

Learning and Skills Council  
**Corporate Plan to 2006**  
Developing Skills, Delivering Success

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### Forward thinking

The future success of our economy in competitive global markets depends upon the skills of our people. Our mission at the Learning and Skills Council is to raise the levels of skills, knowledge and understanding of all adults and young people in England to world-class standards. We intend to change the nation's learning culture and drive up the quality and relevance of the learning we fund. We are engaging with employers in all sectors and all parts of the country to help ensure that the skills created are the skills that business needs.

Our objectives are clear: to increase the participation of young people in learning and to deliver a higher level of skills in order to help all businesses improve their productivity, innovation, profitability and competitiveness. But improving skills and participation in learning is not just about business – it is also about making ours a balanced and inclusive society.

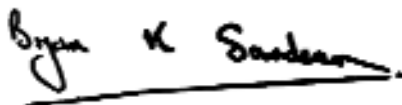
### **What have we achieved so far and what we are planning to do for all those involved in education and learning in England?**

We set ourselves the target of improving the basic skills of 750,000 adults by 2004; we are on track to exceed that number by a comfortable margin. We want to get 175,000 young people entering Modern Apprenticeships by 2004/5; we're on target to achieve this. Employer Training Pilots have been a great success, with 3,000 companies and 15,000 learners recruited to date. We have established 250 Centres of Vocational Excellence at learning providers around the country – we aim to have 400 by 2006.

With employers, we have worked with a number of industry sectors, aligning training to their specific requirements and developing new qualifications that match their skills needs. We are working in partnership with employers, Business Links, Chambers of Commerce, Regional Development Agencies, Connexions, schools, colleges and training providers to ensure that learning meets local business and community needs as well as regional economic needs. Importantly, we are also investing in the infrastructure of training provision, adjusting fee structures to encourage access and reducing bureaucracy so that better use can be made of resources.

This is a momentous task but it is one that all of us at the LSC are wholly committed to achieve. Credit must go to our retiring Chief Executive, John Harwood, for his skill in creating an organisation that is ready to face the challenges ahead. We wish him all the best for the future. We are also looking internally and reshaping our organisation so that we are well positioned to deliver our strategic objectives. Our new Chief Executive, Mark Haysom, will spearhead our continued drive towards our key targets and goals.

We hope that this publication will answer many of your questions about the LSC – who we are, what we are doing and how we intend to do it. We have produced a more detailed annex that contains further information about the many aspects of our work. It is available online on our website, along with an electronic version of this plan, at: [www.lsc.gov.uk](http://www.lsc.gov.uk)



**Bryan K Sanderson**  
Chairman, September 2003

## Key commitments for the period to 2006:

### For learners, you can expect us to:

- fund a wide choice of high quality, attractive and easily accessible learning that meets your needs and those of employers;
- promote an inclusive learning culture that meets the diverse needs of all learners; and
- make opportunities available for over six million learners a year backed by independent information, advice and guidance.

### For employers, you can expect us to:

- recognise and address the diverse skills needs of employers in different industries and of different sizes;
- actively promote the way that learning can improve the profitability of business; and
- help employers play a full part in the planning and delivery of post-16 learning.

### For communities, you can expect us to:

- make strong contributions to community and neighbourhood renewal initiatives, and local strategic partnerships;
- work to build social cohesion and diversity; and
- work with others in Government to respond to inward investment, regional and local economic development and regeneration.

### For colleges and providers, you can expect us to:

- support a plan-led approach to funding, enabling longer term investment to meet local learning and skills needs;
- act rigorously and rapidly with partners to address poor quality low-achieving provision that undermines the reputation of all post-16 learning; and
- reduce the administrative burden to a minimum.

### For schools, you can expect us to:

- wholeheartedly support good quality provision in sixth forms through our funding and planning;
- encourage and support new work related learning initiatives; and
- minimise bureaucracy.

## Section 1

'Skills are intertwined with the drive for competitiveness. Our recent productivity survey suggests businesses see training as crucial, with 63% of small and large businesses saying training was their biggest priority.'

**Isabella Moore, President of the British Chamber of Commerce**

### Learning and Skills in England

The LSC is a leading agent for the delivery of the Government's Skills Strategy, *21st Century Skills: Realising Our Potential*, designed to bring fundamental social and economic benefits to our country. Together with key partners in government, the Regional Development Agencies (RDAs), the Sector Skills Development Agency (SSDA) and Sector Skills Councils, we will deliver innovative solutions to meet the learning and skills needs of businesses and communities.

The LSC has already achieved real results nationally, regionally and locally in raising participation in learning among young people and adults. This is just the start of a process that is leading to dramatic improvements in skills levels across the board.

The trend away from unskilled jobs, to jobs requiring skills of a much higher order, continues. Changes in the economy will demand even more skilled people. By 2010, there will be over 2.2 million new jobs as a result of growth in the economy and the replacement of retiring workers.

However, of all OECD countries, only Mexico and Turkey have fewer 16-18 year olds in education and training than we do. An estimated one in five adults in the United Kingdom has difficulties with basic literacy and numeracy. Approximately 30% of our workforce is qualified to an intermediate skill level – considered to be a measure of employability – compared with 51% in France and 65% in Germany. More than ever, these individuals face exclusion from our fast moving society. When we fail to develop people's talents to the full, we waste individual potential as well as economic opportunity.

### The Challenge Ahead – Raising Skill Levels in England

Historically, England has been characterised by an inconsistent learning culture where many people achieve but too many still do not take up the opportunities afforded by learning. We now have a situation where we lag behind a range of our European partners in the achievement of basic skill levels; in some sectors we have a drastic shortage of vocationally specific skills; and there is a skills shortfall at the middle management/supervisory level. Our task is to re-orientate the nature of provision; the expectations of young people and adults; and the focus on vocational skills.

Individuals and employers in England tend to take a different view of learning from many of their counterparts in competitor countries. Compared with Europe and the Far East we undervalue formal learning and qualifications, yet we stress the importance of academic studies at the expense of vocational and community based learning. Too often we regard access to the best quality learning as being only for the favoured few. As a result, too many young people and adults set their sights too low. Over the years we have also failed to convince enough employers of the benefits of carefully planned investments in learning for product quality, customer satisfaction and competitiveness.

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*Mario Russo, aged 18, who is in the process of completing an Advanced Modern Apprenticeship in Carpentry in Cambridgeshire.*

### Case study

#### Taster course promotes apprenticeships

*A project to encourage 16-18 year olds into sampling the benefits of Modern Apprenticeships has resulted in nearly 700 MA Intro places being delivered or planned by providers at 16 employers across Cambridgeshire.*

*Cambridgeshire LSC was one of three areas chosen for the MA Intros scheme, a pilot of which ran in the first three months of 2003. This is expected to result in nearly 400 starts on an MA or other training programme, as against the forecast figure without the pilot, which was 30. The pilot concentrated on employers who had not previously recruited young people between the ages of 16 and 19.*

A modern economy cannot flourish where a minority of people with high skills and qualifications manage a majority of people with low or no skills. This is why developing skills is at the heart of the Government's attack on economic and social exclusion and why the LSC is committed to widening participation in learning for all sections of society. We are focused on delivering key Government policies, including: *Success for All*, the Skills Strategy, Higher Education (HE) Strategy, *Skills for Life* and *14-19: opportunity and excellence*.

#### Delivering the Skills Strategy – a pivotal role

The LSC is in a unique position to take a strategic and holistic lead for post-16 learning across England, adding real value by identifying and applying solutions that work across all regions and sectors. As Charles Clarke, the Secretary for State for Education and Skills has said, *'The LSC is key to the delivery of the Skills Strategy and it will ensure that a strong partnership is established with the RDAs, Sector Skills Councils and the Qualifications and Curriculum Authority. The LSC is the powerful unifying force in the planning and funding of post-16 education and training and as such vital to the success of the Skills Strategy.'*

We are delivering fundamental, long-term change via a programme of dynamic initiatives to secure our key commitments to business, society and learners.

### Our Goals as an Organisation

The Learning and Skills Council has a clear remit from government to take the lead on the skills agenda; to provide effective co-ordination and planning of learning provision; and to drive up standards in post-16 learning. In order to deliver this exciting agenda, we have focused on two key goals:

#### Goal 1: Improving participation in learning by young people

#### Goal 2: Raising the level of skills

The Government has endorsed these objectives and gone further, setting out record levels of investment for the learning and skills sector coupled with additional priorities to:

- ensure the learning and skills sector develops the capability to play a full part in the delivery of a more coherent phase of learning for 14-19 year olds;
- drive forward the implementation of *Success for All* – the strategy for the reform of post-16 learning; and
- lead the delivery of the Skills Strategy, working with employers nationally, regionally and locally, in partnership with the Sector Skills Councils and Regional Development Agencies to improve the sector's responsiveness to business needs.

This wide remit gives us the opportunity to ensure effective co-ordination and strategic planning at every level. Our statutory duty to encourage participation in education and training now places the individual learner at the heart of the system. At the same time, our statutory duty to encourage employer participation in the provision of that education and training will enable the country to meet the skills requirements of its economy.

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### Case Study

#### Academy of Finance raises ambitions

*A new 'Academy of Finance', funded by London North Learning and Skills Council, has been launched at Sir George Monoux Sixth Form College in Waltham Forest to provide students with a unique training and education programme in financial services.*

*The college, which caters for 1,600 16-19 year olds, is piloting the first programme of its kind in the UK offering students an extended curriculum and the opportunity to go on to higher education and careers in the sector. Forty students are currently taking part in the two year programme, the highlight of which is an eight week internship with some of London's largest financial players, including Citicorp. The LSC says early results are impressive, with no drop outs and indications of a marked impact on student motivation, commitment and ambition with all those taking part saying they plan to progress to university. One student taking part said: 'The programme has helped me decide what career I want to choose when I go to university. The work placement has helped me put my knowledge into action.'*

We are committed to developing an inclusive and sustainable learning and skills culture where learners, businesses and communities have the skills they need to ensure social and economic success in the 21st Century.

## Vision, Mission and Targets

There are two key strands that underpin everything we do. One is to raise participation in learning among 16-18 year olds. The other is to improve skills levels to meet the economic and social needs of England in the 21st century.

### Vision

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

### Mission

Our mission is to raise participation and attainment through high quality education and training that puts learners first.

### Targets

Our targets are focused on improving the participation and attainment of young people in learning and raising the skill levels of adults to support economic and social prosperity.

We have identified targets for the year ahead and at intervals (2006, 2007) to achieve our vision by 2010. These fall into primary and supporting targets, together with supporting measures for providers.



## LSC Hierarchy of Corporate Targets<sup>1</sup>

	Participation of Young People in Learning	Skills		
<b>Primary targets</b>	<p><b>2010 Young people's participation target<sup>1</sup></b></p> <p>By 2010, 90% of young people, by age 22, will have participated in a full time programme equipping them for entry into higher education or skilled employment.</p>	<p><b>2006 Level 2 at 19</b></p> <p>By 2006, increase by 3 percentage points the number of 19 year olds achieving a qualification equivalent to Level 2, compared to 2004</p>	<p><b>2006, 2010 Adult Level 2</b></p> <p>Reduce by at least 40% the number of adults, in the workforce, without a Level 2 or equivalent qualification by 2010. Working towards this, one million adults in the workforce, to achieve Level 2 between 2003 and 2006</p>	<p><b>2004, 2007 Basic Skills</b></p> <p>Improve the basic skills levels of 1.5 million adults between the launch of Skills for Life in 2001 and 2007, with a milestone of 750,000 by 2004</p>
<b>Supporting targets</b>	<p><b>2004 16-18 participation</b></p> <p>By 2004, 80% of 16-18 year olds to be in structured learning</p> <p><b>Modern Apprenticeship target</b></p> <p>By 2004, at least 28% of young people to start a Modern Apprenticeship by age 22</p> <p><b>2010 Participation in HE</b></p> <p>By 2010, increase participation in HE towards 50% of those aged 18 to 30</p>	<p><b>2004 19 year olds at Level 3</b></p> <p>By 2004, 55% of 19 year olds to have attained a Level 3 or equivalent qualification</p>	<p><b>2004 Adult Level 3</b></p> <p>By 2004, 52% of adults to have attained a Level 3 or equivalent qualification</p> <p>Local offices to establish local priorities for Level 3 qualifications that meet sectoral and/or regional needs</p>	<p><b>Adult Participation</b></p> <p>Local LSCs to establish measures to widen participation, including the greater use of equality and diversity measures</p>
<p>By 2006, success rates in colleges, FE provision made by Local Education Authorities and work based learning (WBL) to increase to 72%<sup>2</sup>, 67% and 48% respectively. By 2006 all colleges and 90% of WBL providers will exceed or meet floor targets.</p>				
<p><b>Provider targets</b></p> <p>Headline targets to be agreed, where relevant, with local providers for:</p> <ul style="list-style-type: none"> <li>● learner numbers</li> <li>● employer engagement</li> <li>● success rates</li> <li>● professional qualifications of teachers.</li> </ul>				

<sup>1</sup> The scope of the new PSA target for young people's participation needs to be clarified formally by the DfES before it can be allocated to local LSCs.

<sup>2</sup> Confirmation of this target is subject to analysis of three year development plans.

'Meeting the skills challenge we face is not an end in itself. It is a means towards the wider goal of enabling our economy to progress and to maintain social cohesion. For individuals, it is about giving them the skills for employability – no longer skills for a job for life, but skills for employability for life. Employers need to be supported in raising business performance and the quality of products and services they provide through a highly skilled and qualified workforce. And we need to put in place an ambitious, responsive and flexible system to support those needs.'

**Charles Clarke, Secretary of State  
for Education and Skills, 2003**

**Action on these fronts adds up to an ambitious programme that will change the national approach to learning. The creation of a learning nation is a key challenge for individuals, employers and everyone in the learning and skills community.**

This Corporate Plan reaffirms our commitment to achieve our mission, vision and targets and outlines how we will progress these during 2003 to 2006. However, we cannot make a reality of our vision by small changes to existing approaches. Rather, we are developing a radical programme of change that will exploit the six strategic levers that we have identified as critical to the achievement of our goals. These are outlined in the next section and are summarised as:

- changing the learning culture;
- engaging employers in shaping learning;
- improving the quality of training and education;
- reshaping local provision;
- reviewing the funding of learning; and
- an excellently managed LSC.

## How We Will Achieve Our Key Goals:

- improving participation in learning among 16-18 year olds
- raising skill levels for all people in England

### **Changing the learning culture**

In order to do this, we will be marketing the real benefits of participation in learning, promoting relevance and excellence in provision and providing improved information and guidance for business and learners.

### **Engaging employers in shaping learning**

We will support the Government's recent Skills Strategy and work closely with business to close the skills gaps they face with targeted work based training, continuous e-learning, vocational training and Modern Apprenticeships.

### **Improving the quality of training and education**

We will be actively involved in delivering *Success for All*: the Government's strategy for the reform of post-16 learning, establishing learning and skills beacons, measuring employer and learner satisfaction, promoting Centres of Vocational Excellence (CoVE), reviewing performance and making capital investment in relevant provision.

### **Reshaping local provision**

Delivering high quality learning that meets local need is essential and local LSCs will lead the collaborative approach to Strategic Area Reviews, working with Regional Development Agencies (RDAs), Connexions, other local partners and stakeholders, including schools, colleges and businesses, in order to remove artificial boundaries that prevent provision from matching local need.

### **Reviewing the funding of learning**

Widening participation and raising levels of attainment depend on making the best use of funding; to this end we will be reducing bureaucracy, aligning funding with priorities, introducing new fee structures for employers and learners and using funding to encourage participation.

### **A well managed LSC**

As an organisation we have to be as efficient and effective as possible and will therefore review our structure and resourcing with a view to being an exemplar learning organisation capable of delivering on our undertakings.

## Section 2

### Some of the initiatives we are using to improve participation by young people:

**Modern Apprenticeships**, offering a job, wage, recognised qualifications and progression in a current job or onto HE. Modern Apprenticeships allow young people to go into the workplace and combine working and learning about a job, while training towards National Vocational Qualifications (NVQs) and key skills. Apprentices are given hands-on experience plus a mixture of on and off-the-job training. Training is subsidised by the training provider, which means that employers save money while gaining a qualified member of staff.

**Centres of Vocational Excellence (CoVEs)**, challenging colleges and training providers to align their provision to the known skills needs of the business community, making learning more attractive and relevant to young people.

**Entry to Employment**, for young people who have had a negative experience of education. They are likely to be unemployed and perhaps affected by multi-generational unemployment. The scheme provides preparation for a working life; maximises potential; offers a flexible way to develop skills; and helps learners to make choices. For employers, it helps meet skills shortages and enables the business community to fulfil its corporate social responsibility.

### Changing the Learning Culture

Success in delivering our vision depends on establishing a strong learning culture. The LSC is prioritising the following key activities to drive forward this change:

- strategic marketing to drive up participation in learning;
- delivering high quality information, advice and guidance;
- delivering the 14-19 agenda;
- widening adult participation to meet skill needs;
- extending the role of e-learning;
- promoting excellence in learning; and
- reviewing the qualifications framework.

#### Strategic marketing to drive up participation in learning

The LSC has segmented learners into common interest groups, which allow it to target each in a way that maximises the potential impact.

We are developing campaigns targeted at these segments and at specific industrial skill needs. These campaigns are piloted with individual local LSCs before being rolled out as part of regional or national marketing strategies. As an organisation, we are uniquely placed to gain maximum impact by coupling national media coverage with sensitive locally based responses to initial interest from learners and employers. Our aim is to convert early – often tentative – interest into enthusiastic regular participation in learning.

#### Delivering high quality information, advice and guidance

Success in turning people with a flicker of interest into committed learners depends on having good quality information, advice and guidance; learner-focused provision; and the right recognition and rewards for learning achievements. The **Connexions** service has a significant role to play here. Equally, we are working with partners, providers and employers to improve the information, advice and guidance services available to adults.

#### Delivering the 14-19 agenda

We need to improve our vocational offer to young people so that they can choose from a range of courses and qualifications covering a broad spectrum of subjects and skills from age 14. The continued implementation of 14-19: opportunity and excellence will address this. Building on the work of the pathfinders, we will significantly improve the opportunities for 14-19 year olds to learn in a way that suits them best and develop new approaches to make learning more relevant. The LSC will respond to the outcomes of Area Inspections and Strategic Areas Reviews, reorganising provision where necessary, and supporting collaborative arrangements among colleges, schools and work based providers to deliver the 14-19 agenda.



### Case study

#### Taking learning to the learner

*The Birmingham and Solihull LSC has developed links with eight colleges and 16 voluntary and other organisations as part of a project to boost engagement with disaffected young people.*

*The Uplift project extends the ability of colleges to cater for small groups on site, on the premises of the voluntary organisations. This is important because 'disengaged' young people are often unwilling to go to college campuses. Uplift has proved a hit and has filled a gap in the market in that funding for FE lacks flexibility when it comes to dealing with very small groups of learners.*

#### Widening adult participation to meet skill needs

In order to increase the numbers of adults in learning and, simultaneously, address skill needs, the LSC has produced a national strategy for widening adult participation in learning. This includes our review of the funding of adult learning and the repositioning of adult and community learning, to provide an integrated approach to all adult learning.

#### Extending the role of e-learning

The LSC is committed to making full and effective use of e-learning in strengthening the quality, accessibility and relevance of the learning we fund. We are developing e-skills and promoting e-learning as a critical means of extending participation, so that all young people and adults are provided with opportunities to learn and develop their skills throughout their working lives.

This will contribute much to the Government's goal of increasing the share of public services delivered electronically. Our partnership with Ufi/learnirect is critical to the success of this.

#### Promoting excellence in learning

The LSC promotes excellence through its work on quality, standards and qualifications, supported by skills competitions, national training awards and support for UK Skills. We are improving teaching, training and learning to ensure consistently high standards across the country. Funding will now be based on three-year agreements linked to performance targets for improving success, allowing providers to make longer term investment decisions. Colleges will also receive extra funding linked to the achievement of their targets. The LSC also recognises and celebrates excellence by awarding Beacon status to colleges and work based learning providers. The standard is deliberately high and Beacons are expected to promote innovation and share their good practice with the sector.

### Developing programmes to meet the needs of young people

In order to target each type of young person with appropriate initiatives, we have developed a learner segmentation model based on attitudes, motivators and barriers to learning. We are using this model to develop targeted, effective communications for four distinct groups of young people who are potential participants on our learning programmes:

- Independents' – 16-24 year olds, who are positive about fending for themselves;
- Higher aspirers but low achievers' – 14-18 year olds who have unrealistic expectations of how they will achieve their goals in life;
- Unmotivated' – 16-24 year olds for whom learning is low priority and social life most important thing; and
- Passive' – 14-18 year olds with low interest in formal learning, but who have an active interest in practical learning.

### Reviewing the qualifications framework

The LSC is working with partners in the Qualifications and Curriculum Authority (QCA), the Sector Skills Development Agency and Sector Skills Councils to review the nature and design of the current qualifications framework as a means of making learning more relevant and accessible to employers, learners and potential learners.

### Engaging Employers in Shaping Learning

Engaging employers is critical to delivering our mission and vision and ensuring that the learning and skills provision we fund is appropriate for a modern and successful economy.

Our strategy pays particular attention to the needs of SMEs and micro businesses, which together account for 99.2% of England's 3.2 million businesses and 63% of the total turnover of business.

We are committed to driving forward the current skills strategy and will build on our existing work with employers through:

#### Leading the delivery of the Skills Strategy

The LSC is working with RDAs and other key partners to ensure the successful implementation of the Skills Strategy. We are working closely with the Sector Skills Development Agency and the Sector Skills Councils to identify and deliver the skills that employers need. In collaboration with Business Link and other intermediaries, we will develop the range, quality and coherence of services for businesses needing support and advice on skills.

#### Working with employers to raise skill levels

The LSC is actively engaging employers so that they recognise, and act on, the economic benefits of learning and work with us to ensure that our funds are geared to their skill needs. We will continue to support collaborative arrangements between employers to raise skills and productivity. This will include the provision of targeted support for employers facing barriers in raising skills levels and improved training and development for management and leadership, particularly in small and medium sized enterprises.

The LSC will prioritise funds to meet skills needs: at Level 2 for all those without this level of qualification and at Level 3 in key skills areas.

#### Improving the responsiveness of the learning and skills infrastructure

The LSC is committed to develop of higher quality training provision more closely geared to the needs of employers, which gives businesses a greater say in how, when and where learning is delivered.

'The initial response from employers to the Employer Training Pilots has been encouraging. We want to test this approach to increasing the skills base of the workforce at basic skills and Level 2 thoroughly and that is why we have decided to extend the existing pilots for a further year, increasing their number to 12 to give us a wider base of evidence on which to base our decisions.'

**Ivan Lewis, Parliamentary Under Secretary of State for Skills and Vocational Education**

### Case study

#### Small investment in time pays big dividends

*A network of 90-minute events has proved popular with the Lancashire employers. Companies with Investors in People status have had the chance to share good practice while at the same time selling their products and services.*

*This has proved a highly effective and low cost means of networking, enabling the Lancashire LSC and BusinessLink – who jointly run the events – to maintain an active relationship with Investors in People companies and for the LSC to promote programmes such as Modern Apprenticeships, as well as to find out what are the concerns about skills in general among employers.*

We are developing new accredited skills and training programmes for each employment sector, in collaboration with the Sector Skills Councils, to ensure that the provision we fund meets the needs of employers.

We will continue to promote the Modern Apprenticeship (MA) as a key work based training route for improving skills and business performance. The MA Task Force will spearhead the expansion of the MA programme as a means of tackling serious skills shortages in key employment sectors

#### Engaging employers through providers

Employers' skills needs are being addressed by helping providers forge strong strategic relationships with employers to drive up the skills and productivity of the workforce. Our joint action on skills and training is integrated with wider business support for raising productivity, innovation and competitiveness. The workplace forms the main classroom for many adults and the source of their motivation to learn throughout their working lives. E-learning is being recognised as an integral part of business and individual development.

In support of this, local LSCs are agreeing targets for employer engagement with colleges and providers.

#### Employer Training Pilots

Employer Training Pilots, the groundbreaking initiative aimed at encouraging employers to train low skilled employees, are successfully reaching and benefiting employers who would otherwise not engage in training. The pilots are based on an entirely new approach, whereby employers are asked to identify basic and vocational skills gaps which affect their productivity. They make the decision on which type of vocational or basic skills training they require to improve business performance. Training provision is work based and demand-led, focusing on assessing employees' existing skills, establishing requirements and fitting training to those needs.

Employers have identified many benefits from their involvement in the pilots, with the majority reporting that productivity has improved and that employees have gained skills that are important for their business. This success has led to the further extension of the initiative with more pilots planned for this year.

**Investors in People** is the national standard which sets a level of good practice for the training and development of employees to achieve business goals. The standard provides a national framework for improving business performance and competitiveness. By encouraging employers to take a planned approach to setting and communicating business objectives – and developing employees to meet those objectives – the workforce is better able and more motivated to meet business goals.

## Improving the Quality of Training and Education

Consistent high quality provision creates virtuous circles of participation and achievement across a lifetime of learning. Poor quality provision creates cycles of low participation and under-achievement. Improving the quality of provision is therefore critical to the achievement of the LSC's mission, vision and targets.

Our focus is on an integrated series of activities, including:

- developing a framework for quality and success as part of *Success for All*, the Government's strategy for the reform of post-16 learning;
- delivering the Skills Strategy;
- Quality Improvement Strategy 2003-06;
- Performance Review; and
- monitoring learner and employer satisfaction.

The learning and skills sector provides many excellent quality learning opportunities and has some distinctive strengths. However, there remain problems of widely differing standards of learner achievement. There is too much poor provision and, across the system as a whole, insufficient attention to improving teaching, training and learning. We need to ensure that the quality of all providers reaches the standard of the best.

### Developing a framework for quality and success

In its first year the LSC put into place a coherent approach to improving quality across post-16 learning in partnership with the inspectorates and the Government. In this, the LSC combines recognition and support for excellence with high challenge where provision or providers fail to offer good learning experiences and results for learners.

Building on this work, we have begun to implement the reforms outlined in *Success for All*, taking the lead on developing a framework for quality and success. Already, we have established a new planning, funding and accountability system, based on greater partnership and trust. The agreement of three-year development plans will introduce more reliable, longer term funding for the majority of our providers that will enable them to plan investment over a reasonable time period. This includes the agreement of headline improvement targets with providers, which will set clear expectations about the numbers of learners, success rates, employer engagement and the qualifications of teaching staff. Additional funding linked to the achievement of these headline improvement targets will also be available for colleges in the FE sector.



## Case study

### Workforce development at Cheviot Foods

*Cheviot Foods, the largest frozen potato processing plant in the UK, has developed a rich and varied workforce development programme for its 300 staff, supported by Northumberland LSC, which is presenting the initiative as an exemplar for other employers in the county to follow.*

*Following a survey undertaken by Cheviot into its staff's basic and development skills needs, Northumberland LSC commissioned the local FE college to design a bespoke programme to cover a wide range of learning needs – from language and literacy to craft based provision. Cheviot Foods has subsequently opened its own Learning Centre, where staff follow learndirect courses in subjects from basic IT to report writing.*

### Delivering the Skills Strategy

The LSC will provide encouragement and incentives for colleges and other providers to ensure they deliver the learning provision that employers want and need.

### Quality Improvement Strategy 2003-06

The LSC has developed its Quality Improvement Strategy for the period 2003 to 2006, in discussion with partners and stakeholders. The strategy will take forward many of the reforms outlined in *Success for All*. It includes a number of generic elements that can be adapted to address the diverse parts of the learning and skills sector, together with strategies that are specific to component parts of the sector.

### Performance Review

The LSC is committed to driving up standards and quality and is actively promoting a culture of continuous improvement. Using the framework of Performance Review, local LSCs engage with local providers on a regular basis, to identify and address areas of weakness and disseminate good practice.

### Monitoring learner and employer satisfaction

We are putting learners at the heart of what we do and listening to what they say. The LSC is gathering good, consistent data on learner and employer views to inform decision making about post-16 learning. Each year 24,000 learners will be interviewed and the results used to celebrate success in the post-16 sector and to shape policy and develop post-16 learning. We are currently conducting a large survey of employers to identify their views, needs, and concerns in order to better inform the provision we fund.



### Case study

#### LSC rescues ailing college

*Intervention by the Learning and Skills Council has helped transform the ailing Isle of Wight College and safeguard the provision of 16-18 year old education on the island.*

*The college had suffered years of financial instability and was under further threat as employers sent young staff for training on the mainland until LSC Hampshire and Isle of Wight stepped in to identify problems and solutions through an area review. It brought together a Tertiary Strategy Group, involving all key stakeholders, to come up with long term solutions to meet the needs of learners and employers and raise levels of achievement.*

*A number of initiatives, including the creation of employer learning hubs to support skills and progression, the establishment of partnerships with local work based learning providers and schools and new building work to improve the estate, have enabled the college to exceed funding and recruitment targets. Applications for places are now up by 20%.*

## Reshaping Local Provision

The LSC has embarked on a radical programme of change that will implement the reforms of *Success for All* and *21st Century Skills: Realising Our Potential*. The programme will deliver high quality learning provision that meets the local needs of learners, employers and communities. Central to this are:

- undertaking Strategic Area Reviews;
- partnerships with providers; and
- Regional Skills Partnerships.

### Undertaking Strategic Area Reviews

The *Success for All* strategy includes the introduction of Strategic Area Reviews to consider and, where necessary, reconfigure the shape of the learning and skills community in each area to make sure it can meet local needs, priorities and targets. The LSC will undertake thorough strategic assessments of local provision in partnership with local stakeholders and will consult locally on the future pattern of learning.

Where gaps or persistently poor provision exist, the LSC will encourage new providers while recognising the costs and risks involved in setting up new high quality provision. Some providers will extend their coverage to new areas. Many from the voluntary or community sectors will bring new expertise in reaching excluded people. Providers will receive active support to help develop the skills needed to run successful high quality learning programmes. Other providers will refine and focus their missions to concentrate on what they do best. Collaborative and innovative provision will be crucial to the success of the strategy.

### Partnerships with providers

We want to work in genuine partnership with schools, colleges and providers that we see as our key strategic partners. The LSC has moved towards a planning-led approach to funding, based on colleges and providers working with local Councils to agree what needs to be delivered in their area.

We are working together to tackle the difficult issues we face, such as improving participation and achievement among the young people who still do not take part in learning, and addressing the basic skills needs of adults. The LSC has demonstrated its commitment to this new relationship by taking a first step on streamlining systems for funding and audit. For successful colleges with reliable information systems and accurate and timely funding returns we will end retrospective clawback and reduce the frequency of funding claims audits.

We want and need the active involvement of providers to make the new vision a reality. We seek to develop a close and collaborative working relationship that will enable all of us to continue driving up the quality of the learning experience provided.

'We look at people as being the most important asset, so it's extremely important that we treat them properly and give them effective training programmes. We and our partner colleges work closely in conjunction with the LSC. It's been good to see a college partnership where two colleges work together to provide a customer with an end product that they want.'

**Robert Lyall, Training Manager, BMW  
Plant Hams Hall, North Warwickshire**

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### **Regional Skills Partnerships**

The LSC is committed to the effective delivery of the Skills Strategy. At a local level, LSCs and RDAs will build on the excellent relationships already developed through the establishment of frameworks for regional employment and skills action (FRESAs) and joint pilot activity, to further identify and address priority skill needs. This will include increased support for the development of higher levels skills at technician, higher craft and professional level (Level 3) where these are identified as sectoral and/or regional priorities.

### **Reviewing the Funding of Learning**

Adequate funding for learning and appropriate levels of support for learners are important factors in widening participation and raising skills levels. The right payment structure for providers is critical but must be seen in the context of balancing the costs falling on individual learners, employers and the state.

Clearly, the level of funds available to support the achievement of our targets is crucial. We are actively discussing with the DfES the long term funding that will be available to the LSC, as the Government undertakes its spending review to 2004.

At the same time, we have introduced a number of key improvements to ensure that our funding policy supports the delivery of our corporate strategy and targets.

These include:

- reducing bureaucracy;
- harmonisation of funding;
- plan-led funding for colleges and providers;
- funding reform to meet skill priorities; and
- fees for employers and individuals.

### Regional Development Agencies working with the LSC

"SEEDA and the six (South East) LSCs not only have a strong working relationship but also have an enviable track record of joint actions. These joint actions are serving to substantially enhance delivery of the Regional Economic Strategy priorities in the sub-regions. I am confident that our joint working will be further enhanced through the Adult Learning Pilot and that the local LSCs in the South East will not only be able to make a step change in the delivery of learning opportunities for all, but most importantly make a step change in demand-led provision."

Anthony Dunnett, Chief Executive  
SEEDA – South East England  
Development Agency

### Reducing Bureaucracy

In line with Government and DfES policy, the Council has committed itself to reducing bureaucracy. The Bureaucracy Task Force (BTF), chaired by Sir George Sweeney, was set up in November 2001 by the LSC and includes college principals, the Office for Standards in Education (Ofsted), the Adult Learning Inspectorate (ALI), the Department for Education and Skills, work based learning and other partner and sector organisations. In its report, *Trust in the Future* (November 2002), the Task Force recommended the establishment of a Bureaucracy Review Group (BRG). This was established in August 2003 and is an independent user group, representing all sectors. The Business Review Group will monitor and review current and new initiatives, policies and practices of both the LSC and Department for Education and Skills and challenge bureaucracy to maximise efficiency and effectiveness of the sector.

### Harmonisation of funding

Considerable progress has been made in bringing the funding arrangements for the learning and skills sectors closer together. School sixth form provision, work based learning and further education are now all funded through a national formula approach which reflects the different characteristics of their learning provision. Work is progressing on the development of formula funding for adult and community learning.

### Plan-led funding for colleges and providers

As a part of its implementation of the reforms contained in *Success for All*, the LSC will move to provider funding linked directly to its mission, vision and objectives. The vast majority of colleges and other providers will have three-year development plans, which link to three-year funding arrangements from autumn 2003. The new system will offer significant scope for local accountability and flexibility and diversity while safeguarding large sums of public money. Consultation on the new funding arrangements will take place in autumn 2003

### Funding reform to meet skill priorities

In order to carry forward the reforms outlined in the recent Skills Strategy, the LSC will be introducing a new guarantee of free tuition for any adult who does not have a good foundation of 'employability skills' to enable them to complete a Level 2 qualification. Provision to address regional and sectoral skills priorities will be similarly incentivised. One of the key measures that the LSC will introduce to secure these aims is the piloting of a new learning grant for adults in further education.

### Fees for employers and individuals

Under the arrangements we inherited, the majority of LSC-supported learning is either free to the learner or heavily subsidised. Learners aged 19 or under pay no fees, and many adults are entitled to full fee remission because they are in receipt of relevant state benefits. Other adults pay fees that are typically around 25% of the national base rate paid to the provider by the LSC. We want to increase the perception, especially amongst employers but also with some adult learners, that they are the customer and have 'purchasing power' with public sector providers as well as with commercial providers of skills training. In some cases, we may also

## Case study

### Supporting asylum seekers in Derby

*With more than 1,000 asylum seekers predicted to arrive in Derby during the course of last year, Derbyshire LSC took action at the end of 2001, forming the Derby Asylum Seekers Learning Project.*

*The project aimed to help asylum seekers get quick and convenient access to appropriate English for Speakers of Other Languages (ESOL) provision, to help them seek other qualifications, if appropriate, and to give them confidence to explore other opportunities. This involved developing a more cohesive approach to ESOL training, including the appointment of a dedicated full time coordinator, who offers information and advice and provides liaison across all ESOL providers.*

expect employers and adults to contribute more to the costs of learning. We are working with the DfES to fulfil the commitment in the Skills Strategy to develop a fees policy that secures a greater contribution to the costs of further learning from people who are already well qualified.

## An Excellently Managed LSC

In order to deliver its mission, vision and targets, the LSC needs to operate as effectively and efficiently as possible. The following areas of activity illustrate the internal mechanisms that we are employing to deliver our stated priorities:

- understanding the risks to success;
- refining local strategic and business planning;
- developing our culture and values;
- becoming an exemplar learning organisation;
- investing in our infrastructure; and
- reshaping the LSC.

### Understanding the risks to success

The LSC has identified the most significant risks relating to the successful delivery of its corporate objectives and targets. These include failure to meet the needs of learners and engage with employers; failure to promote our successes; failure of the Skills Strategy and *Success for All* to meet their ambitions; a lack of skills or understanding among LSC staff; and failure to align ourselves with strategic partners.

### Local strategic and business planning

We have made a successful transition from our predecessor bodies and created a strong unitary organisation, which includes 47 local LSCs. Each local LSC has the flexibility and expertise to plan provision that accurately reflects the needs of its own learners, employers and community.

### Developing our culture and values

The LSC is developing as a network of interdependent resources, skills, experiences and individuals supported by fast and effective communications. Our principles are that we are learner focused, work in a spirit of partnership, work to the highest standards, are innovative and make a difference.

### Becoming an exemplar learning organisation

Developing excellent skills and extensive knowledge is central to the success of LSC staff in working with a complex and rapidly changing learning and skills community. Our commitment is to become an exemplar learning organisation with a first rate workforce development policy.

'Advantage West Midlands found the planning processes put in place across the region this year very valuable, providing a two way communication process which has both informed our own learning and skills strategy and strengthened the already strong partnerships developed across the region between ourselves and the local Learning and Skills Councils.'

**John Edwards, Chief Executive,  
Advantage West Midlands –  
West Midlands Regional  
Development Agency**

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#### **Investing in our infrastructure**

The LSC is investing heavily in modern information technologies to support our objectives and the Government's commitment to e-Government. Our immediate IT priorities support the harmonisation of funding and the simplification of data collection in the learning and skills community.

The LSC is mindful of its responsibility to manage its estate in ways that protect the environment. The new Cheylesmore House extension is highly energy efficient and, over the next three years, we will relocate a number of local LSCs to more energy efficient accommodation. We are upgrading our video conferencing facilities to cut the need for travel and also reduce pollution caused by cars and other forms of transport.

#### **Reshaping the LSC**

A Reshaping Programme has been established, with the support of DfES, in order to further develop the LSC as a highly skilled organisation, focussed on transforming the learning infrastructure, delivering its objectives and meeting Government targets. A fundamental business re-engineering process will reduce costs and improve the efficiency and effectiveness of our delivery services.

The workforce will be reduced by 800 staff as activities and processes disappear. At the same time we will develop our existing staff and recruit up to 200 new professional and specialist staff to ensure that we have the skills to meet the new agenda. This increase in productivity will enable the LSC to meet the real terms reduction in its administration budget of £30 million over the period 2003-04 to 2005-06.

## Case study

### The fabric of society

*An initiative from West of England LSC is enabling women from ethnic minorities and disadvantaged backgrounds to train to be tutors in textiles. It is widening participation and upgrading skills while at the same time benefiting social inclusion.*

*Textiles is an area which has traditionally been low paid and qualifying as a tutor increases earning potential. The project gives those who take part a route to progress after they have gained NVQ Level 3 in creative textiles.*

The LSC does not teach or train learners. Rather we are an enabler, a catalyst for action and change. We currently have around 4,000 delivery partners. They in turn have a large number of organisations to deal and work with. Our role is therefore to empower, to encourage and to enable them all to make a genuine difference to learning and learners.

## How are we measuring our success?

### How do we measure up after two years?

#### 16-18 participation

- Target: by 2004, 80% taking part in learning
- Progress: latest estimate 76.4%, December 2002.

#### Adult basic skills

- Target: 750,000 by 2004
- Progress: exceeded interim milestone of 470,000 by July 2003.

#### Modern Apprenticeships

- Target: 175,000 (28%) of 16-21 year olds entering Modern Apprenticeships for the first time by 2004/05
- Progress: on target.

#### Centres of Vocational Excellence (CoVEs)

- Manifesto target: 180 CoVEs by the end of 2003
- Progress: 250 CoVEs already established
- Forecast: 275 by March 2004 and 400 by 2006.

#### Employer Training Pilots

- Target: 5,000 employers and up to 25,000 employees lacking basic skills or level 2 qualifications to enrol for Level 2 qualifications (GCSE level)
- Progress: 3,000 companies and 15,000 learners recruited to date.

#### Investors in People

- Target 1: Enrol 10,000 organisations with 10-49 employers by end 2002  
– actual 11,671
- Target 2: 45% of organisations with 50+ employers by year end 2002  
– achieved.

## Case Study

### Resources pooled to improve skills

*West Yorkshire LSC and Yorkshire Forward, the Regional Development Agency (RDA), have pooled part of their finances to help fund training improvements in sectors important to the area's economy.*

*Under a three-year programme to March 2005, the RDA has agreed to transfer funds to the LSC to be managed and used with the Council's workforce development budgets to identify and support skills needs and training.*

*Areas pinpointed by the LSC as needing support include construction; health and social care; transport and distribution; voluntary and community; manufacturing and travel, tourism, culture and heritage. Yorkshire Forward is also keen to support advanced metals and manufacturing companies, chemical and bio-science businesses and digital and creative industries.*

*Brokers will be appointed to work with each of the target sectors to identify skills needs and solutions.*

## What to Expect from Us

Our central commitments to learners, employers, communities, colleges and providers are summarised below.

### Our commitment to learners:

- listen to and take appropriate action on your ideas;
- offer a choice of high quality, attractive and easily accessible learning;
- use best practice – with e-learning options;
- promote an inclusive learning culture that meets the diverse needs of all learners;
- root out poor quality and unsuccessful learning programmes;
- gear learning provided to your needs and those of employers;
- provide opportunities to help you move forward; and
- make opportunities available for over 6 million learners a year backed by independent information, advice and guidance.

### Our commitment to employers:

- listen to and take appropriate action on your skills and learning priorities;
- recognise the diverse needs of employers in different industries and of different sizes;
- actively promote the benefits of learning to the profitability of business;
- be a positive and flexible partner in employer-led skills initiatives;
- work purposefully with Department of Education and Skills, the Department of Trade and Industry (DTI), the Department of Work and Pensions (DWP), Sector Skills Councils, the Small Business Service, Regional Development Agencies and Jobcentre Plus in co-ordinated and targeted skills measures;
- help employers play a full part in the planning and delivery of post-16 learning;
- ensure learning offered to young people and adults without work equips them for their future employment and a lifetime of learning; and
- boost the overall consistency, quality, relevance and performance of post-16 learning.



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**Our commitment to communities:**

- listen to and take appropriate action on your ideas;
- make strong contributions to community and neighbourhood renewal initiatives, and local strategic partnerships;
- work to build social cohesion and diversity;
- work with others in Government to respond to inward investment, regional and local economic development;
- meet fully our commitments to frameworks for regional employment and skills action (FRESA);
- work with local education authorities and other local partners on strategic area reviews, 16-19 area inspections and emerging plans for 14–19 education; and
- encourage the continued contribution of local learning partnerships.

**Our commitment to colleges and providers:**

- support a plan-led approach to funding, enabling longer term investment to meet local learning and skills needs;
- listen to and take appropriate action on views from colleges and providers and representative organisations;
- ensure clear timely communications;
- develop high trust/high support links with colleges and providers achieving consistently high quality and excellent results;
- act rigorously and rapidly with partners to address poor quality low-achieving provision that undermines the reputation of all post-16 learning;
- reduce the administrative burden to a minimum; and
- recognise and reward excellence.

**Our commitment to schools:**

- wholeheartedly support good quality provision in sixth forms through our funding and planning;
- encourage and support new work related learning initiatives; and
- minimise bureaucracy.

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## Annex A – Council Members

### The national Learning and Skills Council

The **national Council** has the following members:

Bryan Sanderson	(Chairman) Formerly Managing Director British Petroleum; Chairman Standard Chartered Bank, Chairman, BUPA
Chris Banks	Chief Executive, Big Thoughts Ltd
Alexandra Burslem	Vice-Chancellor, Manchester Metropolitan University
Giles Clarke	Chairman, ATL Telecom
Shirley Cramer	Chief Executive, The Dyslexia Institute
Jane Drabble	Formerly Director of Education, BBC
Imtiaz Farookhi	Chief Executive, National House Building Council
Professor Bob Fryer	Chief Executive, and Vice-Chancellor designate, NHSU
Ruth Harker	Headteacher, Bourneville School and Sixth Form Centre
John Harwood	(until 30th September 2003)
Mark Haysom	(from 1st October 2003) Chief Executive, Learning and Skills Council
Digby Jones	Director General, Confederation of British Industry
John Merry	Local Councillor, Salford City Council
John Monks	General Secretary of the European Trade Union Confederation
Lynne Morris	Principal, Joseph Chamberlain Sixth Form College, Birmingham
Sir George Sweeney	Principal, Knowsley Community College, Merseyside
Vincent Watts	Chairman, East of England Development Agency

The national Council plays a strong leadership role in steering the whole organisation so that it meets nationally agreed priorities. It consists of 16 members, representing all the major partner organisations involved in the planning and delivery of post-16 learning and skills.

## Annex B – Committees

Two statutory committees advise the national Council: the Young People's Learning Committee and the Adult Learning Committee.

The **Young People's Learning Committee** has the following members:

Chris Banks	(Chair) Chief Executive, Big Thoughts Ltd (Council member)
Saifuddin Ahmad	Chief Executive, Faith Regen UK
Rosalie Clayton	Director of Education, Peterborough City Council
Dr Kevin Conway	Chief Executive, Alkemygold Ltd
Ian Ferguson	Chairman, Data Connection Ltd
Maggie Galliers	Principal, Leicester College
Ian Gartshore	Principal, City of Ely Community College
Ruth Harker	Headteacher, Bourneville School and Sixth Form Centre (Council Member)
Lynne Morris	Principal, Joseph Chamberlain Sixth Form College (Council Member)
Sue Peacock	Associate Policy Adviser for the Sector Skills Council for Science, Engineering, Manufacturing Technologies Alliance (SEMTA)
Bob Reed	Headteacher, Anglo European School, Ingatestone
John Rourke	Formerly Principal, St Charles Catholic Sixth Form College, London
Alex Williams	Community Scheme Manager, Manchester City Football Club

The Young People's Learning Committee advises on the achievement of national targets for young people aged 16-21, including strategies for increasing participation and attainment levels. It has advised the LSC on its response to the 14-19 Green Paper and the Cassels' report on *Modern Apprenticeships: The Way to Work*. It works closely with the Connexions service, schools, colleges, local authorities and others.

The **Adult Learning Committee** advises the Council on the achievement of national targets for adults and for organisations (including Investors in People). This includes advice on widening participation, raising attainment levels and improving basic skills among adults. The committee has advised on the workforce development strategy and on relationships with national and regional agencies, sectoral, economic and business bodies and other key partners.

The Adult Learning Committee has the following members:

John Monks	(Chair) General Secretary of the European Trade Union Confederation (Council member)
Judith Armitt	Chief Executive, Medway Council
Michael Brunson	Freelance Writer and Broadcaster
Alexandra Burslem	Vice-Chancellor Manchester Metropolitan University (Council member)
Anthony Chandler	Head of Learning & Organising Services, UNISON
Giles Clarke	Chairman and Chief Executive, ATL Telecom (Council member)
Ann Davison	Executive Director, European Research into Consumer Affairs
Deborah Fern	Chairman, Fern Training and Development Ltd
Chris Humphries	Director General, City & Guilds of London Institute
Patrick Passley	Special Adviser to Trevor Philips, Chair of the Commission for Racial Equality.
Alexander Pratt	Managing Director, Sunalex Ltd
Hugh Try	Chairman, Galliford Try plc
Alan Tuckett	Director, National Institute of Adult Continuing Education (NIACE)
Adviser:	
Prof David Robertson	Research Centre Director, Liverpool John Moores University

## Annex C – The Executive

The Chief Executive, heads the national office, based in Coventry. The current Chief Executive, John Harwood retires at the end of September 2003 and is succeeded by Mark Haysom. The national office functions are to provide the leadership, systems and infrastructure which will underpin the whole organisation; to help develop national policies and procedures and to monitor their implementation; to ensure consistency and quality; and to provide corporate services which are most economically delivered centrally. Below the Chief Executive's office, which is responsible for strategic planning and co-ordination, the national office is organised into seven directorates as follows:

### **Operations**

(National Director: Ken Pascoe) – responsible for Performance and Support, Data Collection and Analysis, National Contracts Service, Planning and Budgeting, Funding Policy and Development, Provision and Infrastructure, Structural and Learner Funds.

### **Policy and Development**

(National Director: Caroline Neville) – responsible for Young People's Programmes, Adult Learning, Skills and Workforce Development, Equality and Inclusive Learning.

### **Quality and Standards**

(National Director: Avril Willis) – responsible for Performance Analysis, Quality Improvement, Evaluation, Good Practice and Quality Strategy.

### **Strategic Marketing**

(National Director: Michael Kesztenbaum) – responsible for Strategic Marketing including market segmentation, media management, brand management and research.

### **Corporate Communications**

(National Director: Jan Davison) – responsible for External and Internal Communications, Press and Public Relations, and E-Communications

### **Finance**

(National Director: Philip Lloyd) – responsible for Financial Policy, Financial Reporting and Procurement, Internal Audit (including the Review and Compliance Unit), Provider Financial Assurance, Provider Financial Support, and Financial Development.

### **Human Resources and Corporate Services**

(National Director: David Russell) – responsible for Human Resources, Corporate Property and Facilities Management, Information Systems and Knowledge Management, Legal Services, and the Reshaping Project.

## Annex D – Local Learning and Skills Councils (Local LSCs)

Most of the executive staff of the Learning and Skills Council are based in the 47 local Councils, each headed by a local Executive Director. The organisation of our 47 local Councils varies according to local circumstances but contains the range of support needed to discharge the full range of its functions. The local Learning and Skills Council has an essential planning role, both locally and regionally and feeding into our national policies, as well as responsibility for delivery. It is at the local Learning and Skills Council level that the relationship between learners, employers, training providers and local communities are developed, budgets deployed and contracts managed. Local Learning and Skills Councils are critical to the delivery of our objectives.

A list of the 47 local Learning and Skills Councils and their Executive Directors is available online at our website, [www.lsc.gov.uk](http://www.lsc.gov.uk)

Each manages a substantial staff and annual budget. Local Learning and Skills Councils' annual plans give details of their budget and operations.

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Publication enquiries: 0870 900 6800.

This publication is available in electronic form on the Learning and Skills Council website: [www.lsc.gov.uk](http://www.lsc.gov.uk)  
Reference LSC/0657/03.



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