

Learning and Skills Council

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Local Strategic Plan 2002-05

Lancashire



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> Executive Summary

I. Our Mission and Vision

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

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

II. Our Key Objectives

Nationally, the Learning and Skills Council has established five key objectives and a number of interim targets for 2004 based upon the National Learning Targets.

Table 1: Key Objectives and National and Local Learning Targets

Objective One: Extend participation in education, learning and training	
National Targets for 2004	Lancashire Targets for 2004
80% of 16-18 year olds in structured learning (2000: 75%)	Current position 81% of young people in learning
Target for adults in next year's plan	Target 84.4% Additional 5200 young people in learning
Objective Two: Increase the engagement of employers in workforce development	
Target to be set in next year's plan	
Objective Three: Raise the achievement of young people	
National Targets for 2004	Lancashire targets for 2004
85% at Level 2 by age 19 (2000: 75%)	Current position 74.5%
	Target 84.9% Additional 1350, Level 2, Post 16
55% at Level 3 by age 19 (2000: 51%)	Current position 41.9%
	Target 46.0% Additional 1066, Level 3
Objective Four: Raise the achievement of adults	
National Targets for 2004	Lancashire targets for 2004
Raise the literacy and numeracy skills of 750,000 adults	Current position Not applicable
	Target reduction of 23,000 people with basic skills needs
*% of adults at Level 2:	Current position 62%
Target to be set in next year's Plan	Potential target Not Available
52% of adults at Level 3 (2000 – 47%)	Current position 47.7%
	Target 51.0% Additional 57,000, Level 3
Objective Five: Raise the quality of education and training and user satisfaction	
Develop measure of quality and user satisfaction in next year's plan	

III. Key Challenges for Lancashire

Lancashire is a diverse county and if we are to make an effective intervention we will need to undertake assessments of learning need and provision at a more local level and consequently to develop local plans, targets and actions in each local area, which underpin the process of area inspection.

If we are to achieve our key objectives it is essential that we correctly understand the specific barriers and challenges which we face in Lancashire and focus resources on those activities that make a real difference. In order to support the achievement of our five key objectives we have identified a number of key priorities for action by March 2005.

- Extend participation in education, training and learning by:
 - Developing a culture where learning is valued through promotional activity.
 - Increasing the proportion of young people at 16 who leave school and continue in a learning programme which leads to a recognised qualification.
 - Increasing the number of adults who are engaged in learning in any year from 30% to 35%.
- Increase the engagement of employers in workforce development by:
 - Increasing the number of employees trained in any year from 50% to 55%.
 - Exceeding the Investors in People targets.
 - Encouraging employers to undertake a training needs analysis, and establish, Lancashire wide brokerage arrangements.
 - Encouraging management training/workforce development.
- Raise the achievement of young people by:
 - Increasing the proportion of young people who achieve a Level 2.
 - Improving retention rates on Level 2 and 3 programmes.
 - Retaining a Level 3 target at age 21.
- Raise the achievement of adults by:
 - Increasing the proportion of adults studying for a qualification from 10% - 15%.
 - Implementing the basic skills action plans.
- Improve the quality of learning by:
 - Achieving a demonstrable improvement in overall inspection grades.
 - Establishing comprehensive mechanisms for surveying learner satisfaction.
- Developing our Strategic Capability to deliver the plan by:
 - Achieving Investors in People recognition in 2003.
 - Undertaking an annual assessment using the European Foundation for Quality Management (EFQM) Excellence Model.

IV. Strategic planning - Our relationship with key partners

Learning and Skills Council Lancashire has inherited a network of strong local FE college provision. There are no failing colleges as verified by the OfSTED and ALL inspections.

The colleges and our learning providers deliver approximately 90% of our funded provision and represent a significant financial investment in learning by the Learning and Skills Council Lancashire. They are the cornerstone of our capacity. In 2001/02, the organisation allocated over £145m to further education institutions and work-based learning providers in Lancashire.

To achieve the ambitious targets which have been set will require concerted action at all levels. We will work with our providers to expand provision, improve quality and value for money. We will seek to minimise unnecessary overlap and duplication, which will release resources to address unmet and additional needs.

If we are to attain our objectives and to contribute towards wider regeneration activity it is vital that we sustain effective working relationships with our partners and have a clear understanding of the specific role of our organisation.

Where appropriate we will take a lead but equally we will also identify where our role is to provide direct or in many cases indirect support. We will be ruthless in evaluating the effectiveness of our contribution.

We have sought to ensure a close correlation between the strategies and plans of the North West Regional Development Agency. The North West Learning and Skills Councils have a lead role to play in terms of the learning targets in the Regional Strategy. We have sought to ensure coherence with the plans of the two Lancashire Learning Partnerships, Connexions and LEAs.

It is vital that we support local authorities by ensuring that education and training is making a real contribution to their overall economic development and regeneration plans. Local authorities are uniquely placed to access local communities and there are major opportunities to work alongside them to increase participation in learning.

For young people our relationship with the Connexions Service is vital. We will work alongside them in improving participation in learning. Our lead role will be to ensure appropriate and sufficient provision is available.

For those outside the labour market it is vital that we support the Employment Service (Job Centre Plus) in enhancing the employability of individuals and also in supporting individuals to better sustain employment by working to develop appropriate high quality provision. As an agency interfacing with some of the most disadvantaged groups and individuals they are well placed to aid us in the promotion of learning to hard to reach groups.

We will work closely with University for Industry in using ICT to access new learners, and local businesses, through coherent and high quality LearnDirect provision.

We will work closely with employers and act as an advocate on behalf of small to medium sized enterprises. To help meet the needs of employers we will seek to produce workforce development plans, which align with the strategic plans of the Business Links. The TUC and individual trade unions have a major role to play in promoting the advantages of learning to their members and to work alongside us in developing innovative approaches and programmes.

V. Our Local Strategic Plan

Our local strategic plan embraces three linked components of our strategy.

- A participation strategy, which sets out how we will put learners at the heart of the system. It will define how we will bring more people into learning, especially, from groups which are currently under-represented.
- A skills strategy, which sets out how we will build long-term relationships with employers and ensures that the provision is meeting existing and future skill needs.
- A learning strategy setting out how the Learning and Skills Council Lancashire will plan education and training provision, which meets employers', learners' and communities' needs. It will show how the Council will improve the quality of learning provision.

a) Our Participation Strategy - Extend participation in education, learning and training

A significant challenge that we face is to increase the number of adults engaged in formal, non-formal and informal learning. We have developed a participation strategy that embraces both young people and adults. We face a number of key challenges:

- To raise overall participation in learning amongst adults in under-represented groups, especially those who face socio-economic disadvantage.
- To achieve a cultural shift in attitudes towards the value of learning and to stimulate adults to engage in provision, which leads to a qualification.
- To encourage the 200,000 adults in Lancashire with basic skill needs to address those needs and to increase the available provision to meet this challenge.

Our staying-in learning rates for 16-18 years olds are below national averages and our dropout rates are too high. There are still too many young people entering employment at 16 without structured training. Our key challenges are to:

- Improve transition at age 16, to encourage more young people to stay in learning.
- Increase the proportion of young people in learning aged 16-18 with a particular focus on retention in learning.

b) Our Skills Strategy - Increase the engagement of employers in workforce development.

Lancashire's economy is relatively diverse but is still dependent in some areas on manufacturing. The long-term restructuring of the local economy will continue and we must anticipate a continuing loss of jobs in traditional manufacturing. There is a need to ensure that we have provision in place to support retraining and to provide for skill gaps and shortages in developing sectors. The Learning and Skills Council Lancashire will work closely with employers, intermediaries and learning providers to develop a sectoral response.

We have established five key challenges for our Skills Strategy, which are to:

- Raise the demand by employers and in particular SMEs for skilled people, to increase their skills investment and improve their workforce development capacity and in particular basic skills.
- Develop and sustain sectoral and geographic networks.
- Work with partners to promote the business case for equality and diversity within our local workforce.
- Build greater flexibility for employers to access Lancashire's learning providers.
- Develop the management and leadership skills of managers, including those in small firms.

During 2002 we will work with employers and intermediaries to develop a measure of employer investment. We will retain the Investors in People targets.

c) Our Learning Strategy

Our Learning Strategy builds on the Skills and Participation strategies and identifies how we will work with providers to deliver educational and training provision, which meets local and learners' needs. It shows how the Learning and Skills Council Lancashire will improve quality, using inspection evidence, performance, completion and destination data, and individual feedback. It indicates how, through contractual and non-contractual influences, we will secure responsiveness, flexibility and efficiency. The strategy will depend on close, long-term relationships with providers, often encouraging collaborative approaches.

A particular challenge as we assume responsibility for co-ordinating 16-19 provision in schools and colleges will be to deliver the right combination of quality, flexibility and choice. This Learning Strategy sets out our plans for encouraging some providers to develop specialist strengths within networks of centres of vocational excellence, and to co-ordinate effectively with higher education institutions.

Raising Achievement

We will work with Learning Partnerships and providers of learning to establish comprehensive and robust targets, which are both stretching but realistic. In addition to the National Targets set out in Table 1, we will establish a number of key 'impact measures' for Lancashire.

- Adults in Lancashire are less likely to hold any form of qualification than is the case nationally. We intend to review the provision of programmes at below Level 2, particularly in relation to progression to Level 2, and will establish milestones for Level 1 achievement.
- In Lancashire many young people do not achieve a Level 3 target until 21 or later. This is often linked to either delays in achieving the Level 2 or the fact that they are engaged in longer duration work-based learning programmes. We will develop a milestone for achievement at Level 3 at age 21.
- The government has established ambitious targets for young people in terms of higher education participation. We will work to improve rates of progression beyond Level 3. There is also a vital need to provide greater access for adults and we will work closely with providers of higher education to broaden participation through the development of Foundation Degrees.
- Whilst our overall population compares well in terms of Level 4 achievement there are significant weaknesses in terms of the cadre of qualified managers and in terms of management development. We will develop targets for Level 4 achievement, particularly in relation to management development.

VI. Equality and Diversity

The Learning and Skills Council has a fundamental commitment to ensuring that it provides learning opportunities that offer equality of opportunity for all, widens access to learning and promotes the benefits of a diverse and integrated workforce.

Nationally the Learning and Skills Council has set four high-level equality objectives, which will form the basis for local actions within our Equality and Diversity Strategy these are to:

- Develop ourselves as a champion of equality and diversity.
- Develop ourselves as an equal opportunities employer.
- Embed equality principles into all our policies, programmes and actions.
- Report on progress towards our actions for achieving equality.

We have mainstreamed equality throughout this Local Strategic Plan and concentrated our efforts not only on issues and activities affecting inequality in race, gender and disability but also on those of age, geographical isolation, social inclusion and those facing multiple disadvantages or deprivation.

Lancashire has a diverse and rich mixture of people who make up our local communities and we have already started work on understanding their make up and identifying where our key equality gaps exist.

> Chairman's foreword

Having been set a challenging remit by the Secretary of State, this is our first Local Strategic Plan. We have consulted widely on our plans, together with the key targets and local priorities by which we will be judged. We have responded to many of those comments as we have developed further our plan.

We have tried to set out the priorities for actions and define some of the key outcomes we are seeking. Whilst I firmly believe that this Local Strategic Plan sets the framework for our activity and our work to change the landscape of post-16 learning, we will be judged by the delivery of outcomes for learners.

Our aim is to make Lancashire a place where learning is valued by all sections of the community and the benefits of learning are enjoyed by individuals, employers and the wider community. If we achieve this, we believe it will make a substantial contribution to the overall prosperity and quality of life.

Stimulating the demand for learning is our single most pressing priority. We need to achieve a cultural shift in attitudes towards learning at all levels. We need to persuade, individuals, employers and communities that investment in learning pays. We must be aware that we cannot divorce learning from the lifestyle patterns of the population. We must therefore engage people in ways that meet their aspirations and not just ours.

We must avoid the tyranny of averages and we will over the next three years work with partners to develop specific plans for each by developing appropriate sectoral and geographic approaches to our work in order to maximise our impact on local learning markets.

Our plans cannot be achieved without the positive engagement of colleges, school sixth forms, learning providers and LEAs. Bringing the various strands of post-16 funding together provides an opportunity to achieve far greater coherence to post-16 strategic planning. We will seek to improve our responsiveness to our ultimate customers – employers, young people, adult learners and communities.

The establishment of the Learning and Skills Council Lancashire provides us all with a major opportunity. We all share a collective challenge in making the rhetoric of partnership a reality. We are also dealing with a complexity of funding streams and a plethora of individual initiatives. Our aim is to bring greater simplicity and to avoid further proliferation. There are high expectations of our work and we must rise to the challenges we have been set. We do not underestimate the challenge of bringing together post-16 funding streams and staff from a number of organisations but our intention is to build on the start that we have made.

As part of a new national unitary organisation, we are developing a relationship with both our national office and other north west local offices. We are establishing an appropriate balance between the top down and bottom up processes to allow us maximum local freedom and flexibility within a nationally determined set of standards for quality and outcomes and this will continue over the lifetime of this plan.

There is much to do and we intend to demonstrate improvements across our programmes in the short-term. This Local Strategic Plan can only give a summary of what we wish to achieve.

JOHN OLIVER



Chairman
Learning and Skills Council Lancashire

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> 1. Our Mission and Vision

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

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

1.1 Our Key Objectives for 2005 and targets for 2004

The Learning and Skills Council has established five key objectives.

Table 2: Key Objectives and National and Local Learning Targets

Objective One: Extend participation in education, learning and training	
National Targets for 2004	Lancashire Targets for 2004
80% of 16-18 year olds in structured learning (2000: 75%) Target for adults in next year's plan	Current position 81% of young people in learning Target 84.4% Additional 5200 young people in learning
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Objective Five: Raise the quality of education and training and user satisfaction	
Develop measure of quality and user satisfaction in next year's plan	

> 2. The Lancashire Context

2.1 Introduction

2.1.1 Lancashire is a large and economically diverse area. Its boundaries are the Irish Sea to the west, the Lake District to the north, the Manchester and Merseyside conurbations to the south and North and West Yorkshire to the east. The area is highly diverse with its rich mix of urbanised industrial areas, rural and coastal areas, both with important tourism centres.

2.1.2 The Lancashire area includes fourteen local authority districts, two of which are unitary authorities, Blackpool and Blackburn with Darwen. The rest of the county has a two-tier local government structure.

The Learning and Skills Council Lancashire Administrative Area



2.2 Demographics and Labour Supply

2.2.1 Lancashire has a population of approximately 1,427,000 with 660,000 economically active people of working age, which provides the economy with a significant pool of local labour (Source: Labour Force Survey LFS). The area is relatively prosperous but this relative prosperity masks significant concentrations of unemployment and deprivation.

2.2.2 The overall structure of the economy is broadly similar to that of the UK, apart from a significantly higher rate of manufacturing employment. The area's economic fortunes are highly dependent on the engineering, aerospace/defence, manufacturing and tourism sectors. This sectoral dependency is compounded by a reliance on large, often externally owned, companies for investment, employment and growth.

2.2.3 There are 547,000 jobs in Lancashire and 623,000 employed residents. A substantial proportion of people (17%) travel out of Lancashire for employment (LFS).

- 2.2.4 The Household Survey 2001 indicates that employees in Lancashire have low average travel to work distances. There is a close correlation between travel distance and income levels. There is evidence that those on low pay and the unemployed limit their travel to work distance. This is a product of a poor public transport infrastructure and low rates of car ownership amongst these income groups. It is not unreasonable to assume that similar restrictions apply in respect of the willingness and availability to travel to learn.
- 2.2.5 Information from the Individual Student Record (ISR) indicates that the vast majority of learners access learning from providers near to where they live. This is a product of a geographically dispersed county. The majority of students attend the nearest college. Factors such as limited and costly public transport and the distances between colleges make it difficult for many learners to attend alternative institutions. This has implications for the provision of learning within each college. Any attempt to rationalise aspects of provision could reduce the learning options available to local people and have a potentially negative effect on stimulating demand and raising participation in learning.

2.3 Labour Supply Projections

- 2.3.1 The population and labour force are growing therefore employment opportunities need to grow in order to retain current employment levels. There is a need to develop employment opportunities by either attracting or growing companies and creating an entrepreneurial atmosphere for new companies. At present we have below the national average rate of business start-ups and inward investment.

Table 3: Labour Supply Projections for Lancashire

	1995	2000	2005 (est)	2010 (est)
Population Aged 16+ / 000	1128.4	1137.4	1155.8	1175.4
Labour Force / 000	678.2	696.8	702.9	698.9
Total Employment	590.4	607.1	621.2	637.6

(Source: Cambridge Econometrics LEFM)

- 2.3.2 Management and professional occupations are growing, as are administrative and technical occupations. Between now and 2010 we anticipate the loss of a further 20,000 craft and skilled manual jobs as the proportion of the workforce employed in manufacturing continues to decline. The majority of these jobs are relatively well paid and currently held by men.

2.4 Economic Context - Key Sectors

2.4.1 Manufacturing

- 2.4.2 Overall in Lancashire 23.7% of jobs are currently within the manufacturing sector compared with 18.0% in the North West and 15.7% in Britain. Global competition has resulted in a steady and relentless decline in manufacturing employment. The two main factors are the substitution of products with low cost imports and the introduction of high technology production techniques reducing the need for labour. This trend will continue.

2.4.3 Lancashire has a relatively high proportion of manufacturing employment within food and drink companies and pulp, textiles, paper and paper products (low-technology industries); it has a relatively low proportion of medical precision, optical instruments and radio, television & communication equipment (considered to be hi-technology industries). The main source of hi-technology employment in Lancashire is in the aerospace industry (found in the 'other transport equipment' sector).

2.4.4 Tourism

2.4.5 Tourism is a major employer in the Lancashire area. This is an increasingly vulnerable sector as the trends in UK tourism moves towards overseas travel with the domestic market focusing on 'day trips' rather than longer stays. The coastal economy faces major challenges. The casino developments in Blackpool, if successful, offer a major opportunity.

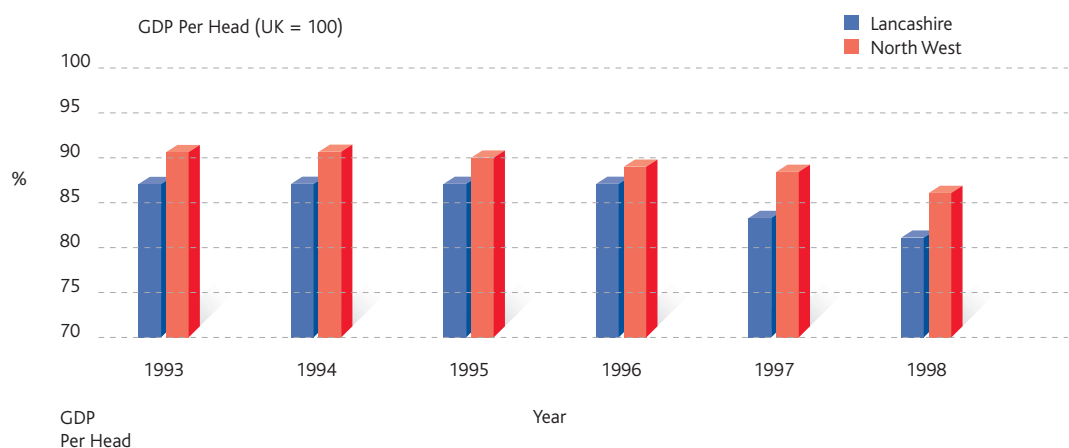
2.5 Competitiveness

2.5.1 Productivity in Lancashire between 1993 and 1997 grew at less than half the rate of the UK. Despite the relatively buoyant aerospace and defence sectors the latest available data on the competitiveness of the local economy shows that the area is under-performing compared to the North West and UK in terms of its net output and gross value added per employed person.

2.5.2 The gap between Lancashire and both the North West and UK in terms of Gross Domestic Product per head widened progressively during the first half of the nineties. One reason for this is that the area has a high concentration of low value added manufacturing jobs compared to the national pattern of increasing levels of service sector and high technology employment.

Chart 1: Change in gross domestic products 93-98

Source: ONS



2.6 A Diverse County

2.6.1 There is clear and substantive evidence that participation and achievement in learning is affected by the learner’s gender, family circumstance, levels of income, mobility, ethnicity, and where they live. In Lancashire there are wide varieties in the socio economic make up of the population and this requires us to ensure it is reflected in our planning and also to develop specific activities to ensure there is equality of opportunity for all.

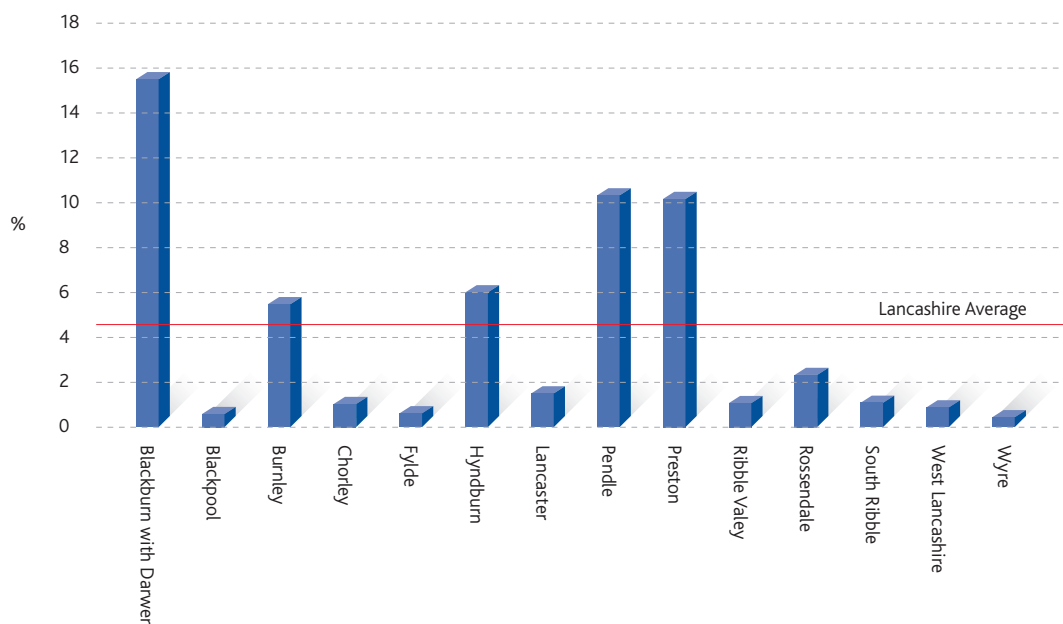
2.7 Ethnicity In Lancashire

2.7.1 Ethnic minorities represent 4.4% of Lancashire’s population. Some districts in East Lancashire and in particular Pendle and Blackburn with Darwen have significant Asian heritage communities, which make up more than 10% of the population. In Preston over 10% of the population is of Asian and Afro-Caribbean heritage.

2.8 Ethnic Minorities by district

Chart 2: Ethnic Minority Population rates by Lancashire Districts

Source: 1991 Census (latest available)



2.8.1 The ethnic minority population is a young population and in some areas particularly Blackburn with Darwen and Nelson, Asian heritage young people represent almost one in three school leavers.

Table 4: Percentage of ethnic minority young people aged 13-16

Area	% of ethnic minorities amongst 13-16 year olds in schools (2000)
Blackburn with Darwen LEA	26.0%
Blackpool LEA	1.8%
Lancashire LEA	6.7%
LSC Lancashire	8.5%

(Source: Connexions Service 2000)

2.9 Deprivation indices

2.9.1 The Department for Transport, Local Government and the Regions (DTLR) produces an annual Index of Deprivation at both district level and individual ward level. Ward level analysis of the data across all six measures of deprivation shows the huge variance in the levels of affluence to be found within the county.

2.9.2 Six boroughs in Lancashire where there are significant issues of multiple deprivation have been designated as requiring additional support. Each of these Boroughs will receive financial support through the Neighbourhood Renewal Fund.

They are: -

- Blackburn with Darwen
- Blackpool
- Burnley
- Hyndburn
- Pendle
- Preston.

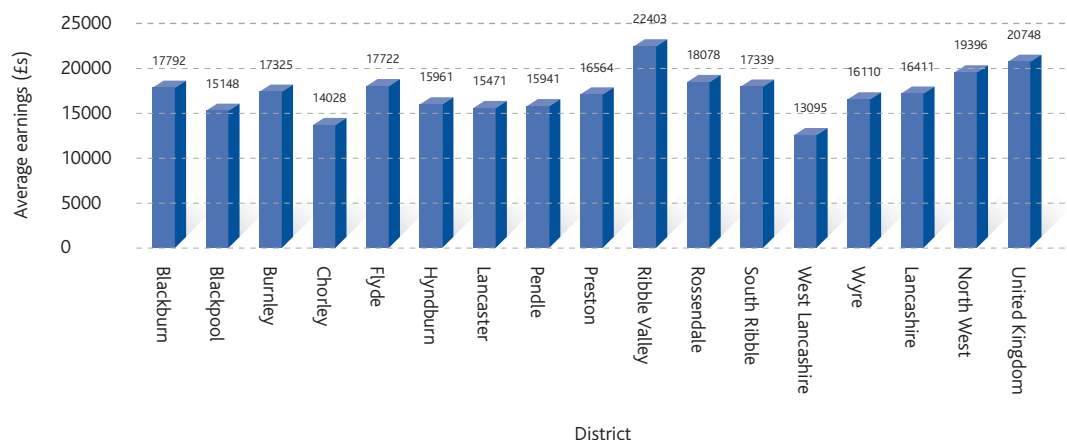
2.9.3 The Learning and Skills Council Lancashire is aware that there are significant pockets of deprivation that fall outside of the government's classification of severe deprivation in both our urban and rural areas, particularly Skelmersdale. We shall endeavour to address relevant issues with our local partners in these locations.

2.10 Income Levels and Deprivation

2.10.1 Average earnings in Lancashire are below the UK. This differential is particularly marked in areas where low paid, low skilled service related occupations predominate.

Chart 3: Average Gross full-time earnings by Lancashire district

Source: 2001 Household Survey



2.11 Unemployment (June 2001)

- 2.11.1 Whilst the county has similar levels of unemployment to the rest of the country there are several issues worthy of note.
- 2.11.2 Male unemployment is over three times that of female unemployment with men being less likely to be involved in training than females. Men are also more vulnerable to frequent periods of unemployment.
- 2.11.3 At the time of the 1991 census it was apparent that the unemployment rate amongst ethnic minorities was greater than that of the white population in almost all areas, and was in many cases almost three times higher. From the 2001 Household Survey this profile is still apparent.
- 2.11.4 Long-term unemployment in Lancashire is significantly lower than both regional and national averages. Lancaster and Preston are the two areas with the greatest occurrence of long-term unemployment.

2.12 Implications for Learners

- 2.12.1 The volatile performance of the manufacturing sector in Lancashire over the past 10 years has led to considerable employment instability and there is a substantial productivity gap between the area and UK industry averages. Even though Lancashire has some high performing high technology sectors local industry is still characterised by lower value added mature product industries with low pay structures. Low paying sectors such as retail, the service sector and tourism are significant, especially in the west of the county. Conversely, professional and managerial positions make up only a third of the workforce compared with a national norm of 40% and the South East with 50% or more.
- 2.12.2 Parts of Lancashire have a high proportion of jobs in low pay sectors and are in danger of having a dual track education system feeding this dual track job market. In parts of East Lancashire more than a third of children are born into families in wards with multiple levels of deprivation and poverty. Many low-income parents in these areas are trapped in the low pay job market through the lack of education and training achievement often linked to low levels of basic skills. Their knowledge, attitudes and perceptions of education and working life obviously influence their children.
- 2.12.3 A significant number of young people underachieve throughout their school life. They face the transition to work, not just with a poverty of aspiration, but also with a poverty of enthusiasm. The secondary and post-16 sectors, even though increasing the overall levels of achievement, still carry a burden of underachievement and disaffection the seeds of which were sown in their early years. Increasing qualification levels may well just lead to higher levels of migration or commuting out of the area unless there is also a parallel increase in business development, improved competitiveness and growth in higher quality jobs. To break the cycle of deprivation for families in relatively poor areas there needs to be qualitative developments in both the supply side and the demand side of the Lancashire economy.

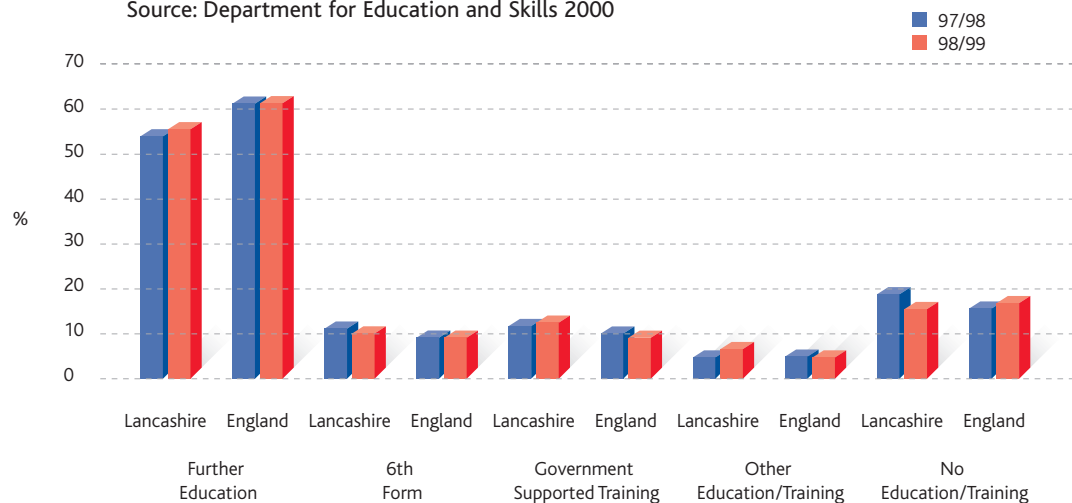
> 3. Lancashire's Education and Training Infrastructure

- 3.1.1 Learning and Skills Council Lancashire has inherited a network of strong local FE college provision. There are no failing colleges as verified by the OfSTED and ALL inspections.
- 3.1.2 The colleges deliver approximately 80% of our funded provision and represent a significant financial investment in learning by the Learning and Skills Council Lancashire. They are the cornerstone of our capacity. In 2001/02, the organisation allocated over £123.1m to the further education institutions in Lancashire. The allocation varies in size from £20.7m to £65k.
- 3.1.3 To achieve the ambitious targets, which have been set, will require concerted action at all levels. We will work with our providers to expand provision, improve quality and value for money. We will seek to minimise unnecessary overlap and duplication that will release resources to address unmet and additional needs.

3.2 Further Education Colleges

Chart 4: 16-year-old participation 1997/98 - 1998/99

Source: Department for Education and Skills 2000



- 3.2.1 There are 15 institutions providing further education in the Learning and Skills Council Lancashire area, consisting of 13 colleges, one external institution providing adult education and one higher education institution. Of the 13 further education colleges, there are three sixth form colleges and one specialist agricultural college.
- 3.2.2 Within the Lancashire area, there are two Beacon colleges (Blackpool & the Fylde College and Runshaw College) and two accredited colleges (Blackpool and the Fylde College and Blackburn College).
- 3.2.3 Four colleges within Lancashire have been selected as pathfinders in the Centres of Vocational Excellence initiative (Lancaster and Morecambe College for Hospitality & Catering, Preston College for Retail & Distributive Trades, Runshaw College for IT for Business and Accrington and Rossendale College for Construction).

- 3.2.4 The area also has one specialist residential college at which the Learning and Skills Council Lancashire funds a number of learners with learning difficulties and/or disabilities.
- 3.2.5 In 1999/00, 117,735 students were funded in the Lancashire area, of which 22,622 were young people aged between 16 and 18. These numbers are projected to increase to 124,235 students in 2000/01, of which 25,848 will be aged 16 to 18.

3.3 Work-based Learning

- 3.3.1 Lancashire with 13.5% has a higher percentage of school leavers entering Work-based Learning than both the North West (12.3%) and England (8.1%) as a whole. Counter to national trends Lancashire has seen a modest growth in the past two years where England has seen a modest decline.
- 3.3.2 More than 9,000 young people are currently in training and we anticipate in excess of 10,000 young people joining Work-based Learning programmes this year. The programme enjoys the active support of Lancashire's employers with over 5,000 employers involved with the programme. Consequently there are high rates of employed status, currently 80%. Fifty of the 80 Advanced and Foundation Modern Apprenticeships frameworks are available in Lancashire.
- 3.3.3 There are over 50 providers whose collective contracts total £37.5m. They range from £11,000 to £5.3m. Providers include 11 colleges and 41 others comprising: charitable organisations, private companies, health trusts, industry training organisations and borough councils.

3.4 Adult and community based learning

- 3.4.1 The community and voluntary sectors can provide some of the most innovative ways of providing learning opportunities to groups that have traditionally been difficult to engage. There is recognition that there has been an insufficient focus on ways in which community and voluntary organisations may be supported in their role as learning providers and community 'enablers'.
- 3.4.2 The distinctive nature of the voluntary and community sector suggests that time, care and sensitivity will be required in building the capacity of groups in this sector to act as mainstream providers of learning. Particular help will be needed with information management, quality assurance systems and staff training. The capacity of learning providers to understand the nature and range of voluntary and community activity and to engage with these groups may also need further development. We would only do this where it would add benefit to our existing learning infrastructure and maintains our commitment to bring greater simplicity and avoidance of further proliferation of providers.

- 3.4.3 There is a significant role for LEAs to help facilitate and support community and voluntary groups within the framework of the Lifelong Learning Development Plans. The three Lancashire LEAs have a well-developed infrastructure for adult and community learning. Local authorities can ensure coherence and complementary working through their strategic functions and vision, and through working in partnership with this sector.
- 3.4.4 The key role of the local authority provision is to enable non-learners to take their 'safe first step' in community locations. This work is crucial in enabling learners to progress onto vocational and other programmes and they are well placed to contribute to the Basic Skills challenge. Without their work it will be impossible to get anywhere near the national targets for skills and qualifications. Key to this is the authorities' role in supporting the voluntary and community sector. Grants and other support provided by LEAs enable groups to develop their overall capacity, which is then a key part of reaching excluded groups and bringing them into education and training.
- 3.4.5 Further education colleges also make a significant contribution to the provision of adult and community education and to meeting the challenge of adult non-participation in learning. Their active involvement in local Learning Partnerships alongside LEAs provides a mechanism for better planning and greater coherence in adult and community provision and affords an opportunity for better integration between 'first-rung' provision for adults and progression to accredited learning.

3.5 School Sixth Forms

- 3.5.1 Since April 2002 the Learning and Skills Council Lancashire became responsible for school sixth form funding. This means that LEAs receive funding for school sixth forms from the LSC rather than DfES. It is important that this transfer takes place without any disruption to students and Learning and Skills Council Lancashire is working closely with the LEAs, diocesan representatives and schools with sixth forms throughout the transfer process.
- 3.5.2 In Lancashire there are 19 schools with sixth forms, of which eight are voluntary aided and in September 2001 they had 4,714 students.

3.6 Higher Education

- 3.6.1 The Learning and Skills Council Lancashire will seek to develop a strong relationship with both the region's and the sub region's higher education institutions. Lancashire has a rich supply of higher education of a very good standard, with excellence in both teaching and research. An exceptionally high proportion of students are drawn from the local population compared with other parts of the United Kingdom. Furthermore we have considerable HE provision located in 10 FE colleges in the county. Indeed all HE provision located in East Lancashire is provided by the local FE colleges.

- 3.6.2 In taking forward our relationship there are a number of shared priorities. There is a need to provide better access and progression routes into higher education from those sectors of the community currently under-represented in higher education. The development of foundation degrees will be an important facet of this approach. We will also seek to engage closely with higher education institutions in meeting the regional skills challenge and particularly in respect of management development.
- 3.6.3 It is also recognised that higher education institutions have a major role to play in retaining graduates in our economy, either to enrich and revitalise our SMEs or to stimulate new business start-ups. In the early 1990's one in three SME's employed graduates whilst this is now one in two, significant variations still exist at the sectoral level. Few graduates are employed in: manufacturing, distribution, transport and retail. According to the East Lancashire Workforce Development Survey 2000, employers still see graduates as 'expectant of a higher salary', 'expectant of rapid progression into managerial posts' and having 'a lack of work experience, and basic employability skills'. Lancashire needs to be seen as an exciting and rewarding place to start and continue a graduate career.

3.7 The Small Business Service

- 3.7.1 Learning and Skills Council Lancashire has contracted with the North and Western Lancashire Business Link and Business Link East Lancashire to provide a range of workforce development services to all Lancashire based SMEs these include:
- I. Advice and support to help organisations progress towards recognition against the Investors in People standard.
 - II. Information, advice and referral to a wide range of workforce development services and providers from both the private and public sector.
 - III. Advice and access to further support to identify training needs and skills developments including company training plans, key worker and management development.
 - IV. Holding information on Foundation and Advanced Modern Apprenticeships, NVQs and occupational standards, National Training Awards, LearnDirect, further education and basic skills provision.
- 3.7.2 On a more strategic level the Learning and Skills Council Lancashire is a member of the Business Link East Lancashire board and has a regular observer on the North and Western Lancashire Business Link Board.
- 3.7.3 Vital in the developing relationship with both Business Links in Lancashire will be the access to small and medium sized employers where the Business Links will act as the direct contact with employers. The Business Link will engage with them in defining skills needs and developing the workforce. The exchange of this information will be fundamental improving our responsiveness, developing our services and enhancing our working relationships.

3.8 Lancashire Education Business Link Organisations

- 3.8.1 The Learning and Skills Council has responsibility for ensuring the effective provision of education business links in each of the 47 local LSC areas. In order to achieve this, each local LSC has a key role in ensuring that local education business link organisations work closely together in the form of an Education Business Link Organisations' Consortium. The aim is to provide high quality education business link opportunities for all young people, including all those in primary and secondary education, and to make it easier for schools and businesses to work together.
- 3.8.2 The Lancashire Education Business Link Organisations' Consortium (LEBLOC) comprises representatives from the Education Business Partnerships in the West and East of Lancashire, Young Enterprise, businessdynamics, Construction Industry Training Board Education Unit, Connexions, Learning Partnerships and Education Authorities.
- 3.8.3 LEBLOC delivers a wide range of education business link activities under contract to Learning and Skills Council Lancashire, partly funded by a combination of our 'core' and Local Initiative Funding budgets. These include pre-16 Work Experience, Professional Development Placements for teachers and a wide range of work-related learning projects and activities.

3.9 Information Advice and Guidance

- 3.9.1 The Learning and Skills Council has pledged to place Information, Advice and Guidance (IAG) at the heart of learning in order to ensure that all individuals have access to help in making the right choice for their future.
- 3.9.2 The LSC must ensure that IAG services meet national quality standards and are inclusive of all sectors of the community. IAG services must also be developed and integrated with other initiatives aimed at increasing access and participation to learning and the skills of the workforce.
- 3.9.3 Whilst we play an influential role in coordinating an overview of provision, the overall strategy for IAG services across Lancashire lies with two strategic groups that are part of the East and West Lancashire Learning Partnerships. The strategic groups include representatives from all key public, private and voluntary sectors key to IAG provision, including the Learning and Skills Council. In Lancashire the LSC manage's the funding for the two IAG Networks covering the East and West of the county along with a number of other externally funded IAG projects. The services branded jointly as the Now! network provide an important central role of co-ordination for quality assured IAG services and quality assured IAG services funded by the Learning and Skills Council must be delivered by a member of these networks.

> 4. The Local Strategic Plan

4.1 Stimulating the demand for learning is our single most pressing priority. We need to increase demand from individuals, communities and employers. Improving adult participation especially amongst the most disadvantaged and those lacking basic skills is paramount.

4.2 The National Learning Targets

4.2.1 The Learning and Skills Council is responsible for the achievement of the National Learning Targets. All local LSCs will operate within a national framework, which identifies the critical importance of establishing a model that is both top down and bottom up. We will have common systems of monitoring progression while retaining local ownership.

4.2.2 Our targets contribute to the national vision for the Learning and Skills Council but they also reflect local needs. The targets set by the Learning and Skills Council are intended to achieve our vision. This means raising levels of participation and achievement for young people and the whole adult population.

4.2.3 To achieve these long-term goals we need interim targets to which we can work in the timeframe of this Local Strategic Plan and of the government's public expenditure cycle to 2004. Our Local Strategic Plan sets out how we intend to achieve our key objectives and our local targets. While this document sets targets for Lancashire it is acknowledged that to reflect the diversity within the county we need to develop plans and targets at a local and institutional level.

4.3 Developing the Local Strategic Plan

4.3.1 The Learning and Skills Council for Lancashire is committed to ensuring that our Local Strategic Plan contributes to both national needs and local economic and social needs.

4.3.2 The development of this Local Strategic Plan forms one element of a unitary national planning framework. In its development we have sought to ensure that this local plan is compatible with the national framework and that it strikes an effective balance between top down and bottom up planning processes. The diagram below illustrates the model.

4.3.3 In order to achieve this we will produce three linked components of our Local Strategic Plan.

- A Participation Strategy, which sets out how we will put learners at the heart of the system. It will define how we will bring more people into learning especially from groups which are currently under-represented.
- A Skills Strategy, which sets out how we will build long-term relationships with employers, colleges, learning providers and the Ufi to ensure that the provision is meeting existing and future skill needs.
- A Learning Strategy setting out how the LSC will deliver education and training provision which meets employers' and learners' needs. It will show how the LSC will improve the quality of learning provision.

- 4.3.4 The Learning Strategy identifies how we will work with colleges and learning providers to ensure that their strategic plans and operational plans reflect the priorities which we have jointly established. It is also vital that we are able to identify the resources that will be committed to achieving these objectives.
- 4.3.5 Included within each of these component strategies we identify the challenges we face and what needs to be collectively achieved if we are to make an effective contribution to the achievement of the National Learning Targets.
- 4.3.6 These strategies are underpinned by our Equality and Diversity strategy which states our commitment to ensure all learning provision offers equality of opportunity for all, widens access to learning and promotes the benefits of a diverse and integrated workforce.



4.4 Evaluation arrangements

- 4.4.1 Evaluation of the Local Strategic Plan will be about evaluating the overall performance of the LSC in achieving its mission and objectives in the local area and identifying areas for improvement.

This will be achieved through:

- I. Developing measures and criteria to demonstrate the progress being made.
 - II. Evaluating achievement against these measures and criteria.
 - III. Identifying the causes of success and failure.
 - IV. Applying the lessons learned in future strategic planning.
 - V. Reformulating targets and activities in the light of this analysis.
- 4.4.2 Partner organisations will be involved in this evaluation through reviews, surveys and audits which will measure issues such as learner achievement, participation, destinations and satisfaction; equal opportunities; health and safety; outcomes of funded activities. The information used will be both quantitative and qualitative.

> 5. Our Participation Strategy

5.1 Introduction

- 5.1.1 The Participation Strategy sets out how we will put learners at the heart of the learning system and how we intend to bring more people into learning especially from groups which are currently under represented. The strategy will build on existing good practice and experience.

5.2 The Challenge - Young People

To extend participation in education, learning and training for young people by:

- I. Increasing the staying on rate of young people aged 16 in learning appropriate to their needs.
- II. Re-engaging those 16-18 year olds who do not take advantage of any post 16 learning opportunities.
- III. Improving the retention rates of all 16 year olds particularly amongst the most disadvantaged and vulnerable groups.
- IV. Ensuring there is parity of opportunity for all young people taking into account diverse needs including any relating to gender, ethnicity, disability, geographic location and socio-economic background.

5.3 The Challenge - Adults

To extend participation in education, learning and training for adults by:

- I. Broadening and increasing adult participation in learning especially amongst the most disadvantaged and disaffected individuals and communities.
- II. Improving the under capacity to deliver basic skills provision in Lancashire.
- III. Ensuring that learning opportunities are varied, accessible, appropriate and relevant to adult learners.
- IV. Establishing valid mechanisms to measure adult participation, progress and achievement.
- V. Ensuring that there is equality of opportunity for all adults taking into account diverse needs including any relating to gender, ethnicity, disability, geographic location and socio-economic background.

5.4 Our rationale

- 5.4.1 Our strategy to increase and widen participation is based on the following fundamental premise: - The drive to learn is an inherent human characteristic starting soon after birth and continuing throughout life. It can provide the most profound sense of achievement and satisfaction or, conversely, disappointment and frustration. In short, learning is a highly personal experience linked to emotion as well as reason. Individuals learn informally, usually on a self-determined or 'at needs basis' every day of their lives. We need to acknowledge, therefore, that issues relating to low participation in formal or structured learning may have at their roots deficiencies in the system rather than in the unwillingness of individuals to learn and develop.

- 5.4.2 The local Participation Strategy will put learners at the heart of the system. This requires us to acknowledge that the population of Lancashire is made up of a complex mix of individual circumstances, motives and aspirations. We need to better understand this mix from the potential learner perspective as well as the traditional policy stance.
- 5.4.3 The promotion of learning as a direct benefit has its place but to fulfil our remit of stimulating demand for learning we need to adopt a more sophisticated approach. We should recognise that for many individuals, seeing learning as a solution to their more immediate daily challenges and future quality of life is too far removed. The initial role of information, advice and guidance which leads into learner centred provision and effective learner support will need to move outwards into communities and take, as the starting point, the more general issues facing those from disadvantaged or disenfranchised groups.
- 5.4.4 Historically we have endeavoured to demonstrate quick returns on public expenditure by buying qualification outcomes via relatively short-term funding. However, we have expected individuals to make longer terms investments in learning, in order to lead to such easily measurable returns. We may have to reverse this concept if we are to take the issue of widening participation seriously. Some individuals will only be motivated by quick returns and the lead time needed to move such individuals into nationally accredited learning programmes, if at all, may be great.
- 5.4.5 To address these issues we need to encourage provision, which starts from where people are, and complements, regeneration strategies, including Neighbourhood Renewal and the social and economic agendas. The most significant factor in participation is the socio-economic status of individuals. Alongside this are the issues pertaining to discrimination and prejudice.
- 5.4.6 We need to ensure all learners regardless of economic and social background have the aspiration and the opportunities to progress within the learning system including higher education.
- 5.4.7 We must also recognise that, for the majority of the population, the task will be more about ensuring learner satisfaction through better identification of need, greater responsiveness of the provider infrastructure to those needs, improved promotion of learning, high quality information, advice and guidance and appropriate support in overcoming specific barriers to access.

5.5 The Participation of Young People In Lancashire

Table 5: National Target for 2004 – 80% of 16-18 year olds in structured learning

National Current Position	National Target	Lancashire Current Position	Lancashire 2004 Proposed Target
75%	80%	81%	84.4%
			5200 additional participants

5.5.1 Concerted action is needed for those 16 year olds not engaged in learning. At present young people in Lancashire are marginally less likely to be in structured learning aged 16 to 18 than is the case nationally. Post-16 participation of young people is influenced by pre-16 achievement, gender, ethnicity, physical or learning disability and social background. The LSC will work closely with LEAs, schools, Connexions, communities and employers to overcome factors, which mitigate against participation. The table below identifies the variation in the pattern of post-16 participation by district. The overall statistics mask the wide variations at district level, which are unjustifiable or unsustainable. These imbalances are not due to individual levels of ability but reflect the inequality of life chances across the county.

Table 6: Lancashire School Leaver Destinations by district 2001
Source: Connexions

	Full-time Education	Training	Job without training	Other
Blackburn with Darwen	65%	17%	3%	14%
Blackpool	63%	19%	3%	16%
Burnley	62%	22%	3%	13%
Chorley	67%	21%	3%	10%
Fylde	79%	13%	2%	5%
Hyndburn	54%	25%	3%	18%
Lancaster	71%	13%	1%	15%
Pendle	60%	23%	2%	13%
Preston	62%	19%	5%	13%
Ribble Valley	77%	14%	3%	5%
Rosendale	67%	19%	1%	12%
South Ribble	68%	19%	3%	9%
West Lancashire	71%	16%	4%	9%
Wyre	68%	20%	2%	11%
Lancashire	66%	19%	3%	12%

5.5.2 Becoming more learner focused and learner led requires us to develop approaches which give greater control in respect of the learning programme to the learner and to actively engage learners in the development of relevant learning opportunities and in assessing progress.

- 5.5.3 This challenge is exacerbated by the fact that while the county has a modest annual increase in the number of 16 year olds in Government Supported Training (GST), the annual growth in the numbers of 16 year olds entering Further Education is static. Also the proportion of 16 year olds in Full Time Education (excluding GST) aged 16 at 65% is 5% below the national average.
- 5.5.4 By the time young people are 18 years of age almost 40% have dropped out of full-time structured learning. The vast majority are employed in jobs without training and some of them do not achieve Level 2 qualifications. These young people are in danger of remaining at the margins of a workforce where skill requirements are rising. Their earning potential will remain low and they are vulnerable to frequent periods of unemployment.

5.6 What needs to be done in Lancashire?

We need to:

- I. Work with partners to optimise motivation and achievement levels of 13-19 olds by ensuring they have access to a broad, balanced and relevant learning experiences, options and qualifications that will support progression up to 19 and beyond. We need to foster a culture of learning among young people where learning is valued.
- II. Develop sophisticated information exchange systems that are capable of segmenting the local learning market by specific groups and geographic location to enable us to track the progress at individual and geographic level.
- III. Work with Connexions to ensure high quality impartial information and advice that provides linkages to future labour market opportunities.
- IV. Develop innovative approaches to learning that meets the needs of the most disadvantaged and disenfranchised young people, which seek to recognise, and reward informal learning.
- V. Work with our providers in developing programmes, which are more learner focused, learner lead and involve learners in assessing their own progress.
- VI. Work with our partners in promoting the value and longer-term benefits of learning, which challenges low aspirations.
- VII. Reduce the tangible barriers to participation for 16-18 year olds in accessing learning opportunities including childcare, transport and financial support.
- VIII. Identify and develop suitable learning opportunities, which meet the specific needs of young people with learning difficulties and/or disabilities so that they are able to access appropriate provision.
- IX. Ensure there is equality of opportunity for all young people regardless of gender, ethnicity, disability and geographic location, to access appropriate and relevant learning provision.

- X. Ensure effective on programme learner support with effective referral systems are in place to cater for those 16-18 year olds who wish to withdraw or exchange learning options.
- XI. Have an extensive work based learning programme with a significant number of employers who recruit 16 year olds and offer structured training. We need to actively encourage these employers to support recognised training programmes leading to formal qualifications.
- XII. Establish an early intervention system that highlights those young people at risk of dropping out of learning post-16.

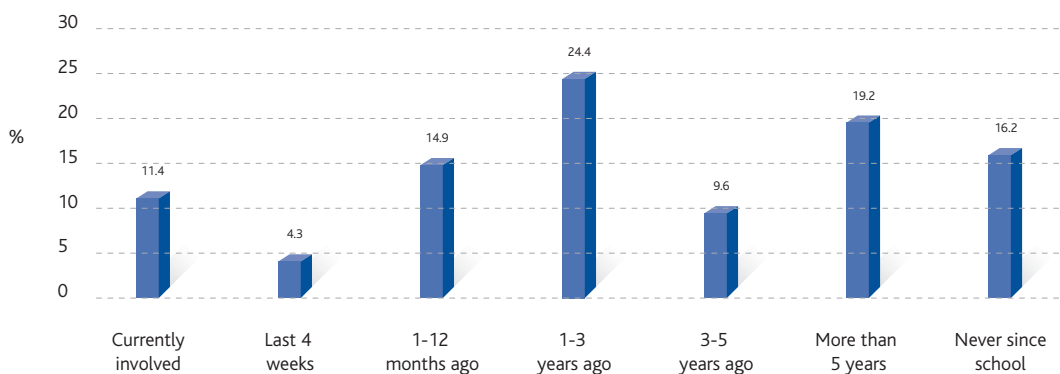
5.7 The Participation of Adults in Lancashire

5.7.1 This is one of five new learning targets to be defined nationally by the Learning and Skills Council and we will establish targets and baselines during 2002.

5.7.2 The economy in some parts of the county is still dominated by low skilled, low added value manufacturing and service industries. Housing costs and therefore living costs are low. There is ready availability of employment, which does not require advanced skills, and employers do not require qualifications. If we are to increase the number of adults participating in learning we cannot divorce learning from the lifestyle patterns of the population. However, we must engage people in ways that meet their aspirations and not just ours!

5.7.3 Our recent household survey provides information on levels of learning amongst the adult population.

Chart 5: Adult participation in learning
Source: Household Survey 2001

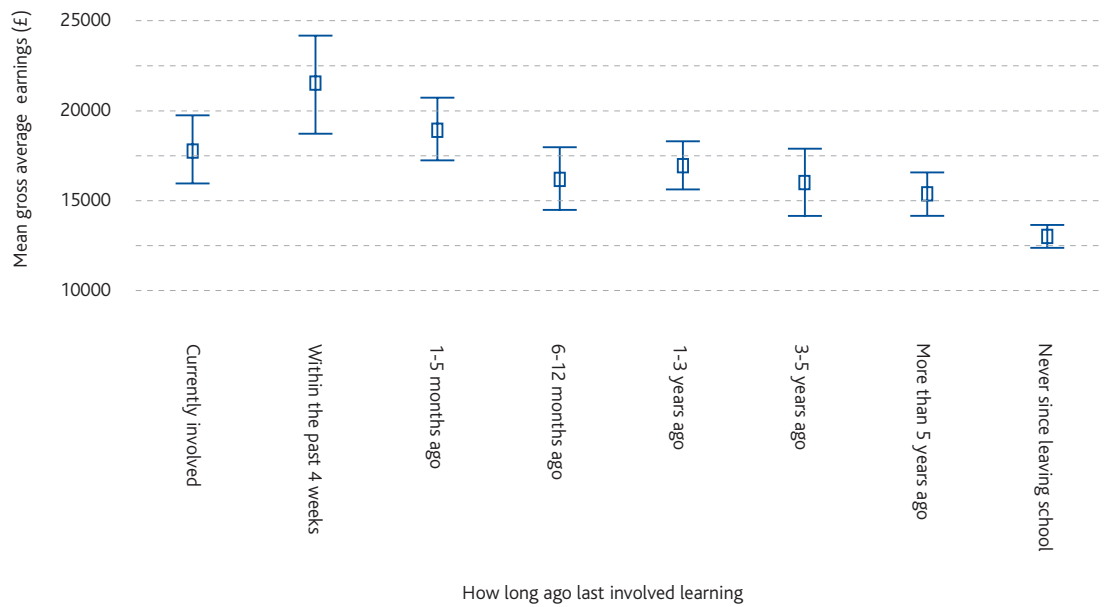


5.7.4 As the chart above illustrates 11.4% of the adult population is currently involved in learning and 30.6% have been involved in learning in the last 12 months. Alarming 45% of the adult population has not been involved in any form of learning for over three years. This equates to 476,000 adults over 20 years of age.

5.7.5 The likelihood of an individual being actively engaged in learning is affected by a number of factors. Women are marginally more likely to be in learning than men.

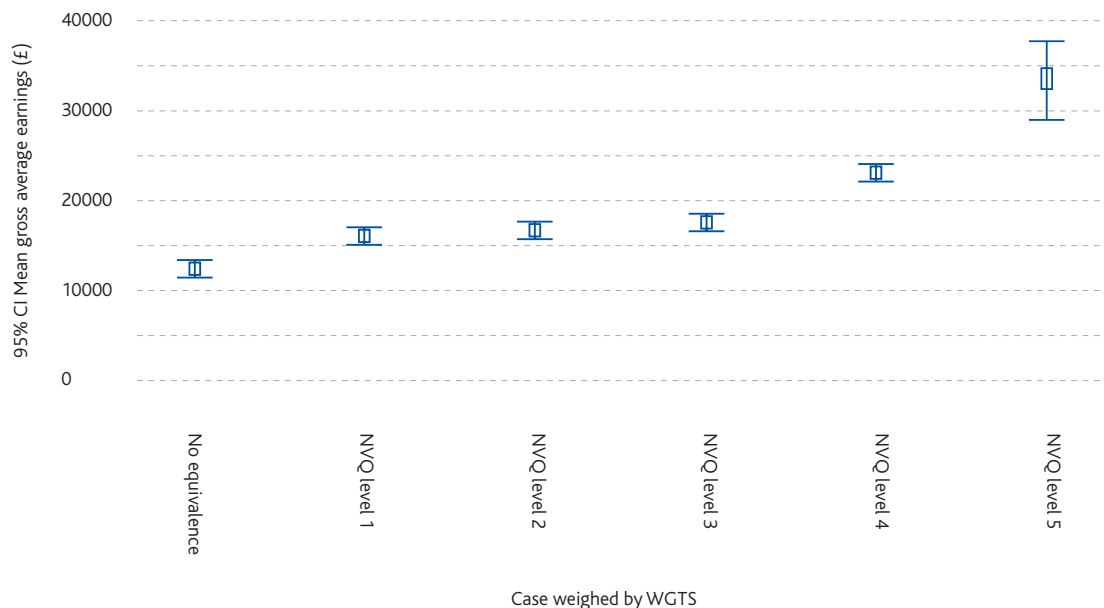
Full-time workers are more likely to have received training than part-time workers. However, by far the most significant factors are socio-economic as the chart below demonstrates.

Chart 6: Learning involvement compared with current annual income
Source: Lancashire Household Survey 2001



5.7.6 Conversely educational achievement is also a significant predictor of both earnings and employment. Those with few qualifications are most likely to be low earners and to be most affected by unemployment. The chart below demonstrates wage ranges compared to NVQ achievement in Lancashire.

Chart 7: Wage ranges compared to NVQ equivalentents in Lancashire
Source: Lancashire Household Survey 2001



5.7.7 Whilst the needs of adult learners are complex and varied within the county, we are fortunate to receive one of the largest allocations of funding for adult and community learning of any local Learning and Skills Council office. This allows us to address the needs outlined below with confidence and commitment.

5.8 What needs to be done in Lancashire?

We need to:

- I. Gain a clearer understanding of the nature and pattern of adult and community learning provision and funding by developing valid and reliable mechanisms.
- II. Develop learning strategies that increase and widen adult participation - particularly for those facing the greatest disadvantage.
- III. Achieve better integration between 'first-rung' provision for adults and accredited programmes to improve learner progression.
- IV. Support and promote imaginative campaigns, which challenge non-learners to engage in learning.
- V. Address the needs of the most disadvantaged and under-represented individuals and communities by developing non-traditional teaching and learning environments with methodologies for promoting innovative approaches to adult learning provision including the use of Ufl and other ICT.
- VI. Build the capacity of voluntary and community groups to become effective and mainstream suppliers and users of learning services. Further develop the capacity of our learning infrastructure to ensure that voluntary and community groups are active and equal partners in the planning and implementation of adult learning provision.
- VII. Ensure that appropriate and effective mechanisms are available to recognise and accredit existing achievements, attainments and qualifications gained by refugees, asylum seekers and those in minority ethnic communities.
- VIII. Ensure that appropriate support systems are in place to overcome barriers to participation in learning including those which relate to finance, transport, child care, age discrimination, language and employment demands.
- IX. Improve the availability of initial information, advice and guidance before during and after learning.
- X. Ensure that learning provision for adults is inclusive, complementary and driven by evidence of learner needs.
- XI. Work with TUC learning representatives in promoting adult learning through high quality information advice and guidance.
- XII. Work with the Employment Service to ensure we have appropriate learning opportunities to meet the needs of their client group.

- XIII. Support and develop integrated learning provision that evolves from social, economic and regeneration agendas, which affect the lives of individuals and communities.
- XIV. Develop robust systems of measuring distance travelled, learner achievements/attainments and other positive outcomes which do not result in nationally recognised qualifications.
- XV. Develop a coherent Basic Skills Action Plan for Lancashire, which will address provider under capacity to deliver basic skills provision within the new national framework.
- XVI. Provide basic skills support for employees in low skilled occupations and for job seekers.
- XVII. Develop information, advice and guidance provision in community settings, which takes account of wider social issues.

> 6. Our Skills Strategy

6.1 Introduction

6.1.1 In the increasingly global economy, businesses cannot compete in old ways. Capital is mobile, technology can migrate quickly and goods can be made in low cost countries. To compete effectively businesses must exploit capabilities, which competitors cannot easily match or imitate. Those capabilities will be based increasingly on knowledge, skills and creativity. The role of the Learning and Skills Council Lancashire is to stimulate employer investment to meet this challenge.

6.1.2 Our Skills Strategy acknowledges there are distinct local economies operating in East Lancashire, central Lancashire as well as the rural and coastal areas. Each requires separate actions, which will be addressed through separate action plans. There is a significant challenge for the Learning and Skills Council Lancashire in enhancing the networks, which we have with employer groups and business intermediary bodies. This skills strategy sets out how we will build long-term relationships with employers and ensure that the provision is meeting existing and future skills needs in Lancashire. In developing our Skills Strategy we have drawn from a number of sources. These have included:

- I. North West Development Agency's 'The Right Angle on Skills'.
- II. Employer surveys undertaken in Lancashire during 2000.
- III. State of Skills in England 2001.
- IV. Skills Dialogues and Sector Skills Councils skills needs assessments.
- V. 'In Demand – Skills in the 21st Century' – Performance and Innovation Unit.

6.1.3 The Challenges for Workforce Development.

To increase the engagement of employers in workforce development by:

- I. Raising the demand by employers and in particular SMEs for skilled people, to increase their skills investment and improve their workforce development capacity and in particular basic skills.
- II. Developing and sustaining sectoral and geographic networks.
- III. Working with partners to promote the business case for equality and diversity within our local workforce.
- IV. Building greater flexibility for employers in accessing Lancashire's learning providers.
- V. Developing the management and leadership skills of managers, including those in small firms.

6.2 Our Rationale

- 6.2.1 The synopsis of the skills base of the North West can be applied to Lancashire. Indeed it is clear that while the industrial structure of the county is becoming closer to the UK profile it will be difficult for Lancashire to catch up to the best regions of the country. The patterns of production are changing in response to global competition and this will require a change in its portfolio of skills.
- 6.2.2 Evidence from the recent Basic Skills Agency survey highlights the vital importance of tackling basic skills as a key priority for the skills strategy. Without basic skills individuals cannot start to develop a career path and may be trapped in low pay/low skill cycle.
- 6.2.3 The availability and use of Information and Communications Technology (ICT) will increase significantly and will change the way we do business and shape the types of new businesses. Lancashire is already dominated by foreign owned businesses with the attendant branch plant structure. This results in lack of control over major investment and closure decisions.
- 6.2.4 Businesses are becoming increasingly knowledge based and the most competitive businesses will require high levels of qualifications and skills. As is illustrated in the table below, whilst the area compares reasonably well in terms of the achievement of higher-level qualifications there is a large pool of labour with lower levels of qualifications and with no NVQ equivalent qualifications at all (23.3%). The Learning and Skills Council Lancashire will pay particular attention to this latter group in order to raise the qualification and skills level of the population as a whole.

Table 7: Qualification rates of Lancashire residents

(Source: Lancashire Figures Household Survey 2001/ UK figures Skills Report for North West England 2000 ERIN) Figures may not add up due to rounding

	Level 1	Level 2	Level 3	Level 4	Level 5	No equivalence	Below Level 2
Blackburn	15%	22%	12%	26%	1%	24%	39%
Blackpool	19%	23%	17%	18%	1%	23%	42%
Burnley	19%	20%	14%	16%	1%	30%	49%
Chorley	16%	22%	14%	10%	0%	37%	53%
Fylde	9%	24%	21%	21%	2%	23%	32%
Hyndburn	14%	28%	14%	16%	2%	27%	41%
Lancaster	12%	20%	22%	21%	2%	24%	36%
Pendle	12%	28%	16%	17%	2%	27%	39%
Preston	13%	18%	23%	26%	3%	17%	30%
Ribble Valley	9%	19%	17%	33%	8%	14%	23%
West Lancashire	17%	22%	18%	11%	1%	32%	49%
Wyre	15%	24%	19%	19%	1%	22%	37%
Lancashire	15%	22%	17%	21%	2%	23%	38%
UK	20%	22%	19%	19%	4%	16%	36%

6.2.5 The research report 'State of Skills 2001' states that the proportion of North West employers explicitly requiring a qualification when advertising vacancies is increasing faster than in any other area of the country. When this is considered against the 23.3% of Lancashire's working population with no qualifications the magnitude of the potential skills mismatch is immense.

6.2.6 Lancashire has a significant proportion of traditional manufacturing industries that have mature product ranges. However, in the future we shall observe product lifecycles that are much shorter and this in return requires people who can innovate and respond rapidly to change. To be able to do this effectively requires modern skills in production techniques, design, management and research & development all of which require good quality high-level qualifications. However the qualification base of the Lancashire workforce is at odds with this requirement. The Household Survey 2001 indicated that only 1.1% of the county's managers were educated to NVQ Level 5 yet 18.3% had no NVQ equivalent qualification. Indeed only 12% of those classified as having a professional occupation were educated to NVQ Level 5 yet 69.3% are educated to Level 3, which is below degree level qualification.

- 6.2.7 The single most critical factor determining inward investment relates to the availability of a skilled readily available workforce. Developing the skills base of the local workforce has two economic benefits. It provides the locality with the flexibility to attract inward investment and to diversify the industrial base ameliorating the effects of the decline in traditional manufacturing employment. Secondly, it increases the proportion of people who are likely to be in employment with above average wage rates increasing average income levels and disposal income.
- 6.2.8 Employment change within Lancashire is at odds with national trends. The financial intermediation industry (banks, insurance and personal financial services, etc) is a good example. This industry has witnessed growth at both a national and regional level, but in Lancashire the numbers employed in this sector fell by 900 (6.4%) people between 1995-1999.
- 6.2.9 The wholesale and retail sector had the largest increase in numbers of employees in Lancashire in this period, with 12,000 extra employees. However, this is a sector with a high occurrence of part-time working and low average earnings. The largest percentage increases in employment levels were in construction (+31%) and education (+19%). The following table highlights some of the changes in more specific sectors between 1995-99.

Table 8: Sector changes 1995-1999
Source: Office of National Statistics

Sector	Employment change (1995-99)	
	Total change	% change
Software consultancy and supply	1950	121%
Labour recruitment etc.	2566	69%
Retail sale of clothing	2234	48%
Telecommunications	1732	48%
Retail: non-specialised food stores etc	2887	18%
General mechanical engineering	-983	-28%
Finishing of textiles	-839	-37%
Development and selling of real estate	-1413	-51%
Manufacture of footwear	-2395	-65%
Manufacture of wallpaper	-1852	-65%

6.2.10 These figures clearly illustrate that some of the 'at risk' sectors for manufacturing job losses are among those closely associated with the area, namely footwear, textiles and wallpaper. One change in the period covered here illustrates the changes in employment patterns quite clearly. In 1995 the software consultancy and supply sector had a lower workforce than any of the manufacturing sectors listed above. In 1999 the total workforce in textile finishing, footwear manufacture and wallpaper manufacture was only 150 more than in the software consultancy and supply sector alone. Currently under threat jobs may include the aerospace and associated companies after the major slump in aerospace orders due to the New York terrorist attacks.

6.2.11 The table below illustrates the forecasted increases and decreases in Lancashire occupations between the years 2000 and 2010.

Table 9: Local Employment change forecasts to 2010
Source: Cambridge Econometric Forecasting Model

	2000	2010	% change 2000-2010
Science & Engineering Professionals	17.2	23.1	34.3%
Other Assoc. Professionals Occupations	22	28.5	29.5%
Other Professional Occupations	12.7	16.1	26.8%
Personal Service Occupations	56.8	71.2	25.4%
Corporate Management & Administration	60.2	75.2	24.9%
Science & Engineering, Assoc. Profess.	11.5	14	21.7%
Health Associate Professionals	20	22.6	13.0%
Health Professionals	3.4	3.8	11.8%
Management In Agricultural & Services	45	50.2	11.6%
Teaching Professionals	24	26.6	10.8%
Other Sales Occupations	36	38.7	7.5%
Protective Service Occupations	11.1	11.4	2.7%
Indust Plant & Machine Operatives, Etc	49.4	49.7	0.6%
Clerical Occupations	70.3	70.5	0.3%
Drivers & Machine Operators	24.6	24.3	-1.2%
Buyers, brokers And Sales Repres.	9.8	9.5	-3.1%
Secretarial Occupations	19.6	18.1	-7.7%
Skilled Engineering Trades	26.5	23.6	-10.9%
Other Skilled Trades	47.1	39.9	-15.3%
Other Occup In Agri. Etc	2.6	1.5	-42.3%
Skilled Construction Trades	8.2	4.4	-46.3%
Other Elementary Occupations	29.2	14.7	-49.7%
Total	607.1	637.6	5.0%

6.2.12 It is apparent from the table that the county will require considerable re-skilling and up-skilling if we are to take full advantage of the opportunities that may arise and also to avoid the threat of unemployment for those people employed in occupations that are forecasted to reduce. We will focus intervention on the sectors with outstanding growth potential, which are identified in Table 8 and concur with the North West Development Agency priority sectors.

6.3 Key Objective 2 – Increase the Engagement of Employers in Workforce Development

'Target for 2004 – National Baselines will be devised during 2002'

6.3.1 Increasing the engagement of employers in workforce development is the second of the five new targets to be devised nationally by the Learning and Skills Council. During 2002 national and local baselines positions and 2004 targets will be defined. We propose to retain the Investors in People (IiP) national target (2002) as a local impact measure as we consider this provides an assessment of employer commitment to workforce development.

6.3.2 As the table below illustrates, in terms of the previous Investors In People (IiP) measure Lancashire has performed well. In March 2001 there were already 505 companies with 50 or more employees recognised IiP organisations against the 2002 target of 524. Similarly, the county is also performing well against the target for companies with less than 50 employees.

Table 10: Former National Targets for Investors In People
Source: LSC Lancashire

	Lancashire 2002 Target	March 2001 Achievement	March 2002 Achievement	March 2003 Forecast	March 2004 Forecast
By December 2002 45% of companies with over 50+ to be IIP recognised	524	505	546	610	670
By December 2002 10,000 companies in England with between 10-49 employees to be IIP recognised.	522	331	488	600	800

6.3.3 Effective measures of employer engagement are the penetration rates for Modern Apprenticeships by sector and company size.

6.3.4 We will also seek to work closely with the further education sector to identify the number of employers engaged in a fee-paying relationship with their local college.

6.4 What needs to be done in Lancashire?

We need to:

- I. Stimulate employers especially SMEs to enhance their investment in skills. Be an advocate for the SMEs in understanding their needs and requirements and to ensure these are more adequately met through our supplier infrastructure.
- II. Develop and strengthen long-term relationships with large employers.
- III. Enhance services to SMEs by clarifying the respective roles and interface with employer forums, smaller employers through the emerging Sector Skills Councils, Education Business Partnerships, trade groups and particularly Business Links.
- IV. We will work alongside the Employment Service, Local Authorities, economic development partnerships, the Small Business Service, Higher Education and Sector Skills Councils to support the NWDA in the development of the Framework for Regional Employment and Skills Action (FRESA). A priority for Lancashire will be responsiveness to inward investment.
- V. Through the framework of the basic skills action plan for Lancashire we will build on the Basic Skills Brokerage Service to assist employers address basic and key skills deficits.
- VI. Build on the success of the commitments and recognitions achieved to date on the Investors In People programme and exceed the national targets by an additional 5%.
- VII. Work closely with Higher and Further Education Institutions to ensure better co-ordination of the range of services they offer to businesses and to increase the percentage of graduates entering the Lancashire labour market.
- VIII. Support the development of the Trade Unions Learning Representatives approach and maximise the contribution that the Trade Union Learning Service Unit local representatives make to the workforce development agenda. We will develop a similar learning representatives approach with non-unionised companies especially, the development of key workers in SMEs.
- IX. Ensure that the development of Centres of Vocational Excellence (COVE) is demand led and decisions made in consultation through the NWDA Lancashire office, Business Links, key employers, employer groups and the emerging Sector Skills Councils.
- X. Develop the management and leadership skills of managers including those in small firms to ensure that development issues are an integral part of business strategies and planning.
- XI. Work with partners to ensure that the use of ICT is inherent in all relevant learning and that there is support to the development of the infrastructure to support such learning.

- XII. Promote equality and diversity practices in the workplace to employers by improving the competencies and knowledge of our workforce and business advisers.
- XIII. Support the development of better brokerage arrangements between partners in the education and training sector to reduce the number of agencies contacting employers but to ensure those that do are able to offer a whole suite of services.
- XIV. Develop better labour market information gathering and sharing systems to provide high quality intelligence that will inform the planning and development of the workforce development plan.
- XV. Work with the Small Business Service to encourage better human resource planning within Lancashire businesses.
- XVI. Improve awareness of and access to high quality information, advice and guidance in the workplace.

> 7. Our Learning Strategy

7.1 Introduction

- 7.1.1 Our Learning Strategy builds on the Skills and Participation strategies and identifies how we will deliver education and training provision, which meets local and learners' needs. We will seek to bring greater coherence and better co-ordination to planning arrangements. Our aim will be to maximise impact and minimise unnecessary overlap and duplication.
- 7.1.2 We recognise that Lancashire is a diverse county which requires us to work with our local providers in order to ensure we have a sufficient portfolio of learning provision equipped to meet the needs of individuals, employers and communities at a local level.
- 7.1.3 We will undertake a major assessment of learning provision in Lancashire underpinned by district assessments based on Excellence In Cities areas, which could be subject to area inspection in 2002/03. This will be rolled out to other areas over the duration of the plan on a priority needs basis.
- 7.1.4 The retention of learners in learning and the raising of achievement and attainment including appropriate milestones are a priority. The strategies we will employ include improving quality, performance targeting, establishing close long-term relationships with providers and ensuring the right combination of quality, flexibility and choice in provision.
- 7.1.5 We will encourage providers to make greater use of labour market intelligence in planning and developing learning provision. Providers of learning will be encouraged to be responsive and innovative in meeting identified skill gaps and filling gaps in provision, develop specialist strengths and work with appropriate partners. Furthermore, we will encourage providers to continue to be actively involved with local community and voluntary groups to foster inclusive learning.
- 7.1.6 The Learning Strategy sets out how we will seek to:
- Raise the achievement of young people.
 - Raise the achievement of adults.
 - Raise the quality of education and training and user satisfaction.
- 7.1.7 Vital to our success will be the individual achievements of colleges; work based learning providers and those delivering adult and community learning.

7.2 Raise the Achievement of Young People

- 7.2.1 We have established two targets for young people:

Table 11: Raise the achievement of young people

National Targets for 2004	Lancashire targets for 2004
85% at Level 2 by age 19 (2000: 75%)	Current position 74.5% Target - 84.9% additional 1350, Level 2 Post 16
55% at Level 3 by age 19 (2000: 51%)	Current position 41.9% Target - 46.0% additional 1066, Level 3

7.2.2 The Key challenges in raising the achievement of young people are to:

- I. Encourage employers who employ young people aged 16 to 19 to be involved in learning which leads to a Level 2 qualification.
- II. Raise the retention and achievement rates of all young people on Learning and Skills Council Lancashire programmes and to support young people to achieve their full potential.
- III. Promote equality of opportunity for learning for all the people of Lancashire challenging discrimination and stereotyping.

7.2.3 The Lancashire Position

- I. Our current annual rate of increase in Level 2 achievement is 0.75% per annum. If we continue at this rate by 2004 we forecast to be at 79.3%. This falls significantly short of the national target.
- II. 65% of school leavers enter full time education. This is the major contributor to the achievement of the Level 2 target. There is an urgent need to improve the rate of progression, whilst ensuring young people are undertaking learning. Actions to improve retention rates are critical to this process.
- III. All education business link activities are not available uniformly across Lancashire and not all young people have access to the range of activities that could benefit their learning.
- IV. In Lancashire we have to meet the needs of a significant proportion of young people living in areas of multiple deprivation. Many of these young people place a low value on education and do not achieve a Level 2 qualification until aged 17 and 18.
- V. Financial barriers to education and training need to be addressed.
- VI. We are keen to retain the old national learning target of 60% of 21 year olds to have a Level 3 qualification by 2004. We shall adopt this as a local impact measure and monitor progress against it as part of our overall monitoring of the learning targets. The table below highlights our current position.

Table 12: Lancashire baseline and target for Level 3 qualifications at aged 21

Lancashire Position	Lancashire 2004 Proposed Target
48% (1999)	60%

We need to:

- I. Use the provider performance reviews to focus on specific weaknesses in Level 2 achievement by provider, sector and area. Research and analyse poor Level 2 achievements across the range of providers and develop appropriate actions to improve achievement.

- II. Work with our provider infrastructure to set and agree challenging, yet realistic, targets for participation, retention and achievement and in particular in relation to gender, ethnicity, disability and geographic location.
- III. Develop effective systems to enhance progression of young people at all levels but in particular from Level 1 to Level 2 and Level 2 to Level 3.
- IV. Work with the Connexions service to develop a strategy, which pro-actively engages employers to invest in their young employees by providing access to Level 2 and above qualifications.
- V. Ensure that young people who do not achieve a Level 2 until they are 19 or older are still able to access learning and are able to progress onto Level 3 qualifications. We also need to ensure that progress is not prevented because of financial barriers.
- VI. Develop better learner support systems.
- VII. Identify providers who deliver excellent performance. By working with them and the Learning and Skills Development Agency organise good practice workshops, including the development and dissemination of case studies. We will develop a comprehensive and rigorous approach to evaluation, quality improvement and the identification and sharing of excellent practice.
- VIII. Ensure that all young people are given the opportunity to realise their full potential regardless of gender, ethnicity, disability, and geographic or socio-economic background.

7.3 Raise Achievement of Adults

7.3.1 We have established three targets for adult achievement including basic skills.

Table 13: Raise the achievement of adults

National Targets for 2004	Lancashire targets for 2004
Raise the literacy and numeracy skills of 750,000 adults nationally.	Current position 200,000 need support Target Reduction by 23,000
*% of adults at Level 2: Target to be set in next year's Plan	Current position 59% (2000) Potential target Not Available
52% of adults at Level 3 (2000 – 47%)	Current position 47.7% Target 51.0% additional 57,000 Level 3

7.3.2 The Key Challenges in raising the achievement of adults are:

- I. Address the needs of adults requiring basic skills support.
- II. Raise skill levels by increasing the number of adults with recognised qualifications at both Level 2 and Level 3.
- III. Promote equality of opportunity for learning for all the people of Lancashire challenging discrimination and stereotyping.

7.3.3 The Lancashire Position

- I. We need to assess the resource implications for Lancashire of reducing the number of people nationally, with basic skills needs by 750,000 by 2004. Lancashire will be expected to contribute a reduction of people with basic skills needs of 23,000. This has been set as our 2004 target.

Table 14: Estimates of population aged 16-60 with poor literacy and numeracy skills

Source – Basic Skills Agency survey

	Poor Literacy %	No.	Poor Numeracy %	No.
Blackburn with Darwen	29.1	23540	31.2	25235
Blackpool	24.7	21615	25.4	22164
Burnley	27.1	14269	28.9	15216
Chorley	21.9	13258	21.7	13128
Fylde	22.6	9510	20.6	8665
Hyndburn	27.3	13620	29	13386
Lancaster	23.5	18920	23.7	19055
Pendle	27.6	13409	29.9	14547
Preston	25.5	20813	26.6	21784
Ribble Valley	20.8	6645	19.7	6287
Rossendale	26	10081	26.2	10172
South Ribble	22.3	13988	22.1	13819
West Lancs	24.9	16298	25.7	16855
Wyre	24	13863	22.5	13036
Lancashire	24.9	208829	25.5	213353

- II. The needs of those with poor literacy and numeracy within the context of a national framework cannot be met by current capacity in the local provider infrastructure. This imbalance between need and provision requires urgent action.

- III. The scale of the local basic skills challenge is enormous. The national basic skills strategy has identified priority groups including both learners and non-learners. Promotional activity will need to be targeted at these priority groups.
- IV. Whilst the LSC has the overall responsibility for the achievement of the basic skills target, a number of other public and private sector organisations have been allocated sector-specific targets and funding. We need to achieve synergy and coherence across all basic skills provision.
- V. Strategies which address the basic skills needs of adults must be sensitive to the risk of learner stigmatisation and appropriate for those with negative perceptions of learning in both course materials, marketing and the provision of learning environments.
- VI. A variety of basic skills assessment tools are in use by different provider organisations. We need to gain a better understanding of the transferability of both the assessment tools and the learner assessments across the provider infrastructure.
- VII. Within Lancashire there are significant variations in the percentages of adults with Level 2 qualifications. Based on the current estimated national position it is possible that many Lancashire districts could attain any reasonable 2004 target. However, it is our intention to raise achievements across the entire county.
- VIII. We shall work to develop the local baselines in forecasts for adult achievement at Level 3. Measures in previous years have been taken from the Labour Force Survey (LFS) and a boosted LFS will continue to be used to measure this target in the future. The boosted survey will produce statistics down to LEA level and will have levels of precision equal to or better than +/- 3.3%.
- IX. The performance of the Learning and Skills Council Lancashire in respect of adult targets will be measured using the boosted Labour Force Survey. We will use local household surveys to enhance our analysis at local level.
- X. The following table is taken from August LFS 2001 and relates to the percentage of those of a working age with an NVQ Level 3+. Whilst we are seeing year-on-year improvement, we have some way to go to achieve the 2004 national target and our local Lancashire target.

Table 15: Percentage of working age people with an NVQ Level 3+
Source: Labour Force Survey (August 2001)

	1997	1998	1999	2000
Lancashire LSC	35.9%	36.5%	38.6%	44.0%
Lancashire West	36.6%	38.0%	39.7%	45.5%
Lancashire East	34.5%	34.0%	36.6%	41.4%
National	37.5%	38.7%	40.3%	41.5%

- XI. Additional information from the Lancashire Household Survey of 2001 states that 23% of adults in Lancashire have no NVQ equivalent qualification compared with 19% nationally. Whilst not directly comparable it is reasonable to assume that a significant proportion of those without an NVQ equivalent will have basic skills needs. This equates to approximately 210,000 people in Lancashire.

7.3.4 What needs to be done in Lancashire?

We need to:

- I. Develop processes for collecting quantitative and qualitative data on basic skills provision and learner need.
- II. Work in partnership with the Basic Skills Agency, Learning and Skills Development Agency and NIACE to provide basic skills training and development for staff from provider organisations, in line with the new national standards.
- III. Encourage and support basic skills provision which meets the identified needs of learners.
- IV. Commission action research to identify opportunities for improving the transferability of assessment tools and learning assessments.
- V. Set detailed local targets for our performance against the National Learning Targets in conjunction with the Lifelong Learning Partnerships.
- VI. Establish individual targets for the relevant National Learning Targets for each provider in Lancashire. Monitor our progress against this target by working with providers to develop indicators of performance to measure impact. These indicators will include retention and achievement targets using benchmarking data and equal opportunities measures.
- VII. Use our influence to drive the achievement of the National Learning Targets in our contracts with an appropriate range of approved providers including further education colleges, sixth form colleges, external institutions, higher education institutions, work-based learning organisations, school sixth forms, adult and community education and Information, advice and guidance networks to secure the right combination of quality, flexibility and choice using resources available for allocation.
- VIII. Improve retention and achievement by encouraging and supporting providers to enhance their support systems for learners.
- IX. Improve the availability of initial information, advice and guidance before during and after learning.
- X. Develop robust systems of measuring progress, learner achievement and other positive outcomes that do not result in nationally recognised qualifications.

- XI. Work with learning providers and partners to further develop the potential of learning technologies and to increase the take-up of Ufl learn direct and other online learning provision.
- XII. Provide appropriate and adequate learner support to those engaged in e-learning.
- XIII. Work with our provider infrastructure to set challenging, yet realistic equality targets for participation, retention and achievement in relation to gender, ethnicity and disability.
- XIV. Develop the ICT infrastructure and learning content in order to maximise learner participation, retention, progression and achievement.
- XV. Ensure all learners have access to high quality information, advice and guidance, particularly through stages of transition.

7.4 Raise the Quality of Education and Training and User Satisfaction

Baselines and targets for this objective will be determined and set in 2002.

7.4.1 The Key Challenges in raising the quality of education and training and user satisfaction are to:

- I. Ensure the local infrastructure meets the needs of individuals, employers and communities.
- II. Raise the standard of teaching and learning in Lancashire, promoting a culture of continuous improvement.
- III. Incorporate learner feedback into quality improvement and raise learner satisfaction levels.

7.4.2 The Lancashire Position.

Currently we do not have a comprehensive audit of the learning provision offered in Lancashire. During the lifetime of this local strategic plan we will undertake detailed audits focussing on travel to learn areas. This will include information obtained to meet the demands of individual and area provider reviews, assessments and inspections.

7.4.3 What needs to be done for Lancashire?

We need to:

- I. Encourage and support bids for Centres of Vocational Excellence within our provider infrastructure.
- II. Encourage providers to develop close links with business partners and other employment interests and communities.
- III. Support, appraise, influence and approve provider strategic plans, self assessment reports and development plans.
- IV. Target mainstream funding in relation to sector, occupation and learning activity to meet the needs of all learners.

- V. Work in partnership with providers to influence the relevant and appropriate use of capital funding in FE.
- VI. Undertake local research and marketing activity, which informs the development of provision and its responsiveness to individual learner needs.
- VII. Embed Curriculum 2000 and Key Skills delivery where appropriate within our provider infrastructure.
- VIII. Ensure we have the ability to deliver appropriate support to learners with learning difficulties and/or disabilities, including those at residential establishments.
- IX. Work in collaboration with the inspectorates to support the inspection process, including the provision of appropriate information and data.
- X. Support local partnerships to prepare for and respond to area inspections, particularly those areas that will be targeted before the end of 2002.
- XI. Ensure inspection results inform our judgements in the cycle of provider performance reviews and drive the continuous improvement agenda.
- XII. Administer the standards fund to ensure providers benefit from resources available from a range of categories including continuing professional development, post inspection support and the dissemination of good practice. Target the use of the standards fund in both FE and work-based learning to drive continuous improvement.
- XIII. Use leaver satisfaction data following the national survey implementation to analyse responsiveness of provision to the needs of young learners.
- XIV. Develop a provider infrastructure strategy, which includes voluntary and community organisations to ensure they are equipped to provide learning opportunities in Lancashire which meet the standards set for quality, effectiveness and value for money within provider performance review.
- XV. Ensure effective contract management approaches with providers are established and maintained based on a mutual, open, honest and constructive relationship.
- XVI. Develop an effective communication strategy to include the exchange of information and widespread consultation so that we can influence the delivery of learning opportunities.

> 8. Our Equality and Diversity Strategy

8.1 Introduction

- 8.1.1 The Learning and Skills Council Lancashire has a fundamental commitment and a statutory duty to ensure that it provides learning opportunities that offer equality of opportunity for all, widen access to learning and promote the benefits of a diverse and integrated workforce.
- 8.1.2 The strategic objectives for equality and diversity will integrate with the national objectives for participation, skills and learning. We are wholly committed to ensuring that the activities, which we fund, make a direct and effective contribution to resolving the chronic problems associated with areas of multiple deprivation which manifested themselves in the disturbances which occurred in Burnley in June 2001.
- 8.1.3 We have mainstreamed equality throughout this Local Strategic Plan and concentrated our efforts not only on issues and activities affecting inequality in race, gender and disability but also on those of ageism, geographical isolation, social inclusion and those facing multiple disadvantages or deprivation.
- 8.1.4 Through the development of our equality and diversity strategy we have a challenging and exciting remit to make learning more inclusive, to widen participation and promote equality of opportunity for all learners. We have a strong belief that to make the difference we need to equalise access to learning and achievement for all groups within society, we must put equality at the heart of our planning process with effective actions that are key drivers for change.

8.2 Our Four Key Challenges for Equality and Diversity

- 8.2.1 As a national organisation the LSC has set four high-level equality objectives, which are our key challenges for equality and diversity and will form the basis for local actions within our Equality and Diversity Strategy these are to:

- I. Develop ourselves as a champion of equality and diversity.
- II. Develop ourselves as an equal opportunities employer.
- III. Embed equality principles into all our policies, programmes and actions.
- IV. Report on progress towards our actions for achieving equality.

8.3 The Lancashire Position

- I. Currently under 30% of Afro-Caribbean, Bangladeshi or Pakistani young people leave school with high grade GCSEs compared with 50% of all white pupils.
- II. Young Asian women are under represented in full time post 16 education.

- III. The economically active population in Lancashire is 677,000 and people over 50 represent 20.2% of the population. This group is becoming increasingly attractive to certain employers in Lancashire because they are perceived as reliable and loyal but others perceive them as reluctant to train/change.
- IV. Ethnic minorities account for 5.2% of learners on work-based learning programmes in Lancashire. People from ethnic minorities are more likely to be on basic skills programmes where they represent 13.4% than on Modern Apprenticeship frameworks where they represent only 4.2%.
- V. Ethnic minority representation in work-based learning varies widely from under 3% on traditional apprenticeship sectors including construction, engineering and agriculture to over 8% on business administration, retail/customer service and manufacturing.
- VI. There remains marked stereotyping on work-based learning programmes with men accounting for 60% of all learners. The subjects women dominate are hairdressing (94%), childcare/health & social care (91%) and business administration (71%). Men dominate engineering/motor vehicle (98%), construction (99%) and agriculture (88%). The most equal split is retail and customer service with women accounting for 52%. On management and professional qualifications 65% are female.
- VII. On work based learning programmes 8% of people in Lancashire are classed as Disabled people. This ranges from 14% of people in hairdressing to 2% of people in manufacturing. Disabled people are also more likely to be on basic skills programmes accounting for 17% of learners on basic skills programmes whilst accounting for only 8% of all people on work based learning.
- VIII. Ethnic minorities are more likely to enter further education than work-based learning with 8.1% of students attending Further Educations institutions in Lancashire from ethnic minorities. The representation at these institutions ranges widely from 22.8% to 0.2%.
- IX. Ethnic minority groups are less likely to be in management positions than whites with 11.7% of all ethnic minority workers in management positions compared with 13.2% of all white workers.

Table 16: Management positions by ethnicity
Household Survey 2001

White	Non-white
13.2%	11.7%

- X. Females are also less likely to be in management positions than their male counterparts with 11.4% of all females in management positions compared with 14.9% of all males.

Table 17: Management positions by gender
Household Survey 2001

Male	Female
14.9%	11.4%

- XI. Nationally the pay gap between men and women remains 18% and this has hardly narrowed in the last 10 years in Lancashire.

Table 18: Pay Gap by gender

	Male	Female	All
United Kingdom	£22,932	£16,952	£20,748
North West	£21,580	£15,548	£19,396
Lancashire	£17,959	£14,375	£16,411

- XII. Women in Lancashire are closer to male earnings than regionally or nationally, although on average they still only earn 80% of the male figure. In Chorley and South Ribble females in full-time employment earn just 68% of their male counterparts. The difference in pay by gender is noticeable throughout the different occupational groups. The difference is less in higher order occupations, but in associate professional and technical occupations females still earn just 90% the levels of males. In lower order manual roles the difference is greatest, and in process, plant and machine operative roles full time females earn just 70% of the gross annual wage of males in the same roles.
- XIII. Asylum seeker applications in the UK between January and July 2001 were 39,255 (UN High Commissioner for refugees) this means there are likely to be increasing dispersion across all areas of the country including Lancashire. These people face complex and significant discrimination in cultural, social and economic factors.
- XIV. Lancashire has both tourist industries and rural areas which have been badly affected by the recent foot and mouth outbreak, the need to re-train and re-skill those communities will cause specific challenges.

8.4 What needs to be done in Lancashire?

We need to:

- I. Develop an Equality and Diversity Strategy and Policy that show our clear commitment to engaging all our staff in delivering our mission and targets and have clear robust monitoring systems through which we can report on our progress.
- II. Develop the work of our internal advisory group chaired by our Executive Director to ensure cross-organisational ownership of our commitment to equality and diversity.
- III. Establish an external advisory committee chaired by a council member (Alison Malach), which embraces organisations, and community groups, which will allow us to monitor the impact of our strategy and continued development.
- IV. Annually assess our contribution to local economic strategy action plans and to addressing issues associated with areas of chronic deprivation.
- V. Establish a range of partnership working with key agencies such as Local Authorities, Connexions, Adult IAG service, Learning Partnerships, Youth Service, and Social Services in order to address cross-agency equality issues of common concern.
- VI. Conduct an equality audit of our staffing profile and an action plan to address areas of under representation to enable us to ensure we represent the local communities we serve.
- VII. Identify ways of challenging discrimination and stereotyping among employers and promote the business case for equality and diversity.
- VIII. Promote equality and diversity practices equipping providers to challenge discrimination and stereotyping within the learning environment and encourage providers to take positive steps to widen participation among under-represented groups.
- IX. Utilise benchmarking data of equal opportunities performance of our provider infrastructure to publish comparative data disaggregated by gender, ethnic group, age, disability and geography.
- X. Ensure our learning provider infrastructure is equipped with both the capacity and capability to enable them to promote equality, challenge discrimination of stereotyping and not disadvantage any groups.
- XI. Ensure via contracting processes that all providers are complying with equality legislation and promoting best practice principles.
- XII. Ensure funding arrangements are based on meeting learners needs and take account of the additional costs involved in reaching, engaging, retaining and enabling achievement by learners from disadvantaged groups.

- XIII. Work in partnership with providers to develop learning programmes, resources and materials, which take account of the different characteristics and needs of learners from different ethnic and social backgrounds.
- XIV. Develop management information systems, which adequately collect, analyse and inform our provision in relation to parity of equality in participation, retention and achievement.
- XV. Set challenging and realistic equality targets for our provider infrastructure with clear monitoring and reporting procedures.
- XVI. Initiate appropriate local research that recommends strategies to address key equality issues and promote positive change at a local level.

> 9. Health and Safety

9.1 Learning and Skills Council Lancashire will integrate health and safety legislation and best practice into all activities. The national LSC's health and safety mission is:

'To seek to influence and promote health and safety good practice across all LSC activities'

9.2 For Lancashire, this will be at the forefront of all contractual and partnership arrangements and will be achieved by the introduction of suitable and sufficient key stages of health and safety training focussing on the individual learner needs, irrespective of training route.

9.3 Best endeavour will be used to ensure that learners in Lancashire can achieve their aims within a safe working environment, characterised by well-motivated, competent supervision and making full use of sound health and safety management methodology.

9.4 Learning and Skills Council Lancashire will act as a support mechanism, becoming a catalyst for change and continual improvement through the sharing of good practice and dissemination of information throughout the provider network. There will be an emphasis on accident reporting and reduction, based on the Health and Safety Executive report 'Revitalising Health and Safety'. Statistical analysis will identify trends that will become the focus for improvement.

9.5 The 'safe worker' concept will be targeted through adherence to the 'provider good practice guide', which sets the benchmark to which providers must aspire. Demonstrations of appropriate levels of duty of care will be expected from those at the forefront of Learner activity.

9.6 Learning and Skills Council Lancashire will work in partnership with local education authorities and government bodies to facilitate the introduction of 'risk education' at all levels.

> 10. Building Effective Cross Agency Strategic Planning

10.1 Bringing together Local and National Planning

10.1.1 The LSC is dependent on its partners and suppliers to achieve its ends. We have, therefore, sought to ensure a close correlation between the strategies and plans of the North West Regional Development Agency, the two Lancashire Learning Partnerships, Connexions and LEAs.

10.2 Relationships with key partners

10.2.1 With an annual budget of approximately £200 million and as a relatively new organisation, with a focused remit, it is critical that we develop and deliver a consistent, co-ordinated and effective approach to our involvement in, and support for, local networks and partnerships. Our approach must maximise the achievement of our corporate objectives and priorities through working with others in formal partnership structures and through strong and effective linkages and long term relationships with key partner organisations.

10.2.2 Our guiding approach will be to determine both how we can add value to the partnership, and how the partnership can add value to the LSCs work. We will in partnership define the nature and extent of our involvement based on clear and transparent criteria. We will clearly identify and allocate specific lead responsibilities at both strategic and operational level and publish these on our web site.

10.2.3 With major suppliers and partners there will be a multiplicity of contracts. We are committed to developing our organisational capability in respect of client management and will develop our client management processes and systems. We will allocate named responsibilities for key relationships. Effective working relationships will be achieved by:

- I. Agreeing, through consultation, joint aims and objectives.
- II. Defining relationships through statements of arrangement and collaborative frameworks when appropriate.
- III. Utilising existing networks.

10.2.4 We will interface with our providers on both an individual and collective basis and will develop a dialogue with providers at a sectoral level through regular monthly meetings with the following:

- I. The Lancashire College Principals' forum.
- II. Learning Partnerships.
- III. Work-based learning providers' forum.

10.2.5 We shall investigate how we can meaningfully engage with the community and voluntary sectors to our mutual benefits.

10.2.6 We have inherited a team of staff who have developed and sustained excellent relationships with our key partners over a number of years. However, as a new organisation we will seek to enhance this through formal arrangements. Our strategic partners are listed in the table below:

Table 19: Strategic Partnerships

North West Development Agency	Local Education Authorities	Higher Education Institutions
Connexions	Sector Skills Council's	Employment Service
East and North & West Lancashire Learning Partnerships and their network of sub-groups	Information Advice and Guidance networks	Government Office North West
The TUC & the Bargaining for Skills Unit	Schools with 6th forms	Lancashire Youth Association
The Youth Services of Lancashire County Council, Blackburn with Darwen & Blackpool Youth Services	Investors in People – Assessment and Recognition (CAR North West)	Adult Learning Inspectorate and OFSTED
Learning and Skills Development Agency	East Lancashire Partnership	Councils for Voluntary Services
Chambers of Commerce	Lancashire West Partnership	LEBL Organisations' Consortium
Local Strategic Partnerships in each of the 14 local district or unitary authority areas	Lancashire Co-operative Development Agency	Asian Business Federation (East Lancashire)
Ufl LearnDirect Hubs: East Lancashire North & West Lancashire	Lancashire Engineering Partnership	Business Links East Lancashire North & West Lancashire

10.3 Maximising our contribution to economic development and regeneration

10.3.1 We recognise the important role education and training can make to the economic development and regeneration of communities. We have already met all 14 local authorities in our area and discussed our role within this important arena. The Learning and Skills Council Lancashire is a member of the emerging local strategic partnerships and is already a board member of numerous Regeneration Partnerships.

10.4 Maximising the Impact of national and regional European Funding

10.4.1 The Learning and Skills Council Lancashire will make a significant contribution to the achievement of both the North West Objective 2 Single Programming document and the Objective 3 Regional Development Plan.

- 10.4.2 The challenge is to ensure:
- I. A better match between needs and European funded project activity is achieved.
 - II. Disadvantaged communities and individuals are better served.
 - III. Better synergy is achieved between mainstream funding and European Regional funds.
 - IV. Added value is maximised and duplication and overlap avoided.
 - V. There is greater coherence between funding streams with minimal bureaucracy.

- 10.4.3 We will achieve this by:
- I. Being a Co-finance organisation for Objective 3 funding.
 - II. Consulting widely with potential delivery organisations and beneficiaries of European regional funds on our co-finance plans.
 - III. Establishing a Co-finance Steering group made up of key stakeholders.
 - IV. Working closely with other NW LSCs and other co-finance organisations.
 - V. Participating in regional and county management groups and working groups.
 - VI. Effectively engaging with the lead organisations administering the ERDF Objective 2 Action Plan.
 - VII. Actively engaging with and participating in Local Strategic Partnerships and Single Regeneration Budget Boards.

10.5 Driving our learning strategy – Local Initiative Fund

10.5.1 The Local Initiative Fund (LIF) is a highly flexible source of funds intended to help support delivery of the wider Learning and Skills Council objectives, which may not be directly supported by programme expenditure. The annual LIF budget is approximately £2m.

10.5.2 Our priority is to use the LIF funding to enhance responsiveness, develop innovative new approaches to promoting learning in order to bring added value to our mainstream funding and to meet gaps in provision. We will work through our LIF steering group to develop a close fit between strategic priorities and project activity which include:

- I. Education Business Links and partnership support.
- II. Raising achievement of those currently at a disadvantage in education and training through action to promote equal opportunities.
- III. Tackling disaffection and disengagement.
- IV. Expanding adult and community learning.

- V. The Learning and Skills Council's contribution to the national strategy for neighbourhood renewal.
- VI. Carrying forward workforce development.
- VII. Childcare activity.
- VIII. Enhancing the impact of our mainstream funding.

10.6 Consulting on our Local Strategic Plan

- 10.6.1 If we are to achieve our objectives it is vital that we establish broader ownership and commitment to our Local Strategic Plan. The two stages of our consultation process have been a vital process in gaining this support. In the summer of 2001 we undertook a series of 10 consultation events and the information we received at these events shaped the style, format and content of the draft Local Strategic Plan was distributed for consultation in November 2001.
- 10.6.2 The Learning and Skills Council has a set of national key objectives and from this Lancashire has produced a set of local priorities. These were presented at the consultation events. The approach at these events was one of informality with an emphasis on participation. The bulk of the two hours was allocated to workshop discussion groups centred on three issues: engaging young people; engaging adults; and working with the community.
- 10.6.3 Over 1000 organisations were invited to participate; the delegates were predominantly people who worked directly with the three groups listed above. The excellent response and contribution from the sector was greatly appreciated.
- 10.6.4 Further consultation on the content of the draft Local Strategic Plan took place during November 2001. A published draft document was distributed to all attendees of the first consultation events and also to other strategic partners and stakeholders for comments and approval.
- 10.6.5 The senior management team met with key strategic partners including Colleges, Training Providers, Government Office, the North West Development Agency, Local Learning Partnership and the Education Business Partnerships Management Boards and others to obtain their written endorsement of the plan. Other partner organisations commented on the plan through fax, email and letter. To augment the information that was recorded during these meetings we also received 52 written responses from key stakeholders. All these comments have been included in a digest and have been a constant reference source while producing this report.

10.6.6 A list of those organisations with whom we have met or received written feedback is listed below.

Table 20: Consultation Respondents

Blackburn College	Employment Service
St Mary's College	NWDA
Skelmersdale College	Fylde Borough Council
Preston College	Ribble Valley Borough Council
Runshaw College	Lancashire Local Education Authority
Burnley College	Blackburn with Darwen Local Education Authority
Blackpool 6th Form College	Blackpool Local Education Authority
Ripley St Thomas School	Guild Community Healthcare NHS Trust
East Lancashire Local Learning Partnership	East Lancashire Education Business Partnership
TUC	
Training West Lancashire	The Bowland Initiative
Pendle Training	Churches Together in Central Burnley
Training Services Accrington	Pendle Pakistan Welfare Association
North Lancashire Training Group	East Lancashire Deaf Society
Central Sports Management & Training	West End Community Centre
Associated Care Training	Groundwork East Lancashire
David Franks	Lancashire Youth Association
East Lancashire Careers Service	North West ENET Ltd
CareerLink	Lancashire Fire & Rescue Services Princes Trust
Business Link North & West	Rosendale Business Community Link
East Lancashire Workforce Development Group	East Lancashire Into Employment
Burnley learning & skills forum	Haslingden Community Link
Youth & Community Service	Learning North West
NIACE	BEACH Partnership
Inside Track	Trinity Borough Partnership
Equality North West	

10.7 Significant Issues with a national dimension emerging from the consultation.

10.7.1 Partners have communicated a number of significant issues to us during the consultation process. These are summarised below.

- I. There is a need to establish common definitions and targets. For example, in respect of youth participation in learning targets the definition of structured learning varies between organisations. There are also variations in the actual targets. For example Connexions are focussing on staying on in learning at 16 whilst the new national target is 16 to 18 and is based on a narrower definition of 'in learning'. We will strive to secure better coherence.
- II. Lancashire's participation, retention and achievement rates would improve if we were able to offer Educational Maintenance Allowances and other financial incentives such as travel costs to disadvantaged young people in the County.

- III. The flexibility to use mainstream funding to pump prime additional activities in disadvantaged areas where participation, retention and achievement rates are below the local and national average.
- IV. The statutory entitlement for young people to access full-time education on a non fee paying basis should be extended to at least aged 21 for those not at Level 3.
- V. Greater flexibility in our ability to fund adult learning programmes which do not lead to a qualification outcome and flexibility in terms of our definitions of attainment and achievement.

> 11. Organisation

11.1 Introduction

11.1.1 The Learning and Skills Council is a national organisation, which combines the advantages of a national programmes and national resourcing with local flexibility and initiative.

11.1.2 Each of the 47 local councils has the authority to act for the national Council in each local area. The council members of the LSC Lancashire will play a strong leadership role to steer the organisation and to ensure that the needs of individuals and employers are met. The 19 members represent all the major partner organisations involved in the planning and delivery of post 16-learning and skills. In addition to his business interests John Oliver our Chairman is also Chairman of the Business Link North and West Lancashire and the Chair of Runshaw College.

Table 21: Learning and Skills Council Lancashire Council Members

John Oliver OBE (Chairman) Director, Optima Personnel Services	Mr Derek Hall Group Personnel/ HR Manager Scapa Group plc	Dr Malcolm McVicar Vice Chancellor and Chief Executive, University of Central Lancashire
Mr Michael Brown LLB Chief Executive, Wyre Borough Council	Cllr Hazel Harding Leader of Lancashire County Council	Ms Karen O'Donoghue Chief Executive Lancashire Connexions Service
Mr Reginald Chapman OBE Principal & Chief Executive, Blackpool and the Fylde College	Mr Steve Johnson Employment Service District Manager, Preston and The Fylde (observer)	Mr Steve Palmer Executive Director, Lancashire Learning Skills Council
Mr Jeff Cowburn Joint Chief Executive, Training 2000 Ltd and Training (Services) Ltd	Mr Mike Lawton President, East Lancashire Chamber of Commerce (observer)	Ms Janice Parker Development Officer Lancashire Co-operative Development Agency
Ms Linda Crabtree Company Director and Company Secretary, Sign-A-Rama	Ms Alyson Malach Research and Development Officer, NIACE	Mr Nigel Burke Director, Government Office for the North West (observer)
Mr Ray McManus Senior Industrial Organiser, TGWU NW	Mr Alan Dick Chair Lancashire Connexions Service (observer)	Mr Tony Gill CBE Training and Enterprise Consultant

11.2 Council Member Sub Groups

11.2.1 The council members have established three standing sub groups to ensure that the interests of the three major client groups of the LSC Lancashire: young people, adults and employers are effectively addressed and that the views of those interests groups are identified and acted upon.

11.2.2 Youth Services Sub Group Terms of reference.

Table 22: Youth Services Sub Group

Karen O'Donoghue (Chair)	Steve Weaver
Jeff Cowburn	Viv King (Director of Development and Quality)
Sandra Whyte (Director of Learning Services)	

- To advise and assist Learning Skills Council Lancashire on achievement of national targets for young people, including strategies for increasing participation and attainment levels in the Lancashire area. It will work closely with the Connexions, schools, colleges, work-based learning providers, local authorities and others.

11.2.3 Adult Services Sub Group Terms of reference.

Table 23: Adult Services Sub Group

Hazel Harding (Chair)	Tony Uden (Co-opted member (NIACE))
Janice Parker (Deputy Chair)	Andy Fawcett (Director of Strategic Planning)
Alyson Malach	Viv King (Director of Development and Quality)

- Gaining better understanding of the needs and patterns of provision and outcomes of adult learning.
- Promoting awareness of issues relating to the above within the LSC as a whole.
- Ensuring that issues relating to adult learning are considered by the LSC when necessary.
- Better enabling the Council to make informed strategic decisions relating to adult learning priorities and appropriate partnerships.
- Enhancing of LSC Lancashire to work with the community and voluntary sector.

11.2.4 Workforce Development Sub Group Terms of reference

Table 24: Workforce Development Sub Group

Tony Gill (Chair)	Ray McManus
Malcom McVicar (Deputy Chair)	John Oliver OBE
Derek Hall	Dave Cresswell (Director of Workforce Services)
Mike Lawton	

- To support the development of a Lancashire Skills Strategy and workforce development plan as part of the local strategic planning process.
- To support LSC staff in undertaking effective consultation with employers, trade unions, SSCs and other employer networks.
- To draw together key stakeholders who will be directly engaged in the development and delivery of a workforce development strategy for Lancashire.

11.2.5 Compliance and Audit Sub Group Terms of reference

In addition a Compliance and Audit Committee has been established to ensure that the LSC Lancashire applies the highest standards of financial probity, corporate governance and that there is effective use of public money.

Table 25: Compliance and Audit Sub Group

Michael Brown (Chair)	Rob Salter (Senior Partner, Moore & Smalley) (Co-opted member)
Reginald Chapman (Deputy Chair)	Greg Turner (Operations Director, Liquid Plastics) (Co-opted member)
Linda Crabtree	Steve Palmer (Executive Director)
Alyson Malach	

Advising the Executive Director and the Council on the adequacy and effectiveness of:

- The local provider financial assurance function.
- The internal control within providers funded by the Council and the application of money paid to these providers.
- The risk management processes.

11.3 Developing our Strategic Capacity to Deliver Our Plan

11.3.1 The Learning and Skills Council Lancashire will seek to achieve best value in all aspects of its operations. The challenge will be to ensure that our people and systems are fit for purpose and are able to bring maximum added value from the funds, which we manage.

11.3.2 In our first operational year we successfully brought together staff from four separate organisations whilst maintaining operational effectiveness. We have reviewed and revised our structure for fit for purpose operations. We established a culture change group to help us develop a shared common culture. We have also completed our first assessment against the EFQM (European Foundation for Quality Management) business excellence model and identified key themes for continuous improvement over the life of this plan and these are indicated below.

11.3.3 Key Themes for Action
2002 - 2005

- Develop key processes and system to ensure continuous improvement.
- Enhance the skills and capability of managers.
- Continuously improve our planning, development and evaluation processes.
- Optimise our management of knowledge and expertise.
- Develop our relationship with the national office.

11.3.4 In implementing the key themes the following activities will be priority areas:

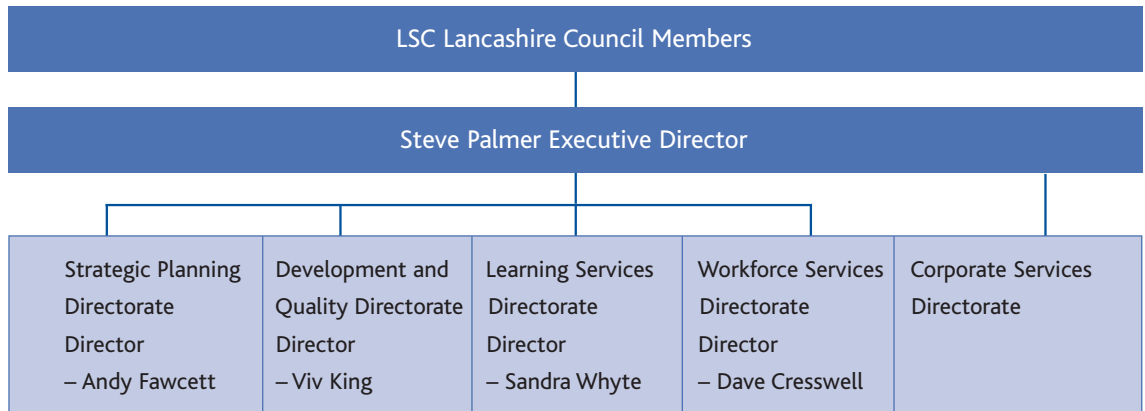
- Managing the control of risk through a process of risk assessment and action planning.
- To achieve Investors in People recognition.
- Applying the highest standards of corporate government.
- Maximising the use of information and communications technology.
- Allocating clear responsibilities and accountabilities with our stakeholders and partners.

11.4 Learning and Skills Council Lancashire Organisational Structure

11.4.1 The Lancashire office based in Preston is headed by the Executive Director Steve Palmer. The organisation has 105 posts, which are organised into five directorates. The organisational structure is set out overleaf and includes summary information on the key responsibilities of each of the five directorates.

11.4.2 Two of the directorates have lead responsibilities in respect of our key strategies.

- Strategic Planning Local Strategic Plan
- Development and Quality Participation Strategy, Skills Strategy, Learning Strategy



Functions:	Functions:	Functions:	Functions:	Functions:
Business Planning Marketing/PR Research Evaluation MIS Needs Analysis External Funding Economic Development Production of the Local Strategic Plan.	Equal Opportunities Health & Safety Quality Inspection Production of the Participation Strategy, Learning Strategy, Skills Strategy, Equality & Diversity Strategy, Basic Skills Strategy.	FE Funding Adult & Community Learning 6th Form Funding Adult Guidance.	SBS Contract Work-based Learning for Young People Modern Apprenticeships liP >200 Management development HEI Interface Higher Skills.	Finance Governance Internal Quality HR Facilities management Audit Training plans Audit plans Improvement plans.

Annex 1:

Objective 1: Extend Participation in education, learning and training - Young People

National Targets for 2004		Lancashire Targets for 2004		
80% of 16-18 year olds in structured learning (2000: 75%)		Current position	81% (2000)	
Key Priorities		Provisional Target	84.4% Additional 5200 young people in learning	
Our Key Challenges			<ul style="list-style-type: none"> • Increase the proportion of young people at 16 who leave school and continue in learning in a programme, which leads to a recognised qualification. • Develop a culture where learning is valued through promotional activity. • Increasing the staying on rate of young people aged 16 in learning appropriate to their needs. • Re-engaging those 16-18 year olds who do not take advantage of any post 16 learning opportunities to do so. • Improving the retention rates of all 16 year olds particularly amongst the most disadvantaged and vulnerable groups. • To ensure there is parity of opportunity for all young people regard less of gender, ethnicity, disability or geographic location. 	
Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Identify the major factors behind non-participation and develop sophisticated management information exchange systems that are capable of segmenting the local learning market by specific groups and track the progress at the level of the individual.	Establish information exchange group. Develop annual information exchange action plan – April 02-05.	Strategic Planning supported by Development and Quality.	Connexions, Employment Service, FE Colleges, Schools, WBL providers, 6th Forms, DTLR.	Complete datasets for all learners regardless of programme, institution, gender, ethnicity or disability.
Develop a coherent 14-19 framework which supports young people in making an effective transition to an appropriate Post 16 learning opportunity.	14-19 framework developed, piloted and evaluated.	Development and Quality.	LEAs, Learning Partnerships, LEBLOC, learning providers, Connexions.	14-19 framework contributes to effective transition of YP to an appropriate post-16 learning opportunity.

Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Work with the Lancashire EBLO Consortium to extend and enhance the range of Education Business Link activities available across Lancashire and increase the involvement of schools, businesses and young people in them.	LEBLOC Annual Business Plans set challenging targets targets in terms of EBL activities and the participation of schools/colleges, businesses/training providers and young people in them.	Learning Services.	Organisations represented on the LEBLOC Strategic Management Group. Learning providers and employers.	EBL activities are extended and enhanced. Involvement of schools/colleges, businesses/ training providers and young people is increased.
Develop innovative methods of engaging with young people who are at risk of not participating in the range of post 16 learning opportunities.	Identify gaps in provision – Pilot innovative projects.	Development and Quality.	WBL providers, FE Colleges, Connexions.	New provision planned – pilots evaluated.
Develop strategies which improve the retention rates of young people in Post 16 learning opportunities.	Improve learner support in FE and WBL. Support tracking system.	Development and Quality.	Connexions, FE Colleges, WBL providers.	Retention improved and good practice disseminated.
Work with Connexions to ensure high quality, impartial information and advice and guidance is delivered to all young people. Support particular initiatives aimed at those most vulnerable in transition.	Partnership Agreement.	Development and Quality.	Connexions, Employers, Learning providers.	Signed agreement with Connexions reviewed quarterly.
Develop approaches, which ensure equality of opportunity for all young people regardless of gender, ethnicity, disability and geographic location. Where inequalities exist, take action to address under-representation in learning.	Develop an Equal Opportunities Strategy and Action Plan. Agree and develop Equality Criteria for Provider Performance Review.	Development and Quality.	FE Colleges, 6th Forms/LEAs, WBL providers.	Equal Opportunities Strategy and Action Plan in place and reporting mechanism established. Increased if number of provider meeting equality criteria.

Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Establish internal and external advisory committees which advise on the development of the equality and diversity strategy.	Cross-organisational internal advisory committee set-up. External advisory committee set-up.	Development and Quality.	Community Organisations representing the interests of ethnic and disabled groups.	Engagement of all cross-organisational directorates with 4 no of meetings per year and directorate specific action plans. Engagement of wide variety of community represented groups including those from ethnic minority groups, disability, gender and disadvantaged.
Establish methods for involving differing sections of community in the strategic plan consultation process.	Identify and agree arrangements for community involvement. Organise appropriate venues and facilitation.	Development and Quality. Strategic Planning.	Community organisation, Local groups, Stakeholders and partners.	External evaluation of the representation and impact of the methodology for engaging community involvement.
Capacity build the provider infrastructure to promote equality and diversity and adequately challenge discrimination and stereotyping.	Identify organisational needs and provide appropriate training. Identify appropriate impact measures.	Development and Quality.	WBL providers, SBS Personal Business Advisors.	Positive outcomes achieved against the identified impact measures.

Objective 1: Extend Participation in education, learning and training - Adults

National Targets for 2004		Lancashire Targets for 2004		
*Set baselines and targets for adults in next year's plan				
Key Priorities	<ul style="list-style-type: none"> Increase the number of adults who are engaged in learning in any year from 30% to 35%. Develop a culture where learning is valued through promotional activity. 			
Our Key Challenges	<ul style="list-style-type: none"> Broadening and increasing adult participation in learning especially amongst the most disadvantaged and disaffected individuals and communities. Improving the under capacity to deliver basic skills provision in Lancashire. Ensuring that learning opportunities are varied, accessible, appropriate and relevant to adult learners. To establish valid mechanisms to measure adult participation, progress and achievement. 			
Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Undertake primary and secondary research to identify needs of under-represented groups and in particular ethnic minority communities and those with basic skill needs.	Research plan agreed April 2002. Report published Autumn 2002.	Strategic Planning, supported by Development and Quality.	LEAs, FE Colleges, Local Authorities.	Research results produced.
Develop valid and reliable mechanisms and processes for collecting quantitative and qualitative data on adult and community provision and funding.	LEAs MIS infrastructure developed. Planning data returned by LEAs as required. ISR interrogated.	Strategic Planning, supported by Development and Quality.	LEAs, FE Colleges.	Data set developed. Nature and pattern of ACE provision understood.
Build the capacity of Voluntary and Community groups to become effective mainstream suppliers and users of learning services.	Events and funding support available for VCOs via network/consortia and LEAs.	Development and Quality supported by strategic planning.	Voluntary and Community groups, LEAs, NIACE, LSDA.	VCOs able to access mainstream funding and gain representation on strategic partnerships and networks.

Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Develop the capacity of our learning infrastructure to ensure that voluntary and community groups are active and equal partners in the planning and implementation of adult learning.	VCOs represented on Learning Partnerships and Local Strategic Partnerships and other Strategic networks. Wider adoption of Learning Communities model.	Development and Quality.	Learning Partnerships, Local Strategic Partnerships, Voluntary and Community Networks.	Increase in number and range of VCOs as providers and users of Learning services.
Develop promotional strategies and materials that will demonstrate the short and longer-term benefits of learning.	Agree marketing plan with Access & Participation.	Strategic Planning.	Learning Partners, Media (BBC learning), LearnDirect.	Increase and widen participation.
Ensure that the learning provision for adults is inclusive, complementary and driven by evidence of learner needs.	Area level provider agreements in place Provider plans built on analysis of learner needs Local curriculum planning in place.	Strategic Planning.	LEAs, FE Colleges.	Gaps/duplication in provision reduced. Widen learner participation.
Develop IAG provision to ensure it meets National Quality Standards and is inclusive of all sectors of the community.	IAG Network Business Plans include robust accreditation and quality audit process and strategy for diversification of membership. Sectors made fully aware of the need to quality assure IAG provision.	Learning Services.	Learning Partnerships, IAG networks.	Range of network members increased. Number of accredited members increased.
Ensure IAG provision is integrated and accessible to both non-learners and those within learning.	IAG Network Business Plans target potential users both geographically and through segmentation of user groups. Learner support includes high quality impartial IAG. Interface between Connexions and adult IAG provision developed.	Learning Services.	Learning Partnership members, IAG networks.	Data set developed. IAG available to all. Learners able to access high quality IAG.

Objective 2: Increase engagement of employers in workforce development

National Targets for 2004		Lancashire Targets for 2004		
Develop measure of employer engagement in next year's Plan	Develop measure of employer engagement in next year's plan			
Key Priorities	<ul style="list-style-type: none"> • Increase the number of employees receiving training in any year from 50% to 55%. • Exceeding the Investors in People targets. • Encouraging employers to undertake training needs analysis and establishing Lancashire wide brokerage arrangements. 			
Our Key Challenges	<ul style="list-style-type: none"> • Raising the demand by employers and in particular SMEs for skilled people, to increase their skills investment and improve their workforce development capacity and in particular basic skills. • Developing and sustaining sectoral and geographic networks. Working with partners to promote the business case for equality and diversity within our local workforce. • Building greater flexibility for employers in accessing Lancashire's learning providers. • Developing the management and leadership skills of managers, including those in small firms. 			
Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
To establish long-term relationships with both large employers, smaller employers through Sector Skills Councils, trade groups and particularly the SBS to engage with them to define skill needs and developing their workforce.	Research current activity with employers. Develop a strategy for working with employers. Agree arrangements with partners.	Workforce Services.	SBS, Suppliers, SSCs, Trade Groups, Chambers, EBP.	All 200+ and key employers involved in WD activity. An increase in employer and learner participation.

Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Develop a basic skills action plan for Lancashire.	To develop the basic skills brokerage service to assist employers in addressing basic and key skill needs.	Development and Quality.	SBS, suppliers, Trade Union Learning Representatives.	Decrease in the number of individuals with basic skill needs.
Develop the brokerage service internally and with key partners and suppliers.		Workforce Services.		Increase in the number of employers participating in the scheme.
Continue to make significant progress in respect of Investors in People commitments and recognitions.	Exceed national targets set for 2002. Establish appropriate longer-term targets for increasing penetration with SME's and retaining the involvement of existing clients. Integrate IIP with broader workforce development and establish appropriate measures linked to effective management development, basic skills, workplace learning and equal opportunities.	Workforce Services.	SBS North and Western Lancashire. SBS East Lancashire.	Achievement of National Targets Achieve agreed local targets for increasing penetration of IIP in SME's beyond national target Retention of IIP clients in-line with established targets (linked to national trends) Establish relevant baselines of current activity within IIP organisations and achieve targets set in key aspects of workforce development.
Develop learning representatives in workplaces and work with the TUC to develop the contribution of Trade Union learning representatives can make.	Agree key policy areas and better targeting of appropriate employers.	Workforce Services.	Trade Union Learning Representatives.	Increase in the take up of key policy areas by employers.
Ensure the development of Centres of Vocational Excellence (COVE) is demand led and decisions made in consultation with the NWDA, Business Links and key employers and employer groups.	Identification of key existing and emerging, industrial sectors – April 2002.	Strategic Planning.	FE Colleges, NWDA, SBS, Employers.	Establishment of suitable Centres of Vocational Excellence.

Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Developing the management and leadership skills of managers including those in small firms to ensure that development issues are an integral part of business strategies.	Establish current activity and assess the range of provision Identify gaps: employer, provider, support Identify and implement appropriate strategies to address gaps.	Workforce Services.	SBS, Business Schools, FE Colleges, Other relevant providers, Sector Skills Councils.	Year on year increase in employer management development activity qualifications achieved changes from baseline e.g. management development now included in TNA.
Work with our major economic development partners to develop a co-ordinated support package for inward investment projects and to similarly develop a rapid response package to alleviate the impact of major job losses.	The development of an integrated partnership of business support organisations to develop the package of support – April 2002.	Strategic Planning.	Learning providers, NWDA, SBS, Local Authorities.	
To work with partners to ensure that equality of opportunity is mainstreamed throughout all employer products and services.	All contracts and agreements with partners to be equality proofed. Equal Opportunities to be integral to all monitoring activity. Ensure partners understand LSC policy and strategy. Consult with partners on development of Equal Opportunities strategy.	Development and Quality.	SBS, Learning providers, FE and HE institutions, EPL, Sector Skills Councils, Consultants, Trade Unions, Education Business Link Organisations, Employers, Connexions.	All contracts and agreements quality proofed. Evaluation of monitoring activity to show Equal Opportunities actions. Strategy developed.
To improve LMI gathering and the systems to share intelligence, allied to this to improve links with the SSDA and the NWDA.	Develop a pan Lancashire approach to the gathering and sharing of LMI. Agree SLAs with the NWDA and key SSDAs. Use the LMI in planning provision and responding to employer needs.	Workforce Services.	SNBS, Suppliers, Chambers, Trade Groups, NWDA, SSDAs.	LSC is established as the key source of LMI. All LMI is collated centrally. There are joint plans between NWDA, SSDA and LSC. Plans and provision of the LSC meet employer needs.

Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
To work with the SBS to encourage better human resource planning with Lancashire employers.	Agree arrangements for sharing information, joint planning and activity, contracts.	Workforce Services.	SBS.	Increase in employer (SME sector) and learner participation. Increased integration of LSC and SBS activity.
To develop networks for the critical sectoral and geographical areas for Lancashire.	Draw together LMI and regional and national information, undertake a skills analysis of the sector; map key networks, partnerships, employers and trade unions. Lead discussions with partners on the analysis and priorities for the sector. Produce a sector action plan.	Workforce Services.	SBS, NWDA, trade groups, SSDAs, Chambers.	Networks established in all key sectors for Lancashire.

Objective 3: Raise Achievement of Young People

National Targets for 2004		Lancashire Targets for 2004		
85% at Level 2 by age 19 (2000: 75%)	Current position 74.5% Target 2004 84.9% Additional 1350 Level 2, Post 16			
55% at Level 3 by age 19 (2000: 51%)	Current position 41.9% (2000) Target 2004 46% Additional 1066 Level 3			
Key Priorities	<ul style="list-style-type: none"> • Increase the proportion of young people who achieve a Level 1 who progress to Level 2. • Substantially improving retention rates on Level 2 and 3 programmes. 			
Our Key Challenges	<ul style="list-style-type: none"> • To encourage employers who employ young people aged 16 to 19 to be involved in learning which leads to a Level 2. • To raise the retention and achievement rates of all young people on Learning and Skills Council Lancashire funded programmes and to support young people to achieve their full potential. • To promote equality of opportunity for learning for all the people of Lancashire. 			
Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Work with providers to develop indicators of performance to measure impact.	Adopt national PIs when available. Working with Providers in the meantime to identify interim PIs, with particular relevance to Provider Performance Reviews. [available from June 2002 review].	Learning Services.	FE Colleges, ALI/OFSTED, WBL providers.	Provider Performance Reviews completed June, October 2002 and February 2003. Availability of National PIs 2002/0 (otherwise use of local PIs).
Focus on NVQ achievement by provider, sector, area and programme.	Work with Providers to agree targets for retention and achievement against indicators relative to the provider – including those relating to equality of opportunity [to be ready for review in February 2002].	Learning Services.	FE Colleges, WBL providers, ALI/OFSTED.	Evaluate Provider performance against national and local benchmarks to measure impact and determine individual targets.

Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Using the Provider Performance Reviews to focus on specific weaknesses in Level 2 achievement by provider, sector and area: and research and analyse poor Level 2 achievements across the range of providers and develop appropriate actions to improve achievement.	Level 2 action plan and targets contracted at individual provider level.	Development and Quality.	FE Colleges, WBL providers, learning partnerships, Connexions.	Outcome of provider reviews Identify and disseminate best practice Level 2 performance and Level 2 action plan review.
Working with our provider infrastructure to set and agree challenging, yet realistic, targets for participation, retention and achievement and in particular in relation to gender, ethnicity and disability.	Review of organisational plans 2002 Review organisational targets April 2002 Develop mechanisms for Equal Opportunities analysis.	Learning Services supported by Strategic Planning.	FE Colleges, WBL providers, learning partnerships, Connexions.	Level 2/3 Programme.
Developing effective systems to enhance progression of young people at all levels but in particular from Level 1 to Level 2 and Level 2 to Level 3.	Identify current progression rates by April 2002 Review of barriers to progression 2002 and action plan in place September 2002.	Learning Services and Development and Quality and Workforce Services.	FE Colleges, WBL providers, learning partnerships, Connexions.	Action Plan development.
Ensuring that young people who do not achieve a Level 2 until they are 19 or older are still able to access learning and are able to progress onto Level 3 qualifications. We also need to ensure that progress is not prevented because of financial barriers.	Review barriers to participation post 16 and identify key areas for action in 2001.	Learning Services, Development and Quality and Workforce Services.	FE Colleges, WBL providers, learning partnerships, Connexions.	
Developing better learner support systems.	Analyse comments through provider review in 2001/02 and develop action plan in first half 2002.	Development and Quality and Strategic Planning.	FE Colleges, WBL providers.	Improvements in retention and achievement and inspection grade performance.

Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Identifying providers who deliver excellent performance. By working with them and the Learning and Skills Development Agency organise good practice workshops, including the development and dissemination of case studies. We will develop a comprehensive and rigorous approach to evaluation, quality improvement and the identification and sharing of excellent practice.	LIF project to identify good practice.	Learning Services and Workforce Services.	FE Colleges, WBL providers, Connexions, LSDA, LEAs, New start partnerships, LLP's.	Good practice guide Provider action plan 2002 Workshops undertaken.

Objective 4: Raise achievement of adults

National Targets for 2004		Lancashire Targets for 2004		
Raise the literacy and numeracy skills of 750,000 adults		Current position Not Available Provisional target Reduction of 23,000 people with basic skills needs		
*% of adults at Level 2: Target to be set in next year's plan		Current position 62% Provisional target Not Available		
52% of adults at Level 3 (2000 – 47%)		Current position 47.7% Provisional target 51% Additional 57,000 Level 3		
Key Priorities		<ul style="list-style-type: none"> • Implementing the basic skills action plans. • Increase the proportion of adults studying towards a qualification from 10% to 15%. 		
Our Key Challenges		<ul style="list-style-type: none"> • To address the needs of adults requiring basic skills support. • To raise skill levels by increasing the number of adults with recognised qualifications at both Level 2 and Level 3. • To promote equality of opportunity for learning for all the people of Lancashire. 		
Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Ensure that Learning opportunities meet the diverse needs of learners, communities and businesses.	Provider Plans are learner focused and provision engages client in design, implementation and in assessment of their own progress.	Development and Quality, Learning Services and Workforce Services.	FE Colleges, LEAs, SBS, Ufl Hubs.	Monitoring and review systems in place to assess provider plans.
Develop innovative ways to tackle the needs of the most disaffected learners, communities and businesses.	LSC Basic Skills Action Plan produced and approved.	Development and Quality and Workforce Development.	UFI Hubs, Media organisations, LEAs, Learning Providers, SBS.	Increase Basic Skills support, Increase and widen participation. Number of those requiring basic skills support reduced.
Remove the barriers to participation in learning.	Develop mechanisms to accredit the achievements and qualifications of the most disadvantaged communities.	Development and Quality and Learning Services.	Learning Providers, Employment Service.	Mapping and research developed. Skills pool of workforce/potential workforce extended; wider participation evident.

Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Develop robust systems of measuring distance travelled, learner achievement etc. that do not result in nationally recognised qualifications.	Support pilot use of Progress File to recognise adult learning. Shared practice on use of Credit Framework and national developments.	Development and Quality.	Partnership Team (EBP Link), LEA, LSDA/NIACE, Basic Skills Strategy Unit.	Evaluative outcomes of pilot/current practice informs LSC planning/funding.
Improve the availability of information, advice, guidance and support for adults to help keep people in learning and opportunities for progression.	High quality IAG support available to all.	Learning Services.	IAG Partnerships, Learning Providers, VCOs.	Improved adult participation, retention and progression.

Objective 5: Raise quality of education and training and user satisfaction

National Targets for 2004		Lancashire Targets for 2004		
Develop measure of quality and user satisfaction in next year's plan	Develop measure of quality and user satisfaction in next year's plan			
Key Priorities	<ul style="list-style-type: none"> • Achieving a demonstrable improvement in overall inspection grades. • Establishing comprehensive mechanisms for surveying learner satisfaction. 			
Key Challenges	<ul style="list-style-type: none"> • To ensure the local infrastructure meets the needs of individuals, employers and communities. • To raise the standard of teaching and learning in Lancashire, promoting a culture of continuous improvement. • To incorporate learner feedback into quality improvement and raise learner satisfaction levels. 			
Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Develop at a local area level needs analysis priorities and action plans.	Local strategic Plan published March 2002. Area inspection areas by June 2002. Other areas completed by June 2003.	Executive Director.	Learning Partnerships, LEAs, FE Colleges, WBL providers, Connexions, LEBLOC, SBS's.	Local Action plans produced.
A provider infrastructure strategy will be developed to ensure quality. Excellent provision will be rewarded. Unsatisfactory provision will not be tolerated.	Map all provision across Lancashire to determine whether provision meets identified need and is of the right level of quality. The infrastructure strategy will inform the annual contracting and the LSCs Quality Improvement Strategy.	Strategic Planning, Development and Quality, Learning Services and Workforce Services.	Learning providers, Connexions, Employment Service.	Established and implemented 2002/03 (WBL & FE). Reviewed annually to inform annual contracting and Quality Improvement Strategy.

Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Support local partnerships to respond to the initiative of Area Inspections.	Establish the requirements and inform Partners/ Providers of those in the locations where Area Inspections are expected (initially Blackpool, Blackburn and Burnley) Work with all Partners to research, prepare and respond to future Area Inspections.	Executive Director.	Learning providers, Local Learning Partnerships, ALI/OFSTED, LEAs, DfES.	Assess the degree to which Providers are prepared and requirements met for each Area Inspection Review approach taken for first inspection and disseminate to other potential Partner/ Area inspections.
Ensure inspection results inform our judgements in the cycle of Provider Performance Reviews and drive the continuous improvement agenda.	3 per year undertaken with the providers (June 2002, October 2002 and Feb 2003 etc).	Development and Quality with Learning Services and workforce Services.	Learning providers, Local Learning Partnerships, ALI/OFSTED, LEAs, DfES.	Evaluate each provider performance review and its impact on provider performance against recommendations included in the Area Inspection results.
Work with our suppliers to make improvements in quality standards indexing inspection grades so that progress can be measured against clear baselines.	Baseline data established on WBL & FE (Generic and Occupational), based on the results of 2 frameworks; pre and post April 2001. Baseline in 2001/02 is FE Generic: 1.954, Occupational: 2.068 Overall: 2.014 to be reduced to 2 or below by 2005 WBL Generic 2.617 Occupational 2.727 Overall: 2.669 to be reduced to 2.5 or lower by 2005. Establish comparison data to enable more useful comparisons over time and to enable benchmarking against national results.	Development and Quality.	ALI/OFSTED, FE Colleges, WBL providers, NLSC.	Annually, on receipt of national data.

Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Providers will be encouraged and supported to seek new and innovative ways to maximise progression. Barriers, including financial, to be identified.	Facilitate the sharing of good practice via inspection results and standards fund (in particular role models of learners progressing). At least one event in 2002/03. Encourage participation and dissemination networks e.g. those run by LSDA. Set up at least one network in 2002/03.	Learning Services and Workforce Services.	Learning providers, LSDA, Connexions, ALI/OFSTED.	Improvement in participation, retention and achievement rates. Evaluation of events delivered through feedback.
A communication strategy will be developed to include the exchange of information, and widespread consultation to influence the delivery of learning.	Establish and record appropriate and effective forms of communication with Providers by 2002/03.	Learning Services and Workforce Services.	Learning providers.	Publish strategy by end of May 2002. Implement and monitor success annually including feedback from Providers and amending as necessary.
Contract management with providers will be based on a mutual, open, honest and constructive relationship.	Establish a protocol for contract management. Establish Service Level Agreements for the role of Contract Executive by 2002/03.	Learning Services and Workforce Services.	Learning providers.	Established, consulted, implemented 2002/03. Feedback on implementation and impact to be sought from internal and external partners annually.
Work with Providers to support, appraise, influence and approve Annual Self-Assessment, Development and Strategic plans (where appropriate). Support Providers to prepare and action Development Plans to consolidate strengths and address weaknesses.	To develop a strategy which ensures the receipt, assessment/ approval, feedback and monitoring of SARs and Development Plans. To be in place for 2002/03.	Learning Services and Workforce Services Development and Quality and Strategic Planning.	Learning providers, ALI/OFSTED.	Information to be integral with Provider Performance Reviews Analysis of inspection grades with SARs on an annual basis.

Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Work with the Inspectorates to support the Inspection cycle in the provision of information and data.	Implement national protocol for the exchange of information and data – timely and meeting required standards. Establish appropriate liaison mechanism with Inspectorates and Providers. Meet with lead Inspector(s) six monthly.	Development and Quality with Learning Services and Workforce Services.	Learning providers, ALI/OFSTED.	Feedback from Inspectorates indicate timeliness and accuracy of information and data received in support of the inspection cycle.
Implement the cycle of Provider Performance Reviews that will be used to drive the continuous improvement agenda.	Three per year undertaken with the involvement of Providers. June, October 2002 and February 2003.	Development and Quality with Learning Services and Workforce Services.	Learning providers, ALI/OFSTED.	Evaluate each Provider Performance Review and its impact on Provider Performance Contribute to national evaluation.
Administer and target the Standards Fund to ensure Providers benefit from resources available from a range of categories.	Follow national protocol for the annual allocation and monitoring of the use and effectiveness of the Standards Fund. Review annually on receipt of evaluation reports from recipients.	Development and Quality with Learning Services and Workforce Services.	Learning providers.	Evaluate use and impact of Standards Fund on Provider Performance according to the requirements for each category.
Work with Providers to collect the views of learners and satisfaction, by introducing the national learners survey, enabling us to determine responsiveness to learner needs.	Implement national Learner Survey in Lancashire to enable comparison with Regional and National benchmarks. To be operational in 2002/03.	Development and Quality.	Learning providers, Consultants.	Evaluate in Provider Performance Review.
Encourage and support bids for Centres of Vocational Excellence from within the Lancashire colleges.	Half of all colleges to have at least one CoVE by 2003/04.	Workforce Services.	FE Colleges, LSDA, DfES.	Number of applications in each round analysed. Number achieved by July 2004.

Objective 6: Developing our Strategic Capability to deliver the plan

National Targets for 2004		Lancashire Targets for 2004		
Key Priorities	<ul style="list-style-type: none"> Achieving Investors in People in 2003. Undertaking an annual assessment using the European Foundation for Quality Management (EFQM) Excellence Model. 			
Key Challenges	<ul style="list-style-type: none"> Ensure we have the organisational capabilities to deliver this plan. 			
Detailed Action	Baseline/ Key Milestones	Internal lead responsibility	External partners	Evaluation measurement
Achieving the Investors in People Standard.	Commitment – Dec 01 Recognition – Mar 03.	Corporate Services.		Recognition.
Embedding the use of the EFQM Excellence Model for continuous improvement.	Baseline Assessment – Nov 01 Annual Assessment – Summer 02-05.	Corporate Services.		Completed Assessment Action plan implemented in full.
Establish effective compliance and audit procedures to ensure high standards of corporate governance.	Audit Committee established – June 2001. Annual Risk Assessment Reports – Dec 02-05.	Corporate Services.		Committee Minutes Eds Annual Statement of Assurance. Completed risk register.
Develop financial reporting and performance measurement.	Monthly reports implemented – July 01 Implement migration to national systems, - (02).	Corporate Services.	National Office.	Completed implementation of the national system.

> Glossary

ACL	–	Adult and Community learning
A LEVEL	–	Advanced Level
AMA	–	Advanced Modern Apprenticeship
CF	–	Core Funded
DETR	–	Department for Environment Transport and Regions
DfES	–	Department for Education and Skills
EBP	–	Education Business Partnership
EFQM	–	European Foundation for Quality Management
ELTEC	–	East Lancashire Training & Enterprise Council
ERIN	–	Economic Research Information Network
ESF	–	European Social Fund
FE	–	Further Education
FEFC	–	Further Education Funding Council
FMA	–	Foundation Modern Apprenticeship
FT	–	Full-time
GCSE	–	General Certificate of Secondary Education
GDP	–	Gross Domestic Product
GNVQ	–	General National Vocational Qualification
GONW	–	Government Office North West
GST	–	Government Supported Training
HEI	–	Higher Education Institutions
ICT	–	Information Communications Technology
IIP	–	Investors In People
ISR	–	Individual Student Record
IT	–	Information Technology
LAWTEC	–	Lancashire Area West Training & Enterprise Council
LEAs	–	Local Education Authorities
LEBLOC	–	Lancashire Education Business Link Organisation
LFS	–	Labour Force Survey
LLDD	–	Learners with Learning Difficulties and/or Disabilities
LSCs	–	Learning and Skills Councils
MIS	–	Management Information System
NACETT	–	National Advisory Council for Education and Training Targets
NIACE	–	National Institute of Adult Continuing Education
NLT	–	National Learning Targets
NVQ	–	National Vocational Qualifications
NWDA	–	North West Development Agency
OFSTED	–	Office for Standards in Education
ONS	–	Office of National Statistics
PT	–	Part-time
SARs	–	Student Assessment Records
SBS	–	Small Business Service
SME's	–	Small/Medium Sized Enterprises
SRB	–	Single Regeneration Budget
SSC	–	Sector Skills Council
TUC	–	Trade Union Congress
WBL	–	Work-based learning

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