**Learning and Skills Council, Bournemouth, Dorset and Poole**

An outline of the

# Strategic Plan 2002 – 2005

for consultation

## Draft Summary

**November 2001**



## CONTENTS

Foreword

1. Introduction page 5
2. The National Context page 10
3. The Local Context page 11
4. Local Objectives and Action Priorities page 21
5. Supporting Strategies page 30
6. Funding the Plan page 39
7. Appendices page 41

**CHAIRMAN’S FOREWORD**

The Learning and Skills Council for Bournemouth Dorset and Poole is charged with a mission that will have a significant and far-reaching impact on the sub-region.

Established in April 2001 as one of 47 local Learning and Skills Councils, we are solely responsible for the planning, funding and quality of all post-16 education and training up to university level, including the development of the workforce. We also have responsibility to match learning provision to the current and future skills needs of individual employers and the wider economy.

Our tasks include extending participation in learning, increasing the engagement of employers, raising the achievement of both young people and adults and improving the quality of provision.

This draft Strategic Plan sets out how we intend to achieve our tasks and how we will seek the support and active engagement of learners, key partners and employers. We intend to build our Strategic Plan around the key tasks set at national level but with a single-minded determination to keep our focus and priorities local. The reason for our existence is to make a difference and set a local agenda for action.

We do not underestimate the challenge. The UK lags behind its competitors in skills training and has one of the highest percentages of people with low levels of literacy and numeracy. That situation is mirrored in our sub-region which, paradoxically, has significant numbers of people with low levels of literacy and numeracy, but has also one of the highest percentages in the UK of people with qualifications at Level 4 and above. Too many of our young people leaving school at age 16 are not engaged in work-related training and education.

The Learning and Skills Council needs to bridge this gap. We need to fully understand the current and future learning and skills needs of individuals and employers and build a ladder of opportunity with equality of access for all learners.

We intend to make a difference. We cannot ignore the fact that changes in the global economy demand a higher level of skills in the workforce – a workforce that already has many people with no qualifications and low skills levels. Nor can we deny the reality that thousands of people are at risk of being marginalised from society and from employment because they are distanced and disengaged from learning.

The Learning and Skills Council has a statutory duty to promote learning. Our aim is not only to promote, but to effect real and transformational change to create a culture and demand for learning that drives and enables young people, adults and businesses to reach their full potential.

We have been given a unique opportunity. For the first time, the strategic planning of post16 education and training will embrace a wide range of organizations. It will also align with the strategies of our key partners and reflect the priorities of the South West Regional Development Agency. It will be a ‘bottom up’ as much as ‘top down’ strategy. Becoming a Co-financing Organisation for European funding further enables us to promote measures that complement our objectives.

It is our intention to tap into the immensely powerful commitment and energy we have already witnessed in schools, community learning centres, colleges, adult education centres and in businesses.

We cannot achieve ambitious goals without the support of our partners. At this early stage it is vital that you feed back your views on this draft document. There is clearly more work to be done on defining our activities, prioritising our tasks and setting targets for the next three years. We welcome your input and comments on this first outline draft for consultation.

The final draft will be available at the end of December for further consultation in the New Year.

Graham Yates

Chair

Learning and Skills Council

Bournemouth, Dorset and Poole

# 1. INTRODUCTION

## 1.1 Purpose of this Document

The purpose of this document is to provide for consultation an outline of the key objectives and priority actions for Bournemouth, Dorset and Poole Learning and Skills Council (LSC) for 2002–2005.

This outline draft of the Strategic Plan is being circulated to over 150 key stakeholders and will also be presented at meetings and consultation events in November reaching over 1000 individuals. Our draft Strategic Plan will be available by the end of December 2001 for further consultation. The final plan will be published in March 2002. Full details of our consultation process are set out in section 7.

In this document we have proposed objectives around the tasks set out by the Secretary of State’s remit letter. These objectives have been informed by an analysis of learning and skills needs and address specific local challenges. This is very much work in progress, designed to stimulate debate and encourage feedback.

## 1.2 Background

The LSC was launched in April 2001 as a national organisation with 47 local arms. It has taken over the roles of the former Training and Enterprise Councils and the Further Education Funding Council.

The LSC remit was set by the Secretary of State for Education and Employment in November 2000. This is encapsulated within the following five key tasks:

* To raise participation and achievement by young people
* To increase demand for learning by adults and equalise opportunities through better access to learning
* To raise skills for national competitiveness
* To raise the quality of education and training delivery
* To improve effectiveness and efficiency

Bournemouth, Dorset and Poole LSC are committed to working with partners to embed collaborative planning processes and to provide a sound basis for local action. Underpinning all these tasks is a commitment to quality and to equality of opportunity. The responsibility for the planning, funding and quality of further education, work-based learning, workforce development and adult and community learning was placed in the hands of the LSC in April 2001. It will also be responsible for funding school sixth form provision from April 2002.

## 1.3 Principles of planning

In order for us to be effective we need to plan well and share the principles of our planning with partners. Our planning principles will ensure that we:

* Place learners at the centre of all we do
* Promote, without compromise, the philosophy and culture of equality of opportunity
* Provide a robust evidence base for our planning priorities and carry out a comprehensive analysis of learning and employer needs by types of learner, skill and employment sectors and by mode of delivery
* Forecast demand for learning and skills
* Disseminate all labour market intelligence and supply information to the providers of information, advice and guidance to young people and adults
* Map existing supply against demand and identify gaps and duplication in current provision for learners
* Agree a Workforce Development Strategy and a Learning Plan with our partners
* As a Co-financing Organisation, maximise the impact of our resources by linking our strategic objectives to ESF Objective 3 Priority Measures.

## 1.4 Planning framework

The local Strategic Plan will contribute towards national objectives, but will ensure that education and training provision fully meets local needs. It is complemented by several supporting strategies which are referred to in section 5 of this document. These will be developed in parallel with this Strategic Plan by March 2002.

Bournemouth, Dorset and Poole LSC is committed to the principle of continuous improvement and the delivery of best value for money. In all our operations we will pay proper regard to our statutory duties, including those for health and safety, equality and diversity and learners with learning difficulties and/or disabilities.

We will regularly review and evaluate the priorities and actions contained within this Strategic Plan. Rigorous systems for monitoring and evaluating the Plan and for assessing its impact on participation, skills and learning are being developed. Full details will be included in the final Plan.

## 1.6 Working in partnership

Bournemouth, Dorset and Poole LSC cannot achieve its objectives without the active involvement of a wide range of individuals and organisations.

We will work as a key member of the Bournemouth, Dorset and Poole Partnership (BDPP), the Strategic Partnership for our area, and the recognised sub-regional partnership of the South West of England Regional Development Agency (SWERDA). We share with BDPP the objective of helping to build a learning sub-region and a knowledge-based economy. We will promote the role of people development as a key element in achieving this objective.

We will also closely relate to BDPP’s sister body, the Bournemouth, Dorset and Poole Lifelong Learning Partnership (BDPLLP). Its relationship with Bournemouth, Dorset and Poole LSC will be to act as a ‘critical friend’ and to ensure that there are no gaps in provision and equally no unnecessary duplication.

Formal partnerships, however, are only part of the story. We very much want to promote the idea of Bournemouth, Dorset and Poole LSC as a ‘learning exchange’, where policy-makers and practitioners work together to tackle particular learning issues in innovative and flexible ways.

We do not want to be prescriptive about which individuals or organisations would be our partners, nor the actual issues to be addressed. Rather, we want to encourage a culture whereby like-minded organisations with shared issues come together to produce practical results over a limited time period.

We believe that this action-oriented, focused partnership approach offers exciting possibilities. It will complement the work of the established partnerships, without adding to ‘partnership overload’, which can be a debilitating feature of more formal structures.

Bournemouth, Dorset and Poole LSC is part of a rich network of organisations, all with their particular roles to play. Among our key partners will be:

* Local Authorities, particularly in regard to their schools and adult education and also community regeneration activities where learning is an integral feature of their strategies.
* Connexions, the new local agency which will have responsibility for preparing and advising young people to reach their full potential. Connexions will play a major role in ensuring that more young people stay in education or training to age 19, ensuring high-quality provision, and providing outreach information, advice, support and guidance for young people.
* Similarly, the Employment Service will be a key partner - notably the new Jobcentre Plus service (a merged employment and benefit service designed to assist unemployed adults to get back into work). We will connect with the Employment Service to align our strategies and co-ordinate our activities in adult learning.
* The South West of England Regional Development Agency(SWERDA) has a strategic, regional role, focusing on improving economic performance and tackling social and economic disadvantage. We will work with SWERDA in the context of a recently signed ‘Memorandum of Understanding’ between the RDAs and the LSC at national level, and the South West Framework for Employment and Skills Action. We support SWERDA’s proposed Corporate Plan priorities for skills and learning and look forward to working with the Agency to put them into practice. We want in particular to continue and develop our highly successful partnership (in association with the European Social Fund) to promote workforce development initiatives in key sectors of the local economy.
* Effective Education Business Links are critical for our strategy and this activity is contracted through a consortium called Links4Learning**.** The target groups are children from 5 to 16 years old, employers and teachers in terms of their professional development. Their task is to raise the performance, achievement and employability of young people through partnerships with schools and colleges and effective links with business and the wider community.
* The voluntary and community sector is a valued partner. We believe that there is potential for this sector to contribute more effectively to our strategic objectives (e.g. our over 50s and community regeneration themes). We will encourage relevant organisations to devise local initiatives that meet our objectives.
* Bournemouth University is also a key partner. We will work closely with the University to improve progression routes for learners with vocational qualifications at level 3 and above. We will collaborate in helping the University to meet the Government’s target that 50% of people under 30 should experience Higher Education by 2010.
* Business Link Wessex (BLW), which under the aegis of the national Small Business Service, has the role of supporting and signposting our small businesses and promoting new enterprises. We already work closely with BLW on promoting the IIP standard to businesses in the sub-region and our collaboration will grow as learning becomes recognised as an increasingly important differentiator of business performance. Our work with BLW will address the need to improve productivity through the development of the workforce, from basic skills in the workplace through to management development.
* Still in the context of workforce development, our sectoral work will require the involvement and support of the new Sector Skills Development Agency and its constituent Sector Skills Councils. Having worked closely with their predecessor National Training Organisations, we intend to maintain and enhance this close collaboration with the new bodies when they begin their work in 2002.
* Finally, we will work closely with our contracted providers, including Further Education colleges, learndirect centres and private and voluntary bodies. Although classed as providers we also see our relationship with these organisations as valued partners. We will work with them to ensure that the needs of learners are put above all other considerations and that quality assurance systems are effective, supportive and developmental in nature.

# 2. THE NATIONAL CONTEXT

The National Council’s first three year Corporate Plan, published in March 2001, set out the mission and vision of the Learning and Skills Council.

“Our mission is to raise participation and attainment through

high quality education and training which puts the learner first.

Our vision is that, by 2010, young people and adults will have the knowledge and productive skills matching the best in the world.”

The table below shows the key national objectives and targets for the LSC. The baseline figures against these targets for our sub-region (column 4) will be defined in December 2001. We shall then set local targets.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key Objectives | Targets for 2004 | UK 2000 | Dorset 2001 | Local Target |
| 1. Extend participation in education, learning and training | 80% of 16-18 year olds in structured learning | 75% |  |  |
| Set baseline and targets for adults in next year’s plan |  |  |  |
| 2. Increase engagement of employers in workforce development | Develop measures of employers’ engagement in next year’s Corporate plan |  |  |  |
| 3. Raise achievement of young people | 85% at level 2 by age 19 | 75% |  |  |
| 55% at level 3 by age 19 | 51% |  |  |
|  | A target for age 21 has not been set. The LSC will continue to measure this and a target for 25 year olds | | |  |
| 4.Raise achievement of adults | Raise literacy and numeracy skills of 750,000 adults | Up to 7 million adults with literacy or numeracy difficulties | |  |
| % of adults at level 2; target to be set in next year’s plan |  | |  |
| 52% of adults at level 3 | 47% | |  |
| 5. Raise quality of education and training and user satisfaction | Set baselines and targets in next year’s plan |  | |  |

# 3. THE LOCAL CONTEXT

## 3.1 Learning and Skills Needs Assessment

The following summary of the local context is taken from the preliminary draft of the Learning and Skills Needs Assessment. The aim is to provide a review of the learning and skills needs of Bournemouth, Dorset and Poole, both now and in the future to provide a solid basis for the development of this our first strategic plan. The full Learning and Skills Needs Assessment will be available for consultation in January 2002. Summary and full versions will be available on the LSC website.

## 3. 2 The Dorset sub-region in context

### 3.2.1 Population

Nearly 700,000 people live in the sub-region, of whom 400,000 are of working age and of whom around 330,000 are economically active.[[1]](#footnote-1)

The Dorset area covers over 265,000 hectares of which 6.3% is urban. It has a population density of 2.6 persons per hectare. “New” Dorset that excludes Bournemouth and Poole, has a population density of 1.54 persons per hectare.[[2]](#footnote-2)

The sub-region has an older age profile than that of the UK. In 1999, approximately 37.1% of the working age population in the sub-region were between the age of 45 and retirement age, compared with 33.7% in the rest of the UK.[[3]](#footnote-3)

Almost all the population growth is expected to occur within the population of working age, however the number of people aged 25 to 34 is forecast to fall by 10.8% between 1999 and 2011. The most significant projected population growth in this period is forecast for the 16 to 24 age group (26% increase) and the 55 to retirement age group (20% increase).[[4]](#footnote-4)

In the future, net migration estimates suggest a tight fit between labour supply and demand. This may present problems for employers recruiting labour with a specific skills mix. Hence the challenge is to ensure that the quality of the skills of the local pool of labour meet the demands of the local economy.

### 3.2.2 The Dorset economy

The industrial structure of the sub-region essentially reflects that of the national economy. However at Unitary Authority level, differences become apparent both in terms of economic structure and contribution to competitiveness, broadly:

* Poole has a greater manufacturing significance (especially within Engineering) than the national average
* Bournemouth has more of a ‘service sector’ economy than the rest of the County with a greater reliance on tourism
* Dorset County has a disproportionate reliance on agriculture and less business services activity

The relative competitiveness of the conurbation is almost entirely down to ‘high-tech’ manufacturing which performed better in the sub-region than regionally or nationally. Growth in the educational sector has also been significant.

### 3.2.3 Forecast growth in the economy

The prognosis for the sub-region is that[[5]](#footnote-5):

* It will grow significantly, over the next decade, though not as fast as in the 90s when it emerged strongly from recession.
* Bournemouth and Poole will grow more strongly than Dorset County.
* In relative terms, the sub-region’s growth rate will be the same as that of the region but faster than that of the UK average.
* The 00s is forecast to be a decade when technology replaces jobs (in the sub-region as elsewhere in the UK) in manufacturing. On balance, total employment will continue to rise substantially, though, again, not at the rates seen in the 1990s.

## 3.3 Skills supply

### 3.3.1 Stock of qualifications in the sub-region

Figure 1 shows that the proportion of residents with no qualification/ less than NVQ level 1 increases steadily with age, and is pronounced within the 55 to retirement age group.

**Figure 1: Stock of qualifications held by residents in the sub-region in 2000**[[6]](#footnote-6)



### 3.3.2 Participation in education and training

The sub-region has the 5th highest participation rate out of 47 Learning and Skills Council areas in the country with 69.3% of 16 to 19 year olds participating in full-time education.**[[7]](#footnote-7)** However, locally, far fewer young people at age 16 undertake work-based learning (5.2%) compared with 8.4% in England and Wales. Furthermore a lower proportion of young people entering employment receive training by comparison with their counterparts across England and Wales **[[8]](#footnote-8)**

In Dorset, 59% of all economically active residents have taken part in either vocational or non-vocational learning, or both, in the last 12 months. This is slightly above that for the region as a whole. Full time employees are more likely to undertake training in the last twelve months (57%) than their part-time (47%), unemployed (37%) or self-employed (29%) counterparts.[[9]](#footnote-9)

### 3.3.3 Participation in work related training

50% of economically active adults in the sub-region took part in work-related training, education or study in the last 12 months, and this has remained fairly constant since 1996 and is slightly higher than the regional average.[[10]](#footnote-10)

As with qualification stocks, work related training by labour market sub-groups follows well-established patterns. Women, full-time employees, people working in higher and some intermediate occupations and workers employed in the public service and business and financial service sectors are most likely to train.

### 3.3.4 Barriers to participating in education and training

Broadly, the barriers to participation are on the ‘demand’ side, individuals and employers failing to give sufficient value to the skills development process, rather than supply-side failures of provision (cited by 5%). [[11]](#footnote-11)

The main reasons for employers not training their staff were that they were, ‘too busy to train’, ‘could not afford the training costs’, and that ‘staff don’t need training’.[[12]](#footnote-12) Time and costs are also significant constraints for individuals.[[13]](#footnote-13) Almost a third of economically active residents (32%) do not feel that anything prevents them from training. This mirrors the findings of national research.[[14]](#footnote-14)

### 3.3.5 Retention and achievement in education and training

Table 1 shows that the general education output (in terms of NVQ level 2 equivalent achievement) for each LEA compared to the national average.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **% of GCSE/GNVQ achievement of 15 year old pupils in all maintained schools (5 + GCSEs (A-C) or equivalent)** | **1997** | **1998** | **1999** | **2000** | **Percentage change (1997-00)** |
| Bournemouth LEA | 47.6 | 49.2 | 48.8 | 48.1 | +1.0 |
| Poole LEA | 50.7 | 53.2 | 55.9 | 59.5 | +17.4 |
| Dorset LEA | 49.8 | 50.0 | 53.5 | 54.6 | +9.6 |
| England | 45.1 | 46.3 | 47.9 | 49.2 | +9.1 |

**Table 1: GCSE/GNVQ intermediate achievement 1999/2000[[15]](#footnote-15)**

At the A/AS level stage (equivalent to NVQ level 3) Bournemouth outperforms both Dorset and Poole and the national average. However, this is partly due to the weighting given to vocational achievement, and the location of grammar and outperforming independent schools in the Bournemouth area. The main point is that conurbation statistics show some advantage on national ones and that Poole is notable for its better than average improvement:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Average point score for 2 or more GCE A/AS** | **1997** | **1998** | **1999** | **2000** | **Percentage point change (1997-00)** |
| Bournemouth LEA | 20.6 | 20.8 | 21.8 | 21.3 | +0.7 |
| Poole LEA | 15.2 | 17.7 | 17.4 | 18.6 | +3.4 |
| Dorset LEA | 17.3 | 17.5 | 18.2 | 17.9 | +0.6 |
| England | 17.3 | 17.8 | 18.2 | 18.5 | +1.2 |

**Table 2: Average A-levels point score in Dorset, the South West and England**[[16]](#footnote-16)

An analysis of the retention data[[17]](#footnote-17) for work-based training in the sub-region reveals that:

* 42% of leavers that undertook all levels of NVQ training in 2000/2001 did not achieve their intended outcome. Equivalent to 127 drop-outs out of a cohort of 303.
* 64% of leavers that undertook the Foundation Modern Apprenticeship in 2000/2001 did not achieve their intended outcome. Equivalent to 825 drop ­outs out of a cohort of 1527.
* 54% of leavers that undertook Advanced Modern Apprenticeships did not achieve their intended outcome. Equivalent to 395 drop outs out of a cohort of 616.

### 3.3.6 Literacy and numeracy skills

Poor literacy and numeracy skills within the adult population is a major issue both at a national and a local level. The literacy and numeracy needs at Local Authority level are illustrated in table 3.

|  |  |  |
| --- | --- | --- |
| **Local Authority** | **Proportion with poor Literacy %** | **Proportion with poor numeracy %** |
| Bournemouth | 23.8 | 22.4 |
| Christchurch | 28.6 | 24.8 |
| East Dorset | 23.3 | 19.4 |
| North Dorset | 24.6 | 22.1 |
| Poole | 23.6 | 22.4 |
| Purbeck | 25.0 | 22.7 |
| West Dorset | 27.0 | 23.0 |
| Weymouth and Portland | 23.5 | 23.6 |
| *England & Wales* | *24.0* | *24.0* |

**Table 3: estimated percentage of adults with a Basic Skills Need[[18]](#footnote-18)**

## 3.4 Skills demand

Key issues in relation to skills in the sub-region are[[19]](#footnote-19):

* The relative shortage of individuals holding vocational, rather than general qualifications. This will become an increasing problem as average levels of vocational skills requirements continue to increase;
* Increasing drop out rates and lower achievement rates at level 3;
* Some employers, particularly SMEs remain to be convinced of the value of NVQs to their business; and
* Employers report a growing shortage of appropriately qualified individuals to work in the engineering and other skilled craft and technical occupations, to meet organic growth in demand and replacement demand as older workers retire.

### 3.4.1 Skills shortages

Skilled labour shortages were identified by employers in the sub-region as the 4th most significant factor constraining business growth.[[20]](#footnote-20)

Just under one-fifth (18%) of all Dorset employers currently have vacancies (nationally, the figure is 14%[[21]](#footnote-21)).

Manufacturing firms are more likely than average to have current vacancies; public services, hotels and restaurants, distribution, business and financial services account for three-quarters of vacancies.

### 3.4.2 Skills gaps

Skills gaps are described as existing where employers do not have the adequate skills to meet business objectives. Just under one-fifth (18%) of all Dorset employers have internal skills gaps compared to the UK average of just 7%.[[22]](#footnote-22) They are particularly apparent in large employers and manufacturing companies and significantly intermediate skills in the ‘craft’ and ‘technical’ occupational areas[[23]](#footnote-23).

Further research[[24]](#footnote-24) suggests that skill gaps appear to be most prevalent in relation to basic IT skills (cited by 29% of employees) and intermediate level skills in the use of office software, such as word processing and spreadsheets While recruitment difficulties occur across all skill types, there appears to be a particular and growing problem for some organisations in recruiting people with high level and/or specialist skills.

Table 4. shows the skills gaps identified by employers in the sub-region where skills gaps exist.

**Table 4: Major skills gaps in the Dorset Sub-region[[25]](#footnote-25)**



Where skills gaps were identified by employers in the sub-region, these are particularly prevalent in the manufacturing sector (29%), transport and related industries sector (25%), other services sectors (24%), banking and finance sector (22%) and the public sector (21%).

### 3.4.3 Forecast skills needs by sector

Employment growth in the next decade will mainly be in service industries with the greatest proportional gain being in professional services.

Employment levels will decline in all production sectors except construction with the most severe relative losses locally being in agriculture and utilities.[[26]](#footnote-26)

In numerical terms, forecast major job gains are more strongly weighted to service sectors than was the case in the 1990s as illustrated in Table 5 below:

|  |  |
| --- | --- |
| **Job gains** | **Job losses** |
| Construction +7,170  Computing services +6,880  Health & Social care +6,300  Retailing +5,220  Other business services \* +5,100  Misc. services +4,810  Education +3,130 | Agriculture -3,240  Metal goods -1,000  Public administration - 730  Instruments - 680  Aerospace - 620  Food and drink - 510  Rubber and plastics - 500 |

**Table 5: Major sectoral changes in the sub-region between 1998 and 2010** **22**

### 3.5 Quality of learning and skills provision

### 3.5.1 Further Education College inspections

The most recent initial inspections conducted on all four Further Education Colleges highlighted that 45% of all cross college inspection areas were graded 2 or above compared with 72% nationally (based on 97/98 benchmark). These generic areas include, ‘support for students’, ‘resources’, ‘quality assurance’, ‘governance’ and ‘management’. None of the colleges were awarded an above average grade for ‘Quality Assurance’.[[27]](#footnote-27)

Similarly, 55% of the initial inspection grades for specific curriculum areas were grade 2 or above compared with 69% nationally.

The Arts Institute at Bournemouth received a grade 1 for the curriculum area of ‘photography’ and has recently been recognised as a Centre of Vocational Excellence (CoVE) by the Learning and Skills Council.

### 3.5.2 Work-based training inspections

Work based training providers in the sub-region generally perform better than their peer group in England and Wales across all of the generic inspection areas (with the exception of Quality Assurance). This is in terms of both higher percentage of above satisfactory grades (i.e. grade 2 or above) and lower percentage of less than satisfactory grades awarded at initial inspection (i.e. grade 4 or below).[[28]](#footnote-28)

An analysis of the initial inspection grades awarded reveals that:

* One training provider (6%) within the sub-region was awarded an above ‘satisfactory’ grade (grade 2) in the generic area of Quality Assurance compared with 14% in England and Wales.
* 31% of inspected training providers have been awarded an above ‘satisfactory’ grade for the generic area of ‘Equal Opportunities’ compared with 26% in England and Wales.
* However a more encouraging 69% of inspected training providers were awarded an above ‘satisfactory’ grade for the generic area of ‘Trainee Support’ compared with 42% in England and Wales; and
* 44% of inspected training providers were awarded an above ‘satisfactory’ grade for the generic area of ‘Management of Training’ compared with 25% in England and Wales.

###### **3.6 Gaps in intelligence**

In developing the Learning and Skills Needs Assessment, a number of data and information gaps have been identified which will inform our research strategy. We will work with our partners to develop and build upon our understanding of the issues.

### 3.7 Key messages

The sub-region has shown comparatively strong performance against the national learning targets, however there are key challenges to be addressed to achieve our objectives. The key messages from the learning and skills needs assessment and preliminary consultation are as follows:

* The sub-region has a population profile which is older than the national average. The 55 to retirement age group is expected to increase significantly between 1999 and 2010. Furthermore the forecast increase in the population of 16 to 24 year olds has implications for the provision of post-16 education for this age group.
* The sparsity of learning and skills provision in the rural hinterland limits the choices of young people undertaking post-16 learning.
* There is a clear link between education, skills and training deprivation and others forms of deprivation, reinforcing the need to work in partnership to understand and address the root causes of social exclusion brought about by deprivation.
* The importance of adequate literacy and numeracy Skills for both a competitive workforce and as a precursor to achievement of qualifications is clear. The shortage of these skills within the sub-region is a significant issue to be addressed.
* There is a need to tackle pockets of underperformance in schools and colleges in the area to drive up achievement against the level 2 and 3 targets.
* In addressing the barriers to participation it is clearly easier to address the structural barriers, however most barriers are attitudinal or physical /material in nature. Hence it might be concluded that addressing these will contribute more to increasing participation.
* Attention should be paid to the sub-region’s comparatively low participation, and high drop out rates in work-based learning for young people.
* We need to proactively respond to the need to upskill the workforce. It is essential that all sections of the workforce are encouraged to train and take responsibility for their workforce development to bridge the current and forecast skills shortages and skills gaps in key sectors in the sub-region. Of concern is the small proportion of young people engaged in training at work.
* Much of the learning undertaken by adults is not accredited but still of value to industry. The current targets do not acknowledge the added value that this learning contributes to the economy.
* Using inspection grades as a proxy for the quality of provision, within the sub-region providers are performing slightly better than the national average. However there is significant scope for improvement given the proportion of grades classified as satisfactory.
* Although labour supply and demand in the sub region is projected to balance in terms of the numbers of people in the workforce, there is unlikely to be a match in terms of skills.

4. LOCAL OBJECTIVES AND ACTION PRIORITIES

We propose ten local action priorities in our Strategic Plan:

1. Support adults in the workplace currently not possessing a level 2 (or equivalent) qualification by providing an entitlement to learning.
2. Engage those over 50 in learning that effectively contributes to local, social, economic and education priorities.
3. Work with providers to reduce drop-out on programmes.
4. Work with providers to improve quality of delivery and support in education and training:

Ensure 3 FE colleges have CoVE status in at least 1 vocational area

Develop the skills and qualifications of provider staff through Continuous Professional Development

Ensure that providers subject to inspection improve on previous best.

1. Address the barriers to learning opportunities caused by rural isolation.
2. Improve access to learning opportunities through ICT infrastructures and upskilling individuals to meet ICT skills gaps identified by employers.
3. Work with partner organisations (Connexions and Connect to Learn) to improve the quality and availability of Information Advice and Guidance.
4. Provide innovative ways of engaging learners (with a specific focus on engaging traditional non-learners, individuals and groups with low skill levels).
5. Improve the literacy and numeracy skills of young people and adults who lack basic skills.
6. Work closely with strategic partners to widen participation in Higher Education.

Our full list of local objectives, mapped against the national LSC Key Objectives is listed below:

## 4.1 National Key Objective 1 - Extend participation in education, learning and training

**Local objectives**

* Increase the number of young people participating in structured education, learning and training
* Engage those over 50 in learning that contributes effectively to local, social, economic and education priorities
* Support innovative ways of engaging learners, particularly traditional non-learners
* Address the barriers to learning opportunities caused by rural isolation.
* Tackle social exclusion by reducing barriers to learning, particularly for those with learning differences, difficulties and/or disabilities.
* Improve access to learning through quality information and communication technology (ICT) infrastructures
* Work closely with strategic partners to promote alternative progression routes to Higher Education and so widen participation.
* Support partners in providing all learners with clear information, advice and guidance on alternative learning routes.
* Promote economic and social equality through learning opportunities.

# Commentary

We will encourage learning in non-traditional settings, neighbourhood centres, learning centres, distance and open learning as well as e-learning opportunities.

The promotion of learning in the workplace, family and community will be an essential element of this.

We will develop innovative campaigns to attract new learners, particularly those who have not engaged in any formal learning in the previous three years.

In the workplace, we will support the active participation of ‘learning champions’ such as the Trade Unions Learning Representatives. Where the Trade Unions are not represented, we will extend this principle through sector specific skills development organisations and programmes.

Feedback from learners and non-learners will help establish the types of courses that are required and Information Advice and Guidance services will require up-to-date information to ensure that each learner is matched by type and level to the course that suits their needs.

Whilst access to higher education has increased substantially, very large disparities remain. In 1996/7 70% of children of professional households were gaining degree level qualifications compared to 5% of unskilled workers.[[29]](#footnote-29)23

The Government has set challenging targets for participation in higher education – half of those aged 18 to 30 to gain access by 2010.[[30]](#footnote-30) We will work closely with strategic partners to widen participation by encouraging and promoting a wider range of non-traditional entry routes.

We recognise that nearly 40% of the population of Bournemouth Dorset and Poole is over 50 years of age and intend to initiate specific programmes for:

* those whose skills no longer enable them to compete in the workplace
* those ‘early retired’ who wish to participate in the voluntary sector but who lack the necessary skills.
* those not seeking work who wish to be an integrated part of their community
* those who have the potential to become entrepreneurial employers

Increasing the number of adults with literacy and numeracy skills is a part of our Basic Skills Strategy described in Section 5.

## 4.2 National Key Objective 2 - Increase engagement of employers in workforce development

**Local objectives**

* Develop a co-ordinated, partnership approach to promoting the benefits of workforce development and adopting joint approaches to providing solutions
* Influence and engage with employers to increase involvement and stimulate greater demand for workforce development
* Build greater capacity, quality and flexibility into provision in order that it better responds to the needs of employers, individuals and the economy
* Support adults in the workplace currently not possessing a level 2 qualification (or equivalent) by providing an entitlement to learning.
* Encourage the establishment of specific programmes to enhance competitiveness and tackle the skills gaps and needs of employers
* Develop management and leadership skills, including those in small firms, as an integral part of business planning and organisational change
* Accelerate the development of ICT skills and e-learning in the workforce to meet the needs of employers
* Secure the commitment of all companies and organisations to developing their staff through Investors in People

## Commentary

Workforce Development is defined as ‘the development of the skills needed by those in employment to ensure sustainable national economic progress, whilst at the same time enhancing the personal development of each individual concerned.’

A brief outline of the Bournemouth, Dorset and Poole Workforce Development Strategy which is currently being developed appears in Section 5.

Encouraging employers to develop their employees is a major challenge in the Dorset sub-region, where over 90% of firms employ fewer than 25 employees and where there are large numbers of very small firms.

Three quarters (75%) of employers state that skills needs are rising, particularly for level 2 and above.[[31]](#footnote-31) This poses a particular challenge for the sub-region as research shows that almost three out of ten (29%) part-time and a quarter (25%) of full-time staff are not qualified to level 2[[32]](#footnote-32).

For this reason a specific local objective has been set to provide an entitlement to learning for anyone in the workplace who has not achieved a level 2 or equivalent qualification. Interventions will be developed to support this objective.

Level 3 attainment will also need to be promoted, particularly with regard to professional and managerial development in SMEs. In this area we will seek to work with Business Link Wessex and our key partners to identify ways in which more employers can be attracted into learning.

We will also establish sector networks as an interactive forum for employers to share best practice, discuss their skill needs and to work with National Training Organisations (NTOs).

Training provision for SMEs needs to be flexible in its delivery to meet the requirements of businesses.

Specific Skills most sought after by employers are communication skills, problems solving, IT and technology skills and management skills.[[33]](#footnote-33)

Recent research[[34]](#footnote-34) points to the success of the Investors in People programme not only in developing staff but also in making a contribution to profit and productivity. We will work closely with Business Link Wessex to ensure that Investors in People is marketed consistently and coherently across the sub-region, to avoid confusion about the services provided.

## 4.3 National Key Objective 3 - Raise achievement of young people

**Local objectives**

* In partnership with Connexions ensure that young people are aware of alternative learning options and follow a development path to suit their needs
* Improve literacy and numeracy skills of young people
* Improve retention across post-16 provision
* Raise overall levels of achievement by young people at levels 2 and 3
* Address low achievement in particular occupational and curriculum areas
* Work with schools, employers and other providers to improve links between education and the world of work and to develop the vocational curriculum for 14-19 year olds

## Commentary

We will work with schools and all our partners to increase the number of young people staying on in learning post-16, whether at school, college or in work-based learning. The current level is estimated at 74% across all provision and we will seek to enhance this. The national target of 85% for 2002 looks set to be met locally with a forecast of 87%. We will also work in collaboration to improve the range and quality of provision across a wide number of providers.

Whilst the average in-year retention is 82% in our colleges (compared to a national figure of 84%), this masks a number of areas of high drop-out on individual courses, in several occupational sectors and in particular programme areas. We will seek to improve this situation and work with providers to improve retention, drive up achievement and improve the quality of provision.

Central to improving retention will be enhanced information, advice and guidance on the range of opportunities and routes available at age 16. If the skills needs of the economy are to be met in the future it will be vital to promote progression routes from vocational education choices right through to foundation degree, for those who do not wish to pursue an academic path. In doing so we will tackle the cultural bias towards ‘academic’ qualifications.

We will collaborate with Connexions and seek the support of all our partners in placing learners’ needs first in our marketing activities. We aim to enable young people to make the choices most appropriate to their individual needs. With our partners we will also develop opportunities for providing and broadening experience and links between education and the world of work for 14 to19 year olds. We need to ensure support is ongoing during the learning process, not just at the outset.

Of great concern is the large percentage of young people who enter employment without any training provision. The active support of employers is essential if we are to provide young people with real opportunities to develop their skills. We will continue to raise the profile of work-based learning, specifically targeting small companies with low numbers of employees.

We support the national learning target of 85% of young people to achieve Level 2 or equivalent at age 19 and 55% to achieve level 3 at age 19.

Increasing the number of young people with literacy and numeracy skills is a part of our Basic Skills Strategy described in Section 5.

## 4.4 National Key Objective 4 - Raise achievement of adults

**Local objectives**

* Increase the number of adults participating in learning.
* Raise literacy and numeracy levels of adults with low basic skills.
* Increase the motivation of adults to succeed in learning for formal and informal qualifications
* Increase the percentage of adults in the local population with a qualification at level 2
* Increase the percentage of adults in the local population with a qualification at level 3

# Commentary

We will be seeking to foster innovative plans to engage adults in learning and to increase the total numbers taking part in learning in the sub-region. A target for 2002 –2005 will be set in March 2002.

Recent research on barriers to learning has identified social, functional and personal barriers to motivation and learning. An innovative approach designed to attract non-learners will need to address these barriers and encompass learning in both formal and informal learning situations, at a time and place and in a style that suits the learner.

We will work with our partners to ensure that learners are provided with learning opportunities appropriate to their needs. Over the next three years we will work with the three Local Education Authorities through adult and community education centres, as well as with colleges of further education and other providers.

There are low and poor basic skills in large numbers of adults both in the workforce and out. Raising skills levels of adults to levels 2 and 3 is a priority, not only because we value investing in the workforce, but also because we wish to help adults achieve and gain from other areas of their lives.

Increasing the number of adults with literacy and numeracy skills is a part of our Basic Skills Strategy described in Section 5.

## 4.5 National Key Objective 5 - Raise quality of education and training and user satisfaction

**Local objectives**

* Improve the quality of learning in all contexts and ensure that providers subject to inspection improve on previous best.
* Work with providers to develop a culture of continuous improvement through self-assessment in order to achieve high quality
* Ensure that equality of opportunity underpins all our activities, both internally and externally
* Work with providers to assist them in achieving the status of Centres of Vocational Excellence (CoVE) where appropriate
* Raise levels of learner and employer satisfaction, as measured through the use of independent satisfaction surveys
* Encourage providers to raise the qualifications and skill levels of their staff through continuous professional development
* Improve the management of the health and safety of learners and to disseminate good practice.

###### **Commentary**

We will work continuously with our providers to improve the quality of delivery of support in education and training. We will raise participation and attainment through high-quality education and training that puts learners first.

The LSC’s key feedback mechanism and source of intelligence will be the external area and institution inspections carried out by the Adult Learning Inspectorate (ALI) and the Office for Standards in Education (OFSTED) under the Common Inspection Framework.

We will seek to improve the effectiveness and efficiency of providers in our sub-region and seek a progressive year on year improvement in the inspection grades achieved. Provision will be regularly reviewed at Provider Performance Review carried our three times a year by all LSCs

Through the robust management of contracts we will secure from all our suppliers agreed volumes, good provision and value for money.

To assist providers’ self-assessment and development plans, the LSC will support the continuous professional development of staff with regard to recognised qualifications. Self-assessment reports will identify where additional support is needed and the Standards Fund can be used to make improvements.

We will evaluate how providers promote equal opportunities through all aspects of their work.

As part of our aim to improve the quality and standard of provision we will be working to ensure that all our colleges achieve College of Vocational Excellence (CoVE) status in at least one vocational area by 2005.

CoVEs will enhance first-class vocational provision and will be the cornerstone of a strategy to integrate the needs of local and regional employers. They will attract a wide range of students and employers and will raise the profile of vocational learning. The links formed between employers, students, providers will benefit the local economy and the local community.

It is also our intention to work with our work-based training providers to achieve CoVE status. We will be building on the success of the Arts Institute in Bournemouth which has been awarded pathfinder CoVE status. This will be part of a local, regional and national dissemination programme that we will support.

###### Primary responsibility for the health, safety and welfare of learners lies with the provider. Our aim is to support the training and development of competent personnel to ensure that providers themselves continuously improve their management of health and safety. We intend to set targets to measure health and safety improvement against benchmark data.

###### The quality of information, advice and guidance provided to learners is a recurrent element of our strategic plan. We will encourage the sharing of best practice in all areas.

# 5. SUPPORTING STRATEGIES

There are a number of interlocking strategies which support the objectives set out in this document. These strategies will be developed with partners and will take account of the feedback provided through consultation.

Summaries of two of these strategies, the Equality and Diversity Strategy and the European Social Fund (ESF) /Co-financing Strategies are produced here and we welcome feedback and comments on their content.

Strategies for Workforce Development, Basic Skills, Quality and Information Communication Technology are also being developed. A brief description of these is included at the end of this section. When fully developed these strategies will be included in the Strategic Plan and will be posted on the LSC website.

## 5.1 Summary equality and diversity strategy

### Statement of purpose

The Learning and Skills Council of Bournemouth, Dorset and Poole intends without compromise to promote the philosophy and culture of equality of opportunity both internally and externally; we will ensure full commitment to activities and practices that are just, fair and free from discrimination. We will recognise the worth of every individual and value the richness of a diverse and pluralistic society.

By fully embracing the national imperatives as well as the legislative framework Bournemouth, Dorset and Poole Learning and Skills Council will ensure that its strategy and ethos positively shape and influence the lives of individual people and meet local needs.

Our strategy will pay particular attention to groups within the Bournemouth, Dorset and Poole sub region who are disadvantaged, for example through: age, disability ethnic or national origin, gender, sexual orientation, social or religious background, learning difference, difficulty or factors arising from ruralism and/or community isolation and poverty. We will take heed of issues facing the community in which we operate and will consult with the voices of our community at all stages.

We seek to recognise and remove all the barriers that prevent individuals from accessing education, training and employment and are committed to applying these principles to our own organisation. We will keep this aim central to our Equality and Diversity Strategy and use it to remain focused when agreeing both objectives and targets.

We will try to ensure that policy and practice are affirmative and coherent and meet best practice.

We recognise that the knowledge, enthusiasm and commitment of local organisations and groups will be key to the success and effectiveness of the strategy.

Our expectations are that all those engaged with Bournemouth Dorset and Poole Learning and Skills Council will fully support these aims and principles in their own conduct and organisational policies.

### Priorities of the strategy:

* To develop the Bournemouth, Dorset and Poole Learning and Skills Council as an exemplar organization
* To pursue inclusion and widen participation
* To promote the concept of dignity at work and valuing people
* To recognise and welcome diversity
* To quantify and celebrate success.

### Targets

Achievement of the following targets will provide evidence of the success of the strategy

* To support providers to secure the very minimum of “good” in reviews and inspections of Equal Opportunities
* To compile a comprehensive data-base that will provide accurate and reliable information on both those accessing and not accessing learning
* To ensure by training and support, information and mentoring raised awareness of needs and aspirations of minority and under-represented groups and individuals.
* To put in place mechanisms to evidence participation and satisfaction levels

## 5.2 Draft European Social Fund co-financing strategy

### ESF contribution to the Strategic Plan

Bournemouth Dorset and Poole LSC plans to utilise significant ESF resources to meet its stated objectives and help address the key local challenges identified within the corporate plan. The Bournemouth, Dorset and Poole LSC aims to start co-financing from April 2002.

Specifically, ESF Objective 3 resources will be used to support the national and local objectives, by focusing on removing the barriers faced by disadvantaged individuals and communities and ensuring that they are able to fully participate in the economic and social activities of the sub-region.

Bournemouth Dorset and Poole LSC will apply for resources under the following ESF Objective 3 priorities and measures:

### ESF Priority 1 Active Labour Market Policies

**ESF Measure 1.1** To provide advice and guidance and support to enable people to develop active and continuous job search strategies and prevent them from moving into long-term unemployment.

In particular, the Bournemouth, Dorset and Poole LSC will use ESF resources to work with partners to ensure that young people and adults eligible for ESF support have access to enhanced information advice and guidance. This is in line with our Strategic Theme 1 (Learning for Young People) and Strategic Theme 2 (Learning for Adults) as well as our key local challenge of improving the quality and availability of Information Advice and Guidance

**ESF Measure 1.2**  Improving the employability of the unemployed, returners and young people of working age through targeted intervention to enhance vocational and other key skills and remove external barriers to training.

ESF resources will be used to develop and fund activities to engage those who are disadvantaged within the labour market. Our focus will be on improving the employability of the over 50s and other returners to the labour market and to ensure that those disadvantaged are able to overcome barriers to training and employability.

### ESF Priority 2 Equal Opportunities for All and Promoting Social Inclusion

**ESF Measure 2. 1** To widen access to basic skills, through the development of innovative and effective ways of promoting and providing basic skills, directed at those groups disadvantaged, excluded from or under-represented in the workplace.

This measure relates directly to Bournemouth Dorset and Poole LSC’s Strategic Theme 3 (Providing skills for the workforce). In particular, ESF will be used to ensure that those sections of the workforce disadvantaged due to rural isolation, learning difficulties and disability have access to basic skills provision. This measure also relates to our key local challenge of developing innovative ways of engaging new learners and improving literacy and numeracy.

**ESF Measure 2.2** Improve the employability and remove barriers to labour market entry for those groups disadvantaged in the labour market.

ESF resources will be critical in ensuring that those individuals disadvantaged within the labour market have the opportunity to overcome barriers to learning and working.

### ESF Priority 3 – Lifelong Learning

**ESF Measure 3.1** Promoting wider access and participation in lifelong learning (especially for those groups least likely to take part in learning and lacking basic and key skills).

This measure relates directly to Bournemouth Dorset and Poole LSC’s underpinning theme of promoting Equality and Diversity. ESF will be used to ensure that learning provision is available to all and tackle social exclusion through learning. This measure will support activities under Strategic Theme 1 (Learning for Young People) and Strategic Theme 2 (Learning for Adults) by focusing on those individuals that traditionally play little or no part in Lifelong Learning.

**ESF Measure 3.2** Improving employability through directing and supporting lifelong learning provision so that it is responsive to the changing needs of employers, such as in the fields of IT, management and the environment

Under this measure ESF resources will be used to support Strategic Theme 3 (Providing skills for the workforce). In particular, ESF will be used to enhance the skills base of SMEs and those employees that would traditionally not take part in life long learning activities.

### ESF Priority 4 – Entrepreneurship and Adaptability

**ESF Measure 4.1** To update and upgrade employees’ vocational skills, including basic and key skills

A key local challenge identified within the Strategic Plan is the need to upskill the existing workforce to a minimum of level 2 or equivalent. ESF resources will be used to focus activities on employees within SMEs and on those employees with little or no qualification who would be unlikely to participate in training without the use of ESF resources.

**ESF Measure 4.2** To identify and meeting emerging skills shortages, including higher levels.

Tackling skills shortages and developing the skills of the workforce to enhance the competitiveness of local companies are a key priority for the Bournemouth, Dorset and Poole LSC. ESF will be used to identify skills gaps and to work with employers in addressing emerging skills shortages.

## 5.3 Quality improvement strategy

From April 2001 all providers of post-16 learning became subject to the requirement of the LSC and the Employment Service to raise standards. The LSC and the Inspectorates will work together to develop guidance for providers on inspections and self-assessment.

It is clear that the quality of learning has a direct and powerful influence on widening of participation and in minimising drop out and non-achievement. Raising the retention of young people in learning by even a small percentage will have an enormous impact on their future success and participation in society.

Guiding principles of our strategy are:

* To put the learner first
* To build positive and professional relationships with suppliers to embed a culture of continuous improvement
* To act without bias or prejudice
* To encourage continuous professional development

### Proposed objectives

* To improve the quality of learning in all contexts
* To ensure that equality of opportunity underpins all our activities
* To develop a culture of continuous improvement in all our operations and those of our suppliers
* To increase learner participation, retention and achievement
* To raise levels of learner and employer satisfaction with the learning experience
* To ensure the probity of public funds by assessing and supporting the development of provider financial systems and ensuring resources are targeted effectively
* To improve the management of the health and safety of learners and disseminate best practice
* To ensure learners receive satisfactory learning by conducting Provider Performance Review

## 5.4 Basic Skills strategy

This strategy is currently in draft and will be completed in March 2002 after the further consultation.

An audit of local provision has been undertaken and will be matched against an estimate of the scale of need in the Bournemouth Dorset and Poole area has been undertaken. This was based on the Basic Skills Agency survey ‘Adults’ Basic Skills’ supplemented by local demographic information.

The Basic Skills Strategy will contribute to all of the ten ‘Local Challenges’ and to each of the six key themes of the Bournemouth, Dorset and Poole Learning and Skills Council.

### Targets will be set for:

* reducing basic skills needs levels for the life of the strategy (2002/2003/2004) and 2010
* the number of learners in particular types of organised programmes
* the retention rates overall and for particular types of programmes and courses
* rates of progress
* numbers of achievements at each level

### Proposed objectives

* To engage learners through the effective promotion of opportunities
* To provide accurate information advice and guidance on appropriate learning opportunities
* To provide diverse and responsive high quality learning opportunities
* To co-ordinate and monitor the provision to ensure it remains responsive to the needs of the learners

## 5.5 Workforce Development strategy

The Bournemouth, Dorset and Poole LSC is charged with the responsibility to produce a workforce development strategy for the sub-region by March 2002. The vision is for the sub-region to have a world-class workforce. To achieve this vision, progress will have to be made in overcoming a number of issues.

### Proposed Objectives

The following strategic objectives are suggested:

* To develop a strategic overview of the sub-region’s workforce, taking into account regional and national trends, to create the basis for a coherent response to learning and skills needs
* To influence and engage with employers to increase involvement and stimulate greater demand
* To respond to demand through adopting joint approaches to providing solutions
* To build greater capacity, quality and flexibility into the provision in order that it better responds to the needs of employers, individuals and the economy
* To develop management and leadership skills, including those in small firms, as an integral part of business planning and organisational change
* To create coherence in services to employers and individuals between partner strategies and policy initiatives

### Proposals for meeting objectives

* Developing a co-ordinated, partnership approach to promoting learning, the benefits of workforce development and providing a quick response to supplying information and advice
* Encouraging training through supply chain linkages
* Promoting the benefits, processes and credibility of Modern Apprenticeships and Investors in People
* Establishing sector/geographic networks to better define needs, utilise specific expertise and link employers and providers to provide solutions
* Adopting innovative approaches to attract individuals and employers to the concept of learning
* Improving access to learning opportunities by removing physical barriers and offering a flexible, responsive provision
* Continuing to support existing initiatives such as the Awareness, Advice and Action for Skills Development (A3) project and helping employers with specific employee development schemes
* Improving the preparation of young people for the world of work and promoting the image of work and careers within schools
* Establishing clear and easy access to financial incentives

## 5.6 Information and Communication Technology strategy

### Strategic Aim 1

**To provide universal access to learning and services through quality ICT infrastructures which empower individuals and provide services to companies and organisations.**

### Objectives

### 1.1 Infrastructure

To create a digital infrastructure in Bournemouth, Dorset and Poole, offering coherent, user-friendly learning solutions and services that are cost effective and universally accessible

### 1. 2 Access

To develop user-friendly, consistent and coherent services and provisions enabling increased numbers of individuals, organisations and communities to access and benefit from opportunities offered by ICT

### 1. 3 Promotion

To deliver a marketing programme achieving significant expansion in the use of ICT-facilitated services, by individuals, organisations and communities, resulting in increased participation in learning, enhanced business development and greater community well-being.

**Strategic Aim 2**

To adopt a co-ordinated and managed approach to ICT developments throughout Bournemouth, Dorset and Poole, in order to optimise investment and benefit to all users

## Objectives

### 2.1 Quality and evaluation

To monitor and evaluate use of ICT facilities and implementation of the ICT Strategy through comprehensive evaluation and quality management programmes. To include *inputs*: infrastructure, access, promotion; and *outputs*: take-up, participation, impact and user benefits to individuals, companies, businesses and communities.

### 2.2 Cost-effectiveness

To maximise individual and collective investment and secure additional funding, engaging the private sector and targeting resource to ensure maximum benefit to the sub-region.

### 2.3 Mapping and monitoring

To develop a comprehensive, realistic picture of current ICT provision in Bournemouth, Dorset and Poole, enabling informed decision-making, planning, development and a sustainable ICT Strategy.

# 6. FUNDING OUR PLAN

It is our intention to harness the resources available to the sub-region and beyond to maximise the impact of the LSC for the benefit of the population of Bournemouth, Dorset and Poole. We shall seek to attract funding from all sources to enable us to support our national and local objectives and those of our partners.

## 6.1 Discretionary Funding

In addition to the specific funding outlined above, Bournemouth Dorset and Poole LSC will have access to considerable levels of discretionary expenditure to address local issues and priorities that fall outside those that can be addressed through the LSC main programme budgets.

These include the Local Initiatives Fund (LIF) and the European Social Fund (ESF) Objective 3. In addition we will seek to work with our partners to attract and use a range of other European Union and UK Government grants to help us address local issues.

We intend to use these discretionary resources to fund activities that:

* meet local needs and priorities that can not be addressed through our main programme budgets
* provide innovative and creative solutions to local problems
* assist our partners in addressing those issues and priorities as identified within the Strategic Plan

In particular, we will use the ESF Objective 3 to underpin our Equalities and Diversity Strategy as well as other key activities relating to overcoming barriers within the labour market and the provision of skills within the workforce. For further information see section 5 which outlines in greater detail our plans for using ESF Objective 3 resources.

It is estimated that over the next three years around £6 million of this discretionary expenditure will be available to the Bournemouth, Dorset and Poole LSC.

## 6.2 Programme Funding

The Bournemouth Dorset and Poole LSC will have an annual budget for expenditure on external programmes or learning activity of around £70 million. The majority of this will be allocated specifically for the funding of mainstream statutory activity:

* School Sixth Forms;
* Further Education Colleges;
* Work-Based Learning;
* Adult Education;
* Workforce Development, including the Investors In People programme;
* University for Industry (learndirect);
* Education/Business Links; and
* Information, Advice and Guidance

Many of these budgets involve discretionary elements allowing local flexibility in the mode of their implementation.

# 7. APPENDICES

## 7.1 Consultation Plan

It is proposed to conduct the consultation in three stages as outlined below:

**Timescale Stage 1.** Outline Strategic Plan be produced - Informal consultation from September 2001

**Stage 2.** Formal Draft for Consultation to be available from December 2001 Final input to be sought from all partners, learners and interested parties.

**Stage 3.** Issue (final) local Strategic Plan March 2002

The final version of the plan is to be printed and made available

publicly.

## Stage One – Informal Draft

# A printed draft to be produced in-house with a feedback form for consultees’ responses. Formal presentation of the Outline Strategic Plan will be made at partners’ meetings.

|  |
| --- |
| **STAGE ONE INFORMAL CONSULTATION** |
| LSC Council Members |
| Regional Development Agency – officers and partners |
| Lifelong Learning Partnership |
| Bournemouth Dorset and Poole Partnership |
| Dorset Careers, Connexions, Connexions Strategic Partnership |
| Association of Secondary Heads |
| Dorset Chamber of Commerce – officers and all members |
| Federation of Small Business – members |
| Business Link Wessex |
| Dorset Community Action – staff and partners, by invitation |
| Voluntary sector, community groups etc |
| Small and Medium size Enterprises |
| School and College Governors |
| The Employment Service (Rob Sly) |
| South West and neighbouring LSCs |
| 6th form forums, Dorset Young Enterprise (Karen Arnold), Parent Teacher Associations, Links4Learning |

**Note**: Many of the organisations listed above will be contacted via the Partnerships to which they belong.

The draft and final document will also be posted on the LSC public website and partners’ sites.

# CONSULTATION PLAN MEETING SCHEDULE

## MAIN STAGES

|  |  |
| --- | --- |
| DATE | **FORUM / GROUP** |
| 08.08.01 | LSC Strategy Workshop |
| 02.10.01 | Learning and Skills Council |
| 08.10.01 | Community Learning Centres Network |
| 16.10.01 | Dorset and New Forest Tourism Partnership |
| 19.10.01 | Adult Education Lifelong Learning Partnership (LLP) Sub-group |
| 22.10.01 | Information Communication Technology LLP Sub-group |
| 26.10.01 | Dorset Inter Agency Network Meeting |
| 01.11.01 | Training Provider Network Meeting |
| 06.11.01 | Employment Service |
| 08.11.01 | Workforce Development Advisors Meeting |
| 08.11.01 | e-Learning Sub-group Meeting |
| 09.11.01 | Public Sector Forum |
| 15.11.01 | Basic Skills LLP Sub-group |
| **19.11.01** | **PUBLIC CONSULTATION EVENT – BOURNEMOUTH** |
| **22.11.01** | **PUBLIC CONSULTATION EVENT – DORCHESTER** |
| 26.11.01 | FE and HE Principals |
| **27.11.01** | **PUBLIC CONSULTATION EVENT - BLANDFORD** |
| 30.11.01 | Business Link Wessex |
| 14.12.01 | Dorset Inter Agency Network |

For further details of any of these events please contact Andy Renshaw on 01202 652626.

## Stage Two - Formal Consultation on the Draft Strategic Plan

The formal draft will be printed in house, distributed to key partners and to those organisations and individuals in Stage one who have requested a copy. It will be posted on the local LSC website and made available to a wider public audience on request. At this stage responses will be invited from the general public and learners.

|  |
| --- |
| **STAGE TWO FORMAL CONSULTATION** |
| All previous consultees who received information about the plan at informal stage will be contacted again |
| Members of the General Public – via libraries, schools, colleges, newspapers and radio awareness campaign. |
| Learners – consultation via LLP Adult-Ed subgroup |
| Other agencies |

## Stage Three – Issue Local Strategic Plan

Revise, review and print final Strategic Plan for dissemination and distribution.

### Dissemination

The Strategic Plan will be available on request, on tape, in Braille and in large type.

A full list of websites hosting the Plan will be included in the Draft and it is also available on the LSC national website: www.lsc.gov.uk/BDP

# APPENDIX 7.2 Feedback

## Feedback questionnaire

We would welcome your views on the framework for the Draft Strategic Plan. A full statement of the Draft Strategic Plan will be available for continued informal consultation by mid November 2001 and the final Draft for formal consultation will be ready by end December. The resultant Bournemouth, Dorset and Poole Learning and Skills Council Strategic Plan 2002 – 2005 will be published in March 2002.

Please respond to the following questions to help us record feedback. If you would like to respond via email, this form is available from andy.renshaw@lsc.gov.uk or on the websites listed at the end of this appendix.

### Question 1

Does the framework for the Strategic Plan embrace the key local challenges for Bournemouth, Dorset and Poole?

### Question 2

Do these challenges reflect your own knowledge and experience of the sub-region?

### Question 3

###### Which of these challenges do you regard as having priority?

### Question 4

Our plan has identified 6 themes which relate closely to our national aims and targets. Each theme has a number of objectives. Do you regard these as adequate in meeting our local challenges?

### Question 5

We will soon have robust baseline data which relate to our national targets. Would you like to suggest some local targets to meet our objectives?

### Question 6

Are there specific challenges relating to your organisation or business that you would like to see incorporated?

### Question 7

How do you envisage your organisation contributing to the targets and strategic objectives of the local Learning and Skills Council?

Do our objectives complement those of your organisation YES/NO

### Question 8

The Learning and Skills Council intends without compromise to promote the philosophies of equality and diversity. How can your organisation or business help support this aim?

### Question 9

Are there any other measures that the local Learning and Skills Council should co-finance?

### Question 10

Are the activities outlined within each measure relevant to the needs of the sub region?

### Other comments

If you would like an email version of this form or if you would like to make further comments and suggestions, do not hesitate to contact andy.renshaw@lsc.gov.uk

# APPENDIX 7.3 Council Members

**Chairman:**

Mr Graham Yates, Managing Director, BHC Aerovox Limited

Council Members:

Cllr Brian Clements, Council Leader, Borough of Poole

Mr Simon Curtis, Managing Director, Feature Films Ltd

Mr Richard Dimbleby, Principal and Chief Executive, The Bournemouth and Poole College

Mr David Henley, Principal, Kingston Maurward College

Mr Gordon Page CBE, Chief Executive, Cobham plc

Mr Jeremy Lewis, Managing Director, Two Counties Radio Ltd

Mr Jeremy Pope OBE

Ms Denise Price, Director, Developing People No.1

Ms Jane Raimes, Chief Executive, Dorset Community Action

Ms Diane Shatford-Butcher, Sales Manager, BoxClever

Professor Gillian Slater, Vice Chancellor, Bournemouth University

Mr Simon West, Managing Partner, Cowling and West

Mr Michael Young, Deputy Director of Education, Dorset County Council (also Head of Schools Effectiveness Service)

# APPENDIX 7.4 Bibliography

Adults Basic Skills (2000) The Basic Skills Agency. London

Cambridge Econometrics. 2000 *Local Economy Forecasting Model*

Campbell M et al (2001) *State of Skills in England 2001* Learning and Skills Council

Coram Research Unit (2000) Institute of Education.

Department of the Environment, Transport and the Regions (2001) *Indices of Deprivation !D 2000*.

Department for Education and Employment (2000) *Moving in. Pathways taken by young people beyond 16.*

Department of Trade and Industry (2001) *UK Competitiveness Indicators*. Second Edition.

Dorset County Council, 2001. *The Dorset Data Book*

Office for National Statistics

Policy Research Institute. (2000) *Adequacy and Sufficiency of Learning in Bournemouth, Dorset and Poole*

Labour Force Survey, December 2000 to February 2001. Office for National Statistics

Learning and Skills Council (2001) SS2 returns, SS3 returns, SS4 returns

Mason, G. (1999) *The Labour Market for Technical Graduates: Are there mismatches between supply and demand?* Research Report No. 112. London Department for Education and Employment

National Skills Task Force. (2000) *Skills for All: Final Report of the National Skills Task Force*. Department for Education and Employment

Organisation for Economic Co-operation and Development (2000) *Education at a glance*. Edition b. Paris

Policy Research Institute (2000) *IT Skills Needs in Bournemouth, Dorset and Poole.*

Prism Management Consultants (2001) *A study into reasons for younger worker drop-out from full NVQs/NVQ Units.* Department for Education and Skills. Report number 298

Prism Research Ltd. (2001) *Bournemouth, Dorset and Poole Economic Assessment*

Prism Research Limited (1999) *Perspectives on Individual’s Learning and Employment in the South West*

Prism Research Limited (2000) *Dorset Employer Survey*.

Sargent, N (2000) *The Learning Divide Revisited: A Report of the Findings of a UK-wide survey on Adult Participation in Education and Learning.* Leicester.

Skills Task Force (1999) *Employer Skills Survey.* IFF Research.

South West Public Health Observatory (2000). *Patterns of Deprivation in the South West*. South West Public Health Observatory

The Advanced School of Urban Studies at Cardiff University, 2000.

1. Dorset County Council – population and workforce projections; 1999, 2001, 2006 and 2011 in Dorset sub-region [↑](#footnote-ref-1)
2. Dorset County Council (2001). *The Dorset Data Book* [↑](#footnote-ref-2)
3. Prism Research Ltd (2001). *Bournemouth, Dorset and Poole Economic Assessment 2001* [↑](#footnote-ref-3)
4. Prism Research Ltd (2001). *Bournemouth, Dorset and Poole Economic Assessment 2001* [↑](#footnote-ref-4)
5. Prism Research Ltd (2001). *Bournemouth, Dorset and Poole Economic Assessment 2001* [↑](#footnote-ref-5)
6. Prism Research Limited, 1999. *Perspectives on Individual’s Learning and Employment in the South West* [↑](#footnote-ref-6)
7. Office for National Statistics *Annualised Labour Force Survey, December 2000 to February 2001* [↑](#footnote-ref-7)
8. Moving On 1999: Pathways Taken by Young People Beyond 16: DfEE [↑](#footnote-ref-8)
9. Prism Research Ltd, (2000) *Perspectives on Individuals’ Learning and Employment in Dorset* [↑](#footnote-ref-9)
10. Prism Research Ltd, (2000) *Perspectives on Individuals’ Learning and Employment in Dorset* [↑](#footnote-ref-10)
11. Prism Research Ltd, (2001) *Bournemouth, Dorset and Poole Economic Assessment 2001* [↑](#footnote-ref-11)
12. Prism Research Ltd, (1999) *Dorset Employer Survey* [↑](#footnote-ref-12)
13. Prism Research Ltd, (2000) *Perspectives on Individuals’ Learning and Employment in Dorset* [↑](#footnote-ref-13)
14. Organisation for Economic Co-operation and Development (2000) *Education at a glance: OECD indicators*. 2000 Edition b. Paris: Organisation for Economic Co-operation and Development [↑](#footnote-ref-14)
15. DfEE and Office for National Statistics *Regional Trends 2000* [↑](#footnote-ref-15)
16. DfEE [↑](#footnote-ref-16)
17. Provider Integrated Claims System (PICS) - This data applies to the 16-25 age range. [↑](#footnote-ref-17)
18. Basic Skills Agency (2000) *Adults’ Basic Skills* [↑](#footnote-ref-18)
19. Policy Research Institute (2000) *Adequacy and Sufficiency of Learning in Bournemouth, Dorset and Poole* [↑](#footnote-ref-19)
20. Prism Research Ltd (1999) *Dorset Employer Survey* [↑](#footnote-ref-20)
21. Skills Task Force (1999) *Employer Skills Survey* [↑](#footnote-ref-21)
22. Skills Task Force (1999) *Employer Skills Survey* [↑](#footnote-ref-22)
23. Prism Research Limited (1999) *Dorset Employer survey* [↑](#footnote-ref-23)
24. Policy Research Institute (2000) *IT Skill Needs in Bournemouth, Dorset and Poole* [↑](#footnote-ref-24)
25. Prism Research Limited (1999) *Dorset Employer Survey* [↑](#footnote-ref-25)
26. Local Economy Forecasting Model [↑](#footnote-ref-26)
27. Learning & Skills Council, College inspection reports (http://www.lscdata.gov.uk/documents/inspectionreports/southwest.html) [↑](#footnote-ref-27)
28. Training Standards Council, 2001. *Reaching New Standards: Annual Report of the Chief Inspector 2000-2001* [↑](#footnote-ref-28)
29. [↑](#footnote-ref-29)
30. Bournemouth University *The Context and Challenge of Widening Participation in Higher Education* (2001) [↑](#footnote-ref-30)
31. Prism Research Limited (1999) *Dorset Employer Survey* [↑](#footnote-ref-31)
32. Prism Research Ltd (2000) *Perspectives on Individuals’ Learning and Employment in Dorset*  [↑](#footnote-ref-32)
33. Dorset Employers Survey 1999 [↑](#footnote-ref-33)
34. Investors in People UK 1996 [↑](#footnote-ref-34)