whole that will inform area-wide planning and actions to improve post 16 learning and skills for young people, adults and employers.

Area D map



In Area D, there are three colleges, four school sixth forms and seven Work Based Learning providers providing education and training for young people aged between 16 and 19. Provision for adults (19+), is primarily delivered through the City Council Adult Education service, Varndean College, City College Brighton and Hove, Portslade Community College, The Friends Centre, and six Work Based Learning providers.

Overview and Recommendations

Overview

Young People (16 to 19)

In Area D, the majority of provision is at Advanced Level with some very high levels of achievement attracting a significant number of learners who travel into the city for these courses. The average advanced level achievement for the area has also improved, although for some providers achievement has remained below Sussex and national averages.

Around seventy percent of qualification aims offered to young people are at advanced level and in order to progress to an advanced level course, a young person will usually (but not always) be required to show that they have achieved a full level two qualification. However around fifty percent of young people who live in Area D do not achieve this at age 16.

Although achievement at level two¹ has improved, it remains below the national average and there is wide variation across the area. The number of young people taking up Work Based Learning opportunities has been falling and the number of young people who are NEET (not in employment education or training) has risen with around forty percent of this latter group living in postcodes in BN2.²

Recently completed research³ (a relatively small sample) with disengaged 16 to 18 year old learners underlines the education and training opportunities that are needed at foundation level and level 1, preferably in a non-traditional assessment context, and particularly local vocational provision in: construction, electrical installation, motor vehicle, hairdressing and beauty therapy. Moreover these young people said that they have insufficient opportunities to prepare for post 16 learning and skills through, for example, Increased Flexibility or bridging programmes.³

Overall, there is evidence of that there a significant minority of young people whose needs are not being fully met. The attainment of young people at 16 indicates that some of those being enrolled on A level programmes may benefit from a curriculum that recognises a wider range of learning styles and that is linked to post 16 education, training or employment with training.

Adults (19+)

A high proportion of adults are qualified to level 4 and above and full-time further education 19+ enrolments have risen by approximately a third in the last three years and part-time enrolments by approximately thirteen percent. In addition many adults (37%) learn outside the area, possibly to be nearer to their place of work.

However for some adult learners, particularly in East Brighton, participation and achievement are below Sussex and national benchmarks. In Area D there is a higher proportion of adult enrolments at level one than in Sussex as a whole although further education success rates for adults at levels 1 and 2 are below those for Sussex as a whole.

Levels of income for those who live and work in Brighton and Hove are lower than the levels paid to people who work outside the area. To support the economic development of the local economy, further alignment of provision is required with the key sector skills needs of the area.

Add footnotes

¹ Please see page xx

² For specific BN2 postcodes please see page XX

³ Host Policy Research

Area-wide Leadership and Management

This report supports the need to strengthen area-wide collaboration, improve access, advice and guidance, increase the range of high quality vocational provision and raise participation and achievement where it is below average.

In the short term with fixed resources, it is necessary to consider how capacity may be enhanced through Business Excellence approaches, such as have been identified in the LSC's Agenda for Change report. We need to consider whether and how existing resources and provision can be configured differently to free up resources for front line provision, contributing to improved participation, progression and achievement locally. Through the Learning Partnership and its 14-19 Strategy Group, important action is already being taken to support transition in the 14 to 19 phase to a new and wider range of appropriate post 16 opportunities, and this needs to continue.

In the longer term, the challenge for Area D is to coordinate revenue and capital funding in order to maintain excellent provision, reduce education deprivation and respond to the needs of the local economy. The Learning and Skills Council's Local Capital Plan for Area D has identified a wide range of capital investment needs for both improvement and development. We believe there is therefore a need for area-wide participation in the production of an integrated post 16 capital strategy which identifies priorities for investment and which, over time, will maximise opportunities for developing capacity fit for the 21st century. This strategy will include implementing the Learning and Skills Council Sussex regional capital strategy for Learners with Learning Difficulties and Disabilities.

Recommendations

The findings are described in more detail in sections 2 to 4 of this report. There are important priorities for action identified in each section and these are summarised below.

The Learning and Skills Council Sussex recommend the following:

Young people:

- An area-wide strategy to increase the range and volume of vocational opportunities available to all young people in all parts of the city in order to enhance levels of basic skills and deliver the level 2 target at 19. This should include working with employers to increase work based and work related learning opportunities
- An area-wide strategy for young people who are not in employment, education or training (NEET), based on shared responsibilities for all providers of guidance, education or training in tackling these issues
- Suitable provision for learners with learning difficulties and disabilities in the city – owned as part of its Local Area Agreement and Children and Young People's Plan arrangements
- Effective area-wide progression pathways, including support for the new 'clearing house' approach to the Work Based Learning application process and also a new apprenticeship 'concordat' in the city to relate the provision to the key employing sectors

Adults:

- A strategy to rationalise the use of Learning and Skills Council funding for adult (19+) learning to prevent over provision and duplication and to ensure that priority learning and programmes for priority learners⁴ are coordinated and available across the city
- A strategy to raise retention, achievement and success rates, focussed on the adult level 2 target
- The provision of effective progression routes focussed on priority areas of learning up to level 4 coordinated with the Lifelong Learning Network

Workforce Development:

- An employer focused Action for Business network, with the accredited college City College Brighton and Hove at the centre but involving other providers, including higher education. This should guarantee an appropriate offer to employers and employees in key employment sectors, including the public sector
- A coordinated brokerage arrangement for the area, ensuring effective implementation of the National Employer Training Programme and supported by a city wide marketing and communications strategy

Area-wide Leadership and Management:

- A framework for taking forward the priorities and recommendations of the review led by the Brighton and Hove Learning Partnership and sharply focussed in order to:
 - Share, review and analyse all relevant data and information about provision, participation and performance, including for example those about learner numbers, quality and value for money
 - Develop a clear definition of the curriculum required for the area
 - Identify and address barriers to participation, including for example issues of information, advice and guidance, accessibility and transport

The Learning and Skills Council will take into account the advice of the Brighton and Hove Learning Partnership in its consideration of the allocation of annual revenue, strategic capital and periodic discretionary funding for post 16 education and training in the area.

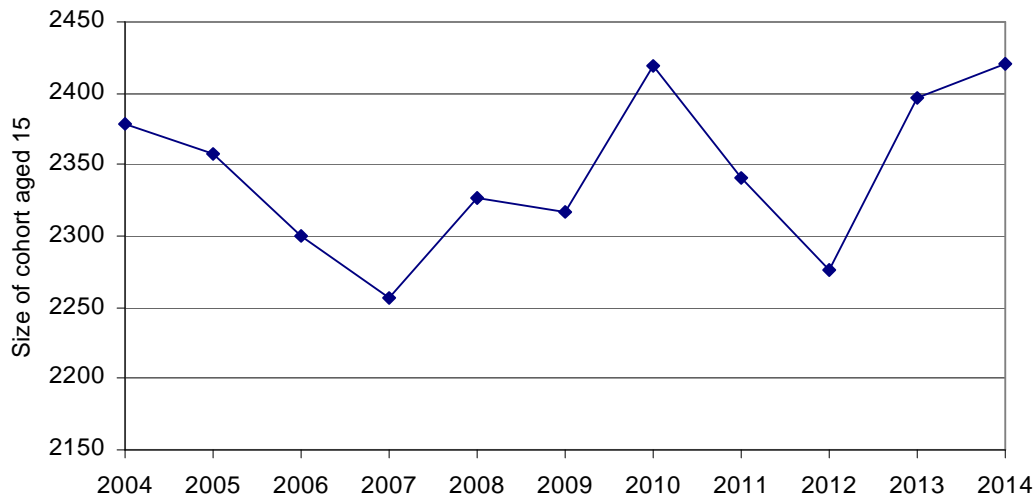
- The Learning and Skills Council with the Brighton and Hove Learning Partnership and its 14 – 19 Strategy Group should review progress against the recommendations in this report in 2008, in particular taking into account relevant priorities identified in the Brighton and Hove Local Area Agreement
- An integrated capital strategy for post-compulsory education and training in the city, focussing on the three colleges but also encompassing schools with sixth forms, external institutions and other key partners for learning. This should include key developments in the city such as the new community stadium in Falmer.
- Building on and developing the present Accord, joint three year development planning between City College Brighton and Hove, BHASVIC and Vardean College, including consideration of:
 - Opportunities for using the accommodation and funding available to each college, jointly, to meet the needs of the area
 - Benefits from application of the principles of Business Excellence

⁴ footnote of priority sectors

⁹ Brighton and Hove City Council, *Local Population Projection for Brighton and Hove*

Area D: Background information

Year 11 Cohort projection



Between 2004 and 2007 the year 11 cohort is projected to decrease from approximately 2375 to 2250, rising again to 2410 by 2010. (*LSCS Learning and Skills Review May 2005*)

Participation in work-related training

The chart below shows the percentage of employees receiving job-related training in the last 13 weeks.

% of all receiving job-rel train in last 13 weeks	Brighton and Hove			South East
	number	denominator	percent	percent
- working age	46,000	163,000	28.0	24.3
- aged 25 to retirement	37,000	131,000	28.2	24.6
- employees & self-employed	45,000	126,000	35.8	30.7
- in managerial/prof occs	29,000	66,000	43.6	37.8
- in service industries	40,000	106,000	37.4	33.2
- in private services	21,000	71,000	30.0	25.9
- in production	3,000	12,000	27.0	24.6
- in public sector	18,000	35,000	52.7	47.9
- NVQ4+	23,000	55,000	42.4	42.0
- NVQ3 & below	8,000	19,000	39.9	32.8
- working full-time	37,000	95,000	39.2	31.7
- working part-time	8,000	32,000	26.1	27.9

Local Area Labour Force Survey (March 2003 – Feb 2004).

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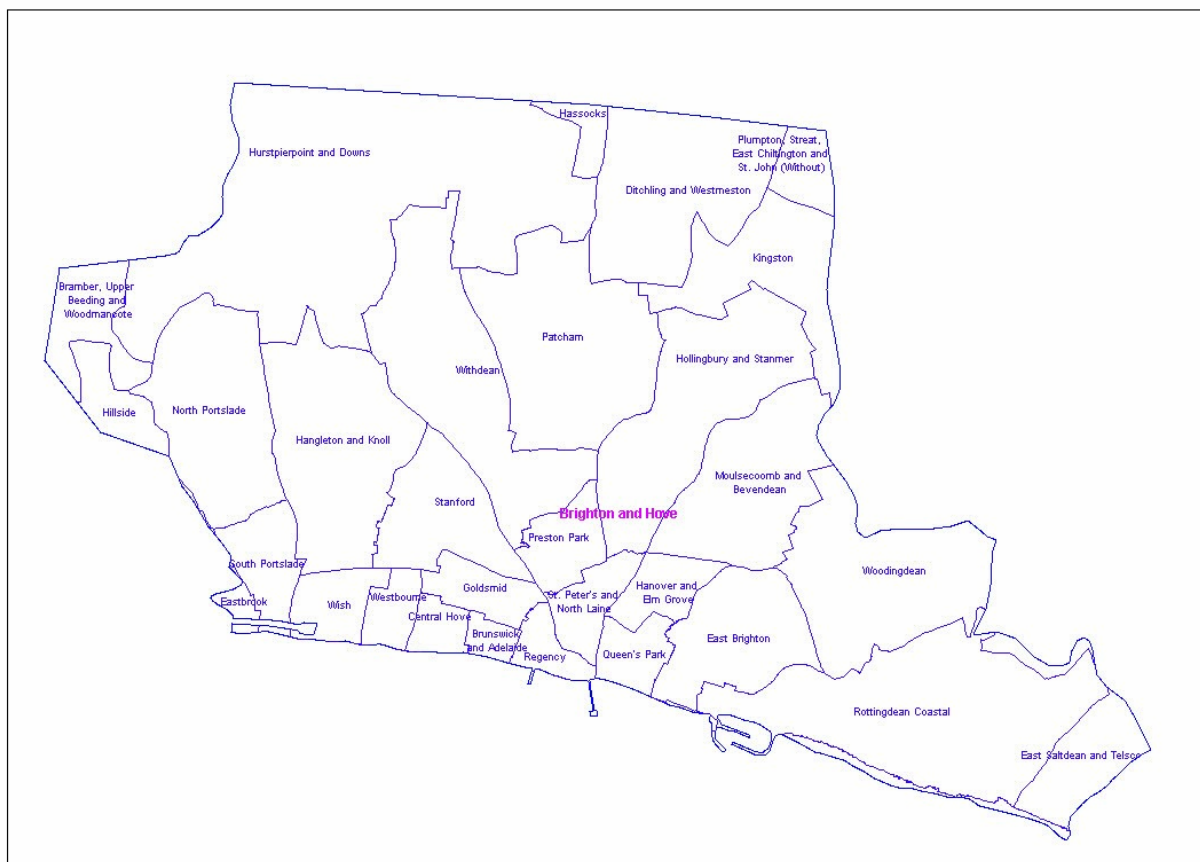
The proportion of employees in Brighton and Hove who received job-related training in the last thirteen weeks is higher than the regional proportion in all categories except for those working part-time.

In Brighton and Hove a considerably smaller proportion of part-time employees received training than full-time employees.

In Brighton and Hove the Public Sector has a considerably higher proportion of employees who received training than other sectors.

In Brighton and Hove the proportion of employees in Managerial and Professional Occupations who received training was considerably higher than the regional proportion.

Highest Qualification Profiles by Ward



10 of the 21 wards in Brighton and Hove have above the local proportion (22.1%) of people aged 16-74 with no qualifications.

In the East Brighton, Moulsecoomb & Bevendean and Woodingdean wards over one third of the population aged 16-74 have no qualifications.

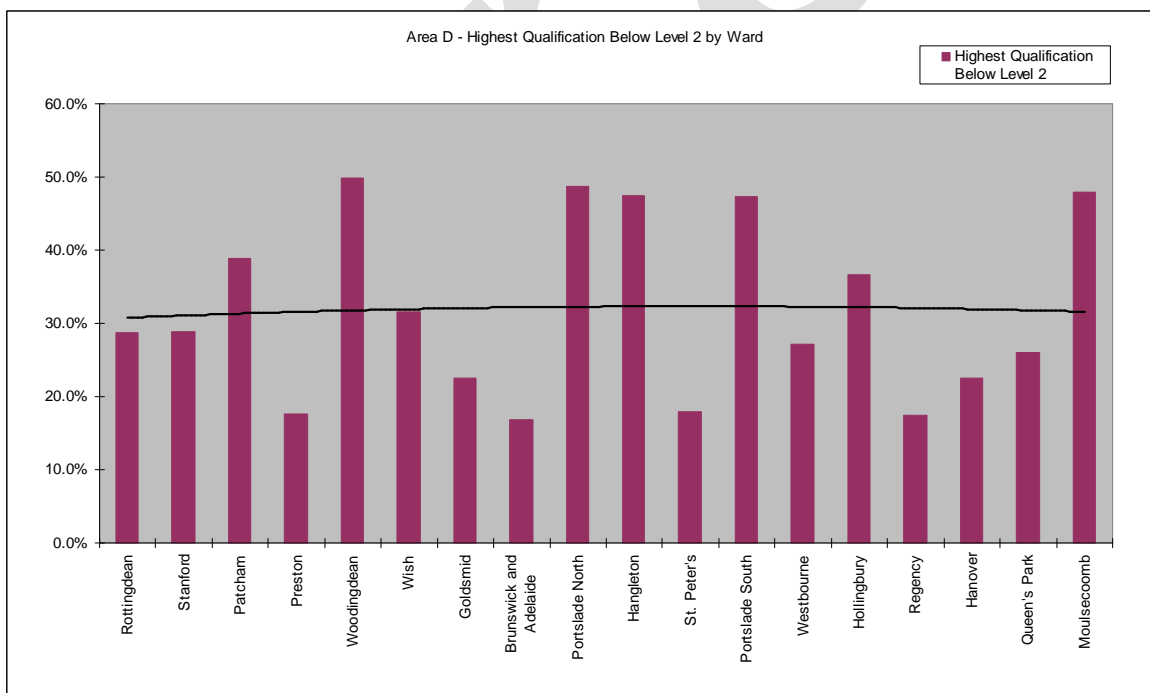
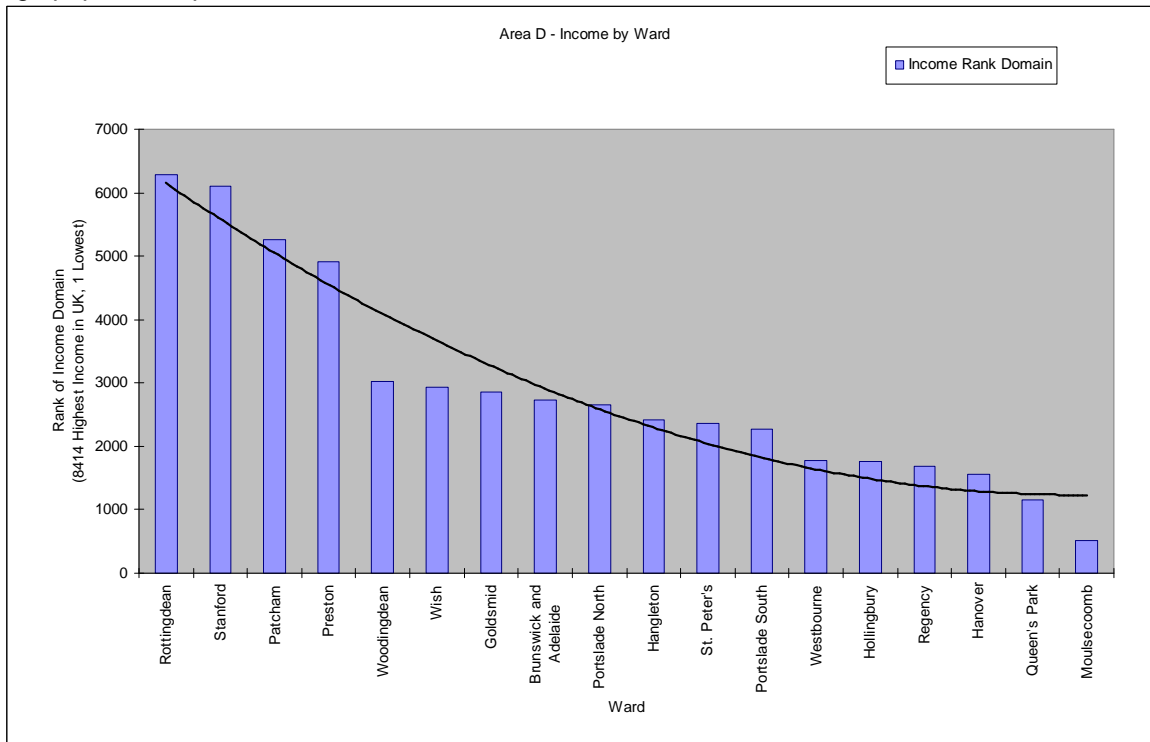
12 of the 21 wards in Brighton and Hove have above the local proportion (13.5%) of people aged 16-74 with a highest qualification at level 2.

14 of the 21 wards in Brighton and Hove have below the local proportion (12.5%) of people aged 16-74 with a highest qualification at level 3.

In the Hangleton & Knoll, Moulsecoomb & Bevendean, Portslade North, Portslade South & Woodingdean wards over half the 16-74 population are qualified to level 1 or below.

Income versus qualification level by ward

The following charts show Area D wards ranked by income domain (highest first) and percentage of working age population qualified below level 2.



There are seven wards where over 30% of the population are qualified below level 2. Five of these seven wards are in the bottom half of wards by income domain.

Learning and Skills for Young People

Participation by young people in further education colleges and sixth forms in Area D has increased over the last three years, although the proportion of year 11 leavers from maintained schools in Area D who continue in full time education has fallen.

The area is a net importer of young people into further education – particularly from Areas B (Worthing and East Adur), C (Crawley and Mid-Sussex) and E (Lewes, Eastbourne and the Weald).

On average for the area, attainment at GCSE, Advanced level and the success rates in FE (i.e. the proportion of those starting a course who complete it successfully) are high and have risen.

However there are areas where performance is lower and where the proportion of year 11 leavers from schools who are not in employment, education or training ('NEET') has increased. Participation and achievement are particularly low and 'NEET' rates are higher, for East Brighton, Portslade and for youth offenders.

Key findings from the Strategic Area Review

During this Strategic Area Review, stakeholders have examined information about post-16 learning in Area D. Particular attention has been given to data about participation and achievement, patterns of travel to learn into and out of the area and the proportion of young people who are not in employment, education or training (NEET).

Young People and Participation:

Local population projections show that the number of 16-17 year olds in the city of Brighton and Hove is predicted to decline steadily from 6000 in 2005 to 5050 in 2018. There is a projected increase from 2018 to 2028, although not back to the 2005 level.⁹

Between 2004 and 2007 the Area D year 11 cohort is projected to decrease from approximately 2375 to 2250, rising again to 2410 by 2010.¹⁰

Although the numbers of Area D year 11 leavers continuing in full-time education has increased, the proportion has decreased from 75.6% to 73.7% between 2002 and 2004.¹¹

The proportion of year 11 leavers not entering education, training or employment (NEET) has increased from 7.39% to 8.39% between 2002 and 2004.³

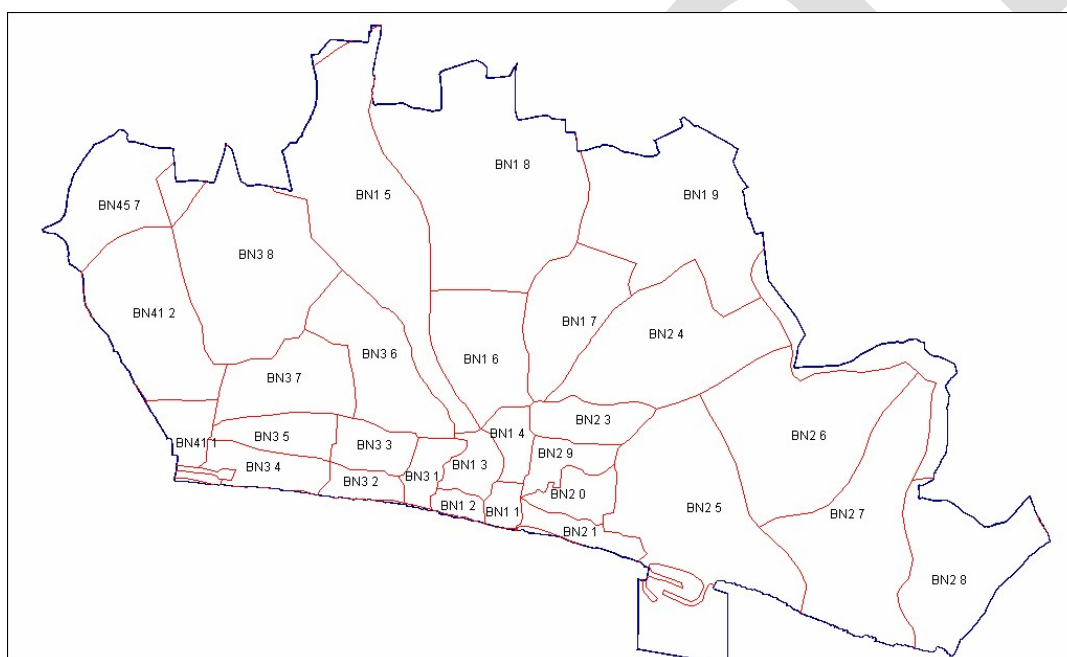
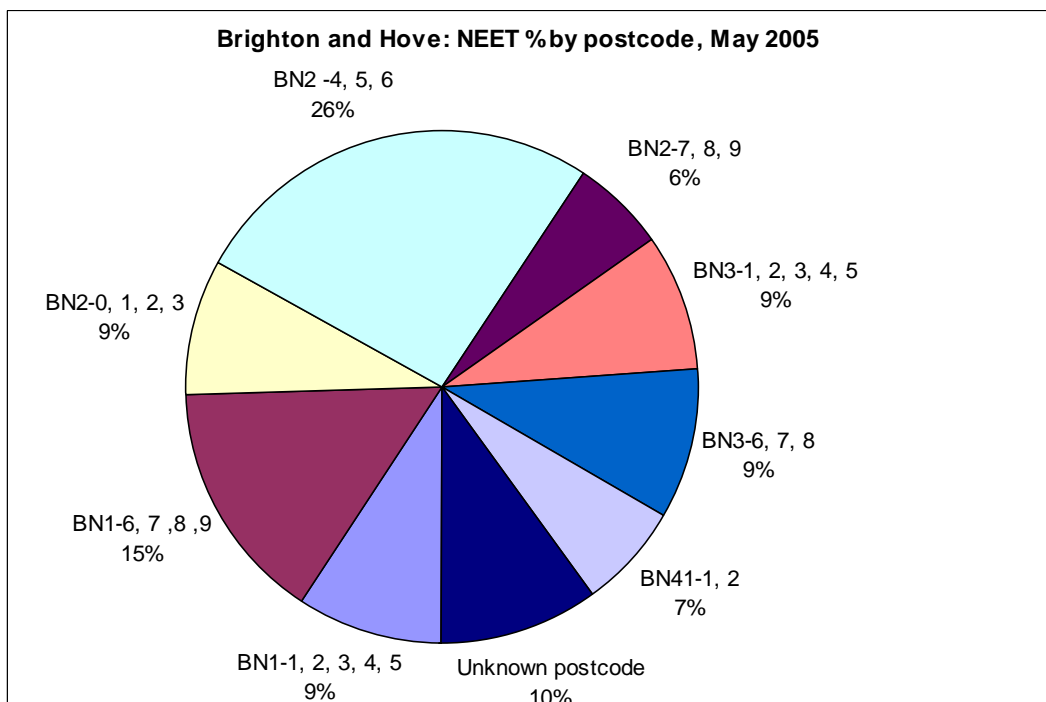
The proportion of the total 16-18 cohort not in education, employment or training (NEET) in Brighton and Hove is higher than the Sussex average. In April 04 the Brighton and Hove rate was 9.26% and the Sussex rate 6.53%. In April 05 the Brighton and Hove rate was 8.99% and the Sussex rate 5.67%.¹²

In May 2005 nearly 41% of Brighton and Hove's 'NEET' young people were resident in BN2 postcodes, 248 young people. Of these 160 were resident in BN2-4, BN2-5 and BN2-6, this is 26.4% of all the city's NEET young people.⁴

¹⁰ Learning and Skills Council Sussex, Learning and Skills Review for Area D, May 2005

¹¹ Sussex Careers Destinations Data 2002 to 2004

¹² Sussex Connexions, May 2005



In 2003/04 50% of total enrolments by young people in Area D were at level 3 which was above the Sussex average and 9% were at level 1 which was below the Sussex average.¹³

In 2003/04, for 16-18 full-time learners learning in Area D, 76% of learners' highest qualification aim was at level 3, 14.5% at level 2 and 7.2% at level 1. For part-time 16-18 learners, 28.6% was at level 3, 29.3% at level 2 and 28% at level 1.⁵

Those young people who travel out of the area are predominantly attending Sussex Downs College (Area E) and Northbrook College (Area B). At Sussex Downs College, these young people are predominantly attending A-levels and some level 2 provision. At Northbrook College young people from area D are attending mostly

¹³ Learning and Skills Council, ILR 2002-03 F05

vocational courses at level 1 and 2, including key skills, NVQs, First Aid, Food Hygiene and Leisure and Tourism related provision.

Between 2001/02 and 2003/04 there was an 8.1% increase in the numbers of young people participating full-time in Further Education colleges and a 3.2% increase in participation in school sixth forms. Participation in work-based learning has decreased by 5.1%. These figures include residents of Area D and those travelling into the area to learn. Latest participation numbers for 2004/05 show no evidence of a decrease in participation.¹⁴

Area D is a net importer of young people into Further Education (656 learners in 2002/03 and 520 in 2003/04). In 2002/03 34% and in 2003/04 33% of young people learning in Area D were from outside the area, predominantly Areas B (Worthing and East Adur), C (Crawley and Mid-Sussex) and E (Lewes, Eastbourne and Wealden). Amongst some providers the proportion of young people in full-time learning who travel to learn at those institutions is as high as 45%.¹⁵

Young People and Achievement:

The achievement rate at level 1, (5+ A*-G passes) remained steady between 2002 and 2004 and in 2004 was above the national average of 88.8% at 89.7%.

On average for the area, GCSE achievement at level 2 (5+ A* - C passes) increased over three years between 2002 and 2004, but in 2004 was below the national average of 53.7% at 51.1%. There was wide variation in cohort achievement between schools in the area – for example in 2004, at level 2 the range for current schools was between 23% and 77%.¹⁶

For the area as a whole, A-Level achievement has improved and has been consistently above the national average from 2000 to 2003. In 2003 five providers had improved points score per examination entry on the previous year, and in 2004 four providers had improved on the previous year.

Value Added at A-Level in the area is generally high – with some providers' average value added amongst the highest in the country.

However since 2000 there has been a wide range in average point scores per provider. In 2004 the range of average scores per entry amongst the 7 providers was 50.0 to 81.2, with 4 out of 7 providers average score below the national average.⁸

Further Education success rates for 16-18 learners for long qualifications have increased at level 1, 2 and 3 between 2001/02 and 2003/04. At level 1 from 47.1% to 56.9%; at level 2 from 55.4% to 68%; and at level 3 from 77.5% to 80.7%. In 2003/04 the level 1 success rate for the area was below the Sussex average of 59.2% at 56.9%. At level 2 it was above the Sussex success rate of 59% at 68% and at level 3 it was above the Sussex success rate of 74.8% at 80.7%.¹⁷

In 2003/04 work-based learning success rates for young people were 17% for full framework completion, which is below the Sussex average of 24%, and for framework or NVQ was 40% which is below the Sussex average of 41%.⁹

Priorities for post 16 learning and skills for young people

Priorities for participation:

In order to address participation, we need to work together to build on the successes of young people in the area and to:

Reduce the number of young people that are not in education, training or employment ('NEET').

¹⁴ LSCS, *Learning and Skills Review for Area D, May 2005*

¹⁵ *Learning and Skills Council Sussex, ILR*

¹⁶ *DfES Performance Tables 2002 to 2004*

¹⁷ *National Learning and Skills Council, PPQI*

Build pathways to apprenticeships that are available to learners pre-16, building on the success of the Increased Flexibility programme, Entry to Employment and Programme-Led Apprenticeships.

Coordinate employer engagement and ensure that the pattern of provision is aligned with the skills needs of employers

Strengthen progression opportunities from level 3 and 4 and on to Higher Education.

Priorities for Achievement:

In order to address achievement we need to work together to build on the successes of young people in the area and to:

Develop collaboration and the sharing of good practice amongst providers in order to improve areas that are below national and local benchmarks, particularly at levels 2 and 3, and develop a co-ordinated understanding of achievement rates in the city.

Build an area wide approach to sharing data, improving quality and setting priorities in order to raise achievement.

Improve apprenticeship framework success rates across the area in line with Public Service Agreement targets

Area-wide leadership, planning and quality assurance

We need to work together to ensure the work of the City Council, Connexions and Learning Skills Council Sussex, through the Brighton and Hove Learning Partnership, is coordinated in order to:

Drive up standards, use resources as effectively as possible and ensure that learner needs are met in terms of level of provision, location and areas of learning.

Work towards alignment of learning strategies, plans and projects to avoid duplication and therefore maximise the resources available to learners.

Ensure that opportunities for capital development are aligned with the priority groups of learners and with sector skills developments in Brighton and Hove.

Collaboratively plan for capacity changes in further education, taking into account projected population changes, the numbers of young learners who travel into and out of the area to learn and private sector intake.

Plan and co-ordinate the offer across the area, addressing duplication, curriculum gaps and that progression routes to the benefit of all learners but with targeted priority groups. Address the needs and curriculum gaps in East Brighton, ensuring that any proposals are complementary to existing provision, include a clear 14-19 offer and have clear progression routes.

Continue the work towards establishing a single source of information, advice and guidance for the area with a progression map and an agreed common set of admissions criteria, in line with a new national drive to set up and evaluate a more centralised approach.

Work collaboratively with the appropriate organisations to address any barriers to participation and access caused by inadequate transport links in the area.

Benefits for young people

Access to high quality careers education and a single source of clear and impartial advice and guidance on all education and training opportunities across the area and progression routes between courses and providers.

Ensure that more young are people staying in learning and are more highly qualified with improved long-term choices and career opportunities, passing this benefit onto the local economy.

Reduce the number of young people without education or training or employment with training.

Generate an increase in vocational learning opportunities for young people, including specifically targeted provision in identified areas of need, equipping young people in Brighton and Hove with the skills they need to successfully enter the workforce.

Improved progression to apprenticeships

Improved retention, achievement and success rates for all young people across the area.

What has been happening during the Review?

Set up by the Sussex Council of Training Providers (SCTP Ltd), The Training-In-Sussex.com website is a comprehensive guide for employers and young people to training opportunities throughout Sussex. The site has been operating since October 2004 and approximately 48 young people have made approximately 200 applications to providers for apprenticeships.

On the 14th November a new 'Clearing House' system for apprenticeship applications was introduced by SCTP, ensuring a consistent application process for all young people wishing to enrol on an apprenticeship and strengthening and rationalising the links between young people, vocational opportunities, providers and employers.

The delivery of information, advice and guidance is being enhanced through the development of a localised search engine powered by Google that will enable Information, Advice and Guidance advisors and learners themselves to access information via the Brighton and Hove Learning Partnership website.

Learning and Skills for Adults

Adult participation in further education, both full and part-time, has increased between 2001/02 and 2003/04. The area is a net exporter of adults in part-time further education predominantly to areas B (Littlehampton and Worthing), E (Lewes, Eastbourne and the Weald) and outside Sussex.

Success rates in further education for adults have increased, but at levels 1 and 2 were below the Sussex average in 2004. Apprenticeship success rates are also below the local and national averages. Specific parts of the area have adults with higher levels of with low level qualifications and higher levels of income, education, skills and training deprivation.

Key data findings from the Strategic Area Review

Adult Participation:

Between 2001/02 and 2003/04 the number of adults enrolled on full-time further education courses in the area has increased by 30.8% from 642 to 840 and on part-time further education courses has increased by 13.6% from 11,260 to 12,787. There is no early indication of a fall in participation for 2004/05.¹⁸ Of all 19+ adult learners learning in Area D, 6% are aged 19-20.

Enrolments by level for 2003/04 shows that the area has a higher proportion of FE enrolments at level 1 than Sussex (48% compared to 43%).¹

In 2003/04, the highest qualification aim of 50.5% of Area D part-time adult learners in FE was at NVQ level 1, 21.6% was at level 2 and 15.5% was at level 3. For full-time adult learners 32.6% was at level 1, 18.8% was at level 2 and 34% was at level 3.

(By comparison, for all part-time adult learners in Sussex, the highest qualification aim of 42.5% of adults was at level 1, 22.9% was at level 2 and 16.6% was at level 3. For full-time adult learners in Sussex, 28.4% was at level 1, 23.9% was at level 2 and 25.7% was at level 3).¹

In 2003/04 there were 4647 adult and community learning enrolments at Area D providers. 66.5% of these were in the 25-59 age group and 76.5% of all enrolments were female.¹⁹

In 2003/04 Area D had a higher proportion of adult FE enrolments (by 4-5%) than Sussex in: Information and Communication Technology; Visual and Performing Arts and Media; English Languages and Communication.¹

In 2003/04, the proportion of adult FE enrolments by area of learning, was lower than for Sussex as a whole in: Construction; Engineering, Technology and Manufacturing; Business, Administration, Management and Professional; Retailing, Customer Service and Transportation; Health, Social Care and Public Services.¹

Of all learners attending Area D FE providers 84% were Area D residents and therefore 16% travel into the area.¹ For adult part-time learners in 2003/04, 63% of all learners who live in the area attend area D providers. Therefore 37% leave the area to learn.

Area D is a net exporter of part-time FE adult learners. In 2002/03, 7769 and in 2003/04, 5620 learners travelled out of the area to learn. This was predominantly to Areas B (Littlehampton and Worthing), E (Lewes, Eastbourne and the Weald) and outside Sussex.¹

Adult learners who leave the area to learn part-time are predominantly attending Northbrook College (Area B) and Sussex Downs College (Area E). At Northbrook College, Area D residents are attending vocational courses, NVQs and diplomas, including Food Hygiene, Paediatrics and First Aid and at Sussex Downs they are attending OCN courses, particularly in literacy and ESOL, Access to HE, NVQs and other vocational programmes¹

¹⁸ Learning + Skills Council Sussex, Individual Learner Record

¹⁹ Learning + Skills Council Sussex, ACL Enrolments

Postcode analysis shows that no particular postcode has a significantly larger amount of learners who leave than others.¹

Adult (19+) learners from the areas' deprived postcodes make up 21% of adult learners who live in the area and also learn in area D providers.²⁰

Adult Achievement:

Short Qualification success rates in FE for adult learners have increased from 75.8% to 80.2%. Long Qualification success rates in FE for adult learners have increased between 2001/02 and 2003/04 at levels 1, 2 and 3. At level 1 from 49.75 to 54.4%, which is below the Sussex average of 60.6%, at level 2 from 38.8% to 41.9% which is below the Sussex average of 49.3% and at level 3 from 48% to 61% which is above the Sussex average of 53.7%.²¹

Success rates in apprenticeships for adults (19+) in the area for 2003/04 were 10% for full framework completions, which were below the Sussex average of 15% and were 21% for full framework or NVQ, which was below the Sussex average of 30%.²²

Wards with the highest proportion of the working age population with no qualifications are East Brighton, Hangleton and Knoll, Moulsecomb and Bevendean, Portslade North, Portslade South and Woodingdean.²³

There are some wards in the area that have over 40% of the working age population qualified at level 4 or 5, including; Brunswick and Adelaide, Preston Park, Regency and St Peter's & North Laine.⁶

For the area as a whole a high proportion of the 25-34 age group are qualified to level 4 or 5 (41.2%) while a high proportion of the 50-59 (49%) and 60-64 (60.5%) age groups are qualified below level 2.⁶

Ward Map of Area D

²⁰ 'Deprived postcodes' were defined as BN1-7, BN1-9, BN2-4, BN2-5, BN2-6, BN3-8 and BN41-2 and were calculated from Indices of Mass Deprivation by Super-Output Area.

²¹ National Learning + Skills Council, *FE Retention, Achievement and Success Rates*

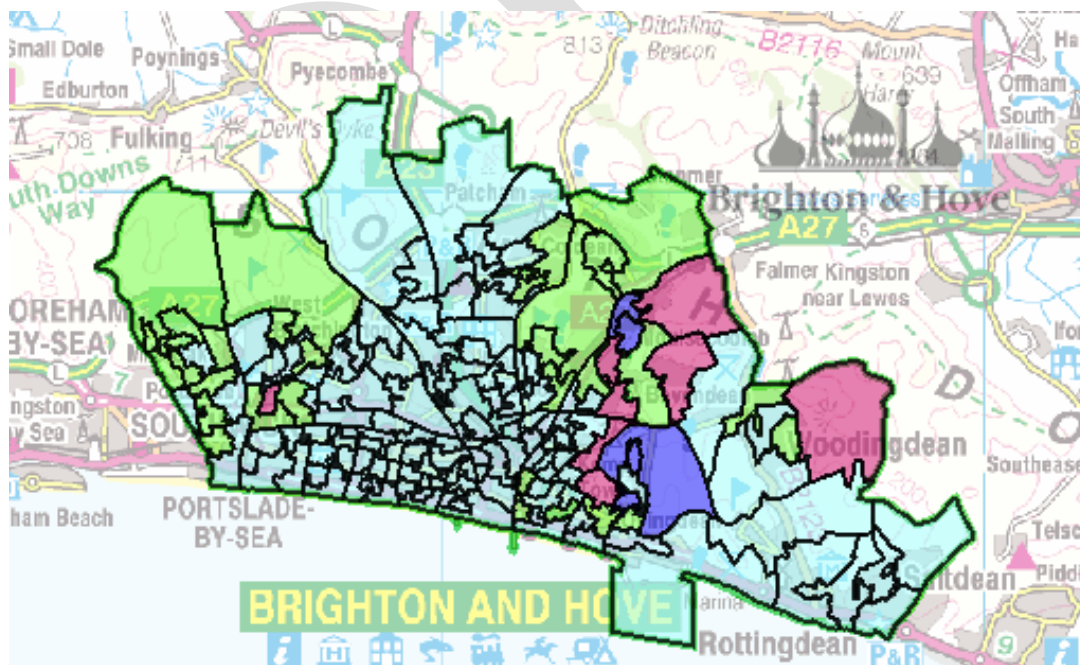
²² National Learning + Skills Council, *work based learning achievement rates*

²³ Brighton, Hove and Adur Area Investment Framework, *Socio-Economic Baseline Report, Chapter 6 – Learning and Skills*



'Indices of Mass Deprivation' scores for income and education show a correlation between high income deprivation and high education deprivation. Specific areas to the east of Area D have high income and education deprivation scores.⁷

The map below shows the distribution of Education Skills and Training Deprivation by "super-output area" for the City of Brighton and Hove. (Areas as defined by the Office for National Statistics for the reliable collection and publication of small area statistics). A higher score indicates more deprivation.⁷



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⁷ Index of Multiple Deprivation, Brighton and Hove City Council, Citystats website

IMD Score (<i>Higher score = higher deprivation</i>)	
0.83 to 22	
22.01 to 44	
44.01 to 65	
65.01 to 87	

Priorities for learning and skills for adults

Priorities for participation:

We need to improve participation rates through collaboration and the sharing of good practice amongst providers, working together to:

Prioritise the learning needs of those not qualified to level 2.

Develop the curriculum and flexible modes of delivery to support increased participation, particularly for targeted groups of learners.

Ensure that the pattern of provision is aligned with the vocational needs of learners and employers in the area, with clearly defined routes to higher levels of learning, utilising the expertise of the Lifelong Learning Network.

Monitor the impact of changes in funding and fee structures on patterns of participation in adult learning.

Priorities for achievement:

We need to build on the achievements of adults in the area and improve achievement through collaboration and the sharing of good practice, working together to:

Improve success rates in further education colleges, particularly at level 1 and 2 and framework success rates in apprenticeships.

Reduce the number of adults without qualifications. Encourage adults to take first steps into learning including 'Skills for Life' and ensure that there are agreed routes of progression, particularly into accredited adult provision and increase the take up and success of adults at level 2.

Prioritise the learning needs of learners who are identified as a priority by the planning and funding bodies.

Area-wide leadership, planning and quality assurance

We need to work together to ensure the work of the City Council, Connexions and Learning and Skills Council Sussex, through the Brighton and Hove Learning Partnership, is coordinated so that:

The pattern of provision is planned and co-ordinated across the area to address gaps and duplication and to ensure progression, working through the Learning Partnership and Lifelong Learning Network.

Opportunities for capital development are aligned with priority groups of learners and with sector skills development in Brighton and Hove.

Steps are taken to develop an aspirational, integrated and differentiated fee solution through agreement with all providers in the area, in order to minimise obstacles for all learners.

The Skills for Life offer in the area is aligned to fully meet the Public Service Agreement targets, by location and level. The Skills for Life offer should continue to be developed through the Learning Partnership Skills for Life forum in partnership with FE Sussex and the Skills for Life Development Centre including curriculum development and quality assurance. (The PSA target for the area for 2005/06 is 2412 learning aims, rising to 2416 in 2006/07 and 2453 in 2007/08).

Barriers to participation are minimised, with a particular focus on access to opportunities for those living in areas where there are higher levels of basic skills needs.

Research is undertaken in order to benchmark the proportion of ACL spending with that of similar local authorities.

Better access to and knowledge of provision and pathways are available in the area through a single point of information with progression maps and common admissions criteria.

Work collaboratively with the appropriate organisations to address any barriers to participation and access caused by inadequate transport links in the area.

Benefits for Adults

Entitlement to a single source of high quality, impartial information, advice and guidance on education and training provision: where it is located and information on progression routes between courses and providers.

Increased participation and achievement in Skills for Life, therefore improving literacy and numeracy in the area and giving local people improved skills and opportunities including clear progression routes to further learning.

Improved access to vocational provision.

Improved opportunities for education and training for people at work.

Increased participation and success in a broad range of vocational learning, focussed on equipping adults with the skills and qualifications required for the local employment market.

What has been happening during the Review?

The delivery of information, advice and guidance is being enhanced through the development of a localised search engine powered by Google that will enable Information, Advice and Guidance advisors and learners themselves to access information via the Brighton and Hove Learning Partnership website.

Learning and Skills for Employment - young people and adults

National and local data show the positive relationship between higher qualifications and higher average earnings. For the benefit of the area we need to consider how we can develop a better and more highly prepared workforce.

The economy of the city has very distinct features:

- The profile of employers in the city consists of a few large employers and many small and medium sized businesses;
- The qualifications profile for the city shows that large sections of the population are highly qualified (level 4 and above) and that there are significant sections with low level qualifications (below level 2);
- The predominant sectors in the area are service related: financial & business services; hotels, leisure & tourism, cultural and creative industries and catering and the public sector.

Some school leavers in the area have below average achievement but are competing in an employment market with a highly qualified workforce.

We need to work with and build on the expertise of employers to develop the skills needed in the local economy. We need to continue and develop the existing work of education and training providers in engaging with employers, drawing on sector skills knowledge and experience to influence patterns of training: the kinds of courses offered; how, where and when training is organized.

We need to build on the city's growing 'knowledge economy' in the city. We need to increase the skills and qualifications levels of the future and current workforce in the area and to develop and retain the next generation of innovators and entrepreneurs; encouraging them to set up business and create wealth and jobs in the city.

Key Findings from the Strategic Area Review

Key data findings in the earlier sections (Learning and Skills for young people and adults) also apply for workforce development. However, the review has identified further significant findings in relation to employment, as follows:

Key Sectors:

The Financial and Business Services sectors account for 27% of employment in the area. The public sector (including Health & Social Care and Education) employs 27% and 18% of people are employed in retail and distribution²⁴. The service sector nature of the economy means that there is high demand for people to have good customer service and inter-personal skills.

The Economic Strategy for Brighton and Hove advises that "one third of the city's companies are 'knowledge businesses' and these are likely to be the key drivers of the city's economic prosperity".²⁵

The proportion of businesses in Area D that are medium, small or micro-businesses is higher than nationally while larger businesses (over 50 employees) account for a small percentage of business stock (2.7% in the area). However larger businesses account for 51% of total employment in the area – the local economy is reliant on a few large employers such as AMEX, Legal and General, EDF Energy, Lloyds TSB and public sector employers (the local authority, health and education).

The Step Ahead Research on the Sussex People Development Adviser Service ('PDA') for 2004/05 reports that while Area D businesses make up 18% of all of Sussex businesses, the area accounted for 22% of all businesses supported by PDAs in Sussex. Area D was the most active planning area for PDA support in

²⁴ Annual Business Enquiry, 2002

²⁵ Sub Regional Economic Strategy for Brighton and Hove – 2005 Review

Sussex. Businesses supported over the year were predominantly from the service sector, particularly business services (39%) and hotels and restaurants (10%).²⁶

Construction skills gap analysis undertaken by the city council's Economic Development team states that the city has major developments planned over the next 10 years "that could surpass £3 billion in total" and that there are also plans for significant housing developments in the SE region some of which "will be in or near the city".²⁷

It is unlikely that Area D has sufficient numbers of skilled construction and craft workers for this scale of development, however unemployment is higher than the regional and national averages. "The construction industry requires skilled employees and employers to meet future demands and Constructing Futures is focused on addressing this issue. The average age of a construction worker in Sussex is now 47 and new opportunities need to be generated for young people to access apprenticeships if the local industry is to thrive".²⁸

Employability and Unemployment

The city's Economic Strategy states that new technologies and a growing service sector in the city "have resulted in an increasing demand for people with higher-level and strong customer-facing skills", noting however that some school leavers in the city have below average achievement "but compete in a labour market that has high numbers of degree educated workers. The educational divide has a strong spatial dimension, with achievement rates lowest in the east of the city".²

The city council's construction skills analysis further states that "research has indicated that employers are ... finding it increasingly difficult to replace experienced skilled personnel, and have confirmed ... that future problems are bound to arise as the workforce ages. This reinforces the need for companies to develop their existing workforce to higher levels with the aid of OSAT and flexible work based learning programmes".⁴

The proportion of year 11 leavers not entering education, training or employment ('NEET') has increased and the proportion of the total 16-18 cohort not in education, employment or training in Brighton and Hove is higher than the Sussex average and has increased

The Sussex Annual Business Survey report advises that local businesses have difficulty filling vacancies and have frustrations about the quality and range of local training provision: 10% of businesses in Area D stated that the skills levels of their existing workforce constrained their business to some extent, compared to 15% in Sussex.²⁹

The unemployment rate in Area D is higher than the proportions in Sussex and nationally, however, Area D has a higher rate of economic activity than nationally, but is below the Sussex average. Average earnings are on par with Sussex and the United Kingdom, however Area D residents earn more than people who work in Area D³⁰. There is a level of out-commuting, a net of 5,000 more people commute out of area D to work than commute in.

Qualifications profile:

There is a division in the qualifications profile of the area with a high proportion having high level qualifications (level 4 and above) and a high proportion with low qualifications (below level 2). There are benefits in a highly qualified population but this can mask significant underachievement in some parts of the city.

²⁶ Step Ahead Research Ltd; Sussex people Development Advisor Service market Information, Final Quarter Report 2004/2005

²⁷ Economic Development Unit, Brighton and Hove city Council: Construction Skills Training Provision and Gap Analysis, Brighton & Hove and Sussex, July 2005.

²⁸ Learning and Skills Council Sussex, Action for Business Skills; 'Constructing Futures Tackles Brighton Construction Skills Shortage', February 2005

²⁹ Sussex Annual Business Survey, 2004

³⁰ Step Ahead Research Ltd; Sussex Labour Market and Socio Economic Review 2005; Average weekly residence based earnings for Area D in 2004 were £508.90. Average weekly workplace earnings for Area D in 2004 were £469.50.

The proportion of people living in Area D with qualifications at Level 4/5 (28.4%) is much higher than the Sussex or England averages as is the proportion of 16-74 year old residents with Level 3 qualifications (12.4%). Some wards in the area have over 40% of the working age population qualified at level 4 or 5; Brunswick and Adelaide, Preston Park, Regency and St Peter's & North Laine. Although some of these wards include pockets of low level educational attainment and Brunswick and Adelaide is a recognised Neighbourhood Renewal Fund area.

However, nearly 36% of 16-74 year old residents in Area D are qualified below Level 2 and 22.2% have no qualifications, although this is lower than the Sussex and England averages. Wards with the highest proportion of the working age population with no qualifications are East Brighton, Hangleton and Knoll, Moulsecoomb and Bevendean, Portslade North and South and Woodingdean.

For the area as a whole a high proportion of the 25-34 age group are qualified to level 4 or 5 (41.2%) while a high proportion of the 50-59 (49%) and 60-64 (60.5%) age groups are qualified below level 2.

Priorities for learning and skills for employment

Key priorities and objectives in the sub-regional economic strategy include: The “need to support initiatives that promote employment and skills training to people outside the labour market. Those in employment also need to continually upgrade their skills if they are to maintain employability” and if the areas’ businesses are to remain competitive: To strengthen the economy by improving the links between the city’s universities and local businesses: To improve the city’s transport – improving access to and from and within the city. All of which have obvious implications for the post-16 learning and skills sector and the strategic area review.

We need to work together to:

Increase collaborative working by training providers in the area in order to share good practice and improve access to apprenticeships and framework success rates.

Develop a collaborative infrastructure around employer engagement, building on current projects supporting employers in recruiting more apprenticeships and ensuring that employers contribute directly to the pattern of training provision in the area.

Focus on the development of opportunities for apprenticeships in areas identified as priority, ensuring an offer in the area that reflects the skills needs of the local economy and supports the areas’ key sectors.

Build on the success of the Increased Flexibility programme and Young Apprenticeships by providing pathways available to pre-16 learners and increasing progression into apprenticeships.

Develop the progression routes that exist through apprenticeships into employment and foundation degrees, continuing the work of the Lifelong Learning Network.

Support the development of additional vocational skills provision in order to improve access for learners in the east and to the west of the area.

Continue to build upon the work already undertaken through the Economic and Learning partnerships and the Centres of Vocational Excellence in the area in order to improve the responsiveness of local provision to meet the needs of employers and build the Action for Business Colleges Network.

Ensure that the pattern of Learning and Skills Council Sussex funded provision is aligned with the vocational needs of employers in the area and that progression routes to higher levels of learning are clearly identified.

Work with Universities and other agencies to raise awareness of the opportunities and support for school leavers to become the next generation of entrepreneurs in the city.

Benefits for the local economy

- Local employers having an increased stake in the planning and development of local vocational training and learning, ensuring that the offer in the city reflects the skills needs of the local economy

- Increased access, participation and success in a broad range of apprenticeships and high quality vocational learning, focussed on equipping young people and adults with the skills and qualifications required for the local employment market
- Building the skills that develop the future and existing workforce in the area, equipping them to contribute to economic and social well being in the city and to raise personal aspirations and incomes

What has been happening during the Review?

The Equal project has funded a post that will, amongst other things, co-ordinate the employer engagement group of the Brighton and Hove Learning Partnership.

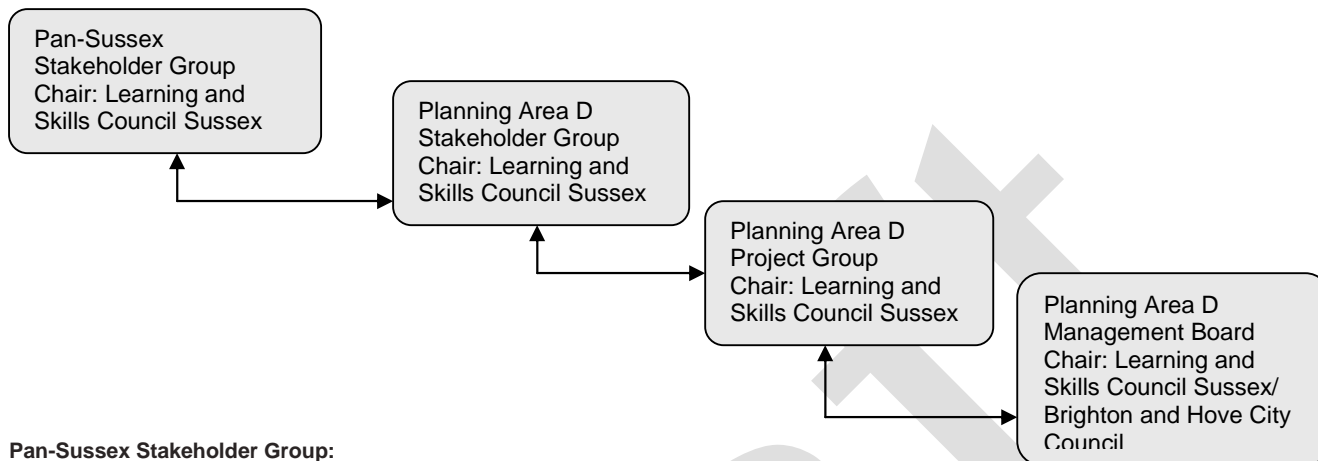
The Sussex Council of Training Providers (SCTP Ltd) and Brighton and Hove Learning Partnership's Employer Resource Project will produce a web-based resource for employers that will inform and guide them through the process of becoming involved in vocational training and education for young people in Brighton and Hove.

The Sussex Council of Training Provider's 'Clearing House' system for apprenticeship applications will ensure a consistent application process for all learners wishing to enrol on an apprenticeship and strengthen and rationalise the links between young people, vocational opportunities, providers and employers, therefore strengthening the sector's engagement with the area's employers.

The city council is leading the development of a Local Enterprise Growth Initiative (LEGI) bid to the government seeking substantial funding to support a range of innovative employment and enterprise development projects in the city's Neighbourhood Renewal Areas. The bid will be submitted in December 2005 with further funding rounds available in October 2006.

Further information about the Strategic Area Review process

Management structure for the Strategic Area Review in Brighton and Hove



Pan-Sussex Stakeholder Group:

Action in Rural Sussex
 Connexions Sussex
 East Sussex County Council
 FSB West Sussex & Surrey
 Open University
 Raglan Housing Association
 SERTUC Learning Services
 UFI Learn Direct
 University of Sussex

Churches Together in Sussex
 Defra
 FE Sussex
 Holy Trinity School
 OfSTED
 SCTP Ltd
 Sussex Enterprise
 University of Brighton

CIPD
 Diocese of Arundel and Brighton
 FSB East Sussex
 Jobcentre Plus
 Probation Service, Worthing
 SEEDA
 The Enterprise Centre
 University College, Chichester

Stakeholder Group:

Action in Rural Sussex
 Blatchington Mill School
 Brighton Jobcentre Plus
 City College Brighton and Hove
 Diocese of Arundel and Brighton
 Downs Park School
 East Sussex Economic Partnership
 Friends Centre for Adult Education
 Hillside School
 Jace Training
 Northbrook College
 Patcham House School
 Protocol Skills Ltd
 SIGTA Training
 Sussex Downs College
 Sussex Training Group (Worthing)
 Touchstone Group
 Uplands School
 VT Plus Training Ltd

BHASVIC
 Brighton & Hove Chamber of Commerce
 Cardinal Newman Catholic School
 Community Base
 Diocese of Chichester Board of Education
 Downs View Special School
 Employee Development Forum
 Greater Brighton Construction Training
 Heathercroft Services
 Longhill High School
 NVQs.com
 Plumpton College
 Rewards
 Sussex Careers Ltd
 Sussex Enterprise
 The Alternative Centre for Education
 University of Brighton
 Vardean College
 Working Links

BHTA Ltd
 Brighton and Hove City Council
 Chichester College
 Crawley College
 Dorothy Stringer High School
 East Sussex County Council
 Falmer High School
 Hove Park School and Sixth Form Centre
 Hotel and Catering Training Services
 NACRO Sussex
 Patcham High School
 Portslade Community College
 SCTP Ltd
 Sussex Connexions
 Sussex Probation Service
 The Wellspring Group
 University of Sussex
 Vardean School
 YMCA Training

Project Group members:

Ailish O'Flanagan, Sussex Careers; Angela Kiel, B&H City Council; Anne Fielding Smith, BHASVIC; Chris Minter, B&H City Council; Dan Shelley, B&H City Council; David Jackson, LSCS; Hazel Haywood, LSCS; Jenny Mullett, B&H City Council; John Evans, City College Brighton; John Harrison, LSCS; Katharine Knight, LSCS; Linda Ellis, B&H City Council; Maria Bailey, BHASVIC; Michael Brett, Falmer High School; Penny Allen, LSCS; Pete Sanders, Portslade Community College; Poppy Carter Mills, SCTP; Simon Hinks, Vardean College

Strategic Area Review Management Board for Area D:

Alan Jenkins, Vardean College; Ann Smith, City College Brighton; Chris Thomson, BHASVIC; David Hawker, B&H City Council; Geoff Ellis, Longhill School; Hazel Haywood, LSCS; John Harrison, LSCS; Michael Nix, LSCS; Mike Blythman, Jobcentre Plus; Neil Hunter, Blatchington Mill School; Penny Allen, LSCS; Scott Marshall, B&H City Council; Sue Dare, LSCS; Tom Hayes, Connexions Sussex

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Summary of the Strategic Area Review process

The Strategic Area Reviews of post 16 provision were established to provide a fundamental examination of:

- Learning provision in an area
- The current and future needs of students, employers and communities
- The quality, success and effectiveness of provision
- The volume and type of provision to meet strategic local targets

The Strategic Area Review objectives are to:

- Ensure that the mix of provision meets the needs of students and communities whilst enhancing quality and improving choice
- Create a more responsive infrastructure that directly engages employers
- Strengthen links with 14-19 phase, with distinct 16-19 provision
- Strengthen links with higher education and achieve better pathways

The Review includes all Learning and Skills Council funded (16-19 and 19+ other than higher education) in:

- Schools
- Colleges
- Former external institutions
- Higher education offering further education
- Adult community and voluntary learning
- Work based learning
- Learndirect
- Specialist colleges

The Strategic Area Review stages are:

1. Local preparatory planning
2. Information gathering and analysis
3. Developing and appraising strategic options
4. Appropriate local consultation
5. Publishing outcomes
6. Implementing outcomes
7. Evaluating the process and outcomes

For further information about the Strategic Area Reviews please refer to:

www.lsc.gov.uk/National/Documents/Series/Circulars/Circularspublished2003.htm

Data and sources for the Strategic Area Review in Area D

Demographic and socio-economic background

Population breakdown	Census 2001 (Feb 04 update)
Local population projections for Brighton and Hove	Brighton and Hove City Council (B&HCC)
Wards in the top 10% most deprived in England (Education and Skills etc)	Indices of Multiple Deprivation 2004
Minority ethnic clusters	RCU report
Lone parent clusters	RCU report
Brighton and Hove Local Area Agreement	B&HCC
Neighbourhood Action Plans (X9)	B&HCC (Neighbourhood Renewal Co-ordinator)

Young People

Demographic and population data

Year 11 population projection	PLASC January 2004 East Sussex LEA
Free school meals	B&HCC 2002, 2003, 2004
Education Maintenance Allowance data	B&HCC
Children Looked After Data	B&HCC

Participation, Supply and Demand data

Participation in schools	Learning + Skills Council Sussex (LSCS): September Count 2002, 2003, 2004
3-year trend of young people in LSC-funded learning by provider type	LSCS: September Count 2002, 2003, 2004 and Individual Student Records (ILR) 19, 22 and FO5
Areas Of Learning studied by full time young people in FE	LSCS: Individual Student Records (ILR) FO1 04/05
Area Of Learning studies by young people in Work-Based learning/ Modern Apprenticeships	LCSC: Individual Learner Records (ILR) FO1 04/05
Apprenticeships applied for in Sussex	Sussex Council of Training Providers Ltd (SCTP Ltd) website http://www.training-in-sussex.com/
Travel-to-learn trends and postcode analysis for FE colleges and external institutions	LSCS: ILR16, 19, 22 and FO5
Young people's participation by level	LSCS: ILR 22, FO5
Young people's full-time travel-to-learn patterns	LSCS: ILR 22, FO5
Level and Area Of Learning, Young people learning inside the area and leaving to learn	LSCS: ILR FO5
Qualification level within each programme area	LSCS: ILR FO5
Year 11 school leaver destinations	Connexions Sussex
Detailed destinations/ NEETs data	Connexions Sussex
Curriculum Mapping Database	B&HCC
HOST Report on learner engagement in B&H	LSCS
KPMG: Brighton and Hove Report on 16-19 Planning, 18 March 2002	LSCS
KPMG: Brighton and Hove Post-16 Capacity and Place Planning Review, 20 January 2003	LSCS
Progression Routes paper and research	Brighton & Hove Learning Partnership

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Quality/ Performance data

GSCE performance tables for secondary schools	Department for Education and Skills 2001, 2002, 2003, 2004
Value added for schools KS 2-3 and 3-4	B&HCC
School & College GCE/VCE A level, AS results	Department for Education and Skills Performance tables 2000-2004
School & College Post-16 Value Added (ALIS)	ALIS – Individual providers/ B&HCC
Apprenticeship achievement	LSCS: ILR FO5
Retention, achievement and success rates of young people by GNVQ level	LSC National Office institution level benchmarking data 02/03 + LSC PPQI
OfSTED inspection findings & grades (most recent) Including 14-19 Area Inspection Report	OfSTED inspections reports
Ben Johnson Hill Associates Value for Money Project	LSCS

Data sources covering participation, supply, demand and quality

Sussex Learning and Skills Review – Brighton and Hove Area (May 2005)	LSCS
14-19 Area Inspection Action Plan	LSCS/ B&HCC/ Connexions
14-19 Strategy Implementation Group Outcomes	LSCS
Brighton and Hove 14-19 Strategy	LSCS/ B&HCC/ Connexions
Brighton and Hove Children’s Trust Pilot	B&HCC/ Connexions
B&HCC “Citystats” website	B&HCC http://www.citystats.org/

Adults

Participation, Supply and Demand data

Wards with low basic skills (literacy and numeracy)	Basic Skills Agency data
3-year trend of adults in LSC-funded learning by provider type	LSCS; ILR 19, 22 and FO5
AOL studied by full time adults	LSCS; ILR FO5
Full time adult participation by level	LSCS; ILR FO5
AOL studied by part time adults	LSCS; LR FO5
Part time adult participation by level	LSCS; ILR FO5
Part time adult travel-to-learn patterns and postcode analysis	LSCS; ILR FO5
19 to 24 year old qualification type within each area of learning	LSCS; ILR FO5
Highest qualification profile by level	Census 2001 (Feb 04 update)
Skills gaps in the workforce in Sussex	Annual Business Survey 2004
Skills shortages in the Sussex workforce	Annual Business Survey 2004
Numeracy and Literacy Training reports	LSCS
Employers Research	LSCS
E2E participation data	LSCS
Rank of income domain versus highest qualification level	LSCS

MORI Survey for Adult Learners in B&H	LSCS
ACL Learner Survey	B&HCC
Progression Routes paper and research	Brighton & Hove Learning Partnership

Quality/ Performance data

19 to 24 year old apprenticeship achievement	LSCS: ILR FO5
Retention, achievement and success rates of adults by level	LSC National Office institution level benchmarking data & PPQI
E2E Achievement Data	LSCS

Data sources covering participation, supply, demand and quality

Sussex Learning and Skills Review – Brighton and Hove Area (May 2005)	LSCS
B&HCC "Citystats" website	B&HCC http://www.citystats.org/

Employment

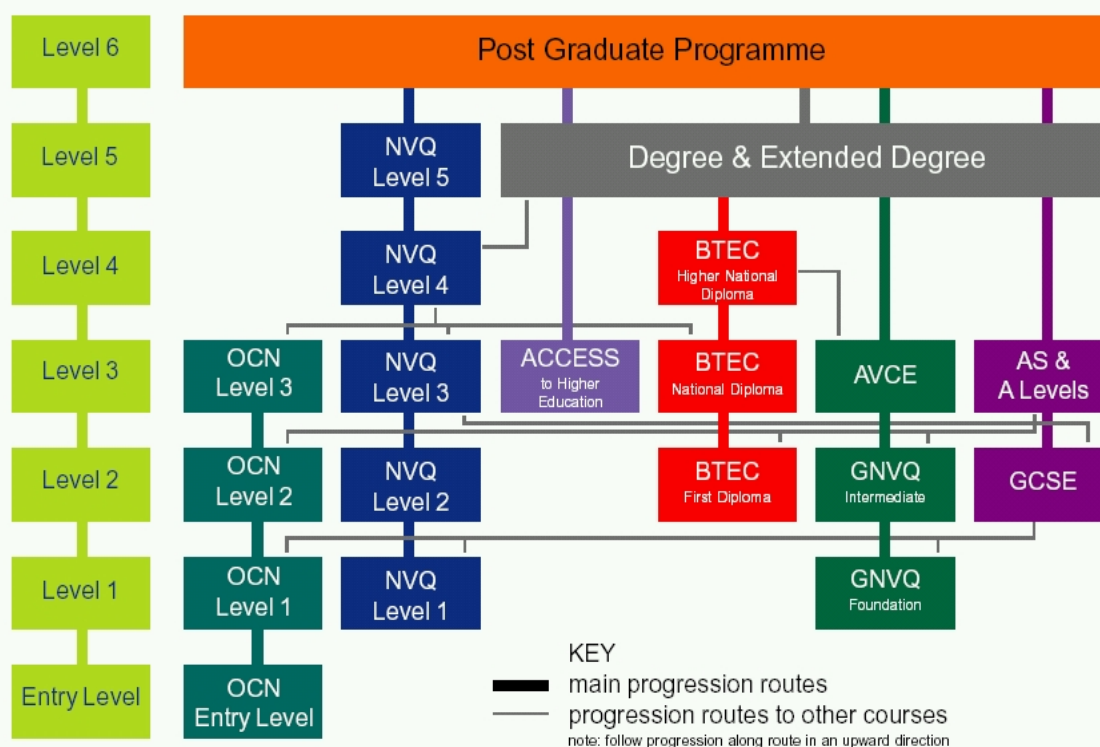
Sector structure of local businesses (no. and proportion)	Annual Business Inquiry 2003
Proportion of businesses by employee size band	Annual Business Inquiry 2003
Business start-up rate	NOMIS, ONS
Sector structure of employees (no. and proportion)	Annual Business Inquiry 2003
Sector structure of employees (gender and mode)	Census 2001
Proportion of employment by size band	Annual Business Inquiry 2003
Unemployment – JSA Claimant Count	ONS via NOMIS May 2005
Labour market inclusion	Labour Force Survey 2001, NOMIS
Age structure of employment in Sussex by residence based sector	Census 2001
Average earnings by occupation, Sussex 2003	New Earnings Survey, 2003, gross weekly pay of full time workers
Employment status, residence based	Census 2001 (Feb 04 update)
Sussex Learning and Skills Review – Brighton and Hove Area (May 2005)	LSCS
East Brighton EB4U project data	LSCS
Brighton & Hove and Adur Area Investment Framework: <ul style="list-style-type: none"> • Main Report (December 2003) • Executive Summary & Action Plan (December 2003) • AIF Socio-Economic Baseline Analysis (November 2003) • AIF Investment Analysis Report (November 2003) • AIF Investment Analysis Executive Summary (November 2003) 	B&HCC http://www.brighton-hove.gov.uk/
SEEDA SE Regional Economic Strategy 2002-2012	SEEDA http://www.seeda.co.uk/res/
The Business Forum in Brighton and Hove website: "Brighton Business" – Workforce Development projects information	Brighton Business http://www.brightonbusiness.co.uk/
B&HCC Economic Partnership Website	B&HCC

<ul style="list-style-type: none"> ▪ Brighton & Hove Economic Strategy “Building on Success” (December 2002 – to be updated September 2005) ▪ New Economic Partnership Review Document (to be updated September 2005) 	http://www.brighton-hove.gov.uk/
<p>B&HCC Economic Intelligence Website</p> <ul style="list-style-type: none"> ▪ Setting The Scene 2004-2005 ▪ Household Incomes in Brighton and Hove ▪ + other reports 	<p>B&HCC</p> <p>http://www.brighton-hove.gov.uk/</p>
<p>B&HCC “Citystats” website</p>	<p>B&HCC http://www.citystats.org/</p>

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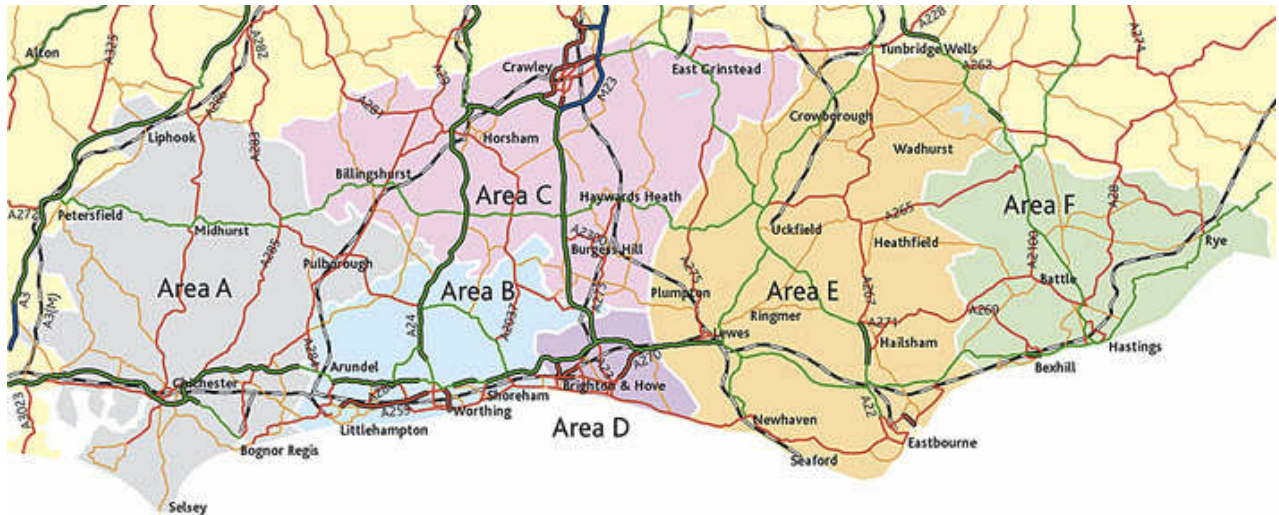
Qualifications Structure

To help you to understand the courses on offer at the different levels, the following is a guide to the qualifications structure.



Brief guide to qualification levels

Framework level	Level indicators
Pre entry	The ability to read, write and speak in English / Welsh and to use mathematics at a level necessary to function and progress at work and in society in general. (Basic Skills Agency)
Entry	Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.
Level 1	Learning at this level is about activities that mostly relate to everyday situations and may be linked to job competence. (e.g. NVQ 1; Certificate in Plastering; GCSEs Grades D – G)
Level 2	Learning at this level involves building knowledge and/or skills in relation to an area of work or a subject area and is appropriate for many job roles. (e.g. NVQ 2; Diploma in Health and Social Care, GCSEs Grades A* - C)
Level 3	Learning at this level involves obtaining detailed knowledge and skills. It is appropriate for people wishing to go to university, people working independently, or in some areas supervising and training others in their field of work. (e.g. NVQ3; A' levels)
Level 4	Level 4 qualifications recognise specialist learning and involve detailed analysis of a high level of information and knowledge in an area of work or study. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others. Level 4 qualifications are at a level equivalent to Certificates of Higher Education. (Adapted from the Qualifications and Curriculum Authority (QCA) – 2004)



The Learning and Skills Council Sussex planning areas

- Area A – Chichester and West Arun
- Area B – Adur, East Arun and Worthing
- Area C – Crawley, Horsham and Mid-Sussex
- Area D – Brighton and Hove**
- Area E – Eastbourne, Lewes and Wealden
- Area F – Hastings and Rother

In addition to the reviews for each of the planning areas shown above, there will be a Pan Sussex Review looking at provision for Learners with Learning Difficulties and/or Disabilities.

For further information please contact:

Learning + Skills Council Sussex
Prince's House
53 Queen's Road
Brighton
BN1 3XB

Tel: 01273 783555
Fax: 01273 783507

Email: sussex@lsc.gov.uk
Web Address: www.lsc.gov.uk/sussex

For more detailed guidance on the StARs process please see the LSC document 'Circular 03/06 Strategic Area Reviews – Arrangements and Guidance for Strategic Area Reviews' published in March 2003.
<http://www.lsc.gov.uk/National/Documents/Series/Circulars/Circularspublished2003.htm>