

LSC Draft Workforce Development Strategy to 2005

A policy statement and guide for national and local LSCs and their partners
For consultation May 2002

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LSC Corporate Plan workforce development objectives to 2005

- To increase participation of adults in learning
- To increase employer engagement in training and workforce development
- To raise skill levels for individual employability and national competitiveness.

To achieve these objectives we will implement the following structural changes:

- Create a demand-led system by raising demand from employers and individuals and increasing their purchasing power
- Improve supply and support capacity
- Establish the right framework of information, qualifications and partnership
- Measure progress through shared accountabilities and common targets.

We will evaluate the extent to which our workforce development 'offer':

- fully matches current employment needs;
- matches the estimated future needs of employers and individuals;
- offers a high quality coherent delivery network of integrated provision;
- is capable of sustaining skills to retain existing business and employment, as well as enabling rapid response to threats and opportunities;
- delivers flexible learning;
- meets both employer needs and individual needs through simple, robust assessment and certification, including progress below a full Level;
- attracts new and returning learners with low starting skills and gets most of them to at least Level 2;
- brings into learning and the employment individuals from groups often excluded from learning and employment;
- gives incentives to skills critical to local economic success, with a strong sectoral and/or occupational focus;
- draws in employer and individual contributions into flexible, co-funded training which encourages retention, completion and success.

By 2005, LSC plans to have implemented the following structural changes:

Creating a demand-led system

We will have raised individual and employer demand by:

- a demonstrating and supporting increased rates of return;
- b managing active promotional campaigns backed by improved information, advice and guidance to employers and individuals.
- c removing barriers and creating financial incentives for achievement.

Improving supply and capacity

We will have improved supply and capacity of workforce development training and assessment by:

- a developing a coherent, demand-led fees and funding system which encourages employer and individual contributions, and gives suppliers incentives for success
- b improving quality
- c building capacity, flexibility and relevance
- d integrating workforce development support and business support for employers, including management and leadership in small organisations.

Establishing the framework

We will have established a better framework by:

- a improving quality and use of labour market information and analysis
- b improving the match between qualifications offered, and employer and individual needs
- c setting clear partnership frameworks for national, regional and local collaboration
- d taking account of the wider educational policy agenda
- e widening participation, supporting equal opportunities and diversity

Measuring progress

We will have established common measures of success by:

- a developing shared accountabilities, measures and targets across Government, agencies and key partners, linked to public funding, regulatory measures, entitlements and tax incentives;
- b developing a shared measure of employer engagement in training and development, including Investors in People;
- c evaluating and deriving lessons from an extensive programme of sectoral, structural and local pilots linked to the above agenda, and setting new benchmarks.

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[Chairman's Foreward]

The Consultation Process

A number of relevant LSC policy committees¹ have been engaged in the development of this consultative draft, which we now publish in order to:

- enable us to consider and incorporate further comments and feedback from **colleagues across LSC locally and nationally, and our key partners**;
- provide an initial framework for local workforce development planning and contracting in the interim of the publication of LSC Operations Guidance² for workforce development planning;
- consider and develop levers, methodologies and national models to guide delivery against the policy context;
- align the development and publication of the strategy with the recommendations of the PIU's second report on workforce development³; and
- amend the draft to take account of the outcome for LSC of the Government's spending review.

The LSC Operations Guidance for Workforce Development 2002-03 has been issued in draft, and contains guidance on the production of LSC local workforce development plans. It is important that we use this evolving strategy as an opportunity to broaden the contractual basis for activity in line with the strategic direction of workforce development. As such this draft strategy contains a degree of operational detail, which we would expect to form the basis of more detailed operations guidance to be published alongside a refined version of the strategy.

We welcome your general comments on this draft strategy, but particularly views on the following issues:

- If we can achieve the structural changes set out in this strategy, will we be in a position to raise the skill levels of the adult workforce and deliver sustainable economic success? What factors will prevent us implementing these structural changes?
- Is our main approach of engaging adults in learning via employers the right one?
- What steps can we take to effectively engage employers, particularly SMEs, that are so far disengaged?
- How best can we engage adults from groups often excluded from workforce development, for example those from some ethnic minority groups, those with physical or learning disabilities, older people etc?
- How can we best develop and sustain effective delivery partnerships?
- How can we best support providers in delivering the workforce development agenda?
- Do you have examples of local best practice or innovation that would support the implementation of this strategy and could inform the final version?

Please respond to us using the response form at Annex 10. The deadline for responses is **21 June 2002**. In addition to submitting written responses, we intend to hold a series of regional consultation workshops for local LSCs and partners during May and June 2002. We then expect to publish a final version of the LSC Workforce Development Strategy by September 2002.

¹ See annex 5 for detail of the main LSC policy committees engaged in the production of this strategy

² Draft rewrite of Operations Guidance for 2002/03 Workforce Development: April 2002 was issued to local LSCs w/c 22 April 2002 to support local contracting. This is available for local LSCs on the LSC intranet at: www.lsc.gov.uk/intranet/survivalguide_category.cfm?categoryId=26

³ In Demand: adult skills for the 21st century – putting the vision into practice, forthcoming (working title)

Context

- 1 The LSC Corporate Plan to 2004, sets out our vision: **'By 2010, young people and adults in England will have knowledge and productive skills matching the best in the world'**.
Building on that statement, the Performance and Innovation Unit (PIU) report⁴ aims that by the same year the UK: **'will be a society where Government, employers and individuals actively engage in skills development to deliver sustainable economic success for all'**.
- 2 These statements of intent are the starting point of this workforce development strategy. The document is intended to show how the Learning and Skills Council (LSC), locally and nationally, will secure the skills to make individuals employable, employers competitive; and the nation successful.
- 3 This final strategy will set out how the LSC will deliver its large ambitions to transform the skill levels of adults in the workforce, setting measurable objectives for 2005 and listing specific priority actions for 2002. It serves three purposes:
 - it is targeted **directly at all those within LSC itself** – national and local Council and Committee members, and the 5,000 staff – who have to steer the relevant budgets and deliver our corporate objectives;
 - it is also aimed at our **key partners** – the Business Links with which we contract; the employer groups and Sector Skills Councils⁵ (SSCs) who set our demand agenda; the training providers whom we fund to supply it; the Regional Development Agencies (RDAs) with whom we will deliver frameworks for regional skills action; and the other key national, regional and local stakeholders whose interests we serve;
 - finally, the document is the LSC response to, and undertaking to implement, the main thrust of the PIU's first report. It therefore addresses the **PIU and Government**, and declares our commitment to deliver with them and other partners a demand-led, flexible system which will deliver higher investment in adult workforce skills.
- 4 We take our definition of workforce development from the PIU: **'Workforce development consists of activities which increase the capacity of individuals to participate effectively in the workforce, thereby improving their productivity and employability.'**
- 5 We take 'employees' to mean individuals in the workforce that are economically active, be that on a self-employed, freelance, contractual or voluntary basis, in addition to those employed in the more traditional sense by a company

or organisation. The strategy also addresses those that may be seeking employment.

- 6 However, we recognise that if we are to deliver the skills required to increase competitiveness, we must also consider our links to schools and higher education.
- 7 This strategy covers the three years to March 2005, the same timescale as the 47 local plans and the rolled-forward Corporate Plan. At the same time it has a specific focus on action to be taken during 2002-03 financial year, and as such we are developing the Operations Guidance for Local LSCs in conjunction with this strategy; thereafter annual updates will reflect the changing funding and policy context; in particular, next year's update will enable us to take full account of the outcome for LSC of the Government's spending review and the recommendations of the PIU's second report, as well as the implementation of local LSC workforce development plans.

Background data⁶ : focusing workforce development activity

- 8 The working age population of England (age 16-64 not in full-time education and training) is some 29.3 million. The workforce comprises the 80% of these, 23.2 million, who are either in work or seeking work. Of these, 82% are employed; 12% are self-employed; and 6% are seeking employment.
- 9 The challenge for the LSC is to address the skill needs of each of these groups in the workforce, and the other 6 million economically inactive people who might join or rejoin it if they had the right skills. At the same time we have to address the derived skill needs of 1.9 million employers, large and small. The falling number of employees per employer (on average 11 now, compared with 16 in 1992) highlights the growing role of micro businesses and SMEs in the labour market. The evidence shows clearly that small employers, though responsible for much innovation and growth, have a very low propensity to train.
- 10 The great opportunity for the LSC is the very low proportion of the working age population which actually participates in learning at all. 16 million adults – more than half the population – have not undertaken any learning during the past three years, let alone acquired any form of qualification. See Table 1:
- 11 This analysis indicates the scale of the opportunity for LSC, locally and nationally.
- 12 Whilst we must maintain our focus on meeting targets to raise the participation and achievement levels of young people, we need also to develop new ways of targeting

⁴ Performance and Innovation Unit: In Demand: Adult Skills in the 21st Century (27 November 2001)

⁵ Following the Government review of the NTO Network, the new network of SSCs is currently being established (see www.ssd.org.uk), a number of NTOs will continue to carry out certain essential functions and as such LSC will need to work in partnership with both during this transitional phase. Therefore we refer to NTOs/SSCs

⁶ Data sources: Labour Force Survey, Annual Employment Survey; Annual Business Inquiry

adults in the workforce who are not engaged in learning, and develop effective ways of drawing in significant employer, individual and community contributions. This document explores how we might set about doing that.

13 The LSC budget for adult (post-19) skills and learning totals some £2.5 billion. This sits alongside, but does not engage systematically with, even larger sums spent by employers. The Learning and Training at Work survey shows that employers spend more than £20 billion on training (including the wage costs of trainees), yet very little of this finds its way into the formal courses provided by colleges and other LSC-approved providers. In the last year of FEFC it was estimated that less than 7% of the sector's income came from fees paid directly by individuals or their employers. Until now, therefore, public funding budgets and the provision they fund, have not meshed sufficiently well with the needs of employers or individuals.

14 Currently, our workforce lags far behind the best in the world, and far below where we need to be to achieve our vision for 2010. In terms of basic skills, some 7 million within the workforce have significant difficulty with literacy and numeracy. A further 3 million lack the benchmark Level 2 qualification, which broadly correlates with sustained employability. A further 8 million lack a qualification at Level 3, which broadly correlates with technical, professional or managerial competence. Without a richer mix of these skills at all three levels, the UK workforce will remain comparatively unproductive. It is in labour productivity, much more than in capital investment, that our economy most clearly lags that of our main competitors – 45% behind the United States, 18% behind France and 11% behind Germany.

15 The key message of this strategy is that LSC intends to **think boldly and radically about workforce development**. To date, it has often been seen a peripheral activity, mainly limited to promoting specific products including Modern Apprenticeships and Investors in People, and not really meshing with the rest of the LSC's agenda. But given the above analysis, LSC must now engage with workforce development on a much broader front. Achieving the LSC's statutory remit to transform adult skills requires integration of the specific budget labelled workforce development (£55 million) with the wider budgets totalling £2.5 billion for adult skills through work-based, further education and other routes. Integrating them would secure a training offer which more closely matches the needs of employability and productivity, alongside improving individual opportunity and social inclusion. Success would be evidenced by the outcome: a much larger proportion of the workforce achieving relevant skills based on the specific needs of different groups, at lower unit cost to LSC than existing routes, but without risk to quality.

16 The Corporate Plan sets a target of a five percentage point increase in attainment by adults at Level 3 between December 2000 and December 2004. We expect to set roughly similar goals at Level 2. Five percentage points equates to 1.6 million more adults. Roughly two thirds of these will come from the projected richer mix of qualified young people entering the workforce. The other third of the gain must come from **adults already in the workforce**. We cannot rely on so many additional adults finding an individual route back to colleges or distance learning. The best strategy will be an **employer-led** one. This paper describes techniques which will help us expand employer demand, rapidly but cost-effectively, and deliver the supply to meet it, at lower unit cost to the state and with greater benefits to all the parties involved.

From Corporate Plan objectives to Performance and Innovation Unit and HM Treasury proposals

17 The LSC Corporate Plan⁷ set three key objectives relevant to the adult workforce:

- To increase participation of adults in learning;
- To increase employer engagement in training and workforce development;
- To raise skill levels for individual employability and national competitiveness.

18 In November 2001 the PIU published its first report⁸ on the reasons for the low skill levels of the UK workforce. It proposed a programme of linked structural changes, which LSC considers to be consistent with our Corporate Plan objectives above. The PIU grouped them under three headings:

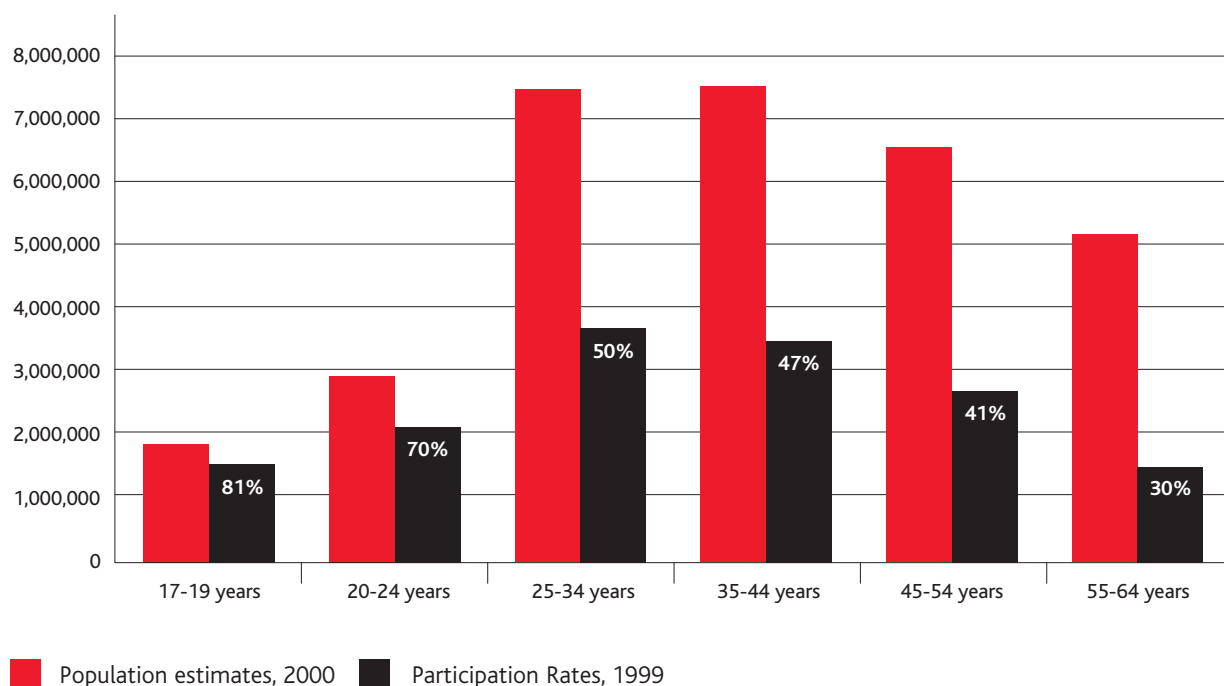
- Creating a demand-led funding system, raising demand from employers and individuals and increasing their purchasing power;
- Improving the training supply;
- Improving the framework by putting in place better labour market intelligence; a better match between qualifications and employment needs; and sharing accountability for targets.

The second report of the PIU (expected this summer) will focus on implementing, with key stakeholders, the structures proposed in its first report.

19 HM Treasury published Developing Workforce Skills: piloting a new approach in April 2002 to set out Government's commitment to improving productivity and enterprise by developing the skills of the workforce. It sets out an

⁷ LSC: Corporate Plan: Strategic Framework for 2004 (July 2001)

⁸ Performance and Innovation Unit: In Demand: Adult Skills in the 21st Century (November 2001)

Table 1: Participation in Education & Training within England by Age Groups (last 3 years)

Source: Mid Year Population Estimates, ONS 2000. Participation in Education and Training by Age Groups: Sargant, (2000)

approach to workforce development which involves shared responsibility on the part of government, employers and individuals (see section 62 below). LSC, PIU and HMT are working closely on the development and implementation of these approaches and consider them inextricably linked, rather than duplicating or contradictory.

priorities for 2002. A summary chart is provided at Annex 1.

20 The responsibility for taking forward these major structural changes now rests with Government as a whole. The largest responsibility lies with LSC, as the public agency with the statutory remit, budget and capacity to achieve change. Of course LSC cannot achieve change alone, and will need to work in closely defined partnership with other public and private agencies - but it can be the catalyst, the convenor and the co-ordinator for many of the more complex activities which need to be undertaken. Much of the rest of this strategy sets out our proposals for how we will exercise this responsibility.

21 The sections following describe the large changes to be achieved over the period to 2005 and then to the end of the decade: but in this draft we also focus on some

1

Creating a demand led system



Creating a demand-led system

Demonstrating and supporting increased rates of return

- 22** The PIU report confirms that a distinguishing feature of the UK is the relatively low demand for skills by employers. We intend a systematic approach to remove barriers of all kinds to employer-secured or employer-stimulated training. Perhaps the main barrier is that employers need to be convinced that there is a sufficient direct rate of return on such an investment, and conversely that there is a negative impact of failing to do so or of poor management⁹. Likewise individuals need to believe that improving their skills will help them get and retain a job and progress within or beyond it. We need to demonstrate that learning is a valuable experience, including to those that feel discriminated against when attempting to enter employment even after undertaking learning. Therefore a key priority for us is to move the focus of the skills debate towards employers, employment and employability. That in turn means a major effort to get employers and managers to look at their skills and human resource needs as a whole, carry out regular analyses of skill strengths and gaps, conduct annual staff appraisals, and take action.
- 23** Given that the UK adult skills performance is relatively poor, what are the key obstacles on the demand side? The PIU report noted that employers do train to short courses and to meet statutory obligations, but there is only patchy willingness amongst employers to invest in training to generic qualifications. In essence those employers who invest little or nothing in such training do not perceive a sufficient rate of return; hence they do not encourage or reward individuals to achieve such skills and neither side perceives a sufficient return on the investment. If the LSC is to change the motivation and behaviour of employers and individuals we would have to demonstrate a high rate of return for training to transferable skills – and indeed, would have to raise that rate of return above current levels, whilst ensuring the quality and responsiveness of qualifications and the curriculum.
- 24** Some previous efforts by Government to persuade employers to train have been over-generalised, tending to argue that acquiring more skills is a general good in which all should invest, almost regardless of the immediate business rationale. Clearly the case for workforce skills needs to be directly related to the specific needs at the time of the employer and the individual, if it is to engage their own investment in cash and time.
- 25** One effective way to demonstrate and stimulate employer
- demand is through a whole business, whole workforce analysis of the employer's skill assets, designed to identify the specific, targeted involvement in training and skills development which will benefit the employer's business. We also need to work with partners to develop effective support mechanisms which will meet these needs.
- 26** Over the past decade, the Investors in People (IIP) Standard has been one of our most successful tools to encourage employers to undertake a whole-workforce assessment of their skills needs. IIP has achieved substantial market penetration, and LSC is confident that with sustained effort and some new measures (outlined below) we can reach the December 2002 targets we have inherited (namely 45% of larger employers and 10,000 smaller employers achieving the IIP Standard). LSC contracts (normally with the local Business Link), or directly delivers itself, the marketing and promotion of Investors, and we remain strongly committed. We have recently agreed at national level a 20-point action plan to secure and improve the delivery of Investors through LSC and its contracting partners, especially amongst smaller employers; a summary is at Annex 4.
- 27** Marketing and delivering IIP has high unit cost to LSC. We shall need to reduce these unit costs via a range of innovative approaches, for example the use of distance and web-based software in support of individual advice and assessment. The 'Laurel Online®' software, owned by the Secretary of State for Education and Skills and being taken forward by LSC in partnership with, SBS and Investors in People UK, has had great success and is now being rolled out nationally. We undertake to extend access to this powerful tool to at least half of all LSC areas in 2002. Laurel Online® is also linking with Yourpeoplemanager, an Investors in People UK partnership initiative to support small firms (5-50), and longer term we intend to develop Laurel Online® as a broader web based workforce development tool.
- 28** We also intend to work with Investors in People UK to develop the concept of IIP Beacon Status. Recognition of achievement is a powerful incentive, and using this and other benchmarking tools, for example working with SSCs to promote industry awards, will spread best practise and encourage engagement in workforce development. We plan to develop this concept in the measure of employer engagement to which we are committed.
- 29** An additional £30m has been allocated in the 2002 Budget for work to support this activity with small employers over the next two years. LSC, SBS, Investors in People UK, CBI, TUC, and Government will be developing an active partnership to deliver this exciting new opportunity.
- 30** The Business Link Gateway will be a key source of

⁹ For a detailed review of the evidence on the relationship between workforce development and the beneficial effects on firms' and individuals' productivity see the PIU analysis paper: www.cabinet-office.gov.uk/innovation/2001/workforce/development.shtml

information advice and guidance on workforce development to employers. We work closely with SBS and Investors in People UK and other key partners to raise penetration, especially of SMEs¹⁰.

- 31** However useful the IiP Standard may be, LSC will need a much broader programme of work to promote the benefits of employer engagement in skills development. For example other aspirational models for companies such as High Performance Working (HPW)¹¹, and support for management skills will help us develop and embed a learning culture in business. We discuss improvements to the supply side, and a measure and framework of indicators for employer engagement in workforce development below at sections 72-92 and 124-7.

Promoting workforce development

- 32** The success of the workforce development strategy depends on integrating policy and communications to:
- raise demand amongst employers;
 - raise demand amongst the workforce;
 - stimulate supply amongst providers;
 - raise the status and profile of qualifications and workforce development tools.
- 33** Our messages to employers and to individuals in the workforce will be informed by new and existing research on behavioural and attitudinal drivers for these audiences, and will take into account levels of disengagement and exclusion from workforce development.
- 34** For each policy mechanism or strand, we will plot a communication route that takes account of:
- the role of our partners in delivering the policy and the message;
 - the critical role of the 'messenger' or source of the message in its successful delivery to the target audience.
- 35** For each policy strand, we will create a customised communications campaign to support local LSCs that deploys a range of tools including PR, press, advocacy, marketing and advertising.
- 36** Over and above the individualised campaigns, we will create:
- a PR and press campaign that aims to raise awareness, concern and public debate about the economic and social cost of skill shortages in the UK;
 - a campaign that aims to raise the status and profile of the relevant qualifications and accreditation amongst both learners and employers and with the wider public.
- 37** Feedback and measurement of the effectiveness of both

policy and communications mechanisms will be an essential component of our approach.

- 38** We will work with other stakeholders and government agencies active in this area to pool resources, avoid duplication, and ensure a customer facing approach.

Improving information, advice and guidance for individuals and employers

- 39** The creation of a demand led system requires that demand, whether by employers or individuals, be well informed, advised and guided.
- 40** Current information, advice and guidance (IAG) partnership arrangements have, with very limited public funding, achieved some success in joining up existing services at a local level and driving up the quality of provision through the development of national quality standards. In addition, learndirect offers a high profile, nationally branded, information service.
- 41** However, in order to stimulate increased levels of workforce development activity, we also need to increase the volume and quality of IAG. To bring about the step increase needed by 2005 to provide a quality, coherent focused service to employers – especially SMEs – and adults, IAG needs to be offered from a coherent professional, nationally branded, locally based service which integrates the learndirect helpline with existing IAG services. The LSC is currently working with Ufi Ltd. to produce a feasibility study for an integrated IAG service, and we will work closely to implement the recommendations. Such an integrated IAG service should be recognised as the primary vehicle for those encouraging and motivating adults to engage in learning and lifelong learning.
- 42** The IAG Operating Guidance to local LSCs asks that they discuss with their IAG partnerships how that partnership will contribute to the local LSC workforce development plan, specifically, how the partnership will access people in employment and how it will move more people up to Level 2 & 3 NVQ. It is important that there is synergy between local LSC IAG and workforce development plans.
- 43** To support the quality of IAG services for learning and work, DfES has commissioned the Guidance Council to trial the matrix Standard with 30 to 70 employers across England and with 8 Trade Unions. LSC will work with DfES to implement the recommendations of this pilot work.
- 44** Union Learning Representatives (ULRs) provide information, advice and guidance on learning and training needs, including basic skills needs, to fellow union members in the

¹⁰ Business Links currently reach only 2-14% of 3.7m SMEs (Source MORI survey of BL)

¹¹ High Performance Working (HPW) practices activities actively engage employees in shaping their own environment and becoming self directed learners, evidence from the CIPD indicates a link between HPW and increased levels of productivity and ability to deal with change.

workplace. ULRs have demonstrated considerable success in building confidence and motivating into action individuals requiring support with numeracy and literacy skills; those who would be unlikely to come forward and seek help from their employer or HR manager for fear of losing their job. Typical activity includes: analysing learning or training needs; providing information and advice on learning or training; arranging learning or training; promoting training; consulting the employer about learning and training. ULRs are to be given statutory recognition in the workplace to raise their profile and improve effectiveness. This will support and raise the profile of the work of ULRs. It is expected that numbers of ULRs¹² will increase as a result and they will be better equipped with the skills needed to perform the role.

- 45** Local LSCs will support the growing network of ULRs and their capacity, working in partnership with unions, TUC, IAG partnerships, employers and providers. The TUC is developing a national database of ULRs which will support this partnership.
- 46** LSC will also support workplace IAG by developing the concept of learning advisors in small and non-unionised workplaces¹³, working across a sector or supply chain with NTOs/SSCs and Trade Associations, or working with existing local employer networks, such as Chambers of Commerce for example. We will also develop support for employer-provided IAG.

new frontiers' learning advocates

'New Frontiers' – the IAG partnership in Cumbria has been working with Morecambe Bay Health Trust in the development of ULRs and other staff. The Morecombe Bay Hospital's Lifelong Learning Project was funded through the Union Learning Fund. Cumbria LLSC now plans to build on the success of the project by mainstreaming the approach into non-unionised workplaces. Working with the expertise of TUC Learning Services along with other partners in the IAG partnership, a network of Learning Advocates will be developed to promote and support learning in the 97% non-unionised SME workplaces in Cumbria.

- 47** Sectoral approaches to IAG also have an important complementary role to play alongside an integrated IAG service, and LSC will work with NTOs/SSCs, Trade Unions and Ufi/learnirect to develop these.
- 48** IAG must have a strategy for inclusion. It should challenge stereotyped learner choices (suitably and supportively), and it should support learners effectively that may face biased advice or discrimination.

- 49** High quality IAG relies on high quality labour market intelligence (LMI), and as such on the agencies responsible for producing LMI. LSC will work in partnership with a range of government departments and agencies to ensure that LMI is effectively collected, shared, utilised, and presented in a manner that is useful to employers and individuals, and those delivering IAG. See sections 93-8 below.
- 50** Drawing on its experience with both individuals and employers, the IAG service should provide feedback to local LSCs and providers about learner needs and about any gaps in provision. National LSC will also be analysing IAG delivery plans to assess methods of working with employers. In addition, management information will provide an indication of how many employed individuals have received information and advice services.
- 51** The Connexions Service has a range of responsibilities for working with employers; the IAG service should ensure its work with employers is coherent with that of the Connexions Service.

- 52** LSC will work with Jobcentre Plus to align programmes.

Removing barriers and creating financial incentives for achievement

- 53** The LSC approach to increasing demand and putting purchasing power in the customers' hands is a systematic programme to:
- motivate employers and employees
 - improve the offer (quality, quantity, flexibility and match to employer needs)
 - remove obstacles
 - subsidise training for the lowest skilled, on a rational, transparent basis
 - ensure financing is available to overcome cash-flow problems for the employer/employee share of costs.
- 54** In parallel, and to test approaches advocated in the strategy, we are developing a proactive, and in some cases almost an interventionist, sectoral approach to increasing skill levels. In specific sectors LSC is working with key agencies, notably NTOs/SSCs and regulatory bodies, to develop a 'carrot and stick' approach which incorporates internal supply chain incentives, and external regulatory pressures. Further detail of the sectoral approach is at sections 128-35 below and Annex 3a & b.
- 55** The best method of driving up employer demand would be to give specific incentives to employers, especially small employers, to train.
- 56** The main employer objections to investment in training are

¹² To date in excess of 3250 ULRs have been trained, the government has a target of 22,000 ULRs in the 8 years following the ULR legislation.

¹³ See Performance and Innovation Unit: In Demand: Adult Skills in the 21st Century (November 2001), para 348-50 for a description

well rehearsed in the PIU report and include cash-flow, poaching, time off for training and the perceived mismatch between business needs and available training/qualifications. LSC has put forward specific proposals for policy development in this area. These are:

- a training tax credit, targeted towards small employers and low-skilled workers. Details were set out in an LSC paper to the CBI-TUC group¹⁴, published in October 2001
- an entitlement to a contribution towards the provision costs of training to an initial vocational Level 2 for adults at all ages, following up the National Skills Taskforce¹⁵ and PIU recommendations
- A consistent national fees policy to draw in larger employer contributions towards a more responsive offer by approved LSC providers. See sections 68-71 below.

57 Individual learning accounts (ILAs) – LSC gave evidence recently to the Parliamentary Select Committee considering the future regime for ILAs. A copy of the memorandum which we submitted in advance is available on the UK Parliament website. In this we set out some suggested criteria for a new model of individual learning accounts, which would be attractive as universal ‘wrapper’ for promoting lifelong learning for all, but which might have quite different elements for different people. The case for universality was not, we argued, the same as universal and equal subsidy, which would dilute the capacity to target effectively the skills the nation most needs.

58 LSC would hope that any new regime for individual learning accounts should appeal to individuals wishing to learn for their personal satisfaction, but also give specific encouragement to businesses and other employers looking to develop the skills of their staff on a partnership basis. Specifically we pointed to the benefits of a collective, employer-based learning/development account, such as the PIU report recommended (under the heading of small firms development accounts). A somewhat similar concept was successfully developed in certain TEC areas prior to the establishment of LSC (Hereford and Worcester, and Birmingham and Solihull). There is also an interesting example backed by DfES in the model developed by the Centre for Enterprise in the East Midlands. A scheme of collective learning accounts could sit happily alongside a revised new scheme of individual learning accounts; and its cost can be extremely modest.

59 Whatever system Ministers decide to adopt, LSC will lend assistance and expertise and will work with the Government to ensure the development and implementation of a successful programme.

60 Small Firm Development Accounts – LSC has highlighted the benefits of a collective, employer-based

learning/development account, as did the PIU report¹⁶. A somewhat similar concept was successfully developed in certain TEC areas prior to the establishment of LSC. There is also an interesting example backed by DfES in the model developed by the Centre for Enterprise in the East Midlands. If successful the programme will be rolled out with LSC involvement. A programme of collective learning accounts would complement a revised individual learning account model. High quality information advice and guidance that is focussed on the needs of employers and employees will need to be an integral part of any financing mechanism.

61 Transferable Training Loans – when all other key features are in place, and the only remaining obstacle is finance and cash-flow rather than a need for grant aid, there are new options which have potential for further consideration. One is the transferable training loan. Under this arrangement a bank lends money that is underwritten by a relatively small deposit by a collective group – such as the employers in a given sector, possibly acting through their NTO/SSC. An employer draws from the fund to meet part of the costs of training new entrants or for agreed learning. On qualification, the employer then repays the loan in instalments for as long as the trainee remains in that employ; if ‘poached’, the new employer picks up the loan. The system is tracked and enforced either by supply chain or regulatory means. Considering the scheme in other sectors requires further detailed feasibility work and robust piloting to be carried out, and LSC is working with other sectors to develop and trial this concept. Details are available in the discussion paper on our website¹⁷.

62 LSC is managing, on behalf of the Government, six Employer Training Pilots announced in the Chancellor’s pre-Budget report. The pilots are a controlled, localised, one-year study to test the impact on take-up of training by low-skilled employees of providing specified assistance and incentives. Specifically the pilots will test the proposition that the key barrier to employers training low-skilled workers is the cost of giving them time off to study. LSC will provide: tailored information, advice and guidance; free training course and assessment; and compensation for the wage costs of trainees for their time off for training and assessment, whether at a college, with a private training provider or in the workplace. Local LSCs were invited to submit proposals to run the pilots. Announced in the Chancellor’s Budget statement, the pilots will run in six local LSC areas: Birmingham and Solihull, Derbyshire, Essex, Greater Manchester, Tyne and Wear, and Wiltshire. They will start in September and finish in August 2003. The pilots will be evaluated in a robust way to ensure that any policy decisions implemented as a result of the pilots are based on reliable data. The evaluation will include, for example: an assessment of the impact on increasing levels of training in firms, by size; organisational benefits to firms that have

¹⁴ TUC / CBI training for productivity and employability group

¹⁵ Skills for All: proposals for a national skills agenda, Final Report of the National Skills Task Force, 2000

¹⁶ Performance and Innovation Unit: In Demand: Adult Skills in the 21st Century (December 2001), para 386-94

¹⁷ Meeting Sector Skill Needs: some emerging LSC approaches www.lsc.gov.uk/corporateplan.cfm

arisen and how best these can be maximised; the impact on attitudes to training and the benefit to individuals; an assessment of the impact of different approaches, e.g. different levels of compensation and amount of time off.

- 63 We may also consider measures which support inclusion strategies. For example, a tax-credit could be developed which incentivises the take-up of learning by low skilled employees/potential employees from communities that are disproportionately excluded. LSC is interested in developing these ideas.

Widening participation and promoting inclusion

- 64 The LSC's Equality and Diversity Strategy¹⁸ sets out our vision to create a learning society free from discrimination and prejudice, which encourages and helps all learners to reach their full potential. This vision is central to this Workforce Development Strategy and will be embedded in its implementation.
- 65 We are committed to raising demand, widening participation and supporting access to workforce development from different learners and potential learners irrespective of their age, race, sex, religion, sexual orientation, whether or not they have disability, learning difficulty or any other characteristic.
- 66 LSC is developing Equality and Diversity Impact Measures (EDIMs) which will disaggregate general targets and establish targets for the recruitment, retention, and achievement of learners from underrepresented/underachieving groups. Initial benchmarks for these measures will be produced in summer 2002, following which local LSCs will incorporate these into local Strategic Plans for 2002-03. We will develop our measure of employer engagement linked to the development of EDIMs.
- 67 We will work with providers and employers to raise awareness of diversity as business issue, encouraging positive action strategies to address future skills gaps and demographic issues, including for example: embracing non traditional groups in recruitment, selection and retention strategies to meet skills gaps. This will build on the Sex Equality Guidance and Guidance on Age Diversity currently being developed by LSC, which includes guidance on targeted measures to counteract specific disadvantages experienced by men and women, and by 50+ learners respectively.

**Insert case study:
Demographics in Birmingham – impact on financial and professional services sector**

¹⁸ LSC National Equality and Diversity Strategy: widening participation and promoting inclusion, 2001-04 www.lsc.gov.uk/news_docs/Widening.pdf

2

Improving supply and capacity



Improving supply and capacity

Making the fees and funding system more flexible

- 68** The PIU report argues that LSC should move either to a regime which puts cash in the hands of learners, or towards a full-cost fees regime in colleges with discounts defined against those full costs, as a step towards delivery of a genuinely demand-led regime where the customer has real purchasing power¹⁹.
- 69** One issue with all forms of incentive, discount or entitlement is that they work best in motivational terms when the benefit they give is clearly related to the total cost and value of the product. This is not the case in all aspects of publicly-subsidised learning, and the issue impacts most on the delivery through colleges of skills for adults. There is no clear public policy as to which of the various interested parties should pay for what elements of such learning. There is a clear and longstanding policy that people under 19 years old are entitled to learning through the LSC funded sector without payment of fees. Equally it is clear that training delivered in-house by a major company and delivering specific training to meet the employer's needs should be paid for by that employer, (sometimes with some contribution in cash or commitment by the employee). In between there is a grey area. The Government funds LSC to secure provision worth some £2.5 billion through colleges and other training providers, but does not specify very clearly what these individuals, or their employers if they come forward in that capacity, should contribute in fees. The fee regime of colleges and other providers allows scope for cross-subsidy of various kinds, and the effect is that fees contribute only a small proportion of the income of the LSC-funded providers. The incentive to providers to draw in larger contributions, especially from employers, by meeting their needs better is somewhat reduced.
- 70** Overall this must be an issue for Government as a whole to resolve. LSC policy has not been developed very far beyond the regime we inherited. We are certainly open to new ideas, and are keen to explore the issues which PIU has highlighted. At the same time we clearly have no interest in moving rapidly or unilaterally in a direction which could destabilise providers or deter learners. Clearly there could be no question of simply charging full costs to all learners, since this would wreck social inclusion policies and dramatically reduce demand. However there is no need actually to reduce those subsidies but (initially at least) simply to make them more transparent.
- 71** We are discussing with the PIU a possible experiment with full-cost fees in a particular local area. In this pilot, all local colleges would report to a newly-enrolled learner three figures: the full cost of provision, the sums drawn down from LSC, and the fee actually charged (which could then be expressed as a percentage of full cost, in order to highlight the value of the benefit). Those involved (employers, learners, providers, advice and guidance specialists and others) would be asked at various stages what difference it made to them to know the full value of this benefit – and how they might react if the fee charged were closer to a full-cost price for similar training. LSC is open to such an experiment, and will develop a project proposal which, if viable, could be run on a pilot basis in one or more local LSC area. It could perhaps be directly linked to our workforce development strategies if the selected pilot areas were also delivering some other pilots described in this strategy.

Improving the quality of training and assessment

- 72** The LSC Quality Improvement Strategy²⁰ sets out how LSC intends to improve quality and raise standards, and measure that achievement, across all forms of LSC funded provision. This includes: local performance reviews to identify underperformance; support for poor providers to improve; the introduction of a learner satisfaction survey and an increased focus on self-assessment. Improvements in quality are fundamental to the achievement of LSC corporate targets, and to the effective delivery of provision that meets the needs of employers, individuals and the economy.
- 73** LSC intends to develop additional targets in respect of the following measures of quality improvement:
- an improvement in learner retention and achievement rates
 - an improvement in the inspection and re-inspection grades awarded to providers by Ofsted and ALI
 - a reduction in the proportion of providers that are placed in the category serious concerns during performance review
 - an increase in the proportion of providers that are placed in the category excellent during performance review
 - the development and maintenance of a high level of learner satisfaction.
- 74** We are committed to supporting the quality of work-based learning. Provider performance indicators are being developed for work-based learning and we are putting in place an intervention strategy, which will allow us to review and potentially terminate contracts. We are working with ALI to improve work-based providers through thematic

¹⁹ Performance and Innovation Unit: In Demand: Adult Skills in the 21st Century (November 2001), para 406-15

²⁰ Raising Standards: LSC quality improvement strategy 2002-03 www.lscdata.gov.uk/quality/quality_improvement_strategy.html

studies and pre and post inspection workshops. Support for a self-assessment development planning process has focused on those providers identified by the LSC as needing to make rapid improvements in the quality of their provision; this will be extended to all providers in 2002.

75 There is good and excellent practice across all sectors of the LSC's provision which is identified and disseminated through a variety of means designed to stimulate and reward. Local LSCs play a major role (supported by the national LSC) to ensure a national perspective. This work involves the development of benchmarks against a number of quality measures, which allow the objective assessment of where good practice exists. There is a substantial body of research on FE colleges, however there is less research on work-based learning and Ufi for example. We will also be supporting a large number of work-based learning action research projects with a focus on improving learner completion rates.

76 We will disseminate models of effective practice by providers through the creation of an online database of effective practice covering all the main blocks of LSC provision, including work-based learning. This will be piloted on the LSC intranet, and we plan to open the data up to providers themselves via the LSC website.

77 It is important that teaching and training staff are skilled in teaching methods that are up to date and maintain industry and technological knowledge, relevant to the changing needs of different sectors and occupational areas. The LSC is supporting continuing professional development across all sectors. From April 2002, leadership and management training is being made available to work-based learning providers. This covers managers of vocational and literacy, numeracy and ESOL provision. Staff will also be encouraged to link with local businesses through Education Business Links.

78 The LSC Standards Fund provides a stream of targeted funding to support quality improvement initiatives. Eligibility for money from the standards funds was extended to work-based learning providers in 2001-02 and is being further extended to all sectors in 2002-03.

79 In order to raise the skills of the adult workforce, and stimulate that demand we must engage a more diverse means of supply. A key objective of the LSC working locally is to raise the quality of provision across public, private and voluntary providers, including those that specialise in support for disengaged groups. To meet the needs of the workforce, we need to embrace and support the quality of a diverse mix of provision – including non-LSC funded providers.

80 We are also committed to supporting the quality of employer supplied workforce development activity, identifying best practice from corporate universities such as the Ford College, the Unipart University for example, and from employers that have substantial and effective workforce development equality and diversity policies (as demonstrated for example by B&Q and Sainsbury's). Trade Unions also have an important role to play in engaging employers in the development of high quality on-site learning centres for employees to access. We also need to work with NTOs/SSCs and through existing training networks operating in sectors or across supply chains.

Insert case study: corporate university / supply chain training network

Building capacity, flexibility and relevance

81 The mismatch between the publicly funded training and development offer and the needs of employers and the workforce has provided a focus of concern for many years. Providers must be able to react quickly to meet the changing needs of industry and the new skillsets demanded by employers. They must also be able to respond effectively to the needs of non-traditional employment patterns and structures – shift work, freelancers, mobile workers for example. They need to exploit new forms of learning such as e-learning using multimedia technologies and distance learning. LSC will support the capacity of providers to respond to these demands by building technological capacity and encouraging innovation in workforce development provision.

82 This will need to be underpinned by support for providers' increased management, leadership and essential organisational capabilities.

83 LSC is committed to extending the national network of Centres of Vocational Excellence (CoVEs) to support improvements in vocational skills. Our target is that by 2004, 50% of general FE colleges, Sixth Form Colleges and Designated Institutions in England will have at least one CoVE. The network comprises a mix of local, regional, sectoral and national specialisms and is driven by the need to meet skill needs. We are committed to extending the CoVE programme to other providers from 2002 and as such have identified £17.75 million, to approve some 50 CoVES in the work-based learning sector. Partnership approaches to CoVES will also be encouraged, for example between other providers and colleges.

Insert case study: Non FE pathfinder – embargoed pending announcement

84 Over the last decade, Government has provided substantial investment²¹ in ICT infrastructure, content and staff development to facilitate e-learning. This includes: JANET network in HE; the National Grid for Learning (mainly in schools); the People's Network in public libraries, and; the National Learning Network (NLN) in further education. LSC is committed to supporting the integration of e-learning provision and Information Learning technology (ILT) in work-based learning and workforce development activity. Working through our Distributed and Electronic Learning Group (DELG), LSC will develop an e-learning strategy for workforce development, to include a consideration of:

- Development of virtual employer networks to support access and counter remoteness
- Equality of access for employees
- Development of vendor qualifications
- Online assessment and accreditation
- Support for formal and informal learning in the workplace
- Virtual learning strategies working with learndirect sector hubs
- Support for professional development and training of staff in providers
- Clarification of funding methodology, provider accreditation and quality assurance procedures
- Availability of broadband communications and connectivity for employer based learning centres
- Partnership with educational broadcasters to ensure their effective support for the development of on-line learning opportunities
- Multimedia basic skills toolkits aimed at adults, working with unions and learndirect
- Access to NLN and learndirect learning materials

85 DELG will propose that local LSCs develop local area ILT plans, in the context of the National E-learning Strategy, to support local provider capacity and meet workforce development needs.

Insert case study: Nottingham Connected Learning Communities (CLC)

86 It is estimated that as many as one in five of the adult population experiences some difficulty with literacy and numeracy. This has a negative effect on the both the UK economy and the welfare of the individuals involved. The LSC has a target to raise the literacy and numeracy levels of 750,000 adults by 2004. The LSC has developed delivery

plan²² to support the achievement of this target. Local LSCs will work in the context of this plan to raise the quality and capacity of providers to meet these targets and support the literacy and numeracy needs of the workforce. This will include work with a wide range of providers and partners including: FE colleges; work-based learning providers; unions – particularly through ULRs; Ufi; HEIs, NTOs/SSCs, and; employers. The delivery plan emphasises the critical role of employers. For many adults the workplace is a natural learning environment, and as such we need to provide incentives²³ to employers and capacity building support for delivery or assessment in the workplace. Where provision is outside of the workplace we need to encourage flexible solutions from providers which take account of different working practices.

87 We will support the capacity of firms as providers of formal and informal workforce development activity. This might be developed through local employer network pilots in supply chains or clusters, building on existing networks and working with NTOs/SSCs, RDAs and Chambers for example.

Integrating workforce development support and business support for employers, including management and leadership and entrepreneurship

88 Business support services need to integrate a broad portfolio of workforce development activities with business support.

89 Local LSCs will work with local Business Links to raise demand for workforce development with SMEs through the Business Link Gateway. Local LSCs should maintain the preferred status of Business Link to support a holistic approach to the delivery of workforce development and may, where necessary integrate a number other suppliers to enable employers to access a broad range of workforce development support. These suppliers will be subject to LSC quality thresholds for workforce development provision, and we will develop capacity support measures.

90 The LSC measure of employer engagement will be developed to provide a framework of indicators for local workforce development activity. This will build on lIP recognition, and will include a range of activity from basic skills to management development.

91 The PIU report emphasises the need for particular support for management skills which are weak in the UK. In the UK there are currently 3.7m SMEs, 460 000 5-50 employees, 3m owner manager/1 man bands. This represents 44% of the employed workforce. One of the primary reasons for business failure is poor management skills, which in turn is

²¹ For example, between 1999/02 Government expenditure on ICT infrastructure across education and training was in excess of £1.6 billion

²² Improving Adult Literacy and Numeracy: the LSC's delivery plan – our response to Skills for Life, Jan 2002

²³ E.g. access to LSC funded provision for literacy and numeracy and compensation for wage costs of trainees for time-off for training as tested in the employment training pilots – see section 64

seen as a key factor in restricting growth and wealth creation. There is also a perceived reluctance of smaller firms to make use of management training and Business Schools. The supply side needs to respond to this challenge. The Council for Excellence in Management and Leadership (CEML) was set up in 2000 to develop a strategy to ensure that we have managers and leaders of the future to match the best in the world. It has produced a report including a strategic framework comprising 30 recommendations²⁴. LSC will work with DfES, SSDA and SBS to agree respective roles and responsibilities in implementing the recommendations of CEML. This will be developed during the Workforce Development Strategy consultation and clarified in the final strategy.

- 92** We will also work with the Small Business Service and other providers, locally on shaping a strategy to encourage entrepreneurship in small businesses. This will link to work with owner managers' development. Already, we are working with the Princes Trust, National Federation of Enterprise Agency's and the Association of business schools, who deliver the New Entrepreneurship Scholarship programme. This has been set up to help potential entrepreneurs from deprived areas, with a worthwhile business idea, to identify and develop the skills they need to turn their business idea into a sustainable reality. Often they feel debarred from access to finance, support and advice, to help them develop their business skills and enhance the survival and growth potential of their enterprises. Local LSCs will encourage links between Business Links and other partners as entrepreneurs seek to develop their businesses.

²⁴Managers and Leaders: raising our game, CEML April 2002

3

Establishing the framework



Establishing the framework

Improving the quality and use of LMI

- 93** The National Skills Taskforce found that: 'although there is no shortage of labour market data available, it needs to be more consistent and coherent, more forward looking, and focused directly on the key people who need it – young people and adults seeking to develop their careers and identify appropriate employment related training and education'²⁵
- 94** LSC intends to play its part in creating cross-agency coherence in the field of intelligence collection, analysis and dissemination through its active role in the multi-agency Skills and Economic Intelligence Working Group (SEIWG), whose Partnership Agreement sets out the principles of joint working between the main agencies that collect and use skills and economic intelligence. Meanwhile to create greater internal coherence, we are currently preparing a Skills Research Strategy which will clarify the research roles of national and local offices of LSC. The strategy maps out how the skills research produced by the LSC fits with that of other partners in the skills intelligence infrastructure. We will seek to gain agreement on a common way forward for large-scale primary research, which includes using a common methodology and core questions that will meet the regional and national research needs of partners.
- 95** LSC has also been holding multi-lateral discussions with partners from NTOs/SSCs and RDAs to agree mechanisms for sharing data and intelligence. We will develop the LSC Skills Research Strategy to complement regional observatories and in the context of the development of Frameworks for Regional Employment and Skills Action (FRESAs)²⁶. We will also work closely with the new network of SSCs to support the production of high quality sectoral intelligence from a pooled resource. Collaboration is important to avoid employer survey fatigue. We will progress this in the context of the SEIWG Partnership Agreement.
- 96** Work has also been undertaken on mapping out a planning framework which identifies key points in an annual cycle for research and analyses to be delivered to inform planning and provision (see Annex 2). Again, the three key agencies involved in this process are LSC, RDAs and SSCs. Synchronising planning cycles will enable us to work towards a matrix of national, regional, local and sectoral targets, against which provision can be planned to meet skill needs. We discuss this further at 118-22 below.
- 97** In addition we are interested in the development of a project with external partners to create a Skills Academy.

This would develop and deliver a major support programme of professional development activities for skills researchers, and to define key terms and definitions.

- 98** We have a valuable new resource to disseminate our information and share knowledge across the LSC the wider skills research community. The Skills and Enterprise Network, for which responsibility has recently transferred to LSC, is being radically redeveloped as a web-based service which will disseminate research findings, promote collaboration and debate and disseminate key findings.

Increasing the responsiveness of qualifications

- 99** NVQs have significant benefits for individuals, providers, employers and Government, and a good deal of work has been done by QCA to develop the National Qualification Framework of which NVQs are a key part. The PIU report emphasised the importance of a flexible and responsive qualifications system to support the demand led system and meet the needs of a changing workplace. It suggested ways for improving the employer focus in the development of National Occupational Standards (NOS) and for streamlining the accreditation process for vocational qualifications. It also raised questions around the recognition of employer-led training, the possibilities for closer mapping of national qualifications with popular 'vendor' equivalents and the role of unitisation and credit in improving flexibility. We are also interested in developing the role of IAG in raising awareness amongst employers of the qualifications system, and more generally in how NVQs are promoted.
- 100** Some of these areas could be taken forward as part of our series of sector pilots, including for example the development of qualifications accredited and offered by Awarding Bodies that include an element of a 'vendor' certificate. These are popular with employers, however in order to be eligible for LSC funding, they must be mapped onto NOSs and then accredited within QCA's National Qualifications Framework. This presents a barrier to individual take-up of these certificates, which (given their popularity with employers) can in turn be a significant barrier to employability. LSC has undertaken some initial pilot work in the IT sector to map vendor certificates onto the National Framework; as a result we have identified a number of vendor certificates that LSC is able to support. We are interested to extend this work to other sectors, where it may be appropriate, building on previous NTO mapping and development work by QCA and Awarding Bodies.
- 101** National LSC²⁷ is working closely with DfES, PIU, QCA, and other key stakeholders including NTOs/SSCs to progress

²⁵ National Skills Taskforce 2nd Report: Discovering Skills For All

²⁶ The Framework for Regional Employment and Skills Action: a regional template, February 2002

²⁷ In the context of the implementation of the recommendations of the Report of the Independent Review of the UK NOS Standards Programme, July 2001 (Chair John Hillier, Weetabix Ltd)

proposals. Details of how together we might best implement these proposals will be developed over the coming months and set out in the PIU second report. The final version of the LSC Workforce Development Strategy (published alongside PIU2) will provide details about the LSC role.

- 102** The report of the MA Advisory Committee on the new generation of Modern Apprenticeships (MAs)²⁸ recommended extending provision to people over 25. LSC and DfES are currently funding a pilot of Adult Apprenticeships to tackle skills shortages in the rail industry by helping employers provide training targeting workers over 25. The pilot is described at 131. LSC is working with DfES to develop proposals for pilot provision in other sectors, and in local areas.

Setting frameworks for partnership collaboration

- 103** Achieving the structural changes set out in this strategy will only be achieved in partnership with a wide range of partners and stakeholders working at national, regional and local levels. Some excellent examples of partnership exist, along with considerable commitment to collaboration demonstrated by memoranda of understanding, partnership agreements and not least by the FRESA process. However we need to work smarter in partnership, avoid duplication of effort and above all be more customer facing in our approach to the delivery of messages and services to employers and individuals. We have begun to describe the ways we might work in partnership in this strategy, and we intend to work with partners bilaterally and collectively to implement frameworks for partnership. As part of the consultation process we will develop these for inclusion in the final version of the strategy. Our key partners include:

- CBI
- Chambers of Commerce (and BCC)
- Connexions
- Education Business Links
- Government Departments
- HEFCE and Higher Education Institutions
- IIP UK and IIP Regional Quality Centres
- Employment Service and Jobcentre+
- Learning Partnerships
- Local Authorities
- Organisations supporting equality of opportunity and social inclusion
- Training Providers
- QCA and Awarding Bodies
- RDAs
- Small Business Service and Local Business Links
- Sector Skills Councils
- Trade Unions

- Ufl / Learndirect

Taking account of the wider educational policy agenda

- 104** Our approach to workforce development cannot be restricted in focus to the adult workforce; if we are to deliver the skills required to increase competitiveness we must also address our links to both schools and higher education. We need to broaden the skills acquired by all young people to improve their employability, bridge the gap identified by employers and overcome social exclusion.
- 105** LSC warmly welcomes the recent 14-19 Green Paper²⁹. Its two key aims 'to rectify the traditional neglect of vocational education as a route to success' and to 'transform [age 16] from a point at which young people divide into those who stay on and those who leave, into a point where every young person is committed to continuing to learn'.
- 106** LSC will be key to the development of a curriculum that is more flexible and responsive to students needs and delivers the technical and vocational skills required by an advanced economy.
- 107** Local LSCs will develop links with schools, facilitating collaboration and innovative working between schools, FE colleges and other training providers. To support greater variety for young people, 14-16 year olds are able to study one or two days per week at a college and work towards a qualification. £38 million has been made available in 2002-04 to support the introduction of new vocational GCSEs and the creation of part-time vocational placements in colleges for 14-16 year olds. Local LSCs will have a key role in monitoring and evaluation and the allocation of funding.
- 108** LSC is leading on the implementation of the recommendations of the report of the MA Advisory Committee on the new generation of Modern Apprenticeships (MAs). MAs aim to radically increase the supply of skills at craft, supervisory and technician (intermediate) level within industry. They provide quality work based learning for young people to achieve qualifications at Foundation MA (NVQ level 2) and Advanced MA (NVQ Level 3) levels. Activity includes: the implementation of the revised Foundation and Advanced Modern Apprenticeship frameworks incorporating technical certificates; further work on the development of the MA Diploma; identifying employer training which may be accredited outside of frameworks; working with providers to support quality improvement and capacity building; developing pre-employment training; managing effective promotion of MA.

²⁸ 'Once apprenticeships for younger people are well established, the government should consider the case for opening AMAs to suitably qualified or experienced adults who would wish to undertake an apprenticeship to acquire the skills they need to secure or change jobs' Modern Apprenticeships: the way to work, September 2001 (also referred to as the 'Cassels' report).

²⁹ 14-19: extending opportunity, raising standards DfES February 2002

- 109** IAG Partnerships will work closely with Connexions Partnerships to ensure consistency of support for individuals at age 19, and develop joint approaches to the provision of effective vocational impartial advice and guidance, information on progression routes and occupational opportunities, and intelligence on national regional and local skill needs.
- 110** LSC is committed to supporting the development of higher level skills. Our Corporate Plan sets the target of 55% of young people and 52% adults at level 3 by 2004. Whilst we do not have specific targets for achievement above level 3, we recognise that higher level skills are critical if the UK is to compete as a highly skilled innovative and technologically advanced nation.
- 111** As set out in the LSC Remit Letter, we are committed to supporting the Government's 50% participation target for higher education. This is reinforced by Partnership for Progression – the joint LSC/HEFCE initiative to widen participation. This emphasises the need to:
- raise attainment at NVQ Levels 2 and 3 as a basis for subsequent progression to HE;
 - better support those who do not have qualifications at Levels 2 and 3 to achieve them;
 - encourage those who already have Levels 2 and 3 qualifications to enter HE.
- 112** One aspect of LSC support for Partnership for Progression is our work to explore the relationship between Modern Apprenticeships, Advanced Modern Apprenticeships and foundation degrees.
- 113** To deliver the workforce skills required to raise competitiveness it is critical that the drive to increase the vocational relevance of higher education awards continues. Current initiatives with foundation degrees and Graduate Apprenticeships involve HEIs working in partnership with employers and employer/employee representative bodies on course development and delivery. LSC will work with DfES, QCA, QAA, higher education partners, NTOs/SSCs and other stakeholders to extend these programmes based on and informed by employer need, but also in line with identified skills shortages.
- 114** DfES is currently developing a Workforce Development Strategy for Higher Education³⁰. We will work together to link our strategic approaches to workforce development and develop collaborative activity that will increase HE participation and increase the vocational relevance of HE qualifications. We expect to detail some of this activity in the final version of this strategy to be published in the summer.

Supporting equal opportunities and diversity

- 115** To support employee and employer engagement in workforce development, we need to develop support mechanisms that encourage and facilitate participation.
- 116** We need to build the childcare infrastructure to enable individuals to become economically active and to engage in learning and training. Without affordable, accessible and high quality nursery education and childcare, we will not be able to attract people into, or back into, the market place to fill key jobs or, provide young people with a good educational or social start in life. Childcare is at the heart of the Government's strategy to support and achieve economic prosperity and to enable people to realise their potential in society. The LSC³¹ has a responsibility to work in partnership with Early Years Childcare Development Partnerships to plan and meet local qualification and training needs, in support of the National Childcare Strategy. A Memorandum of Understanding³² supports effective working between key partners and sets out a clear, shared vision, defined responsibilities and encourages all local partners to jointly agree priorities, qualification and training needs and ways of working. The LSC also has an indicative target of training 230,000 childcare workers to Level 2 by 2004. This national target will be allocated as a numeric target to each local LSC, and to support this, we anticipate a specific Early Years budget will be allocated to local LSCs, along with operating guidance for 2002-03. LSC will also continue to support increased childcare provision and learner support in FE colleges or via linked provision.
- 117** Substantial work has been undertaken to develop mentor support for those entering learning having been excluded. LSC will seek to build on and integrate best practice in this area to support employees and employers.

³⁰ Working title

³¹ LSC Remit Letter, November 2000 www.lsc.gov.uk/documents_list.cfm?categoryId=4

³² Circulated to local LSCs by DfES in March 2002

Measuring progress

4



Measuring progress

Sharing accountability, measures and targets

- 118** The PIU report argues that if all the agencies involved in workforce development are to work towards shared outcomes, clarity of responsibility and accountability for delivery at national, regional, local and sectoral levels is critical.
- 119** The regional dimension provides a critical interface for workforce development planning, particularly in the advent of FRESAs. LSC Local Strategic Plans will provide the focus for local workforce development planning and activity. Regionally, workforce development planning (driven by the FRESA process) is an intrinsic element of the Regional Economic Strategy. LSC is closely involved in the development of, and has endorsed the template for FRESAs. We supports the emphasis on the flexibility available within each region to agree the FRESA process to suit local needs and are committed to full engagement in all aspects of the FRESA implementation. The FRESA template and process is welcomed as an opportunity to harness strengths of all local partners in delivering an agreed action plan to address regional and local skills needs. Local LSCs are committed to participation in regional fora of key partners taking forward the FRESA process, and are already actively engaged in regions where groups have met. Moreover in a number of regions LLSCs are developing a local process based on FRESAs, to deliver the sum of regional workforce development needs.
- 120** Both FRESAs and Local LSC Strategic Plans have a critical sectoral dimension – informed by an assessment of the skills issued faced in new and emerging sectors, sectors in decline, in the development of regional scenario planning, the sharing of intelligence and the development of agreed action plans. National sectoral intelligence articulated by SSCs will inform regional and local planning, but we will also need to develop sophisticated approaches to identifying regional and local sectoral issues. We will work with SSCs to develop these. Annex 3b sets out how national and local LSC approaches to meeting sector skill needs will support the FRESA process.
- 121** As the LSC workforce development strategy is rolled forward and reviewed we will take account of the sum of FRESAs alongside Local Strategic Plans and local workforce development plans to set priorities for action in subsequent years.
- 122** LSC, RDAs and SSCs will develop collaborative approaches to meeting targets: LSC local and national targets; RDA PSA targets; and sector targets to be set nationally by SSCs. This work will be developed in the context of work in progress

on cross government targets and measures being taken forward by PIU, HMT and OGDs.

Insert case study: East of England local FRESAs

- 123** LSC is interested in exploring how statutory frameworks or regulatory incentives can operate to stimulate workforce development. For example, how health and safety regulations can contribute to the identification of literacy and numeracy needs which can then be supported. We recognise however that burdens and impositions to employers should be minimised, and prefer to consider 'carrot and stick' approaches in which benefits are perceived by all parties. These might best be developed in sectors and supply chains, as in the rail example at 130 below.

Developing a shared measure of employer engagement, including liP

- 124** There is a clear correlation between achievement of the liP Standard and some of the processes which lead to a suitably skilled workforce. On the other hand, Investors is not itself a pure training standard, but rather a business-led assessment and development model. As such, it cannot of itself achieve all of our targets which are in terms of participation in learning and skills achieved. To ensure that we achieve employer engagement in skills delivery, we need to look at complementary approaches which build on liP but also extend more broadly. Therefore we have decided to develop a wider measure.
- 125** We are developing a framework of indicators to measure any employer's workforce development activity. They are intended to be universal, covering all organisations irrespective of size, sector or legal status. The indicators will measure what is **important**, rather than what has to date been **measurable**, but there is obvious merit in getting backwards continuity by using core questions which already appear in regular national surveys such as LFS and Learning and Training at Work. Investors commitment and recognition will be prominent among the indicators.
- 126** LSC will aggregate the indicators to create an index (along the lines of the DTLR Index of Multiple Deprivation) to give an overall measure of employer engagement. Against this measure we can plot where local employers (local to a given area, sector or size) are on the workforce development continuum. At a national level, the aggregated data will provide a baseline against which we can judge progress. At an individual employer level it will act as a self-assessment diagnostic tool.

127 We are working with colleagues from business and the academic world to develop the range of indicators which will comprise the measure of engagement. We plan an expert seminar in June 2002 to test whether the index measures what is important, and does not lead to perverse behaviour by employers, or indeed by local LSCs and providers. The draft index will then be market tested with a small sample of employers, enabling decisions to be taken over the summer, and the indicators to be incorporated into the strategy.

Learning from sectoral, structural and local pilots

128 We intend to derive lessons from an extensive programme of sectoral, structural and local pilots, designed to test various elements of this strategy and proposed by the PIU report. We have described some of the structural pilots we plan to develop throughout this strategy. In total the pilots we are managing or proposing to run will enable us to test almost every issue set out in the workforce development strategy. The following section provides an overview of the programme of sectoral pilots we are implementing with partners to meet sectoral skill and workforce development needs.

129 In a website discussion³³ paper last summer LSC set out the justification for a clear focus – both nationally and locally – on the skill needs of sectors. Sustained over time, sectoral approaches can improve competitive advantage for participating employers as collaborative activities develop. At a local and regional level, strong sectors can influence learning provision, labour markets and supply chains. They can make a significant contribution to regional as well as national economic performance and help to sustain competitiveness and employment. For LSC planners, sectoral approaches provide a convenient means of grouping employers with common interests and developing expert knowledge of customer needs. We will usually focus our attentions on sectors where there is some predisposition to joint working, and a reasonably strong sense of sector identity.

130 Our primary interest is in sectors with identified national skills shortages which can only be overcome by better training provision; **gas** is a good example here, but has many other interesting features, described in more detail below.

Gas installation and maintenance:

There are already severe skill shortages in this rapidly expanding and successful industry of some 100,000

qualified workers. The sector is highly fragmented, with a heavy preponderance of micro-businesses which do not invest much in training. The skills gap means that planned Government targets for key fuel efficiency programmes are likely to be delayed, costs driven up, and quality put at risk. A much larger investment in training is urgently required. To achieve this, mechanisms are needed to put pressure on, and also give incentives to, the many small employers to make a proportional contribution.

Working with the industry and its NTO as well as with Government, LSC has played a leading role in encouraging supply-chain pressures to operate. The approach is to encourage larger customers of fuel efficiency work – notably government, local authorities and housing associations – to exercise purchasing power by setting minimum standards which firms tendering for contracts must meet (subject to procurement law). These training standards will define not only the skill levels which operatives must have, but also the contribution and investment in training which the firm will make. This builds long-term relationships and commitments which will be in the interests of both parties and indeed the public. This approach can only be effective if combined with active intervention by LSC and the industry to improve supply of training, as is now happening.

131 Sectors are also of interest wherever current take-up of transferable qualifications is very low: the **rail** industry is perhaps the best example of this, and it also shows how regulatory pressures can help achieve progress as demonstrated by the following pilot, which we will work with DfES to develop.

Rail

The Government and LSC have been active in addressing skills and especially qualifications gaps in this key sector. Currently only one-third of one per cent of employees in the industry holds a relevant vocational qualification. Ministers have described this performance as 'pitiful'. With active LSC support, DfES and the Strategic Rail Authority have recently established a new skills framework for the industry to ensure that more rail companies become Investors in People and train more systematically, and that the qualifications structure matches the needs of the new industry. It has invited the Strategic Rail Authority to use its powers to establish minimum training levels across the industry by setting higher thresholds through the franchising mechanism. This process will be welcomed by the best rail companies with the best training record, since their performance will become the SRA benchmark which others must meet. This drive to force up demand is

³³ Meeting Sector Skill Needs: some emerging LSC approaches www.lsc.gov.uk/corporateplan.cfm

supported by LSC-led improvements in supply which LSC can generate, through inspection of existing provision, establishment of centres of vocational excellence and the extension of modern apprenticeships and other LSC contributions towards adult (post-25) re-skilling of the existing workforce 'adult apprenticeships' which was included in a joint DfES/LSC package of measures announced on 14 February. The latest information on the Adult Apprenticeships can be found on www.ritc.org.uk.

- 132** Or there may be a national aspiration to upskill the existing workforce, but issues of funding, capacity and supply arise: **care, childcare and health/infection control** are examples.

Childcare and care

Government seeks to raise skill levels, using regulatory means to enforce higher standards (for example, a minimum proportion of staff to hold certain qualifications, as a condition of registration). However it is difficult to impose such conditions given the relatively low supply of trained people, low rates of pay (relative to gas and rail, as well as more generally), and a very fragmented industry. In these circumstances small employers argue that they cannot pass on higher costs for training (and perhaps wages after training) to the customer.

LSC's approach in meeting this challenge has been to break the issues down into the separate components of demand, supply, framework and funding, and to address them all in turn. Government can create the demand, as ultimate regulator and indirectly a major purchaser. LSC can improve capacity and supply, building on our purchasing power over providers to secure more relevant training in or close to the workplace, and can help NTOs and QCA to ensure that the right qualifications are in place, firmly rooted in national occupational standards. We can improve the framework and match of qualifications by working with sector, awarding and other bodies. Finally LSC can address the funding, cash-flow and affordability issues by its funding and fees policies. A full-fees approach, offset by specific incentives to smaller employers through a tax credit justified by the social benefits of better-skilled staff in these vital areas, would ensure that scarce resources.

- 133** In other areas there may be a new opportunity to bring disparate routes to training and qualification together: **ICT** is the case on which we have made most progress. Also described in the website paper is the **automotive** sector, where local Councils in the west Midlands and the North East have each made significant progress in building long-term relationships with colleges and universities, developing new qualifications, and using the supply-chain as a means of driving up quality and responsiveness.

- 134** Since then the national office team locally and nationally has seen an explosion of interest in sectoral pilots. We are currently engaged with 17 separate initiatives. The chart at Annex 3a & b shows the key features, partners, numbers of learners, main issues to be addressed, and local LSC involvement.

- 135** From the above case studies, taken together with the Annex 3a & b, it is clear that the sectoral pilots programme is greater than the sum of the parts. Because each project is small and self-contained, we shall be able to keep it manageable in cost and time. Whether a pilot succeeds or fails, they will do so quickly (typically the entire phase one of a project will last nine to twelve months), and at very low cost (typically of the order of £50,000 per LLSC). Perhaps the greatest benefit is the habit of co-operation between partners initially ignorant and perhaps suspicious of each other, and the forging of long-term supply relationships on a mutually agreed financial and quality assurance basis.

Evaluating our success

- 136** Our key measures of success will be the contribution which a coherent workforce development strategy makes to the achievement of the LSC Corporate Plan targets for adults: participation in learning, and achievement at the various levels. We are in the progress of developing a high-level adult participation target as part of the LSC Corporate Plan 2002 (expected publication September 02), which we expect to support by disaggregated targets at local LSC level. We have not attempted to disaggregate these targets across the various LSC functions. While possible in theory, LSC funding is not sub-divided in that way, and local Councils have not yet been asked to provide that breakdown. The target for Level 3 adult achievement will depend heavily but not quantifiably on increased workplace attainment. So will any new targets at Level 2 and for participation in learning.
- 137** So rather than sub-dividing the Corporate Plan targets, we propose a set of interim measures for local and national self-assessment of progress towards the structural changes set out in this strategy. We propose to judge progress, reporting annually to the national Council (and inviting local local LSCs to do likewise to their own Councils), against the extent to which the LSC's 'offer' of training and qualifications:
- fully matches current employment needs as identified by employers locally, regionally and nationally and sectorally notably by NTOs/SSCs;
 - is regularly reviewed and developed to match estimated future needs of employers and individuals, including

entirely new ones;

- offers a high quality, coherent network which delivers local, regional and national needs, includes acknowledged centres of excellence, and integrates LSC-funded providers with private and employer training resources;
- is capable of sustaining skills to retain existing business and employment, as well as enabling rapid response to threats (eg redundancies) and opportunities (eg inward investment);
- delivers (alongside traditional courses) flexible learning at the workplace, at home, out of hours and by distance methods, and builds on individuals' existing skills, aspirations and potential;
- meets both employer needs (for relevant competences), and individual needs (for transferability and progression) through simple, robust assessment and certification, including progress below a full Level;
- attracts new and returning learners with low starting skills (basic skills or English language needs, and learning difficulties) and gets most of them to at least Level 2;
- brings into learning and the employment individuals from groups often excluded from learning and employment, for example on grounds of age, race, disability, sex, special learning need etc;
- gives incentives to skills critical to local economic success, with a strong sectoral and/or occupational focus;
- draws in employer and individual contributions into flexible, co-funded training which encourages retention, completion and success.

138 These are measures of success for LSC itself, and will be very useful for measuring our own progress, nationally and locally. But in our Corporate Plan we acknowledged that there could be local impact measures, shared across many different agencies – we gave the example of a rise in the level of economic activity by a specific population group or community. Now the PIU has issued a further challenge: could some shared national measures of success be identified, to which each of several public agencies could commit itself to making a defined and measured contribution? If so it would be possible to develop shared PSA targets and attach new funding to them. LSC is very ready to join with PIU and others in seeing whether that idea could be developed over the coming months and taken forward in the second PIU report.

LSC structures and organisation

139 We expect to organise the work within the clearly defined decision-making and consultative structures³⁴ which the Council has put in place. The highest forum is the National Council, advised by its statutory Committee (the Adult Learning Committee, chaired by John Monks, General Secretary, TUC). At national office level the work is managed by the Policy and Development Directorate, accountable to the Chief Executive and the Management Board. However, as with most of the Council's work, decisions on skills and workforce development are not taken solely or mainly at national office level. Most budgets are devolved, and in future the Council expects to fund the delivery of local LSCs' strategic plans, holding them accountable for their share of national outcomes. The 47 local plans deliver national, regional and local priorities, and the local Council – in effect, the non-executive directors – holds local staff to account.

140 The co-ordination between national, regional priorities is achieved through the liaison between the Assistant Director, Skills and Workforce Development, and the Executive Directors Workforce Development Strategy Group. This group meets roughly monthly and is drawn into all major policy and operational decisions. They are capable collectively of agreeing with the national office how any non-devolved budgets might best be deployed. For example, the group will have oversight of the £5m nationally-retained budget for workforce development, which will largely be spent at local level but in ways which deliver national and regional as well as local priorities.

141 LSC works in close partnership with an enormous range of organisations. In the field of workforce development we are one amongst many active players. The task of co-ordinating, informing and liaising with them all, while avoiding 'partnership overload' and paralysis, is daunting. We have drawn some key partners together into a national Workforce Development Policy Group which meets regularly to discuss emerging policy issues.

142 The structure of the national office's Skills and Workforce Development Division is set out at Annex 7. The Division is organised into four teams: Skills Policy, Skills Research, Sector Strategies and ICT and E-learning. The principal function of the Division is to integrate national and local policy and delivery of workforce development and so we see ourselves as serving the local LSC teams, not as a separate national function, to support this the senior members of the team have regional responsibilities. A high proportion of our pilot work is project-based and locally delivered, and facilitated nationally. The Division has close

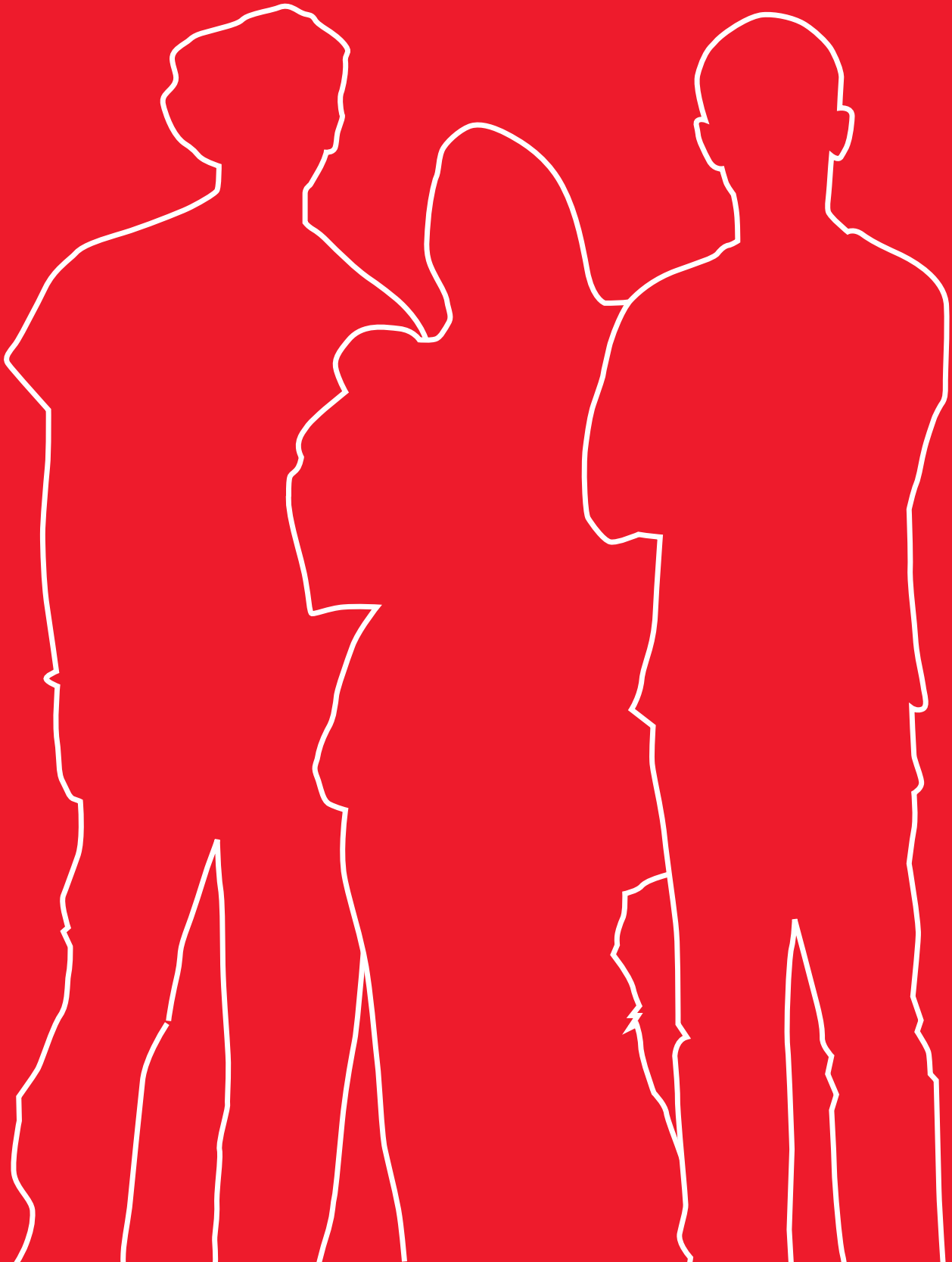
³⁴The current membership of groups referred to here is listed at Annex 5.

working links with teams across the council – in Operations, Communications and Quality and Standards – with which we will work closely to support the delivery of this strategy

Funding

- 143** The LSC workforce development strategy is supported by a range of different budgets.
- 144** As noted in the opening sections (Context and Background Data) of this strategy, the total LSC budget for adult (post-19) skills and learning in 2002-03 totals some £2.5 billion. Within this, the **core workforce development budget is £55m**. We have already (March 2002) distributed £50m of this to local LSCs. The retained sum of £5m will be allocated to local LSCs and for key national priorities during the next few months, alongside the consultation and production of the final version of this strategy. The basis of allocation will be resolved in consultation with the LSC Workforce Development Strategy Group.
- 145** Alongside this, there are earmarked LSC budgets for a range of important national priorities:
- **Sectoral training pilots (significant budget, final sum to be confirmed):** LSC is conducting an extensive programme of sectorally-based, locally delivered pilots in particular occupational skills and qualifications. Details are given elsewhere in this document. The pilots seek to demonstrate the opportunity for large-scale increases in training towards transferable skills and qualifications using employer, LSC, other public sector and in some cases individuals' own contributions. This is the flagship programme of the WfD strategy in that it has the potential to involve all or most local LSCs, together with RDAs, SSCs and other employer bodies, business, unions and our key delivery partners, awarding bodies and providers, as well as 'framework' partners such as Government Departments and agencies
 - **Employer Training Pilots: £40m over two financial years.** These pilots, described earlier in the text, will operate in 6 local LSC areas. They test a range of propositions but especially the propensity of employers to engage in training of low skilled staff towards a basic skills or Level 2 qualification, in return for compensation for training and assessment costs and the employee's time off to study. The pilots run for 12 months from September 2002 and will be the subject of a tight national evaluation.
 - **Support for small businesses to achieve Investors in People: £30m over two financial years.** This new programme was announced in the budget in April 2002 and arrangements for handling it in partnership with Government and other agencies will be developed and announced before this strategy is finalised in the summer.
- 146** There is a smaller number of specific budgets administered by Skills and Workforce Division. Including: research, Skills and Enterprise Network; Union Learning Fund (from April 2003); New Entrepreneur Scholarships, which are covered in the text above.
- 147** Jointly with PIU over the coming months, LSC intend to run a series of pilots, referred to in the text above, to explore other obstacles to workforce development including for example, IAG, qualifications, raising individual demand, and learning advisors.
- 148** In addition there are two very substantial LSC budgets which are directly relevant to workforce development:
- **'further education participation':** this is the core budget which supports the strategic plans of LSC approved further education providers. Some £2 billion is available for adults, defined as post-19 outside work based learning
 - **'work-based learning':** this programme mainly funds Modern Apprentices, and the share for MAs aged 19-25 is expected to be some [£300m] in 2002-03
- 149** Beyond this there are even larger public sums available through other programmes, many of which can be directed towards adult skills/workforce development priorities:
- European Structural Funds [scale]
 - Single Regeneration Budget [scale]/ Single Programme Fund
 - New Deal and Employment Service/Job Centre Plus, including the Workbased Learning for Adults budget [scale].
- 150** Moves towards a much more demand-led delivery of adult skills and workforce development imply, as a start, that we should more clearly label the funding available for these priorities within total LSC resource to meet key local and national targets; improve flexibility, leverage and targeting; give incentives to cost-effective delivery and outcomes; and to encourage innovation.
- 151** The first PIU report argued for a much clearer identification of the funds available, and allocation of a sizeable proportion to the employer or learner rather than to providers. The report suggests that this would lever significant volumes of partner, employer and learner funding towards high quality outcome-related provision leading towards flexible, valid qualifications. The LSC sectoral pilots are already generating opportunities for just this kind of expansion. The Council will be reviewing the early evidence from these pilots and discussing with Government, in the context of the spending review, what opportunities there may be to move further in this direction, ahead of the final version of this strategy in the summer.

Annexes **5**



Annex 1 WfD Strategy Summary Table: achieving structural changes - the focus to 2005 & priority actions for 2002

Objectives for Structural Change to 2005	Priority actions for 2002	Key partners – clarify roles and responsibilities as part of consultation (lists not exclusive/prioritised)
<p>Demonstrate and support increased rates of return</p>	<ul style="list-style-type: none"> ● Maintain momentum of Investors in People – December 2002 targets and beyond - implement 20 point plan ● Rollout Laurel Online® software to at least half of all LLSC areas by March 2003 ● Develop concept of iIP Beacon Status ● Support improvements in management, leadership and entrepreneurship, especially in smaller businesses – consider role of HPW (see supply side below) ● Agree co-ordinated approach to activity 	<ul style="list-style-type: none"> ● NLSC ● LLSCs ● DfES ● DTI ● SBS ● BL ● iIP UK ● SSCs
<p>Manage an active promotional campaign backed by improved information, advice and guidance to employers and individuals</p>	<ul style="list-style-type: none"> ● Develop an effective marketing and communication strategy, promotional campaigns, including attitudinal surveys of employers and communications toolkits for local LSCs and delivery partners ● High level strategic communications group for WfD ● Implementation of feasibility study into integrated IAG service ● Support quality of IAG by implementing recommendations of 'Matrix' pilot ● Provide support for networks of Union Learning Reps ● Develop workplace IAG pilots – develop networks of learning advisors ● Support development of sectoral approaches to IAG ● Improve quality of LMI input to support IAG partnership ● Link IAG partnerships with Connexions Partnerships ● Alignment of job centre+ and LSC programmes 	<ul style="list-style-type: none"> ● NLSC ● LLSCs ● DfES ● IAG partnerships ● learn direct ● Guidance Council ● trade unions ● providers ● local employer networks ● Chambers ● SSCs ● Connexions ● ES ● JC+
<p>Create incentives for success</p>	<ul style="list-style-type: none"> ● Contribute to development and testing of re-launched ILA ● Support implementation of Small Firms Development Account ● Pilot transferable training loans with other sectors ● Manage 6 local pilots to test employer response to compensation for time off for training (Budget: £40 million - employment training / PBR pilots) ● Support widened participation and diversity in workforce development 	<ul style="list-style-type: none"> ● NLSC ● LLSCs ● DfES ● SSCs ● IAG partnerships ● BL ● unions ● employers and representative bodies ● providers

Obj 1: Creating a demand-led system: Raising individual and employer demand

Objectives for Structural Change to 2005	Priority actions for 2002	Possible key partners – clarify roles and responsibilities as part of consultation
<p>Make the fees and funding system more flexible</p>	<ul style="list-style-type: none"> ● Pilot local area full-cost fees approach (to test the proposition that discounts/incentives /entitlements work best in motivational terms when related to full value of the product) ● review relationship between adult budget and wfd agenda 	<ul style="list-style-type: none"> ● NLSC facilitate pilot with local LSCs ● PIU ● DfES ● providers ● NLSC
<p>Improve the quality of WfD supply</p>	<ul style="list-style-type: none"> ● Implement LSC Quality Improvement Strategy 	<ul style="list-style-type: none"> ● NLSC ● NLSC and LLSCs ● providers, incl work-based, private, public, voluntary and employers
<p>Building capacity, flexibility and relevance of workforce development</p>	<ul style="list-style-type: none"> ● Support provider technological capacity and innovation to meet employer demand ● Support management and leadership good practice in providers ● Support quality and capacity of basic skills provision for employees and employers ● Encourage flexible provision that matches work patterns ● Extend programme of CoVEs to meet 50% target by 2004 and to new network of work-based learning providers ● Develop recognition for informal learning in the workplace ● Develop e-learning strategy for workforce development (link to e-learning strategies for adult and community learning and specialist colleges) 	<ul style="list-style-type: none"> ● NLSC ● LLSCs ● providers ● employers ● SSCs ● Ufi ● employer ● RDAs
<p>Integrating workforce development support and business support for employers, including management and leadership in small organizations</p>	<ul style="list-style-type: none"> ● agree delivery mechanisms with SBS / BL and other providers ● develop framework of indicators for employer engagement activity (measure to be develop by 2003 / target by 2005) ● support providers capacity and quality to deliver broad portfolio of WfD support (especially to SMEs) – incl lip ● agree actions to progress CEML recommendations for management and leadership ● support entrepreneurship and deliver NES ● develop employer networks, supply chain support structures and best practice ● extend strategy for support for larger employers 	<ul style="list-style-type: none"> ● NLSC ● LLSCs ● SBS ● BL ● providers ● Enterprise Agencies ● Business Schools

Obj 2: Improving supply and capacity

Objectives for Structural Change to 2005	Priority actions for 2002	Possible key partners – clarify roles and responsibilities as part of consultation
<p>Improve the quality and use of LMI and analysis</p>	<ul style="list-style-type: none"> ● Deliver a coherent, integrated structure for skills research and analysis in context of SEIWG partnership agreement, taking into account national, regional, local and sectoral dimensions and requirements (including the testing of a measure of employment engagement) ● Synchronise partnership WFD planning cycles ● Participate in Skills Academy to support capacity of researchers ● Re-launch and develop the Skills and Enterprise Network 	<ul style="list-style-type: none"> ● SEIWG partners ● FRESA partners ● SSCs
<p>Improve the match between qualifications offered and employer and individual needs</p>	<ul style="list-style-type: none"> ● Support development of National Occupational Standards to underpin responsive qualifications, matching employer and employee needs ● explore possibilities for mapping vendor qualifications onto the national framework in sectors ● Develop proposals for Adult Apprenticeship frameworks for 25+ (pilot in sectors) 	<ul style="list-style-type: none"> ● NLSC ● DfES ● QCA ● SSCs ● PIU ● employers ● providers
<p>Set clear partnership framework for national, regional and local collaboration</p>	<ul style="list-style-type: none"> ● Develop and agree partnership frameworks at national regional and local level as a part of consultation and linking to FRESA process ● Implement partnership frameworks to support delivery 	<ul style="list-style-type: none"> ● NLSC ● LLSCs and all partners
<p>Take account of wider educational policy agenda</p>	<ul style="list-style-type: none"> ● Support development of vocational curriculum for 14-19 ● Implement recommendations of MA Advisory Committee ● Develop links between schools, FE colleges and other providers ● Support links between IAG Partnerships and Connexions ● Support HE participation targets ● Contribute to increasing vocational relevance of HE awards ● Promote increased integration of NOS in HE ● Ensure links with WFD Strategy for HE 	<ul style="list-style-type: none"> ● NLSC ● LLSCs ● providers ● schools ● HEIs ● QAA ● HEFCE
<p>Widen participation and support equal opportunities and diversity</p>	<ul style="list-style-type: none"> ● Develop support framework to underpin WFD activity, including: childcare provision; mentors. 	<ul style="list-style-type: none"> ● NLSC ● LLSCs ● providers

Obj 3: Establishing the Framework

Objectives for Structural Change to 2005	Priority actions for 2002	Possible key partners – clarify roles and responsibilities as part of consultation
share accountability, measures and targets	<ul style="list-style-type: none"> ● Develop collaborative approach to meeting targets ● Develop regulatory approaches to increasing skill levels 	<ul style="list-style-type: none"> ● NLSC ● LLSCs ● RDAs ● SSCs ● Gov Deps
develop a shared measure of employer engagement, including IIP	<ul style="list-style-type: none"> ● Agree new measure of employer engagement, secure support, establish baseline, trial introduction ● Develop initial indicators 	<ul style="list-style-type: none"> ● NLSC ● LLSCs ● Gov Deps ● RDAs ● SBS ● employers
Learn from sectoral, structural and local pilots	<ul style="list-style-type: none"> ● Manage a programme of locally-based sectoral pilot projects to trial new processes, remove obstacles, create and increase demand in specific occupations / groups. Budgets £25 million. ● Manage 6 local pilots to test employer response to compensation for time off for training (Budget: £40 million - employment training / PBR pilots) ● Test mechanisms to co-finance WfD (complementary to development of re-launched ILA) ● Pilot transferable training loans with other sectors ● Pilot local area full-cost fees approach (to test the proposition that discounts/incentives /entitlements work best in motivational terms when related to full value of the product) ● Consider development of local inclusion pilots 	<ul style="list-style-type: none"> ● NLSC ● LLSCs ● wide range of partners
Evaluate our success	<p>Assess progress against the following interim measures:</p> <ul style="list-style-type: none"> ● fully matches current employment needs as identified by employers locally, regionally and nationally and sectorally notably by NTOs/SSCs; ● is regularly reviewed and developed to match estimated future needs of employers and individuals, including entirely new ones; ● offers a high quality, coherent network which delivers local, regional and national needs, includes acknowledged centres of excellence, and integrates LSC-funded providers with private and employer training resources; ● is capable of sustaining skills to retain existing business and employment, as well as enabling rapid response to threats (eg redundancies) and opportunities (eg inward investment); ● delivers (alongside traditional courses) flexible learning at the workplace, at home, out of hours and by distance methods, and builds on individuals' existing skills, aspirations and potential; ● meets both employer needs (for relevant competences), and individual needs (for transferability and progression) through simple, robust assessment and certification, including progress below a full Level; ● attracts new and returning learners with low starting skills (basic skills or English language needs, and learning difficulties) and gets most of them to at least Level 2; ● brings into learning and the employment individuals from groups often excluded from learning and employment, for example on grounds of age, race, disability, sex, special learning need; ● gives incentives to skills critical to local economic success, with a strong sectoral and/or occupational focus; ● draws in employer and individual contributions into flexible, co-funded training which encourages retention, completion and success. 	<ul style="list-style-type: none"> ● NLSC ● LLSCs

Annex 3 Workforce Development Planning Cycles: key milestones and activities 2002-03 (aspirational)

Partner Actions	Jan 02	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan 03	Feb	Mar	April	May	Jun	
National LSC	Review local strategic plans to inform nat. WfD Strategy / future local plans / and national sector strategies	Commission national skills audit	Develop matrix for reporting on local sectoral activity against targets Publish LSC WfD Strat.	LSC corporate plan roll forward	Local pilots developed to report on sector provision (ILR / MI feasibility required)		Publish national skills audit		National summary for development of sector targets (aspiration yr 1 from NTOs/SSCs – build on SWDPs from NTOs)				Assess aggregate of local strategic plans for action to meet national sector skills needs	ESS data available to partners	LSC corporate plan roll forward – including sector targets				
Local LSCs	Purchasing decisions and recontracting at local for activity April – March/ August to July		Local strategic plans published (3 yr rolling) Annual ESF cofinancing plans developed for LLSCs			Statement of local needs	Drafting of local strategic plans			Consultation local strategic plans			Purchasing decisions and recontracting at local	Local strategic plans published (3 yr rolling) including local sector targets					
RDAs	FRESA template published – development and consultation continues		RDA Corporate plan published (Single pot budget finalised and PSAs set – 3 yr rolling) Annual ESF cofinancing plans developed for some RDAs [?]						FRESAs published (subsumes SAP) RES review complete										
NTOs/ SSCs/ SSSA						Key sector planning intelligence available	National and regional templt's produced						Agree sector targets with public agencies contributing to meeting needs					Key sector planning intellig'c available	
OGDs (TBC)			Projections of employment available – incl regional / sectoral breakdown (DfES)								Local LFS data available (ONS)								

Annex 3b

Sector Strategy: LSC approach to development of sector pilots

	This means that Local LSC Workforce Development Teams will:	The National Office Workforce Development Team will:
1	Identify priority sectors within their area, based on MI and research on demographic patterns, LMI and economic need, forecast over the next ten years	<p>Establish an agreed research, planning, and communication process between the LSC (national and local) and our partners also involved in identifying solutions to sector skills needs (e.g. the Sector Skills Councils)</p> <p>Establish an LSC sector website (intranet and internet) including a matrix outlining LLSC priority sectors and the activity planned in these sectors, with access to research and links to key bodies representing these sectors</p>
2	Establish the needs of priority sectors in each local area through consultation and partnership with employers, employer or sector bodies and other partners also working on skills issues within priority sectors.	<p>Work with employers and employer bodies within sectors to map a broad picture of need nationally and regionally, accessible by LLSCs in a time and costed effective manner</p> <p>Create six national sector / LLSC joint fora in key sectors</p> <p>Inform LLSCs of the national priority needs within each sector and the key issues facing the sector. Provide a support service for LLSCs seeking further detail on sectors</p>
3	Establish a detailed picture of the barriers and opportunities to achieving significant increase in level 2 qualification in these sectors locally	Establish a broad picture of the barriers and opportunities to achieving significant increase in level 2 qualification in these sectors nationally
4	Establish a detailed picture of the provision available locally to meet these needs and its quality and effectiveness based on systematic collation and analysis of qualitative, comparative and quantitative MI.	<p>Establish a broad picture of the provision available nationally to meet these needs and its quality and effectiveness based on systematic collation and analysis of qualitative, comparative and quantitative MI. This includes review of national supply via Colleges, CoVEs, private sector provision, and employer expenditure on training and development</p> <p>Develop a proposal for the integration of CoVEs into workforce development</p> <p>Identify those sectors under performing in uptake and / or achievement</p>
5	Establish a detailed picture of the most significant gaps locally (and the impact of these gaps) between the needs of the sector and the current provision available to those sectors	Establish a broad picture of the most significant gaps nationally (and the impact of these gaps) between the needs of the sector and the current provision available to those sectors

This means that Local LSC Workforce Development Teams will:	The National Office Workforce Development Team will:
<p>6 Establish, agree and implement a Sector Action Plan to address these gaps. The objective of this action plan is to deliver a demand led system appropriate to meet both current and future needs of the sector within the local economic and social framework operating in each LLSC area, and to harness all the support available from the LSC and its partners to deliver significant increases in the sector in:</p> <ul style="list-style-type: none"> ● Employee engagement ● Learner engagement ● Qualification at level 2 ● Progression to other vocational qualifications within the sector 	<p>Using the national sector fora, establish an over arching LSC strategy:</p> <ol style="list-style-type: none"> a) for six priority sectors b) to address the key gaps, issues, barriers and opportunities to increase Level 2 Achievement in 10 specific sectors c) to address 6 key issues affecting sectors generally <p>Design and implement the pilot activities above with key partners and LLSC, to develop new effective models for addressing sector issues.</p> <p>Develop a model for the sector pilot process,</p> <p>Develop and implement a sector communication processes for LLSCs and partners to share sector based information and activity</p>
<p>7 Identify priority based on need and LMI clearly sets out the barriers to increasing vocational qualifications in priority sectors, and an action plan with partners to address these needs</p>	
<p>8 Identify the barriers learning within each sector, and prioritise support to developing a set of bespoke solutions to raise levels of NVQ achievement.</p>	
<p>9 Work with other LLSCs' to minimise the overlap and duplication of Sector Plan activities, and to identify opportunities to pool resources</p>	
<p>10 Ensure that LLSCs priorities are reflected in the Framework for Regional Employment Skills Action (FRESA)</p>	<p>Ensure that the FRESA process enables the LSC to reflect its priorities and enables LLSCs to participate effectively</p>
<p>11 Provide evidence-based advice to the National LSC Sector Strategy team on the direction of LSC policy affecting priority sectors and to increase the effectiveness of the LSC provision to sectors</p>	<p>Ensure that central point for policy changes for the LS</p> <p>Evaluate pilots and produce policy advice on the LSC</p>
<p>12 Create effective communication processes with sector lop case study and share good practice with other LSC's</p>	<p>Create national sector /lsc steering groups in key sectors</p> <p>Develop sector communication store information for all to see</p> <p>Develop sector briefings</p> <p>Create opportunity and process for sharing detail on good practice and innovation run seminars and create web based</p>

Annex 4

Working in Partnership: LSC / Investors in People UK action plan

Investors in People UK, National LSC and Executive Directors Workforce Development Strategy Group have approved this Action Plan. The purpose of the Plan is to:

- improve partnership working between key players
- promote achievement of 2002 targets for liP
- support the objectives of the LSC WfD Strategy
- support future targets/aspirations of liPUK

1	Workforce Development Strategy	liP will have a high profile within the Strategy
2	Employer Engagement	liP will be an 'indicator' within the measure/target
3	December '02 targets	LSC is committed to achieving these targets
4	Future liPUK targets/aspirations	LSC will support Investors in People UK with other key partners
5	Quinquennial Review	Support the 'Independent' & UK nature of liPUK
6	MoU	Review MoU to reflect a more strategic alliance
7	Development of the Standard	Support Investors in People UK as appropriate
8	Development of the Framework	Assist development as broad wfd tool, inc. employer IAG
9	Keeping In Touch meetings	Run monthly with Investors in People UK, LSC, DfES
10	Marketing	Agree roles, responsibilities and annual strategies
11	National Office Support	Dedicated National/Local resource, focus on performance
12	Local Planning/Contracting	Indicators form basis of planning/contracting framework
13	Delivery Models	Review delivery models in first half of 02/03
14	Subsidies and Charging	Operate more consistent policies across country
15	RQCs	Work with Investors in People UK / RQCs to ensure capacity and capability
16	Laurel on Line	Achieve min. 50% coverage in England by end 02/03
17	Small Firms	Support work and targets of Small Frms Task Force
18	Schools	Work with schools directorate to increase penetration
19	Sectors	Work with NTOs/SSCs to increase penetration in sectors
20	Pilots	Promote benefits of liP in Workforce Development pilots

Annex 5

LSC workforce development strategy groups

Adult Learning Committee	CM indicates member of National Council
John Monks (Chair) Judith Armitt Michael Brunson Alexandra Burslem Tony Chandler Paul Convery Jane Drabble Chris Humphries Patrick Passley Alex Pratt Prof. David Robertson (Adviser) Hugh Try Alan Tuckett	General Secretary, Trades Union Congress (CM) Chief Executive, Medway Council Freelance writer and broadcaster. Previously Political Editor, ITN Vice-Chancellor of Manchester Metropolitan University (CM) Head of Learning & Organising Services, UNISON Director, Centre for Economic and Social Exclusion Formerly Director of Education, BBC (CM) Director General, City & Guilds of London Institute (CM) Lecturer in Law, Barnet College and Commissioner on the Commission for Racial Equality Managing Director, Sunalex Ltd Research Professor in Public Policy & Education, Liverpool John Moores University Deputy Chairman, Galliford Try plc and Chairman, CITB Director, National Institute of Adult Continuing Education

Executive Directors Workforce Development Strategy Group

Chris Roberts (Chair) Linda Hockey David Nelson Peter Pledger Liz Davis Nick Wilson Dugald Sandeman Philip Extance Sheilah Burden Michael Stark Rebecca Rhodes (Sec) Keith Bartlett	Tyne & Wear LSC Bedfordshire & Luton LSC Leicestershire LSC London West LSC Greater Manchester LSC Surrey LSC Somerset LSC Shropshire LSC Humberside LSC AD Skills & Workforce Development, NLSC Sector Strategies, Skills & Workforce Development, NLSC Skills Policy and Research, Skills & Workforce Development, NLSC
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Workforce Development Policy Group

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Annex 6

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Annex 7

Skills and Workforce Development Division

Skills and Workforce Development sits within the Policy and Development Directorate of LSC National Office. Within the division there are four teams, the members of each team, key

areas of responsibility, including where applicable regional responsibilities, are set out below. The standard LSC email format is firstname.lastname@lsc.gov.uk.

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Skills Policy and Research

Keith Bartlett	Group Programme Manager: Skills Policy and Research Regional Responsibilities Co-ordinator
----------------	---

Skills Policy

Helen Gresty	Skills Policy Manager, Influencing Organisations: links with PIU, RDAs, TUC, SSDA, CBI, BCC etc., and union learning (inc. ULF) Region: London
Kay Cheesman	Skills Policy Manager, Incentivising Learning: employer and employee development schemes, ILAs, TTLs, income contingent loans and IAG Region: South West
Doreen Way	Skills Policy Manager, Delivery Organisations: links with liPUK, RQCs, SBS etc. and roll out of Laurel Online to LLSCs/BLs Region: South East
Peter Nicholls	Moving to Operations Directorate: workforce development link between Policy and Development and Operations and NES Region: Yorkshire and Humberside
Peter King	Skills Policy Administrator

Skills Research

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Nathan Dodd	Skills and Enterprise Network Manager
Chris Ord	Policy and Research Assistant
Susan Fox	Skills Research Co-ordinator
Atul Patel	Skills Research Administrator

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Gail Bailey	Sector Manager: care health, early years, public Region: East Midlands
Elayne Henderson	Sector Manager: voluntary sector, call centres, public
Stephen Lilly	Sector Manager: construction, manufacturing, transport and landbased Region: North West
Jonathan Dalton	Sector Manager: TBC Region: East of England
Alison Corbett-Gibbin	Secondee Ufi/learndirect
TBC	Sector Strategy Administrator

ICT and e-learning

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Sue Rigby	NLN Development Manager
Jacqueline Marsh	National Learning Network Officer
Kate Halliday	ICT Programme Administrator

Annex 8

Website of organisations or initiatives mentioned in this Strategy

British Chambers of Commerce (BCC) www.britishchambers.org.uk
 Centre for Enterprise www.centreforenterprise.co.uk
 Confederation of British Industry www.cbi.org.uk
 Council for Excellence in Management and Leadership www.managementandleadershipcouncil.org
 Department for Education and Skills www.dfes.gov.uk
 Department of Work and Pensions www.dwp.gov.uk
 Department of Trade and Industry www.dti.gov.uk
 Employment Service www.employmentservice.gov.uk
 Gas and Water Industry National Training Organization (GWINTO) www.gwinto.org.uk
 Government Offices www.government-offices.gov.uk
 Higher Education Funding Council for England www.hefce.ac.uk
 Investors in People (UK) www.iipuk.co.uk or www.investorsinpeople.co.uk
 Jobcentre Plus www.jobcentreplus.gov.uk
 Learndirect www.learndirect.co.uk
 Learning and Skills Council www.lsc.gov.uk
 Local Learning Partnerships www.lifelonglearning.dfes.gov.uk/llp
 National Institute of Adult Continuing Education www.niace.org.uk
 National Training Organisations www.nto-nc.org
 Qualifications and Curriculum Authority www.qca.org.uk

Regional Development Agencies

North East www.onenortheast.co.uk
 Yorks & Humber www.yorkshire-forward.com
 London www.lda.gov.uk
 West Mids www.advantagewm.co.uk
 East of England www.eeda.org.uk
 South West www.southwestrda.org.uk
 East Midlands www.emda.org.uk
 South East www.seeda.co.uk
 North West www.nwda.co.uk

Sector Skills Development Agency (NTOs/SSCs) www.ssda.org.uk
 Small Business Service & Business Links www.businesslink.org
 Trade Unions & the Trade Union Congress www.tuc.org.uk
 UK Skills www.ukskills.org.uk

Annex 9

Links to useful documents

LSC Corporate Plan: Strategic Framework for 2004 (July 2001)

www.lsc.gov.uk/pdf/corpplancombine.pdf

LSC Remit Letter, November 2000

http://www.lsc.gov.uk/documents_list.cfm?categoryId=4

LSC Business Plan

www.lsc.gov.uk/intranet/deliver.cfm?filename=Business_Plan.pdf&directory=documents

PIU In Demand: adult skills in the 21st century

www.cabinet-office.gov.uk/innovation/2001/workforce/report/index.html

PIU analysis paper

<http://www.cabinet-office.gov.uk/innovation/2001/workforce/development.shtml>

Ethnic Minorities in the Labour Market Project

<http://www.cabinet-office.gov.uk/innovation/2001/ethnicity/main.shtml>

National Skills Taskforce Reports

www.skillsbase.dfee.gov.uk

Learning and Training at Work 2001

www.dfes.gov.uk/statistics/DB/SFR/s0316/

Labour Force Survey

www.statistics.gov.uk/statbase/Source.asp?vlnk=358

DTLR: Index of Multiple Deprivation 2000

www.regeneration.dtlr.gov.uk/rs/03100/index.htm

Select Committee on Education and Skills Minutes of Evidence: memorandum for the LSc (ILAs 31) February 2002

<http://www.publications.parliament.uk/pa/cm200102/cmselect/cmmeduski/561-iii/2020610.htm>

Modern Apprenticeships: the way to work, September 2001

www.dfes.gov.uk/maconsultation

14-19: extending opportunities, raising standards

<http://www.dfes.gov.uk/14-19greenpaper/>

Meeting Sector Skill Needs: some emerging LSC approaches

<http://www.lsc.gov.uk/corporateplan.cfm>

LSC National Equality and Diversity Strategy: widening participation and promoting inclusion, 2001-04

http://www.lsc.gov.uk/news_docs/Widening.pdf

Raising Standards: LSC Quality Improvement Strategy 2002-03

http://www.lscdata.gov.uk/quality/quality_improvement_strategy.html

Early Years and Childcare Regulation

<http://www.dfes.gov.uk/consultations/eyacr/>

Skills for life: the national strategy for improving adult literacy and numeracy skills

<http://www.dfes.gov.uk/readwriteplus/bank.cfm?section=211>

Annex 10

Responding to this consultation

Please submit responses using this form, and return to us no later than **21 June 2002**, by post or electronically to:

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The full document and consultation response form are available electronically at www.lsc.gov.uk go to documents/consultation papers and responses

Name of organisation: _____

Address: _____

Phone: _____

Fax: _____

Email: _____

Please consider the strategy in the context of the following questions:

Q1

If we can achieve the structural changes set out in this strategy, will we be in a position to raise the skill levels of the adult workforce and deliver sustainable economic success? What factors will prevent us implementing these structural changes?

A. _____

Q8

Do you have examples of local best practice or innovation that would support the implementation of this strategy and could inform the final version?

A. _____



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