Learning and Skills Council
Local Strategic Plan 2002-2005
Draft for Consultation

Lancashire

Learning+Skills Council
Lancashire

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Chairman's Foreword

Having been set a challenging remit by the Secretary of State, this is the first draft of our local strategic plan. We are consulting widely on our plans, together with the key targets and local priorities by which we will be judged. We have already taken on board a vast number of comments and views and no doubt this will increase as we enter a second period of consultation.

We have tried to set out the priorities for action and define some of the key outcomes we are seeking. Whilst we 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.

If we are to stimulate the demand for learning throughout society 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. Raising the demand for learning is our single most pressing priority.

In the production of this draft local strategic plan we have embraced a wide range of data to help us formulate our views. We must however avoid the tyranny of averages by developing appropriate sectoral and geographic approaches to our work in order to maximise our impact on local learning markets.

Clearly we cannot achieve this on our own. It is a massive endeavour in which a very large number of organisations and individuals will need to be involved. It is important we secure the widest possible engagement by our strategic partners, schools, colleges, sixth forms and learning providers, by employers and the community, and by our ultimate customers young people and adult learners.

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.

We are developing a relationship with our national office whereby we establish 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 immediately. This local strategic plan can only give a summary of what we wish to achieve.

John Oliver

Interim Chairman
Learning and Skills Council Lancashire

Executive Summary

By March 2002 the Learning and Skills Council Lancashire will have developed and published a local strategic plan rolling through to March 2005. We have been set a challenging remit and we are committed to bringing significant added value to the provision of post-16 learning in Lancashire. The plan has been developed within a national framework that defines our key objectives and targets. Organisations and individuals are invited to comment on this draft plan. A questionnaire is attached. **The closing date for responses is the 30th November 2001**.

II.   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.

III.   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. This draft plan has been produced without the 2001 national targets data. As a consequence we have had to publish this draft plan with provisional targets. We will revise and consult on the specific targets as soon as the data is available.

Table 1 – Key Objectives and National & Local Targets

Objective One Extend participation in education, learning and training	
National Targets for 2004	
80% of 16-18 year olds in structured learning (2000: 75%)	Current position: 73.4% (2000)
	Provisional target: 78.4%
*Set baselines and targets for adults in next year's plan	
Objective Two Increase engagement of employers in workforce development	
Develop measure of employer engagement 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: 75% (2000) Provisional target: 85%
55% at Level 3 by age 19 (2000: 51%)	Current position: Not Available Provisional target: Not Available
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 Available Provisional target: Not Available
*% of adults at Level 2: Target to be set in next year's Plan	Current position: 59% Potential target: Not Available
52% of adults at Level 3 (2000: 47%)	Current position: 44% (2000) Provisional target: 49%
Objective Five Raise the quality of education and training and user satisfaction	
Develop measure of quality and user satisfaction in next year's plan	

IV. 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 ensure that the provision is meeting existing and future skill needs.
- **A learning strategy**, setting out how the Learning and Skills Council Lancashire will deliver education and training provision which meets employers' and learners' needs. It will show how the Council will improve the quality of learning provision.

a) Our Participation Strategy - Raising Participation in Learning

The most significant challenge that we face is to increase the number of adults engaged in learning. We have developed A participation strategy which embraces both young people and adults. We face a number of key challenges:

- to raise overall participation amongst adults in under-represented groups, especially those who face socio-economic disadvantage
- we need 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 drop-out 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
- to increase the proportion of young people in learning aged 16-18.

b) Our Skills Strategy - Increasing the Investment of Employers in Training

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 seven key challenges for our skills strategy, which are to:

- raise the demand by employers for skilled people, to increase their skills investment and improve their workforce development capacity
- develop and sustain sectoral and geographic networks
- raise individual demand for skills and to raise individual achievement
- enhance opportunities for learning at work and through work
- promote equality of opportunity for learning for all the people of Lancashire
- build greater flexibility in Lancashire's labour and learning markets
- 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.

During 2002 the Learning and Skills Council Lancashire 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 Council will improve

quality, using inspection evidence, performance, completion & 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 school, college and 16-19 provision 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 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 aged 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 the higher education institutions 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 particularly in relation to management development.

V. Equality and Diversity

The Learning and Skills Council Lancashire has a fundamental commitment to ensuring 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.

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 an equal opportunities employer
- to develop ourselves as a champion of equality and diversity
- to embed equality principles into all our policies, programmes and actions
- to 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 ageism, 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 one of our first challenges will be to understand their make up and identify where our key equality gaps exist.

VI Strategic Planning - Our Relationship with Key Partners

The Learning and Skills Council Lancashire 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, careers services and local education authorities (LEAs). We have also sought to reflect the emerging priorities of the Lancashire Connexions Service.

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.

VII Consulting on our local strategic plan

If we are to achieve our objectives it is vital that we establish broader ownership and commitment to our local strategic plan. To do this effectively it is important that we consult with a wide spectrum of organisations and individuals to ascertain their views on our national and local priorities and challenges. We have already undertaken a series of 10 consultation events and the information we received at these events has shaped the style, format and content of the local strategic plan to date. We envisage that the next phase of our consultation process will also shape the final plan.

Included with this report is a consultation questionnaire that we would ask you to complete and return to us on or before 30th November 2001.

Questionnaires can be sent to:-

> Gareth Wilson
> Planning Manager
> Learning and Skills Council Lancashire
> Taylor House
> Caxton Road
> Fulwood
> Preston
> PR2 9ZB

Any separate written comments can be sent to the above address or faxed to Gareth Wilson
on fax number 01772 443155 or e-mailed to gwilson@lawtec.co.uk

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.

1.2   Our Key Objectives for 2005 and targets for 2004

The Learning and Skills Council has established five key objectives

Table 2 National Objectives and Learning Targets

Objective One Extend participation in education, learning and training	
National Targets for 2004	
80% of 16-18 year olds in structured learning (2000: 75%)	Current position: 73.4% (2000) Provisional Target: 78.4%
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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	

*This is in line with national policy

1.3   Have we got it right?

• Are our five key objectives broad enough or do we need to encompass additional issues.

• Are the National Learning Targets sufficiently broad? Have we any significant gaps? If we have significant gaps what other local impact measures might we establish?

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, rurality and tourism centres.

2.1.2   The Lancashire area includes 14 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 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, defence, manufacturing, and tourism sectors. This sectoral dependency is compounded by 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, which demonstrates a substantial proportion of people (17%) travel out of Lancashire for employment.

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 of 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.

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 create 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
Source: Cambridge Econometrics LEFM

	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

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). Retail is the largest sector in Lancashire west.

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 region 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 1990s. 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 Changes in GDP 1993-1998
Source: Office of National Statistics
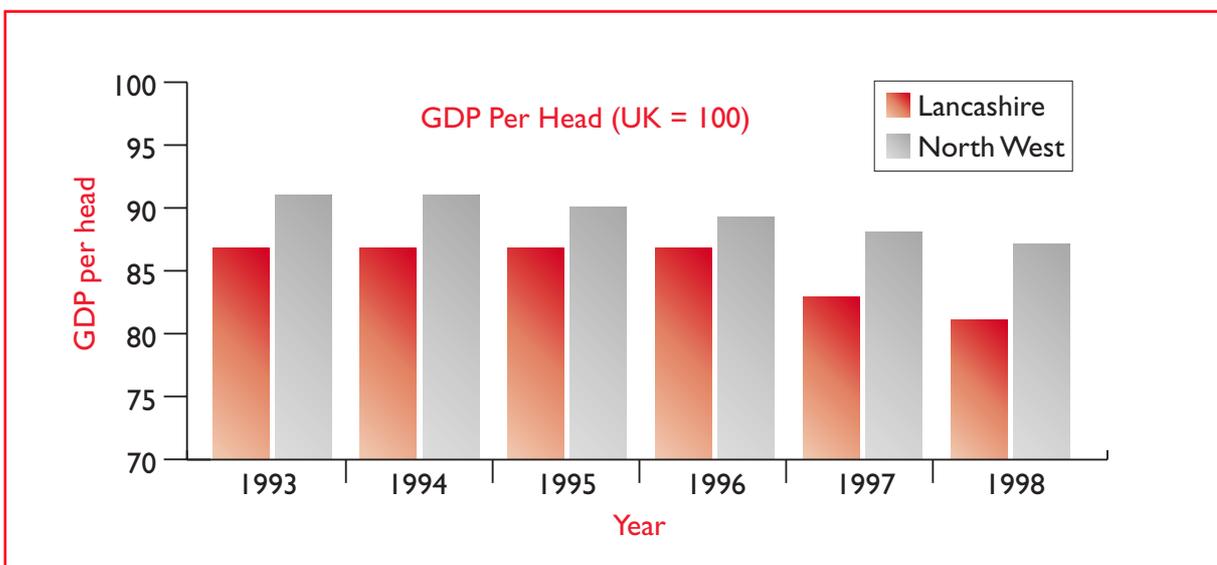
2.6   A Diverse County

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 affluence, mobility, ethnicity, and where they live. In Lancashire there are wide variancies in the socio-economic make up of the population and this requires us to develop specific activities to ensure there is equality of opportunity for everyone.

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 are of Asian and Afro-Caribbean heritage.

2.8   Ethnic Minorities by district

Chart 2 Ethnic Minority Population rates by Lancashire Districts
Source: 1991 Census
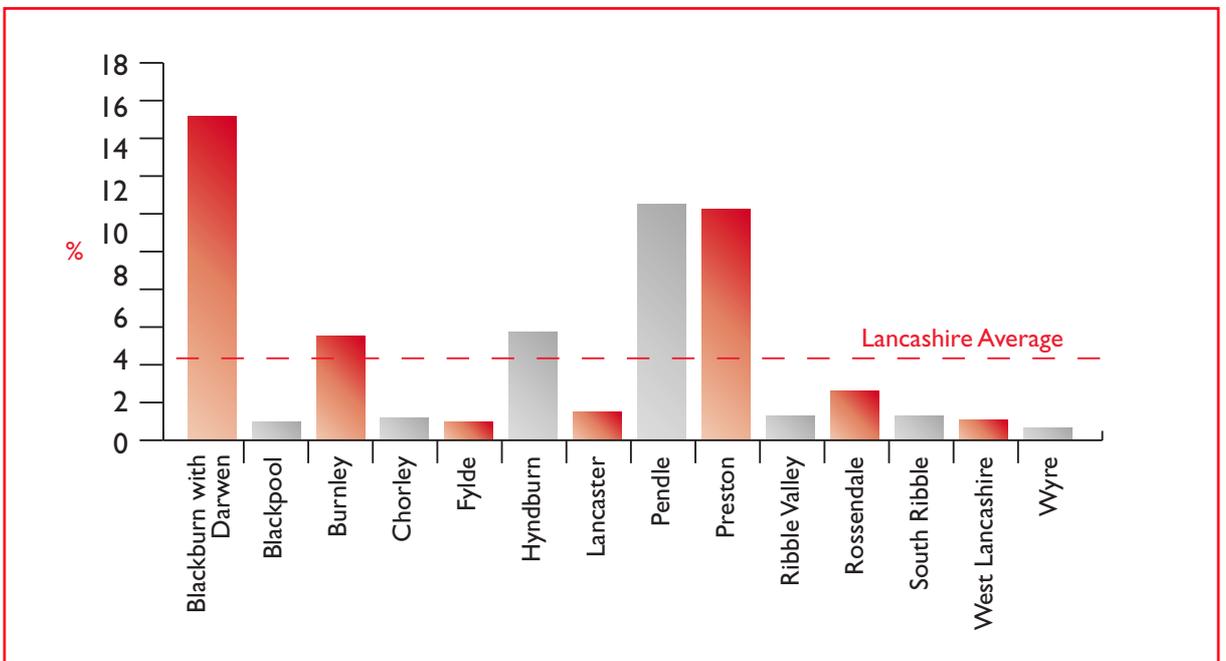
2.8.1   The ethnic minority population is a young population and in some areas particularly Blackburn with Darwen, and Nelson, Asian heritage young people represent almost one in three school leavers.

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

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%

2.9   Deprivation indices

2.9.1   The Department for Environment, Transport and the Regions (DETR) produces an annual Index of Deprivation at both district level and individual ward levels. 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 within areas that are classed as being prosperous particularly in rural areas and we shall endeavour to address issues relevant to learning within these areas.

2.10   Income Levels and Deprivation

2.10.1   Average earnings in Lancashire are below the UK. The 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
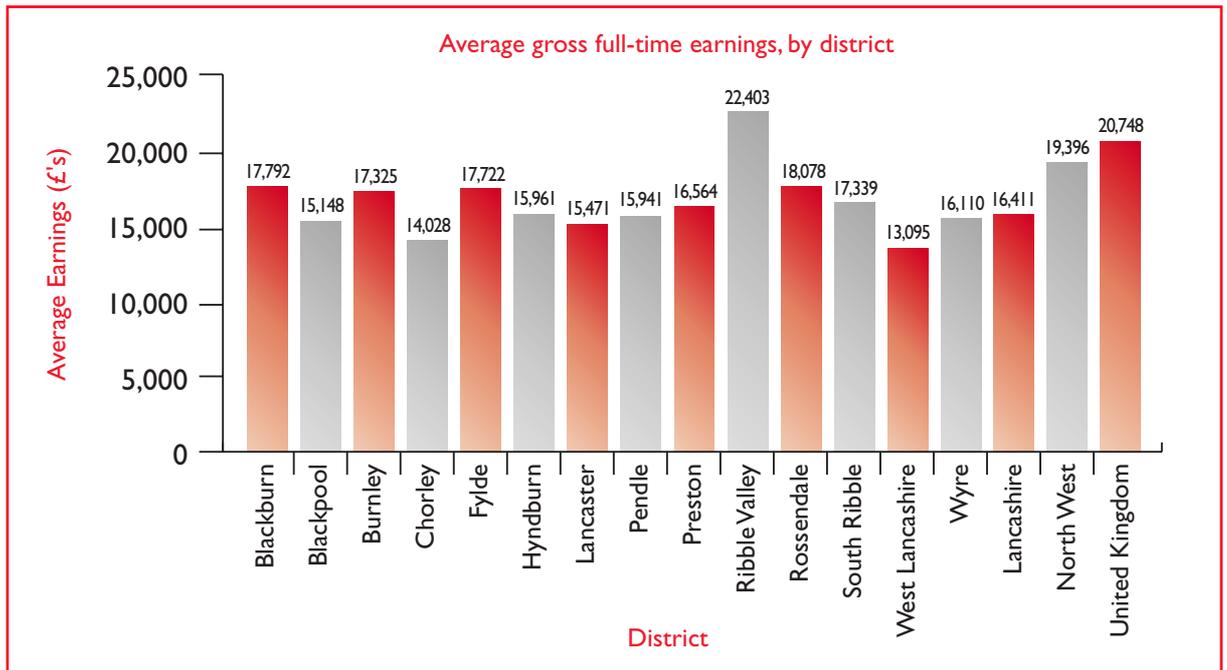
2.11   Unemployment (June 2001)

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 pattern 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 so 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 60% or more in some areas.

2.12.2   Parts of Lancashire have a significant proportion of jobs in low pay sectors and is 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 towards education and working life obviously influence their children.

2.12.3   A significant number of young people underachieve throughout their school life and face the transition to work, not just with a poverty of aspiration, but 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   Further Education

Chart 4 16 year old participation 1997/98 -1998/99
Source: Department for Education and Skills 2000
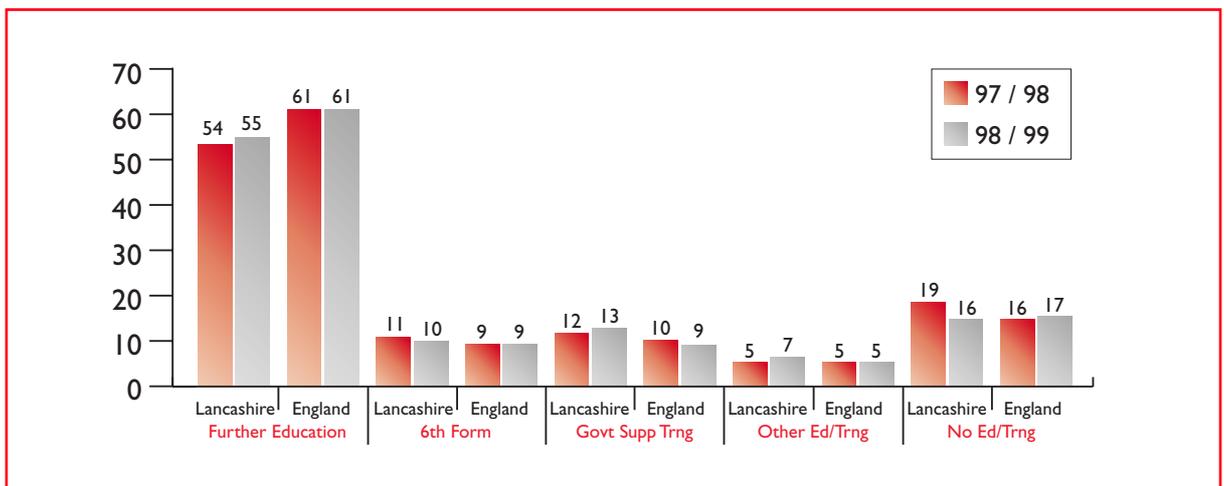
3.2   Colleges

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 & the Fylde College and Blackburn College).

3.2.3   Two colleges within Lancashire have been selected as pathfinders in the Centres of Vocational Excellence initiative (Lancaster and Morecambe College for hospitality & catering 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.

3.2.6   The colleges represent significant financial investment in learning by the Learning and Skills Council Lancashire. 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.

3.3   Work-based Learning

3.3.1   Lancashire (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 modest growth in the past two years where England has witnessed 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 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 in locations and to specific communities 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.

3.4.3   There is a significant (but not exclusive) role for LEAs to help facilitate and support community and voluntary groups within the framework of the lifelong learning development plans. 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 are 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   From April 2002 the Learning and Skills Council Lancashire will become responsible for school sixth form funding. This will mean that LEAs will 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 will liaise 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 2000 they had 4,606 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 UK.

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. Despite rising from one in three SMEs employing graduates in the early 1990s to the current position of two in three, there are still sectoral variations with fewer graduates employed in manufacturing, distribution, transport and retail. However, according 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 Small Business Service to provide a range of workforce development services to all Lancashire based SMEs these include:

- advice and support to help organisations progress towards recognition against the Investors in People standard
- information, advice and referral to a wide range of workforce development services and providers from both the private and public sector
- advice and access to support on identifying training needs and skills developments such as company training plans, key worker and management development
- holding information and having access routes to 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 East Lancashire Small Business Service board and has a regular observer on the North and Western Lancashire Small Business Service board.

3.7.3   Vital in the developing relationship with both Small Business Services in Lancashire will be the access to small and medium sized employers where the Small Business Service will act as the direct contact with employers. The Small Business Service will engage with them in skills needs and developing the workforce. The exchange of this information will be fundamental to our ongoing working relationship to both develop services and respond to a truly demand led approach.

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, the Lancashire careers companies, Learning Partnerships and local education authorities.

3.8.3   LEBLOC delivers a wide range of education business link activities under contract to LSC
         Lancashire, partly funded by a combination of LSC 'core' and Local Initiative Funding (LIF).
         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 the LSC itself plays 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 LSC.

3.9.4   In Lancashire the LSC manages the funding for the two IAG networks covering the east (go
         for it!) and west (now!) of the county along with a number of other externally funded IAG
         projects. Go For It! and now! provide an important central role of co-ordination for quality
         assured IAG services and quality assured IAG services funded by the LSC must be delivered by
         a member of these networks.

3.10   What do you think?

Does the context document effectively identify the key features of Lancashire, which impact
on learning? Are there any other significant issues which impact on learning we need to include?

4.   The local strategic plan

4.1   The National Learning Targets

4.1.1   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.

4.1.2   Our targets should contribute to the national vision for the Learning and Skills Council but they should 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.

4.1.3   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

4.2   Developing the local strategic plan

4.2.1   By March 2002 the Learning and Skills Council for Lancashire will have developed and published a local strategic plan, rolling through to March 2005. The board of the Learning and Skills Council Lancashire is committed to ensuring that our local strategic plan contributes to both national needs and local economic and social needs.

4.2.2   Our over riding priority is to ensure that learning provision in Lancashire is meeting the needs of both individuals and employers. We must collectively raise the demand for learning and increase participation, especially amongst adults.

4.2.3   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 overleaf illustrates the model.

National corporate plan defines national targets

Local Council develops local strategy...

Skills strategy   Participation strategy

Learning strategy

to deliver local targets

Local LSCs determine local impact measures

4.2.4   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 and 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 council will improve the quality of learning provision.

4.2.5   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 targets.

4.2.6   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.

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. Our key objective is to:

Extend participation in education, learning and training for young people and adults

The 4 key challenges of our participation strategy for young people are to:

- encourage those who are not participating in learning post 16 to do so
- increase the participation of young people at 16 in learning appropriate to their needs and those of the economy
- improve retention particularly amongst the most disadvantaged and vulnerable groups
- ensure there is equality of opportunity for all young people regardless of gender, ethnicity, disability and geographic location.

The 5 Key challenges of our participation strategy for adults are to:

- To broaden and increase adult participation in learning especially amongst the most disadvantaged and disaffected individuals and communities.
- To improve the under capacity to deliver basic skills provision in Lancashire.
- To ensure that learning opportunities are varied, accessible, appropriate and relevant to adult learners
- To establish valid mechanisms to measure adult participation, progress and achievement.
- To ensure that there is equality of opportunity for all adults regardless of gender, ethnicity, disability and geographic location.

5.2 Our rationale

5.2.1 Our strategy to increase and widen participation is based on an assumption as follows:

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.

5.2.2   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.

5.2.3   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.

5.2.4   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.

5.2.5   To address these issues we need to encourage provision, which starts from where people are, and complements, regeneration strategies, including Neighbourhood Renewal and social & 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.

5.2.6   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.

5.3   Raising the participation of Young People

Table 5 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%	73.4%	78.4%

5.3.1   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, parents, 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.

Table 6 Lancashire School Leaver Destinations by district 2000
Source: ELCS & CareerLink

	Full-time Education	Training	Job without training	Other
Preston	61.9	19.2	4.7	14.3
South Ribble	69.8	18.6	4.6	7.0
Chorley	71.2	16.0	4.4	8.3
Wyre	62.5	20.0	4.0	13.4
West Lancashire	69.4	12.5	7.5	10.6
Blackpool	59.2	17.5	4.4	18.9
Fylde	75.7	11.0	3.1	10.3
Lancaster	70.2	13.8	3.6	12.4
Hyndburn	59.0	23.3	2.7	15.0
Blackburn with Darwen	63.1	18.3	2.5	16.1
Burnley	58.5	22.0	5.4	14.2
Ribble Valley	78.9	14.0	3.2	3.9
Pendle	60.1	23.8	3.4	12.6
Rossendale	61.7	21.3	2.7	14.3
Lancashire	65.8	18.0	4.0	12.2

5.3.2   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 design and implementation of relevant learning opportunities and in assessing their own progress.

5.3.3   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.

5.3.4   The Challenge

- There is a need to address post-16 participation well before young people leave statutory education. There is evidence to suggest that levels of formal or self exclusion, as well as attainment, whilst still at school correlate strongly to levels of participation post-16.

- We need to improve substantially information exchange between pre and post-16 education systems and to improve the coherence of the 14-19 curriculum in order to support progression and minimise the uncertainty which transition at 16 can bring.

- In areas where the local labour market depends on one or two industries, young people need to be offered a range of work experience opportunities, which provide a wider perspective on the world of work, and the career opportunities available.
- We need to attract those groups who are difficult to engage back into learning, particularly young offenders, teenage mothers, young carers and those with few, if any, formal qualifications.
- We need to identify the specific needs of young people with learning difficulties and/or disabilities so that they are able to access appropriate provision.
- We need to ensure there is equality of opportunity for all young people regardless of gender, ethnicity, disability and geographic location, to enable them to access appropriate and relevant learning provision.
- Whilst we have an extensive work-based learning programme, a significant number of employers are recruiting 16 year olds but not offering structured training. We need to actively encourage these employers to support recognised training programmes leading to formal qualifications.
- Levels of retention are too low and movement between learning options post-16 is significant. There needs to be effective support services for young people in learning and for those who seek to return to learning.
- In Lancashire we do not have an early intervention system that highlights those young people in danger of dropping out of learning post-16.
- We need to ensure that learners are actively engaged in the design and implementation of relevant learning opportunities and in assessing their own progress.
- The proportion of 16 year olds in full-time education (excluding GST) aged 16 at 65% is 5% below the national average.
- 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.

5.3.5   What needs to be done?

We need to:

- Optimise motivation and achievement levels of 14-19 year olds by supporting the development of a broader range of learning options and accreditation which will encourage young people to stay in learning.
- Develop sophisticated management information exchange systems that are capable of segmenting the local learning market by specific groups and track progress at the level of the individual.

- Provide a range of experiences designed to foster a better understanding of working environments other than school.
- Develop innovative approaches to learning that tackle the needs of the most

disadvantaged and disenfranchised young people.

- Assess the specific needs of those with learning difficulties and/or disabilities and insure they are able to access appropriate provision.
- 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.
- Work with employers to reduce the number of young people who are in work but who are not in structured learning.
- Work with Connexions to ensure high quality, impartial information and advice, which provide linkages to future labour market opportunities. Also the provision of guidance which enables a young person to, make the best match between the opportunities available and their individual talents and aspirations.
- Establish an early intervention and mentoring system.
- Establish a clearing house for those who drop out of learning before completing.
- Work with our suppliers in developing programmes, which are more learner focused, and learner led.
- Promote the value and longer-term benefits of learning and challenge low aspiration.
- Ensure that a range of post-16 learning options, designed to meet the needs of all 16 to 18 year olds is attractive, available and easily accessible.
- Support young people in overcoming specific barriers to staying in learning by providing services which build confidence and improves motivation a coherent transport service, financial support and childcare provision.

5.3.6   Have we got it right?

We have identified four major challenges regarding the participation of young people.

1. Increasing the participation of young people at 16 in learning appropriate to their needs and those of the economy.

2. Encouraging those who are not participating in learning post 16 to do so.

3. Improving retention particularly amongst the most disadvantaged and vulnerable groups.

4. Ensuring there is equality of opportunity for all young people regardless of gender, ethnicity, disability and geographic location.

Have we correctly identified the challenges? If not what have we missed?

- Should we be establishing additional local measures and targets?

- Are the barriers we have identified the correct barriers to achievement? If not are there other factors that we need to consider?

- Are the actions we propose to take the right actions?

- How can we best involve young people in our planning process?

5.4   Raising the participation of Adults

5.4.1   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.

5.4.2   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!

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

Adult participation in learning
Source: Household Survey 2001
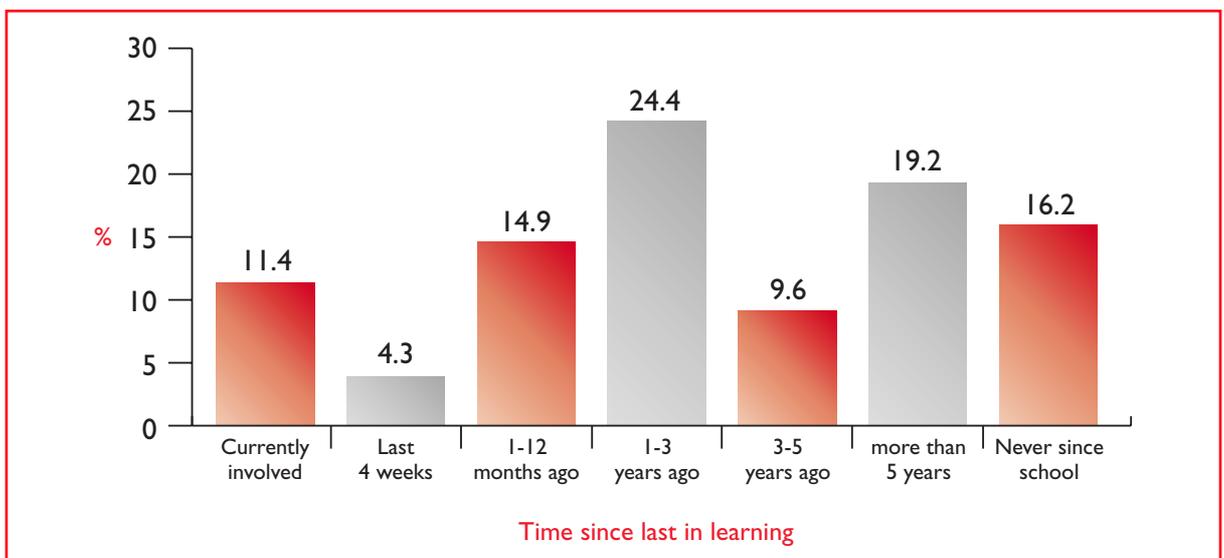
5.4.4   As chart five above illustrates 11.4% of the adult population is currently involved in learning
         and 30.6% have been involved in learning in the last 12 months. Alarmingly 45% of the adult
         population has not been involved in any form of learning for over three years. This equates to
         476,000 adults aged over 20 years.

5.4.5   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, specifically whether individuals are: in employment,
         salary level or prior educational achievement. 'High learners are high earners' as chart six
         below demonstrates.

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

Chart 6 Learning involvement compared with current annual income
(y-axis: mean gross average earnings (£'s); x-axis: How long ago last involved learning — Currently involved, Within the past 4 weeks, 1-5 months ago, 6-12 months ago, 1-3 years ago, 3-5 years ago, more than 5 years ago, Never since leaving school)
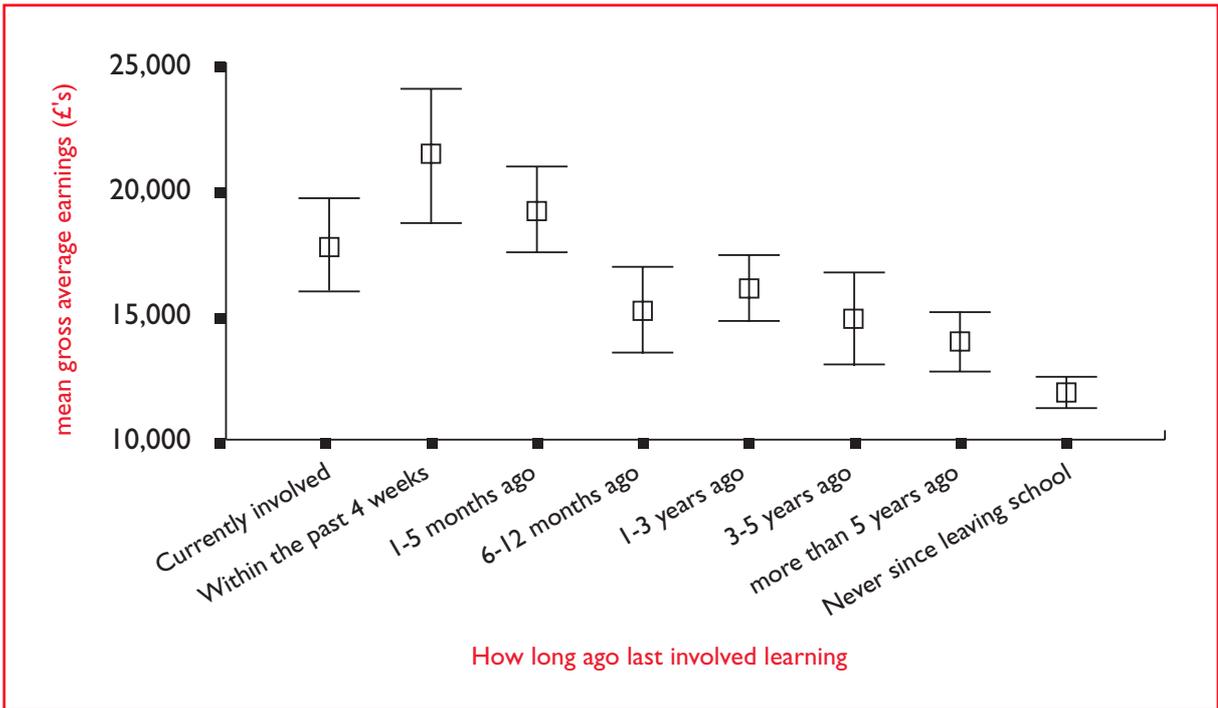
5.4.6   Conversely educational achievement is also a significant predictor of both earnings and
          employment. Those with few qualifications are most likely to be low earners and to be most
          affected by unemployment. Chart seven below demonstrates wage ranges compared to NVQ
          achievement in Lancashire

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

Chart 7 Wage ranges compared to NVQ equivalents in Lancashire.
(y-axis: 95% CI Mean gross average earnings (£'s); x-axis: No Equivalence, NVQ level 1, NVQ level 2, NVQ level 3, NVQ level 4, NVQ level 5; Cases weighted by WGTS)
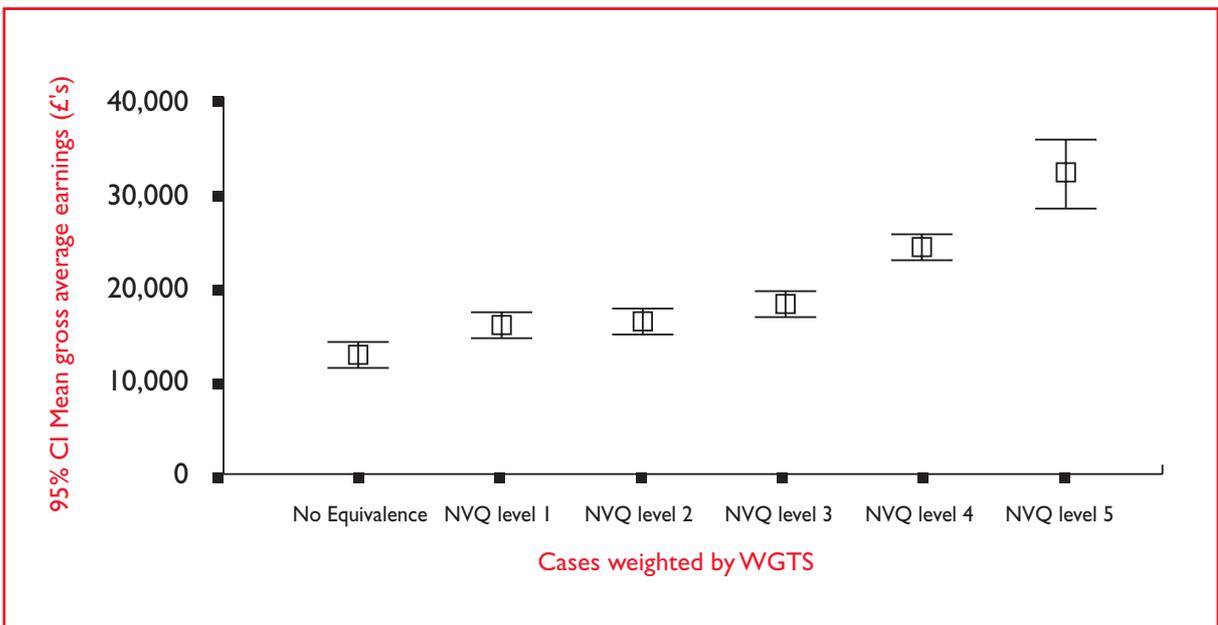
5.4.7   The Challenge

- There is a low perceived value placed on achievement. According to the Household Survey (2001) only 28% of people in Lancashire see formal qualifications as important. However, employees are increasingly requiring qualifications and this theme is developed in our skills strategy.
- We need to gain a clearer understanding of the nature and pattern of adult and community learning provision and funding.
- At present the community and voluntary sectors provide considerable potential to access under represented sections of the community and to provide innovative and relevant learning. This potential needs to be realised.
- We need to support learning strategies that increase and widen adult participation - particularly for those facing the greatest disadvantage.
- We need to respond to the particular learning needs of refugees, asylum seekers and adults in minority ethnic communities.
- We must seek to eliminate financial and other barriers which inhibit adult participation in learning.
- We need to achieve better integration between 'first-rung' provision for adults and accredited programmes to improve learner progression.
- We need to support and promote imaginative campaigns which challenge non-learners to engage in learning.
- To address the needs of the most disadvantaged and under-represented individuals and communities we need to develop non-traditional learning environments and methodologies and promote innovative approaches to adult learning provision.
- A more learner-focused and learner-led approach requires us to give greater control to the learner and to actively engage learners in the design and implementation of relevant learning opportunities and in assessing their own progress.
- There has been a considerable expansion in national, regional and local activity, which aims to promote learning. We need better co-ordination and coherence to ensure that learning retains relevance to the lives of individuals and communities.
- We need to develop methods of recognising the progress and achievements of all forms of learner participation. We must accept that the outcomes from participation in some forms of learning may take a long time to reach fruition.
- We need to respond to the particular challenge of those with literacy and numeracy needs [including those with learning difficulties and/or disabilities and ESOL].
- We must reduce the number of individuals in the workforce not being offered learning opportunities particularly those with basic skills needs or language barriers.

5.4.8   What needs to be done?

We need to:

- Develop valid and reliable mechanisms and processes for collecting quantitative and qualitative data on adult and community provision and funding.
- Build the capacity of voluntary and community groups to become effective and mainstream suppliers and users of learning services and 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.
- Ensure that varied, appropriate and accessible learning opportunities are available to meet the diverse needs of learners and communities.
- Ensure that appropriate and effective mechanisms are available to recognise and accredit existing achievements and qualifications gained by refugees, asylum seekers and those in minority ethnic communities.
- Ensure that appropriate support systems are in place to overcome barriers to participation in learning including those which relate to finance, child care, age discrimination, language and employment demands.
- Improve the availability of initial information, advice and guidance and maintain support to keep people in learning and to increase opportunities for progression into further learning or employment.
- Develop promotional strategies and materials that will demonstrate the short and longer-term benefits of learning to attract the uninterested and apathetic.
- Ensure that ICT and other learning technologies are fully and appropriately utilised to engage non-traditional learners.
- Ensure that learning provision for adults is inclusive, complementary and driven by evidence of learner needs.
- Support and develop integrated learning provision that evolves from social, economic and regeneration agendas which affect the lives of individuals and communities.
- Develop robust systems of measuring distance travelled, learner achievements and other positive outcomes which do not result in nationally recognised qualifications.
- 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.
- Provide basic skills support for employees in low skilled occupations and for job-seekers.
- Recruit employees [particularly SMEs] as partners in the delivery of basic skills provision in the workplace.

5.4.9   Have we got it right?

We feel we have identified five major challenges regarding the participation of adults.

1. To broaden and increase adult participation in learning especially amongst the most disadvantaged and disaffected individuals and communities.

2. To improve the under capacity to deliver basic skills provision in Lancashire.

3. To ensure that learning opportunities are varied, accessible, appropriate and relevant to adult learners.

4. To establish valid mechanisms to measure adult participation, progress and achievement.

5. To ensure that there is equality of opportunity for all adults regardless of gender, ethnicity, disability and geographic location.

Have we correctly identified the challenges? If not what have we missed?

- Should we be establishing additional local measures and targets?
- Are the barriers we have identified the correct barriers to achievement? If not are there other factors, which we need to consider?
- Are the actions we propose to take the right actions?
- How might we best secure the views of adults – both learners and non-learners?

We have identified a number of priority target groups:

- Are these the right target groups?
- How can we best prioritise these groups?
- On which groups should we be focusing resources?

The LSC is developing a measure and target for adult participation. We would welcome your views on what the adult participation measure might be. How might we best measure progress?

6.   Our Skills Strategy

6.1   Introduction

6.1.1   In the increasingly global economy of today, 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 increasingly be based on knowledge, skills and creativity. The role of the LSC is to ensure that learning provision supports businesses in meeting this challenge.

6.1.2   Our skills strategy sets out how the Learning and Skills Council Lancashire will build long-term relationships with employers and ensure that the provision is meeting existing and future skills needs in Lancashire. This strategy will be delivered in conjunction with our participation and learning strategies. In developing our skills strategy we have drawn from a number of sources. These have included:

- North West Development Agency's learning and skills strategy 'The Right Angle on Skills'.
- Employer surveys undertaken in Lancashire 2000.
- State of Skills in England 2001.
- Skills Dialogues and National Training Organisations skills need assessments.

6.1.3   The Seven Key Challenges of our Skills Strategy

- To raise the demand by employers for skilled people, to increase their skills investment and improve their workforce development capacity.
- To develop and sustain sectoral and geographic networks.
- To raise individual demand for skills and to raise individual achievement.
- To enhance opportunities for learning at work and through work.
- To promote equality of opportunity for learning for all the people of Lancashire.
- Building greater flexibility in Lancashire's labour and learning markets.
- Developing the management and leadership skills of managers, including those in small businesses, to ensure that development issues are an integral part of business strategies and planning.

6.2   Our Rationale

6.2.1   The synopsis of the skills base of the region 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   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.

6.2.3   Businesses are also becoming increasingly knowledge based and the most competitive businesses will require high levels of qualification and skills. As is illustrated in table seven, 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 the North West England 2000 ERIN.

Qualifications held by residents	Lancashire	UK
Level 1	14.6%	20%
Level 2	21.9%	22%
Level 3	17.0%	19%
Level 4	21.4%	19%
Level 5	1.7%	4%
No NVQ equivalence	23.3%	16%
Below Level 2	**37.9%**	**36%**

6.2.4   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.

6.2.5   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.

6.2.6   The single most critical factor determining inward investments 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.

6.2.7   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 people between 1995-1999, a percentage decrease of 6.4%. 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%

6.2.8   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.

6.2.9   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 & Eng Profess.	17.2	23.1	34.3%
Other Assoc. Profess. Occupations	22	28.5	29.5%
Other Profess. Occup.	12.7	16.1	26.8%
Personal Service Occupations	56.8	71.2	25.4%
Corp. Manag. & Admins	60.2	75.2	24.9%
Sci & Eng. Assoc. Profess.	11.5	14	21.7%
Health Assoc. Profess.	20	22.6	13.0%
Health Professionals	3.4	3.8	11.8%
Manag. In Agri & Serv.	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 Oper. 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%**

6.2.10   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 eight 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 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

	Lancashire 2002 Target	March 2001 Achievement	March 2002 Forecast	March 2003 Forecast
By December 2002 45% of companies with over 50 employees to be IiP recognised	524	505	570	610
By December 2002 10,000 companies in England with between 10-49 employees to be IiP recognised.	522	331	466	600

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.

6.3.5   The Challenge

- To raise the demand by employers for skilled people, to increase their skills investment and improve their workforce development capacity.
- To work with other north west LSCs, National Training Organisations, the North West Regional Development Agency and the two Lancashire Business Links to develop a regional skills action plan and sector skills actions plans in order to help to guide:
- Strategic direction of Learning and Skills Council funded provision.
- Policy initiatives such as the Centres for Vocational Excellence.
- European funding.
- Small Business Service strategy in relation to skills.
- Employer investment in workforce development.
- To raise individual demand for skills and to raise individual achievement. Careers education and guidance will be an important dimension for adults.
- To raise the skill levels of managers, particularly in small companies.
- To work with trade unions to promote the value of learning throughout the workforce.
- To promote the equality and diversity business case to employers through Investors in People and management development.

- Building greater flexibility in Lancashire's labour and learning markets.

- Develop more sophisticated local labour market and local economic information and intelligence systems.
- Ensuring coherence in services to employers and achieving closer co-operation between providers of education and training including enhanced links with north west higher education institutions.
- To improve the infrastructure of learning provision by achieving greater coherence with regard to capital investment.
- To promote and extend the use of ICT in the learning market.
- To support inward investment and indigenous growth.
- There is also a major challenge in changing the attitudes of Lancashire people to personal development. Currently 76% of people are not seeking any further responsibilities at work. When this is considered in conjunction with the facts included in the Lancashire Context section regarding length of tenure in current job, the short distances people travel to work and the low levels of pay we can see there is a major effort required to increase the ambitions of Lancashire residents.
- We need to promote the financial and competitive benefits of learning to employers.
- To work more effectively with employers to achieve greater diversity in the workforce and to engage their active support in tackling basic skill needs.
- To encourage a higher proportion of employers to actively engage in the design, development, delivery and management of education and training provision in Lancashire.
- To better utilise external funding streams to drive the skills agenda.

6.3.6   What needs to done?

- Establish long-term relationships with both large employers and indirectly with smaller employers through National Training Organisations (NTOs), trade groups and particularly the Business Links to engage with them to define skills needs and developing their workforce.
- Continue to make significant progress in respect of Investors In People commitments and recognitions.
- Work closely with the two Learning Partnerships, learning providers, further education colleges and higher education institutions to develop our workforce development strategy.
- Work closely with higher and further education institutions to ensure better co-ordination of the range of service they offer to businesses.
- 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.
- Develop a similar learning representatives approach with non-unionised companies which should lead to supporting the development of key workers particularly in SMEs.
- Ensure that 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.

- 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 and planning.

- To work with partners such as the Employment Service, Small Business Service and local authorities to develop packages of support to attract inward investment.

- To 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.

- To develop a series of messages designed to promote the benefits of learning to employers, which can be used by all partners.

- To work with partners to ensure that equality of opportunity is mainstreamed throughout all employer products and services.

- To promote equality of opportunity for learning for all the people of Lancashire.

- Publicly funded learning providers need to be more responsive to employers needs. Through the employer survey we know that employers are not training their workforce because they are confused with the various funding schemes, the plethora of agencies contacting them regarding recruitment and training and the wide variety in the available qualifications.

- There is a need to develop 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.

- Work closely with higher and further education institutions to influence the development and take up of foundation degree courses.

- Support the development of more appropriate, accessible and relevant management courses.

- Develop closer links with Education Business Link Organisations to improve, where possible, a greater employer prospective on the range of service they offer.

- We must develop better labour market information gathering and sharing systems and allied to this we need to create better linkages with National Training Organisations (NTOs) to enable us to build upon the sector plans of the North West Development Agency.

- Work closely with the Learning and Skills Council regional workforce development managers and the NWDA to agree lead Learning and Skills Council's for producing sector action plans.

- We will work with the Small Business Service to encourage better human resource planning within Lancashire businesses.

- Build on the Basic Skills Brokerage Service to assist employers address basic and key skills deficits.

- In managing the limited budgets available to the Learning and Skills Council Lancashire to provide interventions and grants we will continue to reduce the support to the public sector and larger employers and increasingly target resources at SMEs.

- To improve skills levels in Lancashire by maximising the impact of European Regional Development Funds, the Learning and Skills Council Lancashire's Local Initiative Fund and the regional Skills Development Fund.

- Work closely with work-based learning and further education providers to review their own training and development plans.

- To develop sectoral and geographic networks by:
- Drawing together all available labour market information and local, regional and national intelligence.
- Undertaking an analysis of the skill needs of the sector.
- Monitoring progress against the action plan and evaluate achievement.
- Mapping all networks, key partners and players within the sector including employers and trade unions.
- Leading discussions and agreements with all key players on the analysis and strategic priorities for the sector.
- Producing a sector action plan addressing the strategic priorities and detailing roles and responsibilities for implementation of the action plan.

6.3.7   Have we got it right?

We feel we have identified seven major challenges:

1. To raise the demand by employers for skilled people, to increase their skills investment and improve their workforce development capacity.

2. To develop and sustain sectoral and geographic networks.

3. To raise individual demand for skills and to raise individual achievement. Careers education and guidance will be an important dimension for adults.

4. To enhance opportunities for learning at work and through work.

5. To promote equality of opportunity for learning for all the people of Lancashire.

6. Building greater flexibility in Lancashire's labour and learning markets.

7. 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 and planning.

- Have we correctly identified the major challenges?
- Have we established the correct priorities and objectives?
- Will the actions we propose to take achieve our objectives?
- What else might be done?
- Are we correct on focusing on growth sectors?

The LSC is developing a measure of employer engagement to assess the investment in learning, which employers are making. We would welcome your views on what the measure should be and how we might best assess progress.

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 work with providers to deliver educational and training provision which meets local and learners' needs. It shows how the Council 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 will be to deliver the right combination of quality, flexibility and choice.

7.1.2   During our first year we will undertake a major assessment of learning provision in Lancashire which will inform our future contracting arrangements. 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.

7.2   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	75% (2000)
	Provisional target	85%
55% at Level 3 by age 19 (2000: 51%)	Current position	48% indicative
	Provisional target	52%

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

- To encourage those young people who have not achieved Level 2 to participate in learning 16-18.
- To support young people who have achieved Level 1 to progress to Level 2.
- 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, achievement and progression rates of all young people on Learning and Skills Council Lancashire programmes.
- To promote equality of opportunity for learning for all the people of Lancashire.

7.2.3   The Challenge

- Our annual rate of increase in Level 2 achievement for the past three years has been 0.75% and if this was to continue to 2004 it could be assumed we would only be at a 79.3% achievement rate. This falls significantly short of the National Target (see table 11).
- With 65% of school leavers entering full-time education, this is the largest sector who can contribute to the achievement of the Level 2 target. There is an urgency to improve the rates of progression from Level 1 through to Level 2 and beyond, whilst ensuring young people are undertaking learning that is relevant and does not exceed their ability. Actions to improve retention rates are critical to this process.
- Many schools and businesses value and are engaged in education business link activities and, as a result of this, pupil achievement is raised, motivation is improved, the National Curriculum is enhanced, key skills are developed, young people are prepared for the world-of-work and management and leadership in schools is supported. However, 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.
- Whilst there is a number of initiatives which aim to improve participation rates amongst the 15% of 16 year olds not in learning, there is still considerable work to be done.
- In Lancashire we have a significant proportion of young people living in areas of multiple deprivation where education and learning has a low value. As a result, many of these young people do not achieve a Level 2 qualification until aged 17 and 18.
- Currently funding systems only provide an education and training guarantee for young people up until their 19th birthday. Further learning may be prevented for financial reasons.
- In work-based learning Advanced Modern Apprenticeships, some programmes take longer to complete, such as engineering. This means that the young people are not achieving their qualification until they are at least 20 years old.
- As a consequence of these factors we are keen to retain the old national learning target of 60% of 21 year olds to have a Level 2 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

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

- We need to ensure that all young people are given the opportunity to realise their full potential regardless of gender, ethnicity, disability or geographic location.

7.2.4   What needs to be done?

We need to:

- Develop a coherent 14 to 19 framework which supports young people in making an effective transition to an appropriate post-16 option in order to improve participation and retention rates.
Work with partners to ensure a successful introduction of the Connexions Service in Lancashire and to develop a comprehensive support service for young people.
- Work with Connexions Lancashire and providers to identify excluded young people who could benefit and achieve within our learning environments and to ensure we have an appropriate range of opportunities.
- Work with Sector Skill Councils, Small Business Services and LSC workforce development advisers to assist in the identification of employers who recruit and do not train their young employees.
- Work with the Lancashire Education Business Link Organisations' Consortium to extend and enhance the range of education business link activities available across Lancashire. Ensure that the benefits of involvement are promoted to schools and businesses not currently involved so that all young people have access to high quality education business link activities which impact positively on their achievement, motivation, personal development and future employability.
- Develop effective systems to enhance the levels of progression from Level 1 to Level 2.
- Agree individual institutional targets of achievement for young people.
- Develop better learner support systems.
- 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.
- Develop effective systems to enhance the levels of progression from Level 2 to Level 3.
- Agree individual institutional targets of achievement for young people.
- Develop better learner support systems.
- Develop an ongoing tracking system which identifies those young people who have not achieved Level 2 and target them for continuing learning.
- Research and analyse poor Level 2 achievements across the range of providers and develop appropriate actions to improve achievement.
- Use the provider performance reviews to focus on specific weaknesses in NVQ achievement by provider, sector and area.

- Identify providers who deliver excellent NVQ performance and work with them and the Learning and Skills Development Agency to organise good practice workshops, including the development and dissemination of case studies.
- Develop a comprehensive and rigorous approach to evaluation, quality improvement and the identification and sharing of excellent practice.
- Work with our partners to ensure that all young people are given information on the full range of provision available regardless of gender, ethnicity, disability or geographic location.
- Work with our provider infrastructure to set challenging, yet realistic, targets for participation, retention and achievement in relation to gender, ethnicity and disability.

7.2.5   Have we got it right?

We have identified five major challenges,

1. Encouraging those young people who have not achieved Level 2 to participate in learning 16-18.

2. Supporting young people who have achieved Level 1 to progress to Level 2.

3. Encouraging employers who employ young people aged 16 to 19 to be involved in learning which leads to a Level 2.

4. To raise the retention, achievement and progression rates of all young people on Learning and Skills Council Lancashire programmes.

5. To promote equality of opportunity for learning for all the people of Lancashire.

- Are the Lancashire targets set at the right level?
- Have we correctly identified the challenges? If not what have we missed?
- Do you support the inclusion of a Level 3 target at age 21?
- Are the barriers we have identified the right barriers to achievement? If not are there other factors, which we need to consider?
- Are the actions we propose to take the right ones?

We have identified a number of priority target groups

- Are these the right target groups?
- How can we best prioritise these groups?

Are our proposed actions appropriate?

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 Provisional target	200.000 need support Reduction by 22,500
*% of adults at Level 2: Target to be set in next year's Plan	Current position Potential target	59% Not Available
52% of adults at Level 3 (2000 – 47%)	Current position Provisional target	44% (2000) 49%

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

- 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.

7.3.3   The Challenge

- We need to assess the implications for Lancashire of reducing the number of people nationally, with basic skills needs by 750,000 by 2004. It is anticipated that Lancashire will be expected to contribute a reduction of people with basic skills of 22,500. This is calculated on the basis that the county constitutes 3% of England's population.

Table 14 Estimates of population aged 16-60 with poor literacy and numeracy skills as a percentage.
Source: Basic Skills Agency survey

	Poor Literacy		Poor Numeracy	
	%	No.	%	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

	Poor Literacy		Poor Numeracy	
	%	No.	%	No.
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**

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

- 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.
- 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.
- 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.
- 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.
- As illustrated in the table below, within Lancashire there are significant variations in the percentages of adults with a 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.

Table 15 Adults with Level 2 qualifications by Lancashire district
Source: 2001 Lancashire Household Survey

District	%
SOUTH RIBBLE	73.3
RIBBLE VALLEY	70.9
FYLDE	66.4
PRESTON	64.7
PENDLE	63.3
LANCASTER	62.9
Lancashire Average	**58.8**
BLACKBURN	56.6
ROSSENDALE	56.2
WYRE	56
HYNDBURN	55.4
BLACKPOOL	53.8
BURNLEY	47.1
WEST LANCASHIRE	46.6
CHORLEY	44.8

- 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%.

- 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.

- 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 (to be defined).

Table 16 Percentage of working age 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%

- 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.
- The use of the developing ICT infrastructure and learning content should be maximised to support learner participation, retention, progression and achievement.
- All learners need access to high quality information, advice and guidance, particularly through stages of transition.
- We need to ensure that all adults are given the opportunity to realise their full potential regardless of age, gender, ethnicity, disability or geographic location.

7.3.4   What needs to be done?

We need to:

- Develop processes for collecting quantitative and qualitative data on basic skills provision and learner need.
- 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.
- Ensure the basic skills provision priorities people with the most acute needs.
- Co-ordinate and support local campaigns that challenge non-learners and existing learners to take up learning opportunities and services appropriate to their needs.
- Work with partner organisations and practitioners in the public, private, voluntary and community sectors on the development and implementation of the Learning and Skills Council Lancashire basic skills action plan.
- Encourage and support contextualised and embedded basic skills provision which meets the identified needs of learners.
- Commission action research to identify opportunities for improving the transferability of assessment tools and learning assessments.
- Set detailed local targets for our performance against the National Learning Targets in conjunction with the Lifelong Learning Partnerships.
- 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.
- 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 providers, 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.

- Encourage and support providers to seek new and innovative ways to enhance retention and achievement
- Support individuals in the workplace who are restricted from accessing higher level learning opportunities, particularly those with basic skills needs or language barriers.
- Develop a more robust analysis of barriers to achievement and progression facing specific client groups e.g. returners, offenders, etc.
- Develop robust systems of measuring progress, learner achievement and other positive outcomes that do not result in nationally recognised qualifications.
- Improve the availability of initial information, advice and guidance and maintain support in order to help people in learning and increase opportunities for progression into further learning and employment.
- Simplify the systems of accreditation so that employers can devise internal employer assessments.
- Simplify the access to qualification for employers.
- Promote the benefits of qualifications to employers and employees.
- work with learning providers and partners to further develop the potential of learning technologies and to increase the take-up of UfI learndirect and other online learning provision.
- Provide appropriate and adequate learner support to those engaged in e-learning.
- Provide effective and appropriate information, advice and guidance services to all learners.
- Work with our partners to ensure that all adults are given information on the full range of provision available regardless of gender, ethnicity, disability or geographic location.
- Work with our provider infrastructure to set challenging, yet realistic, targets for participation, retention and achievement in relation to gender, ethnicity and disability.

7.3.5   Have we got it right?

> We have identified three major challenges:
>
> 1. Addressing the needs of adults requiring basic skills support.
>
> 2. Raising skill levels by increasing the number of adults with recognised qualifications at both Level 2 and Level 3.
>
> 3. To promote equality of opportunity for learning for all the people of Lancashire.
>
> - Have we correctly identified the challenges? If not what have we missed?
> - Should we be establishing additional local measures and targets?
> - Are the barriers we have identified the right barriers to achievement? If not, are there other factors, which we need to consider?
> - Are the actions we propose to take the right actions?

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

- 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.

7.4.2　　The Challenge

- To improve the range, quality and responsiveness of education and training provision in Lancashire.
- To ensure that provision is meeting current and future employer needs and directly addressing skill gaps and shortages.
- To reduce the number of providers who, at inspection by ALI/OFSTED, are judged to have provision, which is less that satisfactory (grade 4 or 5).
- To reduce under-representation by gender, ethnicity and disability across the range of work-based learning and specifically in Advanced Modern Apprenticeships.
- To raise the quality of education and training and user satisfaction by working with providers in a partnership based on a mutual, open, honest and constructive relationship.
- To support voluntary and community organisations in developing their capacity to become recognised providers of adult learning.

7.4.3　　What needs to be done?

We need to:

- Encourage and support bids for Centres of Vocational Excellence within our provider infrastructure.
- Encourage providers to develop close links with business partners and other employment interests and communities.
- Support, appraise, influence and approve provider strategic plans, self-assessment reports and development plans.
- Target mainstream funding in relation to sector, occupation and learning activity to meet the needs of all learners.
- Work in partnership with providers to influence the relevant and appropriate use of capital funding in FE.
- Target the use of the standards fund in both FE and work-based learning to drive continuous improvement.
- Undertake local research and marketing activity which informs the development of

provision and its responsiveness to individual learner needs.

- Embed Curriculum 2000 and key skills delivery where appropriate within our provider infrastructure.
- Ensure we have the ability to deliver appropriate support to learners with learning difficulties and/or disabilities, including those at residential establishments.
- Work in collaboration with the inspectorates to support the inspection process, including the provision of appropriate information and data.
- Support local partnerships to prepare for and respond to area inspections, particularly those areas that will be targeted before the end of 2002.
- Ensure inspection results inform our judgements in the cycle of provider performance reviews and drive the continuous improvement agenda.
- 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.
- Use leaver satisfaction data following the national survey implementation to analyse responsiveness of provision to the needs of young learners.
- 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.
- Ensure effective contract management approaches with providers are established and maintained based on a mutual, open, honest and constructive relationship
- Develop an effective communication strategy to include the exchange of information and widespread consultation so that we can influence the delivery of learning opportunities.

7.4.4   Have we got it right?

We have identified three major challenges:

1. Ensuring the local infrastructure meets the needs of individuals, employers and communities.

2. Raising the standard of teaching and learning in Lancashire, promoting a culture of continuous improvement.

3. Incorporating learner feedback into quality improvement and raising learner satisfaction levels.

- Have we correctly identified the challenges? If not what have we missed?
- Should we be establishing additional local measures and targets?
- Are the barriers we have identified the right barriers achievement of quality? If not, are there other factors which we need to consider?
- Are the actions we propose to take the right actions?

7.4.5   What do you think?

> • Given the baselines we have established, have the Lancashire targets been set at the
>   right level. If not, do you think they are too stretching or not stretching enough?
> • Should we be establishing additional local impact measures and targets?
> • Are the barriers we have identified the right barriers to achievement? If not, are there
>   other factors which we need to consider?
> • Are the actions we propose to take the right actions?
> • Do we need action in other areas?

8.   Measuring progress towards the targets

To be added when national baseline data is available in November.

9.   Our Equality and Diversity Strategy

9.1   Introduction

9.1.1   The Learning and Skills Council has a fundamental commitment to ensuring 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.

9.1.2   The strategic objectives for equality and diversity will integrate with the national objectives
for participation, skills and learning.

9.1.3   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.

9.1.4   Lancashire has a diverse and rich mixture of people who make up our local communities and
one of our first challenges will be to understand their make up and identify where our key
equality gaps exist.

9.1.5   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.

9.2   Our Four Key Challenges for Equality and Diversity

9.2.1   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 develop ourselves as an equal opportunities employer.
- To develop ourselves as a champion of equality and diversity.
- To embed equality principles into all our policies, programmes and actions.
- To report on progress towards our actions for achieving equality.

9.3   As an employer we need to

- Show clear organisational commitment to equality and diversity which is reflected at all levels within our organisation.
- Develop a equality and diversity strategy and policy that shows 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.
- Conduct an equality audit of our staffing profile an action plan to ensure we represent the local communities we serve.

9.4   As an Equality Champion we need to

- Establish a range of partnership working with key agencies such as local authorities, Connexions, adult IAG service, Learning Partnerships, Youth Service, Social Services in order to address cross-agency equality issues of common concern.
- Identify ways of challenging discrimination and stereotyping among employers.
- Promote equality and diversity, challenge discrimination and stereotyping amongst providers and employers and encouraging them to take positive steps to widen participation among under-represented groups.
- Benchmark the equal opportunities performance of our providers and publish comparative data disaggregated by gender, ethnic group, age and disability.
- Ensure support funding arrangements promote equality and do not disadvantage any groups.
- 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.
- Develop learning programmes and resources and materials which take account of the different characteristics and needs of learners from different ethnic and social backgrounds.

9.4   Through Monitoring and Evaluation we need to

- Develop management information systems which adequately collect, analyse and inform our provision in relation to parity of equality in participation, retention and achievement.
- Set challenging and realistic targets for our provider infrastructure with clear monitoring and reporting procedures.
- Develop our provider infrastructure supporting progress and identifying exemplary practice and disseminating across our area.

9.5   Have we got it right?

We feel we have identified four key challenges,

1. To develop ourselves as an equal opportunities employer.

2. To develop ourselves as a champion of equality and diversity.

3. To embed equality principles into all our policies, programmes and actions.

4. To report on progress towards our actions for achieving equality.

- Are our key objectives adequate to promote equality and diversity?
- If not what have we missed?
- Should we be establishing additional local measures and targets?
- Are the actions we propose to take the right actions?

We will be producing a separate equality and diversity strategy that will examine in greater detail the context, priorities and actions the Learning and Skills Council Lancashire will be undertaking.

10. Building Effective Cross Agency Strategic Plan

10.1 Strategic Planning Process

10.1.1   The publication of our local strategic plan for Lancashire will mark a significant step in the national and local strategic planning process. This section describes both the national and local timetable and the actions we have taken and intend to take to ensure that effective communication and consultation on the plan occurs.

The main milestones in the process are:
Table 17 Strategic Planning process timescale

Date	Strategic Planning (to 2004 & 2005)	Business Plans (to 2003)
Nov 2000	Remit letter to the LSC issues by the Secretary of State	Annual guidance/budget 01-02
February 2001	LSC Lancashire Board identifies key issues and challenges for Lancashire	
March 2001	National draft Corporate Plan to external consultation	
April 2001	Launch event of the LSC Lancashire	
June 2001	10 Consultation events with key stakeholders – 400 attendees from 250 organisations on developing the Local Strategic plan for LSC Lancashire	
July 2001	National Corporate Plan (Strategic Framework to 2004)	
August 2001	LSC Lancashire circulates: National Corporate plan Local consultation report	National Business Plan for 01-02 and LSC Lancashire Business Plan for 2001/02 published and circulated to key partners and stakeholders
September to October 2001	LSC Lancashire draft Local Strategic Plan developed	Development of Local Business plan for 2002/03
October 2001	LSC Lancashire Board approves Local Strategic plan for consultation	
November 2001	Consultation on the Local Strategic plan for LSC Lancashire	Annual Guidance Budget 2002-2003
December	LSC Lancashire submits Corporate plan to national office	Annual guidance and budgets for 2002/2003
January to March	Finalisation and publication the Learning and Skills Council Lancashire Strategic plan	

10.2   Bringing together Local and National Planning

10.2.1   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, careers services and LEAs. We have also sought to reflect the emerging priorities of the Lancashire Connexions Service.

10.3   Relationships with key partners

10.3.1   The Learning and Skills Council Lancashire has 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 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.

10.3.2   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 LSC's 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.

10.3.3   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:

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

10.3.4   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:

- College principals' forum.
- Learning Partnerships.
- Work-based learning providers' forum.

10.3.5   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 with:

Table 18 Strategic Partnerships

North West Development Agency	Local Education Authorities	Lancashire Connexions Service
Higher Education Institutions	NTOs	Government Office North West
East and North & West Lancashire Learning Partnerships and their network of sub-groups	Information Advice and Guidance networks	LEBL Organisations' Consortium
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	Lancashire West Partnership
Career Link	Chambers of Commerce	Councils for Voluntary Services
University for Industry (Regionally and Hubs)	East Lancashire Careers Services Ltd	Employment Service
Local Strategic Partnerships in each of the 14 local district or unitary authority areas	Lancashire Co-operative Development Agency	Asian Business Federation (East Lancashire)
Learndirect Hubs for East and North & West Lancashire	Lancashire Engineering Partnership	Business Link East Lancashire and North & West Lancashire

10.4   Maximising our contribution to economic development and regeneration

10.4.1   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 LSC Lancashire is expected to be a member of the emerging local strategic partnerships and is already a board member of numerous regeneration partnerships.

10.5   Maximising the Impact of national and regional European Funding

10.5.1   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.

10.5.2   The challenge is to ensure that:

- A better match between needs and European funded project activity is achieved.
- Disadvantaged communities and individuals are better served.
- Better synergy is achieved between mainstream funding and European Regional funds.
- Added value is maximised and duplication and overlap avoided.
- There is greater coherence between funding streams with minimal bureaucracy.

10.5.3   We will achieve this by:

- Gaining co-finance status for Objective 3 funding.
- Consulting widely with potential delivery organisations and beneficiaries of European regional funds on our co-finance plans.
- Establishing a co-finance steering group made up of key stakeholders.
- Working closely with other north west LSCs and other co-finance organisations.
- Participating in regional and county management groups and working groups.
- Effectively engaging with the lead organisations administering the ERDF Objective 2 Action Plan.
- Actively engaging with and participating in local strategic partnerships and Single Regeneration Budget boards.

10.6   Driving our Learning Strategy – The Local Initiative Fund

10.6.1   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.

10.6.2   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.

- Education Business Links and partnership support.
- Raising achievement of those currently at a disadvantage in education and training through action to promote equal opportunities.
- Tackling disaffection and disengagement.
- Expanding adult and community learning.
- The Learning and Skills Council's contribution to the national strategy for neighbourhood renewal.
- Carrying forward workforce development.
- Childcare activity.
- Enhancing the impact of our mainstream funding.

10.7   Consulting on our local strategic plan

10.7.1   If we are to achieve our objectives it is vital that we establish broader ownership and commitment to our local strategic plan. To do this effectively it is important that we consult with a wide spectrum of organisations and individuals to ascertain their views on our national and local priorities and challenges. We have already undertaken a series of 10 consultation events and the information we received at these events has shaped the style, format and content of the local strategic plan to date. We envisage that the next phase of our consultation process will also shape the final plan.

10.7.2   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.

10.7.3   Over 1,000 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. Table 25 below indicates the sectors represented at the consultation events.:

Table 19 Consultation Event Delegates

28% were from Community & Voluntary	9% from Private Companies
13% from Local Authorities	5% from Careers Services
12% from Training providers	5% from Youth Services
11% from Schools	4% from Local Partnerships
10% from Further Education Colleges	3% from Employment Services

10.7.4   Further consultation on the content of this local strategic plan will take place during November 2001. This draft document has been distributed to all attendees of the first consultation events and also to other strategic partners and stakeholders for comments and approval.

10.7.5   The senior management team will be liaising with key strategic partners including colleges, learning providers, Government Office for the North West, the North West Development Agency and others to obtain their written endorsement of the plan. Other partner organisations can comment on the plan through fax, e-mail and letter.

10.7.6   A series of focus groups will also be established which embrace learners, non-learners, young people, adults, employers, representatives from minority ethnic communities and disabled people to ensure the local strategic plan is relevant and inclusive.

10.7.7   The Learning and Skills Council Lancashire will make a significant and effective contribution to wider social and economic regeneration through our active involvement with local strategic partnerships, existing single regeneration boards and economic development partnerships. The local government map in Lancashire is complex with 14 district authorities, two unitary authorities and a county council. There will be 14 local strategic partnerships and by agreement with partners we will be represented by senior managers.

10.7.8   Wherever possible the LSC will help to ensure that the learning participation and skills agenda is addressed through existing networks utilising the two Learning Partnerships and their network of sub-groups to address specific issues and developments.

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 board 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 of the board 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 interim chairman is also chairman of the North and West Lancashire Small Business Service and the chair of Runshaw College.

Table 20 Learning and Skills Council Lancashire Board

John Oliver OBE (Interim Chair) 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 Area West Careers Service Ltd (CareerLink)
Mr Reginald Chapman OBE Principal & Chief Executive, Blackpool and the Fylde College	Mr Steve Johnson Employment Service District Manager, Preston and The Fylde	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	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	Ms Kath Reade Chair of the East Lancashire Health Authority Board Member North West Development Agency
Mr Nigel Burke Director, Government Office for the North West	Mr Ray McManus Senior Industrial Organiser, TGWU NW	Mr Steve Weaver Executive Director Blackburn with Darwen Borough Council
Mr Tony Gill CBE Training and Enterprise Consultant		

11.2   Board Sub Groups

11.2.1   The board has established three standing sub groups to ensure that the interests of the three major client groups of the LSC: 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 21 Youth Services Board Sub Group

Karen O'Donoghue (Chair)	Steve Weaver
Jeff Cowburn	Viv King (Director of Access and Particpation)
Kath Reade	David Williams (Director of Learning Services)

- To advise and assist the Learning Skills Council Lancashire board 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/careers services, schools, colleges, work-based learning providers, local authorities and others.

11.2.3   Adult Services Sub Group Terms of reference

Table 22 Adult Services Board Sub Group

Hazel Harding (Chair)	Tony Uden (Co-opted member (NIACE))
Janice Parker (Deputy Chair)	Andy Fawcett (Director of Strategy & Planning)
Alyson Malach	Viv King (Director of Access and Participation)

- 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 board as a whole.
- Ensuring that issues relating to adult learning are considered by the board when necessary.
- Better enabling the board 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 Board Sub Group Terms of reference

Table 23 Workforce Development Board Sub Group

Tony Gill (Chair)	Ray McManus
Malcom McVicar (Deputy Chair)	John Oliver
Derek Hall	Dave Cresswell (Director of Workforce Development)
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, NTOs 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 Board Sub Group Terms of reference

In addition a board 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 24 Compliance and Audit Board 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	The executive secretariate Gill Winward & John Drury (Directors of Corporate Services)
Alyson Malach	

Advising the executive director and board 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   Managing the Control of Risk

11.3.1   It is the intention of the organisation to use control risk self-assessments as a tool to assist us in undertaking a comprehensive assessment of the risks which we face as an organisation and which may inhibit our ability to deliver our strategic objectives.

The Board Compliance and Audit sub-group will oversee the process of Risk Assessment and action planning for each area of the business.

11.4   Maximising Organisational Capability and Operational Efficiency

11.4.1   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.

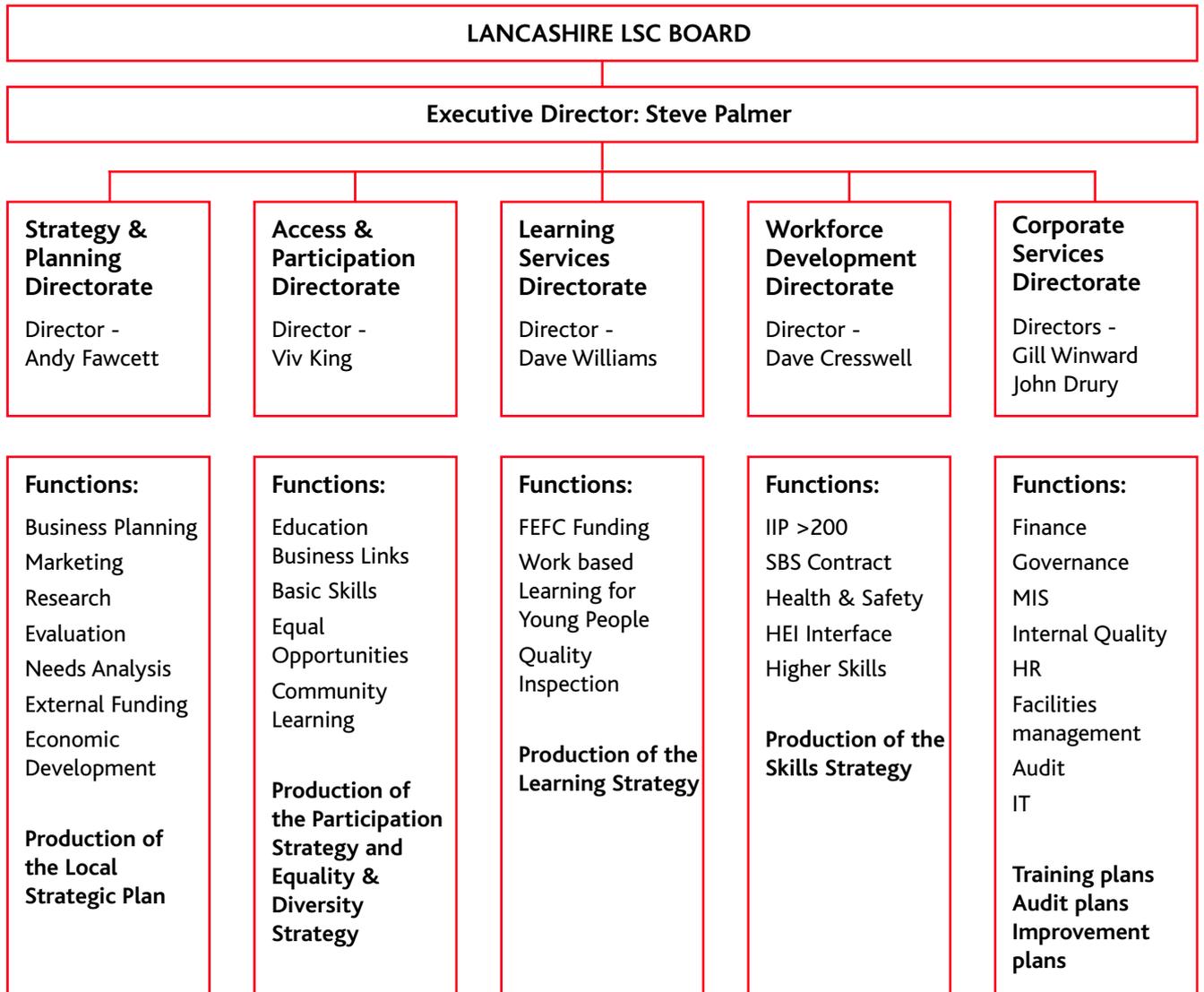11.4.2   This will be achieved by:

- Continuously developing our staff and achieving the Investors in People standard.
- Ensuring staff are effectively briefed on national policy developments and are able to support the provider network.
- Allocating clear responsibilities and accountabilities and communicating these to stakeholders.
- Strictly controlling staffing levels and administrative expenditure.
- Operating effective internal quality improvement mechanisms including:
  - Business Excellence Model (EFQM).
  - A formal complaints procedure.
  - Effective control of risk.
  - Effective operating procedures.
  - Comprehensive health and safety procedures.
- Developing our financial and audit systems.
- Maximising the use of information and communications technologies including
  - Development of a local website.
  - Maximising the use of electronic transfer of data.
  - Simplifying learner records in respect of European funding.
- Applying the highest standards of corporate governance.
- Allocating the Local Initiative Fund and European co-finance funds through a process of competitive bidding.
- Following national guidelines we shall select local suppliers of services to the LSC Lancashire through a process of open tender where applicable.

11.5   Learning and Skills Council Lancashire Organisational Structure

11.5.1   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 below and includes summary information on the key responsibilities of each of the five directorates.

11.5.2   Three of the directorates have lead responsibilities in respect of our key learning markets and for taking lead responsibility for the three linked strategies.

- Access and Participation: Adults and the participation strategy
- Workforce Development: Employers and the skills strategy
- Learning Services: Young People and the learning strategy

LANCASHIRE LSC BOARD

Executive Director: Steve Palmer

Strategy & Planning Directorate	**Access & Participation Directorate**	**Learning Services Directorate**	**Workforce Development Directorate**	**Corporate Services Directorate**
Director - Andy Fawcett	Director - Viv King	Director - Dave Williams	Director - Dave Cresswell	Directors - Gill Winward John Drury

Functions:	**Functions:**	**Functions:**	**Functions:**	**Functions:**
Business Planning	Education Business Links	FEFC Funding	IIP >200	Finance
Marketing	Basic Skills	Work based Learning for Young People	SBS Contract	Governance
Research	Equal Opportunities	Quality Inspection	Health & Safety	MIS
Evaluation	Community Learning		HEI Interface	Internal Quality
Needs Analysis		**Production of the Learning Strategy**	Higher Skills	HR
External Funding	**Production of the Participation Strategy and Equality & Diversity Strategy**		**Production of the Skills Strategy**	Facilities management
Economic Development				Audit
				IT
Production of the Local Strategic Plan				**Training plans Audit plans Improvement plans**

Glossary

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

Learning+Skills Council

Lancashire