

Learning and Skills Council Outline Strategic Plan 2002/05

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Cambridgeshire



Learning+Skills Council
Cambridgeshire

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Foreword

This is the first strategic plan of the Learning and Skills Council Cambridgeshire (the Council). This outline plan sets out how we and our partners intend to shape post-16 learning, throughout the period 2002-2005, to ensure that the potential of individuals, businesses and the community is fully matched by achievement.

We have taken it as our remit to discuss with our colleagues in partner organisations how we can simplify existing strategies for post-16 learning to arrive at coherent plans which all partners can sign up to and work together to implement successfully. After the consultation exercise has been completed, we expect our partners to adopt the strategies and produce with us operational plans showing how these will be implemented to meet the targets.

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

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

We have to find better ways of establishing learning needs, building a flexible, responsive and high quality learning infrastructure to meet these needs. We must then broker the relationship between the learner and the most appropriate provider matching the provision to the needs of the individual.

We have pockets of well above average achievement sitting alongside some of the poorest achieving areas in the East of England. The Council will work unceasingly with its partners to raise local as well as area-wide performance by focusing resources to meet specific objectives.

Our plan concludes with a vision of a more cohesive approach to learning for people of all ages in our community. We believe that the step change required can be achieved by better use of resources leading to higher quality provision of relevant learning opportunities which in turn result in fulfilment of potential.

I ask you to consider our outline plan, respond to our consultation, details of which are set out on page 16, and join us in working to achieve our aspirations and targets for Cambridgeshire and Peterborough.

A handwritten signature in blue ink that reads "Sal Brinton". The signature is written in a cursive style.

Sal Brinton – Chair

National Context

The Learning and Skills Council has been established to be the energising force behind the new arrangements for the planning, funding, delivery and quality assurance of post-16 education and training, introduced by the Learning and Skills Act 2000. We will play a key role in achieving the vision, laid out in the Green Paper, *The Learning Age*, of a new culture of learning and aspiration which will underpin national competitiveness and personal prosperity, encourage creativity and innovation and help build a more cohesive society.

The Learning and Skills Council has taken on the functions of the former Training and Enterprise Council network and the funding responsibilities of the Further Education Funding Council. It has an annual budget of around £6 billion and responsibility for funding around five million learners each year in England. It is responsible for funding provision through:

- further education sector colleges
- school sixth forms (from April 2002)
- work-based learning for young people
- workforce development
- adult and community learning
- information, advice and guidance for adults
- education business links.

Mission and vision

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

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

Remit

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

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

Local Context

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

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

Strong links with local authorities and other organisations are therefore important to ensure that learning contributes to local economic

development and regeneration activities. Local councils will have the flexibility to make a difference with some discretionary expenditure to support projects that address particular local needs.

The Council has an annual budget of around £79 million and responsibility for funding around 76,000 learners each year in Cambridgeshire.

What we want to achieve for Cambridgeshire

- improved business competitiveness through a culture of effective investment in learning by employers
- a culture of lifelong learning and skill development for all individuals leading to them maximising their potential
- a learning infrastructure that meets the needs of employers, individuals and communities - a range of accessible, flexible, quality provision
- increased participation, retention and attainment in learning by people including those who are disadvantaged in any way
- learning that is integrated with other policies and strategies to improve people's quality of life.

How we want to work

The Council is committed to:

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

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

Measuring Success

In the longer term, our success will be judged by whether or not we have managed to achieve a step change in the attitudes of individuals, businesses and communities to learning, and the success that learning engenders. Below are the first milestones of real achievement that we seek by 2004 to show that we have made an encouraging start.

National Targets to be achieved locally

All figures in brackets in the following sections are local figures for the year 2000.

80% (72%) of 16-18 year olds in structured learning

85% (80%) at Level 2 by age 19

60%(55%) at Level 3 by age 19

52% (47%) of adults at Level 3

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

Local Targets. By 2005 we aspire to:

Raise skills levels for competitiveness

Ensuring that:

- 65% (54%) of employers with 10 or more employees take a structured approach to identifying their skills needs and developing their workforce
- 50% (45%) of employers with 50 or more employees, and 10% (5.5%) of employers with 10-49 employees, are committed to, or recognised as, Investors in People

- 50% (32%) of managers of managers of employers with 10 or more employees improve their management and leadership skills through continuing professional development.

Raise participation and achievement by young people

Ensuring that:

- 80% (72%) of all 16-18 year olds continue in education or training after compulsory schooling
- 70% of all 16-18 year olds complete their education or training activities
- 65% of all 16-18 year olds achieve a successful learning outcome from their education or training activities.

Increase the demand for learning by adults

- increasing to 75% (63%) the proportion of adults (19+) who participate in learning activities by focusing on the disadvantaged
- securing a network of learning communities in Cambridgeshire so that no one has to travel more than seven miles to access learning
- ensuring Cambridgeshire's learning and skills strategies form an integral part of community plans and joint impact measures agreed by the Local Strategic Partnerships within Cambridgeshire's communities.

Improve the quality of education and training delivery by

- greater collaboration between post-16 providers to bring about increased diversity of the learning on offer and in more diverse delivery styles

- establishing at least 1 Centre of Vocational Excellence within a local general further education college
- establishing greater collaboration between agencies such as social services, community education, the voluntary sector and learning providers leading to an increase in learning opportunities for those with learning disabilities and/or disabilities
- ensuring that 25% of lecturers, trainers and teachers of vocational learning will undertake relevant workplace training each year
- ensuring that 100% of lecturers, trainers and teachers will undertake relevant continuous professional development each year.

Local joint impact measures

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

- narrowing the gap between Fenland (61%) Peterborough (65%) Huntingdonshire (65%) East Cambridgeshire (67%) and the other areas of Cambridgeshire (78%) in Level 2 attainment by young people aged 16 years
- narrowing the gap between Fenland (34% and 20%) Peterborough (37% and 22%) and Huntingdonshire (39% and 23%) with the best of the rest of Cambridgeshire (59% and 50%) in Level 3 and 4 attainment by learners of working age (19+)
- increasing the percentage of people of working age (19+) qualified to Level 1 from a current level of 72% to 80%.

Level 1 equals 1 GCSE at grade G or above, Foundation GNVQ, NVQ level 1 or equivalent

Level 2 equals 5 GCSEs at grade C or above, Intermediate GNVQ, NVQ level 2 or equivalent

Level 3 equals 2 A Levels, an NVQ Level 3, an Advanced GNVQ or equivalent

Level 4 equals NVQ Level 4, that is a degree or higher vocational qualification

The percentages set out for local targets are subject to consultation with partners, and the establishment of accurate starting points. As data becomes more complete and robust we can confirm and refine our local position.

Our starting position

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

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

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

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

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

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

Similarly, for adults, the share of the working-age population with degree-level qualifications (L4+) ranges from 50% in Cambridge City district to 20% in Fenland district. Our position against

national targets cannot simply be expressed as an area-wide figure and as explained earlier, we intend to focus our resources and persuade our partners to focus theirs to reduce such disparities.

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

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

Developing our draft strategic plan

In our plan, we have considered how we should be:

- assessing the needs of employers – the skills strategy
- assessing the needs of learners – the participation strategy
- meeting those needs through appropriate provision – the learning strategy.

This leads to how we as an organisation will further develop our capability to implement, review and evaluate what we do, and measure its impact.

Skills Strategy

This strategy sets out how we will build long-term relationships with local employers, engaging with them in defining skill requirements based on anticipated future needs. It recognises that we will need differing approaches to take

into account the needs of different employers and sectors. It also sets out how we propose to help employers make their investment in the training and development of their workforces more effective.

How we will identify needs

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

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

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

We will have a direct relationship with large employers and public service employers through promoting and assisting the Investors in People standard, and will work with small and medium enterprises through the small business service, Cambridgeshire Business Services. We will link into employer networks, supply-chain or sector based

as appropriate, and draw employers together to identify the skills they require. Links to Learndirect and the Chambers of Commerce will be important to us.

Sectoral approach

We intend to work with employment sectors to produce local strategies which will identify both skill needs and future employment opportunities.

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

We will work closely with partners, including the East of England Development Agency, the National Training Organisations and Trade Unions to ensure the success of sector initiatives.

All sectors are important to us and we intend to produce strategies for all sectors in due course. However, because of limited resources we have initially identified the following sectors for immediate action. These have been chosen to reflect geography, growth, and significant employee numbers.

Biotechnology

Education and Training

Health and Care

Construction

Agriculture/Food Processing

Engineering

Leisure and Tourism

Voluntary and Community

How we will secure provision to meet those needs

Each year we will publish an assessment of the area's needs which will assist learners and providers in identifying relevant learning opportunities. We will ensure that local employers' views lead to relevant learning being developed.

We intend to :

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

Balancing the demands of the economy with the needs of organisations and individuals will lead to decisions about the level of investment to be made by each party.

The need for individuals to have skills is well documented and can be wide ranging. Examples of such skills include management, literacy, numeracy, information technology, for independent living and/or vocationally specific skills like computer aided design, as well as skills for entrepreneurship and teamworking.

The modern world requires us to be multi-skilled and continue enhancing our capabilities. In the world of employment it is essential that individuals have opportunities to acquire

transferable skills. For more people to acquire these skills there needs to be greater investment by individuals in their learning, as well as a much more flexible and accessible learning system, so that individuals can access and acquire skills that fit into their life pattern.

Questions

Are the needs of Cambridgeshire and Peterborough employers adequately identified currently?

Should management skills be a priority for the skills strategy for Cambridgeshire?

Do you agree that improving basic skills should be a priority for the skills strategy for Cambridgeshire?

How can you/your organisation play a role in helping us to establish your needs?

What would persuade you to invest more in the skills of your workforce?

What would persuade you to invest more in your own development?

Participation Strategy

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

This embraces:

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

How we will identify needs

The Council will focus on building its understanding of the needs of individuals and communities in Cambridgeshire, developing a robust information base and analysis of participation.

We are consulting and collaborating with key stakeholders and partnerships including the emerging Connexions service to develop strategies to increase and widen participation in structured learning, particularly by individuals from disadvantaged groups.

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

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

Meeting these challenges will require further development of provider capacity, capability and expertise. Provision must have the appropriate access, including geographic access, delivery methods and locations suited to learners needs. To further widen participation, we must have more learning opportunities that will engage and motivate learners. These opportunities should be capable of leading to provision that can, if required, lead to further progression and continued learning. Again, it is worth repeating that people learn for a variety of reasons, personal and social as well as economic.

How will we secure provision to meet those needs

Equality and diversity will be implemented throughout all our activities. We will augment our mainstream budget with our Local Initiative Fund and co-financing/match funding for European and national support for lifelong learning, regeneration and equal opportunities.

Our emphasis will be to encourage and support the development of a quality, collaborative delivery framework that offers more and better opportunities for all learners. We will endeavour to work with providers to encourage innovation in assessment, delivery and accreditation, so as to increase participation by age/gender/ethnicity and geography, thereby making available equality of

opportunity for the most disadvantaged learners.

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

Increasing participation

Working with partners, we will identify and then target the most disadvantaged groups, to increase employability through participation in attainment in learning.

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

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

We will establish appropriate and sufficient early steps to learning in locations that are attractive and accessible to learners.

We want to establish clear pathways and support networks to encourage and enable progression.

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

Questions

How can you/your organisation play a role in helping us in meeting the needs of the participation strategy?

Are the learning needs of disadvantaged groups in Cambridgeshire understood?

Do you agree that those with basic skill needs should be an early priority for the participation strategy for Cambridgeshire?

Can you relate this strategy to you, your team/family and your organisation's needs?

Learning Strategy

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

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

Developing provision

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

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

This means that learning provision needs to be able to change with the needs of individuals and

also those of the economy and the labour market, both current and future.

How we will identify needs

People learn for a range of reasons – personal, social and economic. Planning aimed at determining the number of training or education places available or needed for particular skills, to match the needs of the labour market, has a turbulent history. The challenge is to reflect the needs of employers and the demands of the economy, now and for the future, while acknowledging that the needs and aspirations of learners should be paramount.

The skills strategy and participation strategy lay out the approaches we will take to fulfil our duty to make an annual statement of Cambridgeshire's post-16 learning needs and priorities. In carrying out the needs analysis it will be essential to anticipate the outcomes of an area inspection.

Increasing the demand for learning

Through employers, we need also to encourage lifelong learning for individuals, and help learners to evaluate and deploy their learning. Responsibility for upgrading and reskilling opportunities is shared between learning providers, employers and individuals. We need to have routes to motivate, engage and re-engage individuals in learning. We will work with unions, employee organisations, local equality networks, and voluntary and community organisations to achieve this.

We need to meet learning agendas both formal and informal, and intend to develop innovative networks to support softer skills development. It is important for us to enable individuals to access learning in modes and locations which meet their requirements, for example networks, continuing professional development, action learning, formal taught courses, on-line learning with access through the workplace, community location, home or educational establishment.

Securing provision to meet these needs

We will ensure that local plans include action to:

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

Where it is judged that there is a need for new provision the Council will initiate it using the appropriate funding block and/or co-financed/matched funding.

Learning support

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

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

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

Our learning strategy is about the relevance and quality of provision available.

Quality Improvement

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

Key activities will include:

- increasing provider understanding of continuous improvement principles and the Common Inspection Framework
- develop and monitoring provider staff competence
- moving towards only funding providers who provide high quality learning
- recognising and rewarding success
- learner feedback - obtaining and evaluating learner satisfaction information
- provider networking and sharing good practice
- working with other local offices of the Learning and Skills Council and the Employment Service
- our own staff development
- our own internal quality system development.

Questions

What are your views on the priorities for developing the learning infrastructure in Cambridgeshire?

Do you agree that collaboration between providers is the key to providing more and different, opportunities?

Should we give priority to support for colleges and training providers to develop vocational specialisms?



And Finally – The Bigger Picture

Whilst we commend this outline plan to you in the context of post-16 learning, we appreciate that there is a much bigger challenge to be addressed. We need to create a cohesive, comprehensive and flexible learning infrastructure accessible to all and offering high quality relevant learning opportunities for people of all ages.

We believe that this is the only way to bring about the step change in attitude to learning that is required. We must make the transition from one learning opportunity to another as seamless as possible. Ensuring that successful outcomes are achieved every time should overcome the indifferent experience that many learners state they have had.

We are inviting all our partner organisations to acknowledge the importance of learning for people of all ages as a crucial component of modern life.

We will invite them to nominate lead organisations whose task it will be to enhance opportunities by

co-ordinating activities for differing age groups, learning needs and modes of provision.

We intend to encourage the preparation of a document setting out how this new way of working can be implemented by the end of Summer 2002.

We do not underestimate the scale of the task but we believe we have been created to act as a catalyst to achieve real improvement.

We need to transform achievement for all learners from pre-school onwards. If we are successful then we will achieve our ambition of having individuals, businesses and communities in Cambridgeshire equipped to match the best that the rest of the world can offer.

A handwritten signature in blue ink that reads "Stephen Catchpole". The signature is written in a cursive, flowing style.

Stephen Catchpole - Executive Director

Consultation Process

From 17 September until the end of October 2001, we will be consulting widely on this outline plan. We will be inviting representatives of our key partners to events throughout Cambridgeshire to comment on and discuss this plan.

Comments are sought by letter or e-mail, and should be sent for the attention of Maggie Magennis at Learning and Skills Council Cambridgeshire, Stuart House, City Road, Peterborough, PE1 1QF, email address: maggie.magennis@lsc.gov.uk, before noon on 31 October 2001.

Additional copies of this plan can be requested from Jane Lewis at Learning and Skills Council Cambridgeshire, Stuart House, City Road, Peterborough, PE1 1QF, telephone 0845 019 4165.

Following this first phase of consultation, and having carefully considered all the contributions and comments we receive, we will issue the draft strategic plan in December 2001, for further consultation with a wider range of stakeholders.

All the comments received will then be carefully considered before publishing the strategic plan in March/April 2002.

When thinking about the comments you would like to make on this outline strategic plan, you may like to focus on the questions raised at the end of each section: Skills strategy page 10, Participation strategy page 12 and Learning strategy page 14.

Do also tell us your views on the aims, on page 5 and targets, on pages 6 and 7 we have set ourselves, using the questions below as a starting point.

Questions

1. Do you believe our targets reflect the needs of Cambridgeshire? yes no
2. Do you consider our targets to be sufficiently stretching? yes no
3. Do you think there are shortfalls in our aims and targets? yes no
4. What more do you think we need to do to meet the learning needs of Cambridgeshire residents?
5. What other areas do we need to address to help our residents achieve their full learning potential?

Annex A

Council Members

Sal Brinton (Chair)

Bursar
Selwyn College

Allan Arnott

Director & General Manager
Perkins International Ltd and Chair of Greater
Peterborough Partnership

Alan Barnish

Chief Executive
Cambridgeshire County Council

Martin Broadhurst

Chief Executive
Marshall of Cambridge Aerospace Ltd

Rosalie Clayton

Director of Education
Peterborough City Council

David Jennings

Construction Consultant & Education Liaison
Officer
Eastern Branch of Institute of Directors

Nazim Khan

Peterborough City Councillor and Chair of
Gladstone Connect

Gloria Milne

Chief Executive
Greater Peterborough Investment Agency

Raj Odedra

Managing Director
Thor Motor Factors Ltd

Helen Phillips

Deputy Director
Richmond Fellowship Workschemes

Professor Bob Reeve

Director, Strategic Information & Planning
Anglia Polytechnic University

Mary Sanders

Vice President
National Council for Voluntary Youth Services
and Chair of Governors, Chesterton Community
College

Mark Taylor

Principal
The Isle College

Chris Walford

Headteacher
John Mansfield School

Observers

Carolyn Hume

Cambridge District Manager
Cambridgeshire Employment Service

David Monks

Chief Executive
Huntingdonshire District Council

David Yates

Development Manager
Connexions

Keith Hawkins

Senior Executive Officer for Learning and Skills
Government Office for the East of England

Annex B

Future Timetable

| Date | Strategic planning (to 2004 and 2005) | Operating plans (to 2003) |
|-----------------------|---|---|
| March 2001 | Corporate plan 2001-04 to external consultation | |
| April 2001 | Learning and Skills Council launched | |
| May-July 2001 | National Council reviews responses, consults Government, approves final plan and notifies range for local targets | National Council issues annual guidance, and confirms local Council budgets for 2001/02 |
| | Local Councils begin preparing local skills, participation and learning strategies, and notify the timetable to local partners | Local Councils issue business plan 2001/02 and prepare draft operating plan 2002/03 |
| September 2001 | Local Councils consult local and regional partners on outline strategic plans | |
| November 2001 | National Council reviews/rolls forward Corporate Plan to 2002/05 | |
| December 2001 | Local Councils issue draft local strategic plans for consultation | Annual guidance/budget 2002/03 |
| January-February 2002 | National Council takes overview of emerging local plans; reviews progress against targets; and finalises Corporate Plan 2002/05 | |
| March 2002 | Local Councils finalise local strategic plans 2002/05 | Local Councils finalise operating plans 2002/03 |

Annex C

Cambridgeshire's Skills Needs

The Business Base

There are 32,600 business sites in the area, of which only 200 employ 200+ people. The other 99% of employers are small and medium sized. Cambridgeshire has more "middle-sized" businesses (50+ employees) than most areas. Broad industry groups accounting for most employees in employment are:

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

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

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

Cambridgeshire, and in particular Cambridge, has a number of business sectors and clusters identified in national and regional policy as having high growth potential. Regional Planning Guidance (RPG) calls for Local Authorities, supported by the East of England Development Agency and partners, to develop a vision and planning framework which will allow Cambridge

to develop further as a world-leader in higher education, research and knowledge-based industries. RPG also calls for a strategy to facilitate appropriate locations further from Cambridge providing the conditions attractive to investment by knowledge-based industries and their support services.

Growing Sectors and Occupations

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

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

Recruitment difficulties, skills needs and skills gaps

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

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

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

Across a range of occupations, there are some

skills that are in increasing demand:

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

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

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

(%) = % of recruiting employers affected

Current Position

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

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

Annex D

Individuals and Community Learning Needs – Participation strategy

Potential Learners

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

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

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

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

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

- those with English as an additional language (indicator: of secondary pupils in LEA - 2% in Cambridgeshire; 11% in Peterborough)
- ethnic minorities at a disadvantage in the labour market (Pakistanis, asylum seekers and refugees), travellers (among top three minority ethnic groups in county)

- people with disabilities
- people with learning difficulties
- the long-term unemployed
- those in communities that are priorities for targeting/out-reach in multi-agency approaches – areas of urban and rural deprivation.

Communities

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

Current Position

- national data on the share of 16 and 17 year olds who continue to take part in learning after compulsory education place Cambridgeshire in the bottom 10% of local LSC areas.
- local Careers data for Year 11s shows wide variations across localities: Wisbech Careers area has the lowest staying-on rate, and the highest share of leavers going into jobs without training. There is also a gender issue (at Year 11, 63% males stay-on in full-time education, 76% females).

- average points scores in GCE A Level/AS level/Adv GNVQ in schools (excl independents) and colleges in Cambridgeshire are higher than nationally-18.2 against 17.3 for England
- rates of achievement of 16-18 year olds in further education institutions are also higher (97/98 - 78% vs England 71%; 98/99 - 76% vs 74%)
- data for achievement rates in work-based learning is not available for the new geography, but based on former institutional boundaries, is also good
- 37% of adults (18+-69) have not participated in learning over the last three years.
- more than 20% of adults do not identify the need to develop any skills in the next 12 months
- Basic Skills Agency data for local areas shows that 20% have poor literacy and 20% poor numeracy - some 93,000 people of working age - Peterborough and Fenland, have high rates of people with poor basic skills.
- the share of the working age population with a qualification at least to level 2 is 69%, and level 3+, 45%.

Annex E

Key Data, by District/Unitary Authority area

| | Cambridge City | South Cambs | East Cambs | Hunts | Fenland | Peterboro' | LLSC |
|---|----------------|-------------|------------|--------|---------|------------|--------|
| DEMOGRAPHIC DATA | | | | | | | |
| 1999 mid-year est (Cambs CC, Oct 2000) | | | | | | | |
| Total Population | 110400 | 129900 | 67900 | 157200 | 81900 | 156500 | 703800 |
| 16+ population | 94200 | 104400 | 54500 | 124100 | 66000 | 122100 | 565300 |
| 16-64 population | 80300 | 85100 | 43100 | 105100 | 51400 | 100800 | 519500 |
| 16-19 year olds | 8300 | 6700 | 3000 | 7500 | 3700 | 8500 | 37700 |
| <i>from 1991 Census of Population</i> | | | | | | | |
| % population in settlements with <5000 people | - | 94% | 58% | 48% | 24% | 12% | 39% |
| % population from minority ethnic groups | 5.9% | 1.3% | 0.9% | 2.4% | 0.8% | 7.4% | 3.5% |
| % of households, where head is econ.active, that are prof./managerial | 46% | 50% | 43% | 45% | 37% | 43% | 45% |
| INDICES OF DEPRIVATION (ID2000) | | | | | | | |
| Average of Ward Scores | 14.7 | 7.3 | 12.4 | 11.0 | 23.8 | 27.3 | n.a. |
| Rank (in Country's 354 districts) | | | | | | | |
| * Ave.of Ward Scores | 249 | 342 | 283 | 303 | 139 | 100 | n.a. |
| * Extent | 158= | 158= | 158= | 158= | 123 | 77 | n.a. |
| * Concentration | 204 | 340 | 318 | 273 | 144 | 61 | n.a. |
| Rank (in East of England's 48 districts) | | | | | | | |
| * Ave.of Ward Scores | 27 | 47 | 34 | 39 | 12 | 7 | n.a. |
| * Extent | 27 | 47 | 34 | 39 | 10 | 3 | n.a. |
| * Concentration | 18 | 46 | 41 | 32 | 12 | 2 | n.a. |
| UNEMPLOYMENT (CLAIMANT) April 2001 | | | | | | | |
| Number of Claimant Unemployed | 1196 | 574 | 600 | 975 | 943 | 2346 | 6634 |
| Unemployment Rate | 1.5% | 1.1% | 3.0% | 1.5% | 3.2% | 2.8% | n.a. |
| SKILLS AND LEARNING | | | | | | | |
| Working age population (16-PA) qualified to Level 4+ | 50 | 46 | 34 | 23 | 20 | 22 | 32 |
| Level 3+ | 59 | 56 | 43 | 39 | 34 | 37 | 45 |
| Level 2+ | 78 | 78 | 67 | 65 | 61 | 65 | 69 |
| Below Level 2, including no qualifications | 24 | 22 | 32 | 35 | 39 | 37 | 31 |
| % of 16-69 population participating in learning in last 3 years | 70 | 65 | 61 | 61 | 65 | 59 | 63 |
| % non-participant | 30 | 35 | 39 | 40 | 35 | 41 | 37 |

Sources:

Cambridgeshire County Council Research Group,

National statistics © Crown Copyright,

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

Annex F

National Targets to be achieved at Local Level

| Key objective | National | | Cambridgeshire | |
|---|--|---|---|---|
| | Targets for 2004 | 2000 position | Targets for 2004 | 2000 position |
| Extend participation in education, learning and training | 80% of 16-18 year olds in structured learning | 75% | 80% | estimated 72% ¹ |
| | Set baseline and targets for adults in next year's plan | | | |
| Increase engagement of employers in workforce development | Develop measure of employer engagement in next year's plan | | | |
| Raise achievement of young people | 85% at level 2 by age 19 | 75% | 85% | 80% (ratio to cohort of 19 year olds residents) 7,225 young people had attained L2 qualifications by age 19 in Cambs institutions (1998/99) ² |
| | 55% at level 3 by age 19 | 51% | 60% for 21 year olds 5,670 21 year olds (based on the 2002 cohort of 21 year olds) | 55% (ratio to cohort of 21 year olds residents) 4,561 young people had attained L3 qualifications by age 21 in Cambs institutions (1998/99) ³ |
| Raise achievement of adults | Raise literacy and numeracy skills of 750,000 adults | Up to 7 million adults with literacy or numeracy difficulties | 9,300 | Some 93,000 people have basic skills needs. ⁴ |
| | % of adults at level 2: target to be set in next year's plan | | | |
| | 52% of adults at level 3 | 47% | 52% | 47% ⁵ |
| Raise quality of education and training and user satisfaction | Set baseline and targets in next year's plan | | | |

¹ estimate based on the gap between local and national data for 16 and 17 year olds (only DfES data available at local level at present).

² data for local areas is collated by DfES from administrative sources. It cannot maintain the link with residence, unlike sample surveys which are the source of national data. Local Partnerships set targets to increase numbers who have attained the levels.

³ the LSCs 2004 target is for 19 year olds; this number relates to 21 year olds (the 2002 national learning target basis).

⁴ Basic Skills Agency Benchmark data 2000.

⁵ economically active adults, 18+-pension age. Local figures from local survey work.

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