

# Learning and Skills Council



## Local Strategic Plan 2002-05

Cambridgeshire



## > Contents

Foreword	3
Executive Summary	4
National Context	5
Local Context	6
Key Local Priorities	7
Our Starting Position	8
Developing Our Strategic Plan	9
Skills Strategy	9
Participation Strategy	10
Learning Strategy	12
Consultation Outcome	15
Measuring Success	15
Achieving Success	17
Our Capacity	21
Annex A – Council Members	23
Annex B – Cambridgeshire’s Skills Needs	24
Annex C – Individuals and Community Learning Needs	27
Annex D – Key Data	29
Annex E – Learning and Skills Council Cambridgeshire Responsibilities	30

## > Chair's foreword

This is the first strategic plan of the Learning and Skills Council Cambridgeshire (the Council). This plan sets out how we and our partners intend to shape post-16 learning, throughout the period 2002-2005, to ensure that the potential of individuals, businesses and the community is matched fully by achievement. Consultation has supported our approach and endorsed the aims, objectives and targets set out in our plan. The section entitled Achieving Success, sets out what we and our partners are doing now, and intend to do in the future, to achieve our aspirations and targets.

We have taken it as our remit to discuss with our partner organisations how we can simplify existing strategies for post-16 learning to arrive at coherent plans which all partners can sign up to and work together to implement successfully. We will work with our partners to adopt the joint strategies and together produce implementation plans to meet our joint targets.

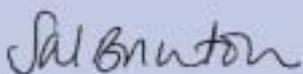
Cambridgeshire and Peterborough have many unique features not least of which are their thriving economies based upon complementary activities involving new technologies. We have a significant proportion of leading edge research and development activities based around Cambridge, working in collaboration with Cambridge University. Peterborough has a thriving financial services sector, which also relies heavily upon a highly skilled workforce.

However too few of our young people take part and remain in learning after the age of 16. Barriers to learning prevent significant numbers with disadvantages and disabilities from accessing opportunities. Needs are articulated poorly. Businesses suffer from growing skills gaps and shortages and many of our adult population lack the skills which would allow them to achieve their full potential.

We are continuing to work towards better ways of establishing learning needs and building a flexible, responsive and high quality learning infrastructure to meet these needs. We have begun the process of brokering the relationship between the learner and the most appropriate provider, matching provision to the needs of the individual.

We have pockets of well above average achievement sitting alongside some of the poorest achieving areas in the East of England. The Council has begun its work with partners to raise local as well as area-wide performance by focusing resources to meet specific objectives. Examples of our approaches are set out in this plan.

I ask you to join us in working to achieve our aspirations and targets for Cambridgeshire and Peterborough.



Sal Brinton – Chair



## > Executive Summary

### Context

This is the first strategic plan of the Learning and Skills Council Cambridgeshire (the Council) covering the local authority areas of Cambridgeshire County Council and Peterborough City Council. It sets out how the Council and its partners intend to shape post-16 learning for the period 2002-2005 to ensure that the potential of individuals, businesses and the community is matched fully by achievement.

### What we want to achieve for Cambridgeshire

We want to:

- improve business competitiveness by securing more effective investment in learning by employers
- instil a culture of lifelong learning and skills development for all individuals leading to them maximising their potential
- develop a learning infrastructure that meets the needs of employers, individuals and communities through accessible, flexible and quality provision
- increase participation, retention and attainment in learning including those who are disadvantaged in any way
- facilitate learning that is integrated with other activities to improve quality of life.

### Key local priorities

The Council recognises the following as key local priorities that need to be addressed:

- increasing participation, retention and achievement in structured learning by 16-18 year olds
- identifying programmes of "structured learning" that are attractive to the 16-18 age group given the counter-attraction of available employment opportunities in an area of full employment
- significantly improve the literacy and numeracy skills of Cambridgeshire's post-16 population
- tackling the disparity in achievement of Levels 2, 3 and 4 qualifications between the best and worst performing parts of the area
- increasing the number of adults with a Level 1 qualification
- tackling the barriers to learning for disadvantaged groups with a particular emphasis on those suffering from rural isolation.

We will focus our resources to meet the needs of Cambridgeshire. In effect this will mean using our mainstream funding in as flexible a manner as possible. Our Local Initiative Fund (LIF) resource is limited and will be directed towards innovative projects which help to achieve our key priorities.

## Measuring success

Our targets for the period are set out on page 15 and have been endorsed via extensive consultation which was undertaken on both our outline and draft plans from 17 September 2001 onwards. Whilst all our targets are important we would highlight the following as having particular significance:

- delivering locally our contributions to meeting the national targets
- narrowing the gaps in performance between the various parts of Cambridgeshire
- reducing the number of adults with poor basic skills.

## Achieving success

The actions that we intend to carry out with our partners to achieve success are set out on page 17.

# National Context

The Learning and Skills Council (the National Council) has been established to be the energising force behind the new arrangements for the planning, funding, delivery and quality assurance of post-16 education and training. It will play a key role in achieving the vision, laid out in the Green Paper, The Learning Age, of a new culture of learning and aspiration which will underpin national competitiveness and personal prosperity, encourage creativity and innovation and help build a more cohesive society.

The National Council has taken on the functions of the former Training and Enterprise Council network and the responsibilities of the Further Education Funding Council. It has an annual budget of £7 billion and responsibility for funding 5 million learners each year in England. It is responsible for funding provision through:

- further education colleges
- school sixth forms
- work-based learning for young people
- workforce development
- adult and community learning
- information, advice and guidance for adults
- education business links.

## Mission and vision

The National Council's mission is to raise participation and attainment through high-quality education and training which puts learners first.

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

## Remit

The Secretary of State has asked the Learning and Skills Council to:

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

## Local Context

The Learning and Skills Council for Cambridgeshire (the Council) is one of 47 local offices. Our area includes the local authority areas of Cambridgeshire County Council and Peterborough City Council. References in this document to Cambridgeshire include both areas.

Local councils are responsible for ensuring that the needs of their communities, including the needs of employers and of individuals, are identified and met. The role is vital because learning, skills and labour markets are predominantly local issues and planning and developing provision requires good local knowledge.

Strong links with local authorities and other organisations are therefore important to ensure that learning contributes to local economic development and regeneration activities. Local councils will have the flexibility to make a difference with some discretionary expenditure to support projects that address particular local needs.

The Council has an annual budget of around £80 million and responsibility for funding around 76,000 learners each year in Cambridgeshire.

## What we want to achieve for Cambridgeshire

We want to:

- improve business competitiveness by securing more effective investment in learning by employers
- instil a culture of lifelong learning and skills development for all individuals leading to them maximising their potential
- develop a learning infrastructure that meets the needs of employers, individuals and communities through accessible, flexible and quality provision
- increase participation, retention and attainment in learning including those who are disadvantaged in any way
- facilitate learning that is integrated with other activities to improve quality of life.

## How we want to work

The Council is committed to:

- working with all its partners, including voluntary and other sections of the community to build a flexible, responsive, high quality and co-ordinated learning infrastructure to meet the needs of individuals and organisations throughout Cambridgeshire
- offering advice and support to providers to ensure that they can play their part fully in such a learning infrastructure
- acting as the catalyst between learners and providers, to ensure that learners identify relevant learning opportunities, receive the support they need to manage their own learning and fulfil their potential
- researching local needs, publishing findings and promoting the widest possible debate to ensure that priorities are understood and owned by the Council and its partners
- ensuring that the principles of equality and diversity underpin all its activities.

## Key Local Priorities

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We will focus our resources to meet the needs of Cambridgeshire. In effect this will mean using our mainstream funding in as flexible a manner as possible. Our Local Initiative Fund (LIF) resource is limited and will be directed towards innovative projects which help to achieve our key priorities.

## Our Starting Position

From the outside, Cambridgeshire is often seen as a prosperous, high-performing area with a well qualified workforce engaged in leading edge research and development work. Whilst this is true of some aspects of our economy, the reality of our overall position is different.

A quarter of our wards are among the 10% least deprived in the country (Indices of Deprivation 2000 – ranked on Index of Multiple Deprivation) yet we also have four wards in the 10% most deprived. These include inner-urban Peterborough and Wisbech, as well as pockets not identified by ward level data - such as the Oxmoor estate in Huntingdon.

Over a quarter of the area's workforce do not have qualifications at Level 1 and one in seven has no qualifications at all.

More than one in five of the working age population - about 93,000 adults - suffer from poor literacy and numeracy skills.

The share of young people continuing to participate in structured learning after compulsory education in Cambridgeshire is lower than the regional and national averages.

Achievement at the end of compulsory schooling overall is above the national average with 52% gaining 5+ A\*-C GCSEs or equivalent in 2000. This is the standard normally expected of students in preparation for A/AS levels or more advanced vocational qualifications. This compares to 49% in England. There is disparity between the 60%+ attainment in Cambridge and 41% in Wisbech careers areas.

Similarly, for adults, the share of the working-age population with degree-level qualifications (Level 4+) ranges from 50% in Cambridge City district to 20% in Fenland district. Our position against national targets cannot simply be expressed as an area-wide figure and, as indicated earlier, we intend to focus our resources and persuade our partners to focus theirs to reduce such disparities.

Employment growth is projected to be faster than any other area in the East of England. An extra 24,000 jobs are projected in the 2000-2005 period, with employment growth mainly in higher-level occupations.

Workforce growth over the same five years of only 19,000 increases pressure for in-commuting and brings a risk of higher-level jobs being filled by people from outside the area. Skills strategies and wider economic strategies need to be in place to address this.

More detailed information on both Cambridgeshire skills needs and current participation rates are set out in Annexes B and C, on pages 24 and 27 respectively.

## Developing our Strategic Plan

In this plan we have structured our approach around the following three key elements:

**Skills Strategy** - assessing the needs of employers.

**Participation Strategy** - assessing the needs of individual learners.

**Learning Strategy** - meeting identified needs through appropriate provision.

This is followed by an assessment of our capacity as an organisation to implement, review and evaluate what we do and measure our impact/achievements.

## Skills Strategy

This strategy sets out how we will build long-term relationships with local employers, engaging with them to define skills requirements based on anticipated future needs. It recognises that we will need differing approaches to take into account the needs of different employers and sectors. It also sets out how we propose to help employers make their investment in the training and development of their workforces more effective.

### Key activities

To achieve the progress required we need to:

- increase employer funded learning
- develop innovative approaches to engage employers in work-based learning
- encourage employers to recognise the link between learning and profitable growth
- raise standards through the promotion and take up of Investor in People standard
- develop the role of key workers as Champions of Learning
- develop Centres of Learning within organisations to meet broader development needs including basic skills.

### Identifying needs

We need to know about the changing skills needs of employers. We can bring an understanding of global, national and regional demands to our locality. We want to engage employers in their quest for competitiveness, creativity and innovation, in helping us to develop the new culture of learning and raise aspirations among the workforce.

We want to ensure that we stimulate learning that meets the present and future needs of Cambridgeshire's economy and employers. We will work with partners, particularly the East of England Development Agency and the sub-regional economic partnerships, to ensure that our strategy for learning and skills supports the overall strategy for sustainable economic development, in its regional and national context.

We will use findings from regional, national and international research on skills, and build an effective knowledge base about local skills needs. This will include analysis of local employment trends and projections, and especially draw on what sector bodies, particularly the Sector Skills Councils, and employers themselves, tell us about their future skills needs.

We have a direct relationship with large employers and public service employers through promoting the Investors in People standard. We will work with small and medium-sized enterprises through the Small Business Service, Cambridgeshire Business Services. We will link into employer networks, supply-chain or sector-based as appropriate, and draw employers together to identify the skills they require. Links to **learnirect** and the Chambers of Commerce are also important to us.

### Sectoral approach

We have begun working with employment sectors to produce local strategies, which will identify both skills needs and future employment opportunities.

The focus of sector-based strategies is to act as a catalyst to facilitate sector or component clusters in Cambridgeshire and to assist them to obtain the skills they require.

We are working closely with partners, including the East of England Development Agency, the Sector Skills Councils and Trade Unions to ensure the success of sector initiatives.

All sectors are important to us and we intend to produce strategies for all sectors in due course. However, because of limited resources we have initially identified certain sectors for production of plans in our first year. Sectors selected reflect their geographic importance, growth potential and significant current employment numbers and include Biotechnology, Construction, Health and Care, ICT and Voluntary and Community.

## Participation Strategy

This section defines our strategies for bringing more people into learning, especially from groups which are currently under-represented, by placing the learner at the heart of the system from planning through to delivery.

This embraces:

- raising participation, retention and achievement by young people
- increasing demand for learning by adults
- equalising opportunities through better access to learning
- improving the appropriateness and effectiveness of provision.

## Identifying needs

The Council is focused on building its understanding of the needs of individuals and communities in Cambridgeshire and developing a robust information base and analysis of participation. We are working with key stakeholders and partnerships such as the emerging Connexions service, the community-based Local Strategic Partnerships and Learning Partnerships to develop strategies to increase and widen participation in structured learning, particularly by individuals from disadvantaged groups.

Our assessment of participation in the area highlights the challenge of motivating individuals and employers to change their attitudes to learning and the need to engender a major change in aspiration and achievement in parts of the area.

The participation strategy will focus on:

- those who are socially excluded, particularly in rural areas
- those for whom low income/unemployment has led to poor educational achievement and hence poor employability
- those from minority ethnic communities who are disadvantaged in the labour market
- those with disabilities or who are experiencing other disadvantages.

A more detailed analysis of the groups with which we wish to engage is set out in Appendix C on page 27.

Meeting these challenges will require further development of provider capacity, capability and expertise. Provision must have the appropriate access, including geographic access, delivery methods and locations suited to learners needs. To further widen participation, we must have more learning opportunities that will engage and motivate learners, and increased support and independent advice and guidance for adults. Learning opportunities should be capable of leading to provision that can, if required, lead to further progression and continued learning.

Another of our priorities will be to ensure that learners with disabilities/difficulties are supported to access appropriate provision including Life Skills and Entry to Employment (when available). We recognise that support via mentors and other specialist advice will be required for these learners to achieve their full potential. Use of LIF monies and a more structured approach to the First Take initiative will be considered by the Council. We recognise that these learners can contribute to the achievement of the milestones set out in the section "Measuring Success". However we are realistic about timescales for achievement, given the sensitivity of ensuring that the pace of the learning matches that with which the individual learner is comfortable.

People learn for a variety of reasons, personal and social as well as economic. Research has shown that personal and social learning also has economic benefits.

## Securing provision to meet those needs

Equality and diversity will be implemented throughout all our activities. Our activities will be guided by, and in accordance with, published guidance and best practice. We will augment our mainstream budget with our Local Initiative Fund. We will also use co-financing/match funding for European funds to provide support for lifelong learning, regeneration and equal opportunities. Our emphasis is to encourage and support the development of a quality and collaborative delivery framework that offers more and better opportunities for all learners. We are working with providers to encourage innovation in assessment, delivery and accreditation, so as to increase participation across age groups, genders and in ethnic groups and local communities. This will make available equality of opportunity for the most disadvantaged learners.

However the challenge is to move to a position where provision is flexible and responsive to learner needs. This will ensure that learners are motivated to engage in learning and provide the support necessary to ensure that they are successful and maximise their potential.

## Increasing participation

Working with partners, we are identifying and targeting the most disadvantaged groups, to increase employability through participation and attainment in learning.

We have targeted basic skills. We aim to reduce the number of people with basic skills needs, working as part of a coherent local action plan to deliver the Skills for Life national strategy locally.

We believe that there is a need to use innovative motivational programmes such as "Bite Size" to increase confidence, self-esteem and the desire to learn, and to ensure that information, advice and guidance supports learning entry and decision points.

Through the further development of community-based learning, we will establish appropriate and sufficient early steps to learning in locations that are attractive and accessible to learners. Clear pathways and support networks to encourage and enable progression are essential to success.

We will use learner feedback, tracking and destination information to ensure continuous improvement in our understanding of learner needs.

## Learning Strategy

This section identifies how learning provision is to be delivered to meet employer and learner needs. This includes development of learning provision, infrastructure, transport, services and learning support.

A key aspect is our work with providers to raise standards and ensure continuous improvements in the quality of learning provision.

## Developing provision

Through the planning process we will advise and support learning providers to help us deliver our mission. Acting as a catalyst and working with all our partners, we will build a learning infrastructure that meets the needs of individuals and organisations, and makes a real difference to learning in Cambridgeshire.

The Council has a duty to secure proper education and training facilities for 16-18 year olds and reasonable education and training facilities, other than higher education, for persons over 19 years of age. In assessing whether facilities are proper and reasonable the Council will measure the appropriateness of the learning activity to learner needs and aspirations and/or whether it meets the needs of employers and is of the desired quality. That the provision be flexible and responsive is likely to be a pre-requisite.

This means that learning provision needs to be able to respond to the needs of individuals and also those of the economy and the labour market, both current and future.

### Securing provision to meet identified needs

We have begun discussions with partners to ensure that local plans include action to:

- secure local employer commitment to the plan and to target actions in key areas
- deliver the basic employment skills identified by employers
- deliver the generic skills that employers say they find lacking in new recruits
- provide increased levels of effective management training
- encourage employers to make better use of existing skills in the workforce, by helping them to implement life balance policies and practices so they can recruit, retain, and train and develop from under-represented groups such as ethnic minorities, women returners and individuals with learning difficulties and/or disabilities
- ensure access. We will be looking at location and spread of provision at different levels, and at the role of centres of vocational excellence. We will work with partners in the University for Industry Management Group for Cambridgeshire, and our regional group, to develop a coherent strategy for on-line learning
- increase participation in under-represented groups by tackling exclusion and the barriers to learning
- establish early steps learning opportunities, which have clear pathways and support networks to encourage and enable progression.

Where it is judged that there is a need for new provision the Council will initiate it using the appropriate funding block and/or co-financed/matched funding. The Council has established criteria for contracting with new providers.

### Learning support

Our mission to raise participation and attainment through high-quality education and training means that we start with people.

Individuals may need support with learning, to access learning and/or with the learning process, be it at work, home, or training facility, in the library or at college. Learning support can occur at different times in people's lives. This support might be the provision of childcare facilities, pastoral support whilst studying, transport to and from a learning centre. It may be more individual support such as signing, a care assistant or learning materials in larger print. Nationally the current arrangements for providing learning support are being revised.

The remit for higher education lies with the Higher Education Funding Council for England and higher education institutions. However we recognise the importance of learning at higher education level to the development of the economy, individuals and society. We will ensure that our strategy supports, encourages and stimulates learners to engage in learning activities at higher levels and to ensure progression from other learning into higher education.

Our Learning Strategy is designed to ensure the relevance and quality of provision available.

## Quality improvement

We will embed a culture of continuous improvement across the whole provider base.

Key activities will include:

- increasing provider understanding of continuous improvement principles and the Common Inspection Framework
- utilising the Standards Fund and appropriate capital improvements
- developing and monitoring provider staff competence
- moving towards only funding providers who provide high quality learning
- recognising and rewarding success
- obtaining and evaluating learner feedback
- networking and sharing good practice between providers
- working with other local offices of the Learning and Skills Council and the Employment Service (Jobcentre Plus)
- developing our own staff
- developing our own internal quality system
- ensuring that we fully comply with health and safety legislation and guidance
- working with providers to help them meet both their responsibility for health and safety in respect of work placements and their duty to ensure full compliance with health and safety legislation and guidance.

## Consultation Outcome

From 17 September 2001 until 1 February 2002, we consulted on our outline and draft plans with a range of partners. We invited representatives of our key partners to events throughout Cambridgeshire to comment on and discuss our plans. In addition we convened a number of focus groups.

We received a range of constructive contributions on how we can work in the future. We also received offers to join in further partnership activity to achieve our aims and objectives, which we have accepted.

In fact the consultation endorsed this plan and in particular supported the following targets and actions to achieve success.

**A full report of this consultation can be supplied on request.**

## Measuring Success

In the longer term, our success will be judged by whether or not we have managed to achieve a step change in the attitudes of individuals, businesses and communities to learning and the success that learning engenders.

Below are the first milestones of real achievement that we seek by 2004 to show that we have made an encouraging start.

We are concerned with our own population and the following milestones relate to percentage achievements for these people. Robust measurement on this basis has not been attempted before to this degree to give absolute confidence in baseline figures. We intend to review a range of indicators on a regular basis to be able to monitor and evaluate progress.

### Local aspirations

#### **Milestones to improve business competitiveness**

- 65% of employers with 10 or more employees take a structured approach to identifying their skills needs and developing their workforce
- 50% of employers with 50 or more employees, and 10% of employers with 10-49 employees, are committed to, or recognised as, Investors in People
- 40% of managers in organisations with 10 or more employees improve their management and leadership skills through continuing professional development.

#### **Milestones to raise participation and achievement by young people**

- 80% of all Cambridgeshire's 16-18 year olds continue structured learning after compulsory schooling
- 70% of all Cambridgeshire's 16-18 year olds complete their education or training activities
- 65% of all Cambridgeshire's 16-18 year olds achieve a successful learning outcome from their education or training activities.

### Milestones to increase the demand for learning by adults

- 75% (63%) of Cambridgeshire's adults (19+) to participate in learning activities with the increase to come by focusing on the disadvantaged
- securing a network of learning communities in Cambridgeshire so that no individual has to travel more than seven miles to access learning.

### Milestones to improve the quality of education and training delivery by

- requiring 25% of lecturers, trainers and teachers of vocational learning to undertake relevant workplace training each year
- requiring 100% of lecturers, trainers and teachers to undertake relevant continuous professional development each year.

### Local joint impact measures

In addition to the milestones identified above, we and our partners have identified the following local impact measures, which we will jointly seek to achieve:

- narrowing the gap between Fenland, Peterborough, Huntingdonshire, East Cambridgeshire and the other areas of Cambridgeshire in Level 2 attainment by young people aged 16 years, which is 19 percentage points in 2000
- narrowing the gap between Fenland (34% and 20%) Peterborough (37% and 22%) and Huntingdonshire (39% and 23%) with the best of the rest of Cambridgeshire (59% and 50%) in Level 3 and 4 attainment by learners of working age (19+)
- increasing the percentage of people of working age (19+) qualified to Level 1 from a current level of 72% to 80%.

### Our local contributions to meeting the National Council's targets

Whilst the National Council's targets are represented by percentages at the national level, it has proved impossible to replicate this approach at local level. As an alternative, the National Council has specified actual numbers of learners required from each local Learning and Skills council area, the aggregation of which will meet the national target.

These figures do not relate totally to achievement by the resident population of Cambridgeshire but reflect the achievements of both residents and non-resident learners at institutions within Cambridgeshire.

National Targets	Cambs 2000 Baseline	Additional Numbers required for 2004	Total to be achieved in 2004
80% of 16-18 year olds in structured learning	20,258	2,726	22,948
85% at level 2 by age 19	6,721	662	7,383
55% at level 3 by age 19	4,363	539	4,902
52% of adults at level 3	181,000	28,500	209,500
Improve literacy and numeracy of 750,000 adults	Not applicable	11,104 (April 2001 - 2004)	11,104

A further four targets will be set out in next year's plan.

## Achieving Success

Our partners who are also providers deliver learning and make learning opportunities available. Success will be achieved through setting priorities, planning, partnership activity, funding provision, persuasion and where appropriate using our other powers.

Engaging more people in learning is a priority and an important strand of this is the need to further develop the culture of learning in a work environment so that it becomes the norm.

This spans the diverse range of informal as well as formal learning opportunities from experience of work, through life skills and Modern Apprenticeships to up-skilling and learning for promotion. Maximising opportunities in the workplace should not detract from the valuable experiences gained in simulated, sheltered, social and realistic work environments.

We will review the provider network, the provision delivered and its quality, to judge whether additional and/or new work focused learning opportunities are needed to support this priority and the achievement of our plan.

Managing the harmonisation process, including planning and funding, for post-16 providers has also been identified as a priority. We continue to believe that supporting, and where appropriate influencing, new partnership activity will help us achieve our aims and targets.

Mapping learning opportunities and ensuring this information is available in a concise and coherent format to learners and potential learners is vital to the achievement of our plan.

These priorities are in addition to those endorsed by the consultation on our outline plan.

**We are producing specific plans, namely, a Basic Skills Delivery Plan, Equality and Diversity Plan and a Quality Improvement Plan to support the activities identified in this Strategic Plan.**

### What is already happening

We believe it is helpful at this stage to illustrate how we and our partners are working to bring about success. It is essential for our stakeholders to understand how, with regional and local partners, we are bringing national understanding to our local initiatives for the benefit of our area.

Most activities contribute to many of the targets. For example, increasing the engagement of employers in workforce development, which is listed under Skills for Competitiveness, simultaneously will contribute to more adults and young employees taking part and achieving in learning.

We are active at all levels in both Learning Partnerships (Cambridgeshire and Peterborough). Our work with the partnerships will ensure that our strategies are enhanced through their actions.

Strategies for provision we fund will be integrated with other public services at community level through Local Strategic Partnerships (LSPs). We are engaging with all

six emerging LSPs. Our engagement is more advanced with the Fenland LSP as we recognise Fenland as a priority.

We have identified a need for a more coherent and co-ordinated approach in Fenland. We and the providers in Fenland are exploring closer ways of working through the Fenland consortium. This could emerge as a powerful vehicle in the future for addressing the poor performance in terms of achievement in Fenland.

## Early years

We are already working with the Early Years Development and Childcare Partnerships (Peterborough EYDCP and Cambridgeshire Care and Education Partnership) particularly through their Training Task Groups. Their partnerships make a significant contribution in stimulating improved life chances for young people, widening participation and achievement for adults. We are working with them so they can increase their capacity to deliver their strategy which will support the achievement of our targets.

## 14-19 learning

We provide a substantial share of the funding for the Cambridgeshire Education Business Link Organisation, which facilitates interaction between the world of work and young people in schools. The strategies agreed locally are implemented successfully through our contract with them, which enhances the support being provided for young people, such as mentoring, and embedding this support into communities. Our Local Initiative Fund (LIF) money this year has produced additional continuous professional development for teachers of the vocational curriculum for 14-19 year old students, and has enhanced work experience for young people.

We are working with both Local Education Authorities, contributing to their reviews of special needs provision. We are also involved in reviewing secondary education with both LEAs and act as a full voting member on both School Organisation Committees on school planning.

Connexions is a vital element in encouraging young people to stay in learning and we are working with the emerging service at many levels. This builds upon our involvement with New Start. The activity links to our role of ensuring post-16 learning opportunities for people with learning difficulties and/or disabilities. This work is vital to supporting young people becoming independent learners.

We are working closely with both LEAs and schools on the transfer to us in April 2002 of the funding for learning in sixth forms in schools, and adult and community learning. We look to adult and community learning to make an even greater contribution to widening participation through family learning and support for neighbourhood renewal. Working with the LEAs and the Community Colleges to enhance the scope and raise the quality of the provision of ACL is another of our main priorities.

## Post-16 learning

We are reviewing the strategic plans of our further education providers. In future all our providers will submit their plans to us for review. We will be discussing with providers how they can help us to achieve our aims and targets.

The Cambridgeshire Information Advice and Guidance (IAG) Partnership is supported by us. IAG services support people in returning to learning, or in continuing learning, at all levels helping them to understand the opportunities available. Our responsibility,

through contracting with the Partnership, is to agree its strategy and implementation, ensuring that access to high quality services is available to all members of the community.

We are the first organisation in Cambridgeshire seeking co-financing status for European Social Funds (ESF). This means that we can use our funding to lever ESF money into certain activities in Cambridgeshire, within certain policy fields and measures. We worked closely with the other potential co-financing organisations (the Employment Service and Connexions) and the ESF Local Management Group to draw up the co-financing plan, now approved by the Government Office. We will use this source of funding to support and enhance the achievement of many of our strategic priorities and targets.

Other joint working with the Employment Service encompasses sharing plans for support for adults through basic skills and workforce development and, within the national Concordat, about raising quality of provision.

Basic Skills is a very large partnership activity in Cambridgeshire. It is a model of collaboration between all interested partners. Through our LIF capacity building project we have contributed to the planning of local delivery of the national literacy and numeracy strategy.

"The Adult Basic Skills Strategy Unit has welcomed the work of Cambridgeshire LSC. They have led the way on Basic Skills planning and have begun to see results. We look forward to seeing plans in action and participating in their proposed dissemination of good practice across the country."

**Susan Pember OBE**

**Director, Adult Basic Skills Strategy Unit, Department for Education and Skills**

We are working with **learnirect** on the implementation of learning centres in collaboration with both Learning Partnerships. We are developing our relationships with a number of other partnerships, including the Learning Disability Partnerships, which will help us to achieve our participation strategies.

### **Workforce development**

Our work on engaging employers in identifying current and future skills needs and skills gaps and developing provider responsiveness, involves a locally convened Workforce Development Consultative Group. This group will be responsible for ensuring that our workforce development strategy will accord with the recently published Performance and Innovation Unit's strategy. Views from the emerging Sector Skills Councils will be helpful in achieving our skills strategy.

"We recognise the important role the Learning and Skills Council is playing in enabling us to address the skill needs being identified within our sector through the development of local innovative strategies.

This refreshing approach will assist the continued development of a skilled workforce, which can be recruited within the region; thus maintaining the Cambridge region as a world centre of excellence for the biotech sector."

**Dr Jeff Solomon - CEO, Eastern Region Biotech Initiative**

As the Sector Skills policy guidance points out, the regional level is critical for strategic planning for skills, employment and economic development activity. We will be strengthening our joint working with the East of England Development Agency (EEDA). The Memorandum of Understanding between the National Council and the Regional Development Agencies lays out how we will integrate strategies and plans, ensure the complementary use of funds, share intelligence, collaborate on targets, build regional capacity for learning, and ensure co-operation across boundaries. The East of England regional network of local LSCs will seek to work closely with EEDA on its Framework for Regional Employment and Skills Action. In particular we will work towards achieving the Tier 2 targets which EEDA has currently consulted upon.

We are working with Cambridgeshire Business Services, the deliverer of Business Link services locally, in particular on the planning and delivery of workforce development services to small and medium enterprises.

### **Future working**

Raising standards involves close working relationships with both inspectorates. An early informal area review, which we are committed to, will help identify what needs to be done to improve collaboration and raise standards.

Developing new provision able to address the needs of all learners, such as the First Take initiative, will be carried out wholly within a partnership framework.

"The BBC is delighted to be working with Cambridgeshire LSC and the Lifelong Learning Partnerships on this exciting new initiative which shares the same key aims and objectives regarding widening participation to lifelong learning.

The BBC is uniquely placed to be a leading motivator of adult involvement in lifelong learning, by combining its strands of television, on-line learning resources and local radio, which can then signpost to local providers for further support. We look forward to working on this pilot initiative with all our local partners."

**Madeleine Forrester - BBC Learning Link Adviser, Eastern region**

"NIACE is pleased to support and contribute to the evaluation of this initiative. NIACE aims to promote the interests of all adult learners and works in partnership with others to widen access and participation.

We believe that the new First Take initiative embodies these principles by offering an innovative way of making learning more accessible and attractive to adults in this area."

**Kate Watters - Regional Agent, Eastern Region  
National Institute for Adult Continuing Education (NIACE)**

We will continue to work closely with our local authorities on regeneration programmes, emphasising the contribution that good advice and guidance, access to learning and training opportunities can make to a local community and its economy. We are engaged fully with Cambridgeshire County Council on its programme to raise aspirations in Fenland and with Peterborough City Council in tackling barriers to learning through its single regeneration budget (SRB5) programme of activities.

We are working on joint investment plans with a variety of cross-agency groups, such as Welfare to Work, to embed our wider participation strategy.

With the Papworth Trust and Richmond Fellowship, we have begun to address the needs of those with learning difficulties and/or disabilities including mental health.

We will seek to raise the aspirations and under-achievement of young people in Cambridgeshire by funding, and leading, a countywide partnership of LEAs, schools, colleges and providers. We are looking at the workforce development plans of the voluntary sector, so as to increase their capacity to help us deliver our aims and objectives.

We aim to build upon the activity set out above to ensure that the aims and objectives set out in this plan are achieved for the benefit of all in Cambridgeshire. We will ensure that there is full involvement of our partners, employers and learners themselves in evaluating our success.

## Our Capacity

We have begun to assess the requirements necessary to support the achievement of our plan. It is vital that we continue to develop and improve our capacity and the capacity of our partners to be able to deliver our joint aspirations. Key to this is that sufficient resources are being made available to meet the learning needs of our organisations. The Council intends to seek Investor in People recognition in the very near future.

Perhaps the most important capacity that we need to ensure is the ability to monitor and evaluate the success of the plan. This will involve joint meetings with partners and others to hear their views. Greatest weight will be given to the views of the learners themselves and we will establish robust mechanisms to ensure that these views are articulated forcefully.



# Annex A

## Council Members

### **Sal Brinton** (Chair)

Bursar

Selwyn College

### **Allan Arnott**

Director & General Manager

Perkins International Ltd and Chair of  
Greater Peterborough Partnership

### **Alan Barnish**

Chief Executive

Cambridgeshire County Council

### **Martin Broadhurst**

Chief Executive

Marshall of Cambridge Aerospace Ltd

### **Rosalie Clayton**

Director of Education and Children  
Peterborough City Council

### **David Jennings**

Construction Consultant & Education

Liaison Officer

Eastern Branch of Institute of Directors

### **Nazim Khan**

Peterborough City Councillor and Chair of  
Gladstone Connect

### **Gloria Milne**

Chief Executive

Greater Peterborough Investment Agency

### **Raj Odedra**

Managing Director

Thor Motor Factors Ltd

### **Helen Phillips**

Deputy Director

Richmond Fellowship Workschemes

### **Professor Bob Reeve**

Director, Strategic Information & Planning

Anglia Polytechnic University

### **Mary Sanders**

Vice President

National Council for Voluntary Youth  
Services

### **Mark Taylor**

Principal

The Isle College

### **Chris Walford**

Headteacher

John Mansfield School

Vacancy

## Observers

### **Carolyn Hume**

Cambridge District Manager

Cambridgeshire Employment Service

### **Peter Bradley**

Board Member

Small Business Service

### **Keith Hawkins**

Senior Executive Officer for Learning  
and Skills

Government Office for the East of England

### **Mike Davey**

Chief Executive

Connexions

# Annex B

## Cambridgeshire's Skills Needs

### The Business Base

There are 32,600 business sites in the area, of which only 200 employ 200+ people.

The other 99% of employers are small and medium sized. Cambridgeshire has more "middle-sized" businesses (50+ employees) than most areas. Broad industry groups accounting for most employees in employment are:

- Public & Other Services (30%) - (education and health together account for over a quarter of all employees)
- Distribution, Hotels & Catering (20%)
- Manufacturing (18.5%), and
- Financial & Business Services (18%).

Nearly one-third (31%) of employees are in workplaces of over 200 people. Utilities, health & social work, business services, and public administration employers account for over two-thirds of employment in these larger workplaces. Transport, wholesale/retail trade and financial intermediation are the other "big" workplace sectors.

There is great diversity in the business base of different districts, particularly contrasts between Cambridge City, Peterborough and the rural districts.

Cambridgeshire, and in particular Cambridge, has a number of business sectors and clusters identified in national and regional policy as having high growth potential. Regional Planning Guidance (RPG) calls for Local Authorities, supported by the East of England Development Agency and partners, to develop a vision and planning framework which will allow Cambridge to develop further as a world-leader in higher education, research and knowledge-based industries. RPG also calls for a strategy to facilitate appropriate locations further from Cambridge providing the conditions attractive to investment by knowledge-based industries and their support services.

### Growing Sectors and Occupations

The greatest job gains over the five years to 2005 are likely to be in Business Services, Education, Banking and Insurance, and Hotels and Catering. Growth is mainly in the service sector, and many jobs are expected to be part-time.

Employment in Cambridgeshire is expected to increase at a faster rate than anywhere else in the East of England over the next decade - about 4,300 additional jobs on average every year, and 57,600 job openings including those replacing people as well as the growth.

## Recruitment difficulties, skills needs and skills gaps

The pattern of sector and occupational growth shows a need for increasing numbers of people with higher level skills for management and administrative occupations, as well as for sales and personal service skills and a range of vocational skills.

Occupations with the most job openings (annual gross jobs) are Clerical Occupations (7,600), Managers & Administrators (6,300), Personal Service occupations (5,900), Elementary occupations (5,100), Sales occupations, other than office-based (4,800) and Plant & Machinery Operatives/Assemblers (4,500).

Not all job openings require a deal of training – if people are moving from an occupational area to one with similar skills. Training needs also arise within people still doing the same job.

Across a range of occupations, there are some skills that are in increasing demand:

- managerial and supervisory skills
- ICT skills at a range of levels
- communication and customer care skills
- team working
- flexibility and the ability to learn new skills
- wider breadth of skills.

Our last employer survey (East of England Employer Survey 1999/2000) showed that occupations where the highest share of recruiting employers faced recruitment difficulties were:

- craft occupations (skilled engineering workers, skilled construction trades and skilled trades in other industries such as printing) (35%)
- personal service occupations (care assistants and catering occupations, as well as hairdressers, beauticians and travel assistants) (27%)
- clerical occupations (15%).

(%) = % of recruiting employers affected

## Current Position

- over a third (36%) of employers did not fund or arrange any kind of training in the past year
- only minorities of employers have training plans (33%) and training budgets (28%)
- of employers who identify that they have skills gaps, 26% did not fund or arrange any kind of training in the past year
- 34% of employers believe that their average employee needs to improve his or her skills

- 47% of employers believe that skills needs of managers are increasing
- Investor in People penetration mirrors the national patterns
- 50% of employers believe their present level of training is adequate
- 35% of working-age adults have not participated in learning over the last three years
- a significant proportion of adult learning is job related, mainly takes place at work, and is funded by employers. 12% of employees do not feel that their employer supports them in developing their skills
- 28% of the working age population have no qualifications or low qualifications below level 1
- 40% of those working in management and senior administration roles are not qualified at level 3+
- more than one in five working age adults do not identify the need to develop any skills in the next 12 months
- above average employment growth in Cambridgeshire is likely to make local skill problems acute
- 60% of employers identify skills gaps among managers
- 20% of employers identify skills gaps in clerical, craft and sales occupations.

# Annex C

## Individuals and Community Learning Needs – Participation Strategy

### Potential Learners

There are some 565,300 post-16 residents in the area, of which 465,800 are in the 16-65 age band. The workforce (employed and seeking employment) is some 375,000.

37,700 residents are young people 16-19. A cohort of about 7,900 young people reach working age each year, approximately 2% of the workforce.

The workforce is showing net growth of about 3,900 people a year, while job growth is projected at some 4,300 a year. There are major changes in age and gender composition of the workforce. Females aged 35+ are projected to account for 40% of the increase in the workforce in the five years 2001/06.

The workforce includes people seeking work: there are about 6,800 registered Job Seekers in the area (Jan 2001). Rates of unemployment vary by district, being highest in the north, with pockets of high unemployment in urban areas and highest in the wards ranked as most deprived (Central Peterborough and Wisbech North). One in six unemployed have been on the register for over a year.

Groups who may be priorities for targeting/out-reach to ensure provision meets their needs include:

- those with English as additional language (indicator: of secondary pupils in LEA - 2% in Cambridgeshire; 11% in Peterborough)
- ethnic minorities at a disadvantage in the labour market (Pakistanis, asylum seekers and refugees), travellers (among the top three minority ethnic groups in the county)
- people with disabilities
- people with learning difficulties
- the long-term unemployed
- those in communities that are priorities for targeting/out-reach in multi-agency approaches – areas of urban and rural deprivation.

### Communities

The Indices of Deprivation highlight the wards where there is the potential to integrate learning with other public service delivery to make a difference to regeneration. Our area has a quarter of its wards in the least deprived decile of English wards (ranked by the Index of Multiple Deprivation 2000), but four wards are in the top 10% nationally – three inner-urban Peterborough wards and Wisbech North in Fenland - and there are other pockets which are not revealed even by ward-level data, such as the Oxmoor Estate in Huntingdon.

## Current Position

- national data on the share of 16 and 17 year olds who continue to take part in learning after compulsory education place Cambridgeshire in the bottom 10% of local LSC areas
- local Careers data for Year 11s shows wide variations across localities: Wisbech Careers area has the lowest staying-on rate, and the highest share of leavers going into jobs without training. There is also a gender issue (at Year 11, 63% males stay-on in full-time education, 76% females)
- average points scores in GCE A level/AS level/Adv GNVQ in schools (excl independents) and colleges in Cambridgeshire are higher than nationally – 18.2 against 17.3 for England
- rates of achievement of 16-18 year olds in further education institutions are also higher (98/99 76% vs England 74%)
- data for achievement rates in work-based learning is not available for the new geography, but based on former institutional boundaries, is also good
- 37% of adults (18+-69) have not participated in learning over the last three years
- more than 20% adults do not identify the need to develop any skills in the next 12 months
- Basic Skills Agency data for local areas shows that 20% have poor literacy and 20% poor numeracy – some 93,000 people of working age. Peterborough and Fenland have high rates of people with poor basic skills
- the share of the working age population with a qualification at least to Level 2 is 69%, and to level 3+, 45%.

# Annex D

## Key Data, by District/Unitary Authority Area

	Cambridge City	South Cambs	East Cambs	Hunts	Fenland	Peterboro'	LLSC
<b>DEMOGRAPHIC DATA</b>							
1999 mid-year est (Cambs CC, Oct 2000)							
Total Population	110400	129900	67900	157200	81900	156500	703800
16+ population	94200	104400	54500	124100	66000	122100	565300
16-64 population	80300	85100	43100	105100	51400	100800	519500
16-19 year olds	8300	6700	3000	7500	3700	8500	37700
<i>from 1991 Census of Population</i>							
% population in settlements with <5000 people	-	94%	58%	48%	24%	12%	39%
% population from minority ethnic groups	5.9%	1.3%	0.9%	2.4%	0.8%	7.4%	3.5%
% of households, where head is econ.active, that are prof./managerial	46%	50%	43%	45%	37%	43%	45%
<b>INDICES OF DEPRIVATION (ID2000)</b>							
Average of Ward Scores	14.7	7.3	12.4	11.0	23.8	27.3	n.a.
Rank (in Country's 354 districts)							
* Average of Ward Scores	249	342	283	303	139	100	n.a.
* Extent	158=	158=	158=	158=	123	77	n.a.
* Concentration	204	340	318	273	144	61	n.a.
Rank (in East of England's 48 districts)							
* Average of Ward Scores	27	47	34	39	12	7	n.a.
* Extent	27	47	34	39	10	3	n.a.
* Concentration	18	46	41	32	12	2	n.a.
<b>UNEMPLOYMENT (CLAIMANT) April 2001</b>							
Number of Claimant Unemployed	1196	574	600	975	943	2346	6634
Unemployment Rate	1.5%	1.1%	3.0%	1.5%	3.2%	2.8%	n.a.
<b>SKILLS AND LEARNING</b>							
Working age population (16-PA) qualified to							
Level 4+	50	46	34	23	20	22	32
Level 3+	59	56	43	39	34	37	45
Level 2+	78	78	67	65	61	65	69
Below Level 2, including no qualifications	24	22	32	35	39	37	31
% of 16-69 population participating in learning in last 3 years							
% non-participant	30	35	39	40	35	41	37

### Sources:

Cambridgeshire County Council (CCC) Research Group;

National statistics © Crown Copyright;

Cambridgeshire & Peterborough Learners Survey 2000 (LPs supported by EEDA and CCC, LSC).

# Annex E

## Learning and Skills Council Cambridgeshire Responsibilities

<b>Chair:</b> Sal Brinton				
<b>Executive Director:</b> Stephen Catchpole				
<ul style="list-style-type: none"> <li>• Overall management and co-ordination of organisation</li> <li>• Target setting and performance monitoring</li> </ul>				
<b>Provider Operations</b>	<b>Strategic Planning and Resources</b>	<b>Corporate Services</b>	<b>Business Development</b>	<b>Provider Assurance</b>
Lesley Burgess	Mike Collier	John Kenning	Ed Tuijl	Lily Millar
Work-based learning contract management	Planning & Resourcing Innovation	Finance & Budgets Human Resources	Workforce Development Investor in People	Provider Assurance Audit
FE contract management	Partnership and Development	Training & Development	Management Development	
Quality Improvement	Research, Marketing and Communications	Facilities Management	Small Business Service relationship	
Health & Safety	Economic Development and Regeneration Equal opportunities Learning Support Adult and Community Learning 14-19 Learning	IT Council secretariat		



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