

Learning and Skills
Council, Essex
'Making it
Happen'

6 June 2005

A strategic statement of interest to partners and
providers of skills and learning

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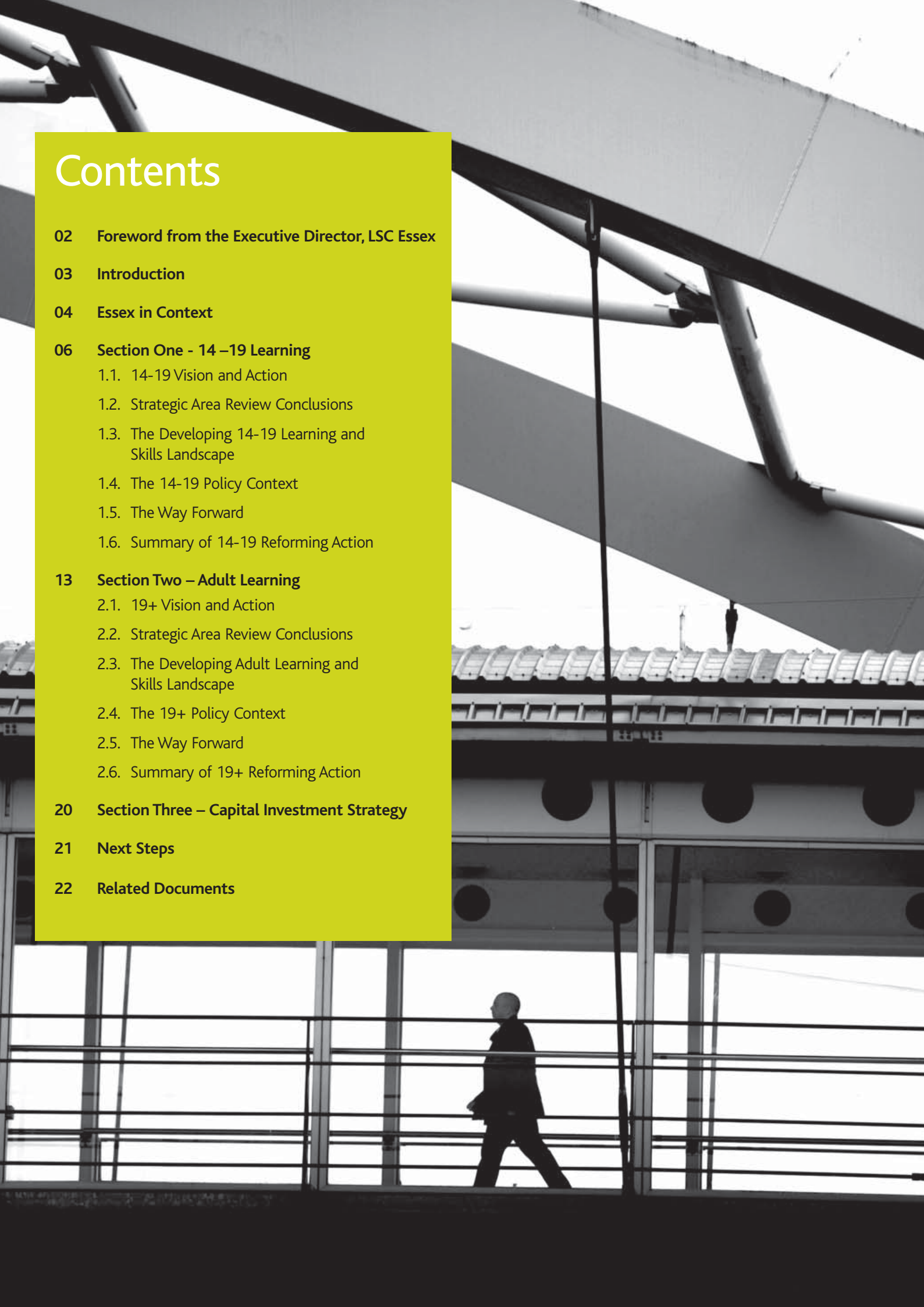
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Foreword from the Executive Director of LSC Essex

I wrote to you in March 2005 to share with you the broad findings of the Strategic Area Review (StAR) of Essex, Southend and Thurrock and how we intended to respond to the consultation, which as you know did not arrive at a broad consensus. I made a commitment to you that a further document would be published which would set out our intentions with regard to the future learning offer to young people and adults. I therefore welcome the opportunity, on behalf of the Council and staff of LSC Essex, to introduce **'Making it Happen'**.

As you know, the Strategic Area Review process began in the Essex area in the summer of 2002 and concluded in March 2005. During that time I have fully embedded the twin StAR processes of matching supply with demand and of driving up quality, relevance and accessibility of learning into the mainstream, day-to-day business processes of LSC Essex. The issues that emerged from the StAR process were therefore not unexpected but served to confirm our assessment of the situation and the challenges to be addressed.

You will all recognise that life in the learning and skills arena has changed dramatically over the last three years, and as you would expect, my organisation has responded with action to reflect that dynamic. Essex is making good progress and many of the concepts that we consulted upon in the StAR Consultation Document are now actuality in many parts of the LSC Essex area. Local partners are working together, through 14-19 and adult fora, to develop local strategies and respond to need. We must learn from the examples of excellence demonstrated by many of our learning providers and make certain that their cutting edge developments are part of a coherent whole. This will ensure that all learners have the opportunity for appropriate progression in education and training, wherever they live and learn.

If we overlay the rollout of local developments with the significant new learning and skills policies that are now driving our joint agendas, i.e. the Skills Strategy, 14-19 White Paper, the 5 Year

Strategy and the forthcoming Youth Green Paper, it becomes clear that a new ambitious vision for learning is emerging that will transform what we can offer to people in the future.

The emerging learning offer must also take into account the economic and social landscape within which we operate and fully reflect the ambitions set out in the Regional Spatial Strategy 14 and developments within our 3 economic regeneration growth areas of Thames Gateway, Haven Gateway and London, Stansted, Cambridge and Peterborough.

All of these factors combined mean that I can be unequivocal when I tell you that the status quo is not an option for Essex. Some areas of Essex will need more dramatic change than others, but even in geographical areas where the current learning and skills offer is considered to be of a good standard, we can see that the current supply of learning will not fully meet the need generated by future population growth.

As we implement change we must also be prepared to contribute to the delivery of devolved decision making as a new radical approach to service delivery moves forward through the piloting of new Local Area Agreements. This new approach will bring together different funding streams to focus on a core set of outcomes for local areas, sweeping away a raft of measures previously linked to separate funding streams. These local agreements are likely to be structured around three funding blocks, one being Children and Young People. This new approach resonates with our preferred ways of working at a local area level to align the

visions, actions and resources of key partner organisations in support of developments such as Children's Trusts, Building Schools for the Future and Extended Schools. The positioning of LSC Essex in the Local Strategic Partnership will also be crucial in terms of the achievement of the Public Sector Agreement Targets relating to learning and skills that will be devolved to local authorities in the future.

Having painted the broad context for change I want to reaffirm the commitment I made to you in the LSC Essex Annual Statement of Priorities December 2004, to fulfil our leadership role in bringing greater drive and ambition to the reform of learning and skills. **'Making it Happen'** sets out our vision for learning, which aims to put Essex at the forefront of transforming education and training for young people and adults. The objectives to deliver our vision for learning will build on the best local innovation and provide a framework for local development that will ensure that Essex is at the forefront of driving change.

All those involved in learning across Essex, from classroom assistants, teachers and lecturers to Children's Services Authorities, have a key role to play in making our vision a reality. We must work together to give all of our learners the opportunities they deserve, to help them realise their potential and to contribute to Essex's success.

Alison Webster
Executive Director

Introduction

'Making it Happen' is a 3-year visionary and ambitious statement of our intentions in response to:

- Issues and findings of the Strategic Area Review of Essex, Southend and Thurrock
- 14 –19 White Paper.
- 5-Year Strategy.
- Forthcoming Green Youth Paper.
- Skills Strategy.

It complements and builds upon the actions and commitments in the LSC Essex Annual Statement of Priorities December 2004 and LSC Essex Annual Plan 2005/06 that will address the LSC Essex priorities and ensure that we realise our 3 year vision:

LSC Essex Priorities

There are three LSC Essex priorities to complement the national and regional priorities:

- Increase 16 – 18 participation and achievement with a clear focus on priority sectors and client groups.
- Increase the number of learners participating in and achieving recognised Skills for Life qualifications.
- Extend our role in economic development and regeneration to optimise employment and skills opportunities across Essex, particularly the 3 Gateways: Thames Gateway; Haven Gateway; and London, Stansted, Cambridge and Peterborough Growth Areas.

Our Overarching 3 Year Vision

There will be a skilled and responsive workforce in the LSC Essex area that will enable individuals, employers and communities to benefit fully from economic regeneration, growth and new business opportunities.

Purpose and Structure

The purpose of 'Making it Happen' is threefold. It sets out:

- Where we are now in terms of addressing our current learning and skills issues.
- How we intend to deal with the learning and skills challenges that persist across Essex and our rationale for doing so.
- What we need to do in order to meet the growing expectations of the learning and skills sector arising from new government policy.

The document is structured around 3 themes. These are:

- The vision of a 14–19 learning offer, built upon the Strategic Statement for the 14-19 Phase of Learning in Essex, Southend and Thurrock.
- The vision for a 19+ learning offer, guided by the adult entitlement within the Skills Strategy.
- A capital and investment strategy to underpin the learning offer, which is framed within the Regional Investment Strategy.

A brief overview of our market assessment precedes these sections to provide an insight into the Essex context and rationale for change.



New Garrison Development, Colchester

Essex in Context

Essex is characterised by its diversity of geography, local economy and demographics, with concentrations of population in the largely urban south and a dispersed population in the predominantly rural north. The area traditionally lacks a learning culture, with low levels of participation in learning and educational achievement amongst both young people and adults. There are also widespread skills shortages and gaps in Essex, many of which are to be found in the key sectors of our economy. Some key facts:

- The LSC Essex area consists of 12 local authority districts and 2 unitary authorities, with a combined population of over 1.6 million.
- 30% of the people in the East of England live in Essex and 12% of these live in the Thames Gateway South Essex area.
- Extremes of wealth and deprivation exist with deprivation ranging from the 102nd most deprived area to the 32,458th least deprived area in the country.
- The economy is buoyant; contributing £20 billion to the regional Gross Value Added (GVA).
- Unemployment remains at very low levels.
- Essex has no predominant industries - Small to Medium Sized Enterprises (SMEs) are the bedrock of the economy, accounting for 85% of all businesses in Essex and employing 52% of employees.
- Skills shortages and gaps prevail across all sectors with results from the National Employers Skills Survey (NESS) 2003 showing that 46% of Essex businesses with vacancies found them hard to fill.
- The close proximity to London is significant with 17% of workers living in Essex commuting to London.
- 4,000 young people fail to go into some form of structured learning after leaving Essex schools at age 16, many of whom will have failed to achieve a Level 2 qualification while at school.
- Around half of adults in Essex either have no qualifications or are only qualified to Level 1.

The Three Gateways

Essex is experiencing significant economic and social change. The three economic regeneration growth areas of the Thames Gateway, the Haven Gateway and London, Stansted, Cambridge and Peterborough will provide immense opportunities for individuals, employers and communities. The challenge is to ensure that local people and businesses benefit from these potential opportunities. This means that we will need to address the enduring low participation and achievement issues that still prevail in many parts of Essex and drive up the level of skills with greater urgency so that businesses, communities and individuals can prosper from the Gateways.



Port of Harwich



Lakeside Shopping Centre, Thurrock



QEII Bridge



Harlow Civic Centre

Section One – 14-19 Learning

1.1. LSC Essex 14-19 Vision and Action

We want to see Essex leading the way in the development of a 14-19 phase of education and training that gives all young people the opportunity to progress along clear learning pathways and achieve their potential.

Essex's young people will be highly sought after by further and higher education institutions and by employers, who will know that they are among the best and most appropriately qualified in the country.

Young people build on their achievement at Key Stage 3 as they embark on a learning programme that meets their individual needs.

All young people in Essex will have excellent support and guidance to help them make the choices about their future learning pathways.

All providers of education and training in Essex will be part of a wider network, enabling them to share resources and offer opportunities collectively to young people.

All schools and colleges have effective operational plans with business that set out how they will work together to support young people and staff, for mutual benefit.

But where are we now?

1.2. Strategic Area Review Conclusions

Respondents to the consultation document were clear about:

- The need to develop 14-19 partnerships between providers.
- The need for simple, effective, non-bureaucratic solutions.

Later in the document we set on record the progress that has been made by stakeholders in addressing the needs of learners, communities and businesses and in establishing partnerships.

There was further agreement that:

- Too few young people are progressing to post 16 learning.
- Young people should have access to a full range of opportunities together with impartial advice and guidance.
- The 14-19 curriculum in the LSC Essex area is insufficiently flexible particularly at 14-16.
- The curriculum offer of neighbouring providers is often uncoordinated.
- There is clear evidence of an excess of supply and a duplication of delivery in some qualifications and subjects in the 16-19 range.
- There are gaps in provision at Key Stage 5, particularly with regard to vocational learning programmes relating to priority areas, particularly at Level 2 and below.
- Current arrangements are not delivering the skills that the Essex economy requires.
- The opportunities for many young people with learning difficulties and disabilities do not meet the widely recognised needs of the learner.
- Schools in rural areas face particular challenges in forging effective partnerships.

The judgements of stakeholders make clear the extent to which present arrangements must change and indicate the ambition and sense of urgency which all interested parties have in delivering the best possible deal for the learner, the community and businesses in the LSC Essex area.

It is important at this point to restate the LSC remit to provide leadership and, working closely with its partners, ensure that there is:

- Greater personalisation and choice with regard to 14-19 provision.
- A full range of providers – colleges, sixth forms, and work based learning in local areas.
- New provision where participation and achievement are low.

1.3. The Developing 14-19 Learning and Skills Landscape

Strategy and the 14-19 Curriculum

Together with the three Essex Children's Services Authorities (CSAs) and Connexions, LSC Essex has formed the Policy Executive Group (PEG), which sets the strategic direction for the 14-19 agenda in the LSC Essex area. The partners have agreed:

- An overall 14-19 strategic statement.
- Three locally devised 14-19 strategies.
- A 14-19 Learner Entitlement.

PEG is supported by the Pan Essex Strategic Group (PESG), which represents all major stakeholders in the LSC Essex area.

The challenge for 2005-06 will be to build upon current initiatives in each authority to strengthen the local partnerships that will implement the strategy, bring empowerment to providers and increased opportunities to learners.

In the LSC Essex area, the LSC is working closely with the CSA to integrate 14-19 education in the developing structures for delivering Every Child Matters. Essex County Council is engaged in creating Local Delivery Groups (LDGs) of schools including Primary, Secondary and Special Schools. The LSC will be working with Essex CSA to integrate colleges and work based learning providers into the emerging structure.

Harlow Consortium

The Harlow Education Consortium was set up to support education in the local area. The Secondary Headteachers and Principal of Harlow College meet regularly to discuss 14-16 work related learning and progression. The consortium is at the hub of a newly established educational wheel, the Harlow Education Action Team. This brings together the co-ordinators of a number of educational initiatives designed to improve the offer for learners. It includes the co-ordinator from work-related learning and Aimhigher. Each of these feed into their own groups to drive forward their parts of the 'agenda' and report to the consortium. The secondary schools are looking at ways in which they can develop a more collaborative curriculum for 14-16 by identifying where schools have particular strengths related to their specialist status.

In Southend on Sea and Thurrock Children's Services Authorities (CSAs) schools and local stakeholders have performed valuable work in developing a 14-19 strategy, which sets the agenda for developing the curriculum through collaborative arrangements.

A recent review of the Thurrock Local Strategic Partnership (LSP) has led to the establishment of the Children's and Young People Partnership Board, which will provide governance for the Children and Young People Strategic Partnership (CYPSP).

Schools

Schools in the LSC Essex area are forming partnerships¹ to widen the curriculum offer. They have played a major and significant role in the Increased Flexibility Partnerships and have been key players in the success of Thurrock Association of Schools and Colleges (TASC), Association of Headteachers in Essex (ASHE) and MiXIT (a collaborative 14-19 group of partners/providers in Southend).

The ASHE Partners Collaborative is working on a directory of vocational courses in the LSC Essex area.

In North Essex the North West Essex Rural Consortium has made significant strides in harnessing E-learning to the needs of the rural community. The partnership, including FE and Work Based Learning partners, has pushed forward work on a shared curriculum.

In Southend plans for Prospects new Vocational College, funded partly by grants from the Office of the Deputy Prime Minister (ODPM), have encouraged schools to work together to build on existing vocational opportunities and a range of training providers are contributing to the Pathways Project.

In Tending the local schools, Essex CSA and Colchester Institute have won funding from EEDA, which, together with funds from the Colchester Institute and the CSA, will enable the establishment of a vocational centre in Clacton that will bring much needed new opportunities for young people in Clacton.

Throughout the LSC Essex area schools are working closely with partners in other sectors and each other. Partnerships are working on common timetabling, links with FE Colleges and Work Based Learning (WBL) providers and changes to the school working day and the school year as a means of increasing flexibility and raising achievement.

¹More detail on best practice in local partnership working can be found in the recent document Education Improvement Partnerships: Local Collaboration for School Improvement and better Service Delivery (DfES, 2005).

Further Education and Work Based Learning (WBL)

The 14-19 White Paper and the Five-year Strategy assert the central role of FE and Work Based Learning providers in widening opportunities for 14-19 learners and building the essential links with business, the community and schools.

In the LSC Essex area the development of the WBL consortia, in which FE, WBL providers and Connexions work in close partnership, is a major achievement. As a result we are in a strong position, both to build closer relationships between sectors and increase the ability of partners to respond to the needs of the Essex economy. The successful and pioneering work of the Increased Flexibility partnerships will be essential in this respect.

The WBL consortia will have a key role in working with the Sector Skills Councils and local businesses.



Harlow Town Centre

Increased Flexibility Partnerships

The Optima Project run by South East Essex College, members of the NOVA partnership and Westcliff High School for Girls, is fast tracking engineering as a vocational option. Prospects College, a Centre of Vocational Excellence (CoVE) in Engineering, is providing valuable expertise and assistance. Through NEEVOP, sponsored by Colchester Institute, students complete a Certificate in Employability Skills in addition to their primary vocational qualification.

Learners with Learning Difficulties and/or Disabilities (LLDD)

A change in the configuration of Special Schools in the three CSAs has meant substantial improvements for learners of all ages.

Lancaster School

Southend Borough Council is proposing to re-model the Lancaster Special School to meet the needs of young people with complex learning difficulties as part of their reorganisation of LLDD provision.

This has presented an opportunity to develop 19-25 provision at the school in partnership with Southend Adult College and improve post 19 provision for learners with complex and severe learning difficulties.

LSC Essex is working with project partners on the development proposals for the site including a new facility for 19-25 learners, which would be the subject of a capital bid to the LSC Adult Community Learning Major Challenge Fund.

Improving Choice Pathfinder 'Leading Local Learning'

'Improving Choice' is a nationally funded initiative, delivered through Pathfinder Partnerships, led by local LSCs in the East of England. The pathfinders aim to transform the current learning model for young people with disabilities, which requires many of them to leave their home areas to access suitable learning and skills provision.

'Improving Choice', which has been branded as 'Leading Local Learning' in the LSC Essex area, will lead to the development of a new curriculum and provision.

A detailed action plan is in place, which will drive forward the following three transformational strands:

- Infrastructure.
- Provider engagement.
- Resources for the learner, the transition process and providers.

'Leading Local Learning' will provide new provision for some young people by September 2005 but we expect a substantial number of new learners to benefit from the initiative from September 2006.

1.4. The 14-19 Policy Context

During the last year the government has fleshed out in greater detail established policies (such as the Five-Year Strategy and Every Child Matters) and launched new policy initiatives including the 14-19 White Paper and the Skills Strategy.

The Five Year Strategy for Children and Learners

In July 2004 The DfES published its Five-Year Strategy for children and learners. It is an ambitious strategy for the next five years and beyond. It seeks not only to address historic weaknesses, but also to improve every aspect of what the DfES does. It puts a clear focus on children, learners, parents and employers, not just in setting out what it wants to offer, but in designing ways of doing it that promote personalisation and choice. 14-19 developments form a core part of the document.

Five key principles of reform, developed in the document, underpin the drive for a step change in children's services, education and training:

- Greater personalisation and choice, with the wishes and needs of children's services, parents and learners centre-stage.
- Opening up services to new and different providers and ways of delivering services.
- Freedom and independence for frontline headteachers, governors and managers with clear simple accountabilities and more secure streamlined funding arrangements.
- A major commitment to staff development with high quality support and training to improve assessment, care and teaching.
- Partnerships with parents, employers, volunteers and voluntary organisations to maximise the life chances of children, young people and adults.

The government also made clear its intention to expand the Academies programme in areas with inadequate existing secondary schools.

Every Child Matters

The principles are already shaping the delivery of children's services in the three LSC Essex area CSAs. It is clear that the Children and Young People's Strategic Partnerships will be increasingly important vehicles for change.

Every Child Matters: Change for Children is a shared programme of change to improve outcomes for all children and young people. It takes forward the Government's vision of radical reform for children, young people and families.

Five key outcomes are identified as central to well-being in childhood and later life: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. The programme aims to improve those outcomes for all children and to close the gap in outcomes between the disadvantaged and their peers.

The Outcomes Framework contained in **Every Child Matters: Change for Children** shows in more detail what the five Every Child Matters outcomes mean in practice for CSAs and the relevant partners.

New Relationship with Schools

The publication of this key policy document has far reaching implications for schools, CSAs and the LSC. The LSC is tasked to work in active partnership with the key stakeholders and the DfES to implement the policies, particularly:

- The induction and training of School Improvement Partners and ensure that the 14-19 agenda is a key component of the "single conversation".
- The review of sixth form performance including target setting, interventions for very weak sixth form provision and disseminating best practice across the sector.

- Expanding the contribution of each school to the overall range of 14-19 provision – especially the development of vocational opportunities 14-16.

14-19 White Paper: Education and Skills

The White Paper proposes reform of the system of 14-19 education. The key elements are:

- A strengthened Key Stage 3.
- A strong core at 14-19.
- A system better tailored to the needs of young people.
- The introduction of a new system of specialised diplomas.
- Strengthened GCSEs and A levels.
- An accountability framework, which will support and encourage the development of the 14-19 phase.

The White Paper requires that the LSC and the CSAs are responsible for ensuring that sufficient quality provision is available to meet the needs of young people. We must therefore work with all our partners to:

- Remove barriers to collaboration.
- Ensure that 14-19 opportunities are available to all young people.
- Build and empower enduring partnerships to manage and plan delivery.
- Capitalise on the success of the Increased Flexibility Partnerships.

Developing LSC Policy: Learners with Learning Difficulties (LLDD)

The LSC nationally is currently conducting a comprehensive review of its funding and planning of education and training for learners with learning difficulties and/or disabilities (LLDD). The national strategy that emerges will serve the growing demand for post 16 education and training for learners in this group and expand the range of options. A final report is expected in late summer 2005.

The Employment sub-group of the Learning Disability Task Force (Valuing People) will be sending a report to Ministers and the Task Force in the summer with recommendations for creating greater opportunities for young people with learning difficulties and disabilities.



New Garrison Development, Colchester



Harlow Civic Centre



Port of Harwich

1.5. The Way Forward

In the light of the fast developing Essex initiatives - many driven by schools, colleges and developing partnerships – it is evident that the collective will exists to transform the Essex education and training landscape.

Partnerships and Collaboration

LSC Essex, the three CSAs and Connexions, operating through the PEG and PESG groups, will oversee the transformation. At a local level providers will be empowered through 14-19 Planning Groups, to plan, deliver and monitor the development of the 14-19 Learner Entitlement.

In each of the CSAs the precise arrangements will be different. LSC Essex and its partners do not want to create new partnerships where ones already exist; nor do we want to create unnecessary bureaucracy and duplication. For example, similar partnerships are already being developed to deliver Every Child Matters.

The local 14-19 Planning Groups will be expected to include Schools, Further Education colleges, Work Based Learning providers, Connexions and other groups with an interest in 14-19 education. The Planning Groups, or their local equivalents, will produce a 14-19 Three Year Plan from September 2005, which will reflect the needs of the community and employers and the priorities in the Children and Young People Plan. The 3 Year Plan, which could be a subset of the Children and Young People Plan, will include:

- A strategic vision for creating high quality 14-19 education.
- Agreed milestones for improvements in 14-19 achievement, participation and retention.

- Arrangements for the monitoring, review and evaluation of the plan.
- Reference to the data sources that have informed the plan.
- Arrangements for a curriculum mapping exercise to identify gaps in provision.
- An action plan for delivery of the 14-19 Strategy and 14-19 Learner Entitlement.
- A resource strategy driven by the Learner Entitlement.
- Arrangements for the approval of changes to the locally agreed curriculum.
- An agreed minimum entry requirement for Level 3 courses.

Each partnership will be empowered by, and accountable to, the relevant Children's Services Authority and LSC Essex. As part of their role the partnership will contribute to a comprehensive directory of learning and training opportunities. In Greenwich a similar programme has dramatically improved participation and achievement.

ASHE and Partners

ASHE and partners are currently compiling a 14-19 directory of opportunities in Essex, Southend and Thurrock. The work, funded by LSC Essex, promises to be extremely valuable in signposting opportunities for young people.

In Greenwich, the publication of a joint G+ prospectus has been cited as a major factor in the success of advertising and promotional campaigns in improving access and participation. The numbers of 16-19 year old students in the Borough has increased dramatically over two years.

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The Five-Year Strategy and the 14-19 White Paper make clear that every learner should have a choice between education and training providers. In the LSC Essex area a study of travel to learn patterns demonstrates conclusively that young people exercise their right of choice to a marked degree. The 14-19 White Paper argues that it is not "desirable or necessary to make wholesale change to the organisation and infrastructure of schools or colleges in England", the intention, which LSC Essex wholeheartedly supports, is to "work with the grain of existing organisational structures".

However, where:

- The configuration of provision is unlikely to meet the needs of the learner, the community or employers.
- Locally submitted plans do not offer the vision required for a step change in performance.
- The pace of change is too slow.

Then more radical change will be considered.

Schools

The challenge for the schools sector is to expand the vocational choices open to young people through collaboration and partnership. The LSC will also take into account the results of the consultation, announced in the 14-19 White Paper, on plans to allow more schools to engage in post 16 provision in areas where participation and achievement are low and insufficient choice between institutions exists for the learner.

Further Education and Work Based Learning (WBL)

We want to see the regional and national WBL organisations currently working in Essex scoped into the developing consortia arrangements. Our vision is that the consortia will play an increasing role in determining the future success of the WBL sector in the LSC Essex area.

Prospects new Vocational College is an exciting development that has the potential to transform the learner experience of WBL in the Thames Gateway and beyond. We would like to see this development replicated elsewhere in the LSC Essex area and certainly in the other two Gateways.

We want to see the development of Young Apprenticeships in the LSC Essex area.

The national Agenda for Change programme will have implications for FE colleges in the LSC Essex area. The Agenda for Change has five major themes:

- Skills and Employers – how to help colleges best meet the needs of employers and the economy.
- Quality – how best to build a sector fully committed to quality and delivery to the highest standards.
- Funding – a radical overhaul of the LSC methodology, to ensure the most is made of available funds to support the sectors' priorities with the minimum of complexity and bureaucracy.

- Efficiency – driving up the efficiency of the sector, individually and collectively, including investing in improvements.
- Data – radically revised and simplified systems, which deliver the data and management information for the sector needs.

We are collaborating with the Federation of Essex Colleges (FEDEC) to ensure that the sector responds to the Agenda for Change and, in the longer term, to the DfES/LSC Review of the Future Role of FE Colleges. LSC Essex will work with the sector to:

- Expand the numbers of Centres of Vocational Excellence and, in line with the 14-19 White Paper, integrate them with the Specialist Schools network.
- Review and reform its estate in order to provide 21st Century accommodation.

A new vision for FE in South Essex

Basildon and Thurrock face significant challenges in terms of low participation post 16 and achievement. Employers are concerned that young people are frequently unready for work. The skills needs of both areas need addressing and this is particularly so in Basildon which is often described as one of the motors of the Essex economy, and in Thurrock with its pivotal position in the Thames Gateway.

The report of the Thurrock and Basildon Strategic Area Review Implementation Group set out as one of its options a tertiary college for the area, "incorporating all existing FE provision, all sixth form provision and work based learning". Whilst not necessarily concurring with this particular option, LSC Essex does recognise the need to review provision in the area and that clear opportunities now exist to increase the efficiency and effectiveness of the sector and make it more responsive to the needs of the communities in the Thames Gateway.

Over the summer LSC Essex will commission the formulation and appraisal of a set of strategic options for the area's three colleges.

Once a preferred option has been identified and, following close working between the colleges, we will proceed to a local consultation. Following the consultation process, a fully documented and considered proposal will be forwarded to the Secretary of State.

Learner Support and Progression

The 14-19 Planning Groups will be a means of addressing many of the issues raised in the consultation process as employers and Sector Skills Councils can be involved in the shaping and planning of provision. The involvement of Work Based Learning Consortia, FE colleges and employers will be a practical way of raising awareness of the local labour market to inform learner choice. The forthcoming Youth Green Paper will address the core Information Advice and Guidance (IAG) function of the Connexions Service but it is also important that the 14-19 Planning Groups create a climate in which the provision of impartial advice and guidance becomes embedded in the culture of a partnership. Our success in reducing the NEET group and those who become disaffected with education will be a crucial yardstick.



Lakeside Shopping Centre

Meeting Skills Needs

The StAR consultation document anticipates many of the issues taken up by the 14-19 White Paper, which, for example, envisages a network of Centres of Vocational Excellence and Specialist Schools. The FE colleges will provide vocational leadership and Specialist Schools will have the ability to become Leading Schools in the drive to boost vocational provision. Closer links have been developing between the sectors in the LSC Essex area. The work of the Specialist Schools Trust and FEDEC will be invaluable in achieving our objectives.

LSC Essex and its stakeholders will be able to build upon the many achievements of the Increased Flexibility Partnerships.

LSC Essex will continue to direct its resources at the sector priorities as set out by the Regional Skills and Competitiveness Partnership and the regional dimension of the LSC, the East of England LSC Regional Team, is enabling the construction of strategic alliances between local LSCs bordering the London, Stansted, Cambridge and Peterborough Growth Area.



Stansted Airport

Learners with Learning Difficulties and/or Disabilities (LLDD)

The Strategic Area Review consultation process produced a clear mandate for:

- New opportunities for LLDD to be developed within the LSC Essex area to meet learner needs.
- The improvement of access to and the quality of provision for young disabled learners.
- The identification of other groups of learners where the curriculum offer needs to be improved.

LSC Essex will seek to achieve these objectives and work closely with all stakeholders, particularly the voluntary sector, to:

- Widen opportunities in the LSC Essex area, particularly in the FE sector, which is often the only available route for young people in 11-16 schools wishing to stay in education post 16.
- Commission a feasibility study on the need for a residential school in the LSC Essex area.
- Develop systems of support in the workplace for young learners returning from out of county provision.
- Work with Connexions to streamline the transition and support processes.
- Work with Connexions to enhance the necessary learner data information exchange to ensure young people do not fall through the gaps in the inter agency support network.

The Improving Choice Pathfinder: Leading Local Learning, will be a key driver of LLDD developments in the LSC Essex area.

1.6. Summary of 14-19 Reforming Action

LSC Essex, working strategically with key partners, will:

- Empower local area 14-19 Planning Groups to plan, deliver and monitor the development of the 14-19 Learner Entitlement.
- Ensure that our learners have choice between education and training providers by working where possible with the grain of existing organisational structures, and introducing radical change where needed.
- Await the results of the consultation process on plans to allow more schools to engage in post 16 provision as announced in the 14-19 White Paper.
- Embed regional and national WBL providers into the LSC Essex WBL consortia arrangements.
- Replicate the Prospects new Vocational College in the Thames Gateway South Essex area in the other 2 Gateway areas.
- Develop Young Apprenticeships in Essex.
- Expand the number of Centres of Vocational Excellence.
- Review and reform the FE estate to provide 21st century accommodation.
- Review the configuration of the FE colleges in South Essex.
- Develop new local LLDD opportunities in the LSC Essex area.
- Establish appropriate residential provision for learners with learning difficulties and disabilities.

Section Two – Adult Learning

2.1. 19+ Vision and Action

Our aim is to ensure that employers have the right skills to support the success of their businesses, and individuals have the skills they need to be both employable and personally fulfilled.

We want to see Essex employers develop and sustain a culture for skills training and development.

We will bring greater coherence to community learning by ensuring that people:

- have impartial, up-to-date and accurate information that enables them to make informed choices;
- can choose from a wide range of high quality courses and qualifications, informed by the principles of equal opportunities;
- are equipped with the necessary skills for life and work, including ICT skills;
- without a good foundation of employability skills, get the training they need to achieve a Level 2 qualification;
- can see how their studies lead to further progression;
- who experience barriers to learning can overcome those barriers; and
- can access different types of learning provision wherever they live, including e-learning.

2.2. Strategic Area Review Conclusions

The conclusions suggest that there is some support for developing consortia to deliver LSC work with the voluntary and community sector and the community learning element of the Skills Strategy.

Support was also evident for the development of a network of excellence for Skills for Life practitioners in the form of a Continuous Professional Development (CPD) Centre.

There is wide support for developing an adult learner entitlement, although differences exist about how this should be progressed.

There is clear support to enable disabled learners aged 19 to 25 to access the new provision that will be created under the LSC Essex pathfinder project, 'Leading Local Learning'. Consultation outcomes were less clear about the support and opportunities that disabled adults aged over 25 will require.

Although the response to the options did not highlight a definitive way ahead, the issues raised in the Consultation were not in dispute. The issues remain as follows:

- A lack of coherence in collaboration and curriculum planning.
- Adult achievement rates are low, and there needs to be more ownership by the individual.
- Employers are not involved in the planning or shaping of provision.
- The majority of adults with low levels of qualifications are in work.

- The current emerging needs for our three economic regeneration growth areas of Thames Gateway, Haven Gateway and London, Stansted, Cambridge and Peterborough Growth Area.
- There is a lack of learning opportunities for learners with learning difficulties or disabilities.

So where are we now?

In Essex we have been, and continue to be, innovative in increasing employer engagement activities and advancing the Skills for Life agenda.

Established as one of the original Employer Training Pilots, Profit from Learning (PfL) has enabled LSC Essex to transform its working relationship with the provider and business network, and the individual learner.

Excellent examples of flexible provision can be found across the LSC Essex area, across all sectors and all size of business operation. Because of its success, PfL has been rolled out in 3 other local LSCs, London East, Cambridgeshire and Kent and Medway.

The development of the Sector Skills Councils has provided LSC Essex with further allies with whom to work with employers. As a representative voice for the employers skills sector, the targeting of specific issues through connected activity has enabled a range of initiatives to progress, including the development of a retail hub to promote skills training in the retail sector in Harlow.

The Adult Learner - The model for the Adult Community Learning (ACL) sector in Essex is unusual in having dedicated Adult Community Colleges and satellite delivery locations across the area. Funding is derived from two streams, the Further Education stream and the ACL grant, which adds breadth and diversity to the sector. The service offers a wide range of learning opportunities for adults, including Skills for Life, personal development, qualification achievements and leisure learning.

Over the last few years the service has recognised the changing agenda, outlined initially by the LSC, and now reinforced by the Skills Strategy. The flexibility and responsiveness of the service now needs to be driven towards the LSC priorities for adults in all our communities.

2.3. The Developing Adult Learning and Skills Landscape

Skills

To develop and promote the adult skills agenda within the LSC Essex area, LSC has designated the 3 economic regeneration growth areas as the main drivers for action. In concert with this, a pan Essex approach to the sectors, will ensure vertical and horizontal coverage of the various skills' learning needs.

To achieve a coherent approach to skills development, LSC Essex invests in strategic partnerships already in existence and supports the development of sub-groups where needed.

In the Thames Gateway, LSC Essex is a key member of Thames Gateway South Essex Partnership, promoting the skills agenda and regeneration activity through its membership of the various sub-groups. The challenge is to build on the activities experienced in the Thames Gateway and maintain the development of appropriate structures within the other two economic regeneration growth areas: Haven Gateway and London, Stansted, Cambridge and Peterborough.

Adult Learners

Much good work is underway in the LSC Essex area for adult learners. Examples include:

- **Widening Adult Participation Action Fund (WAPAF)**
WAPAF is about promoting opportunities for learning between the generations and within families. The three LEAs have between them been running four projects (two in Essex). For example, in Southend work is underway with disaffected families, including those in the immediate location of Temple Sutton Extended School.
- **Neighbourhood Fund (Neighbourhood Learning in Deprived Communities Fund)**
LSC Essex's Neighbourhood Fund is designed to support Voluntary and Community Sector (VCS) organisations to develop their capacity to deliver learning opportunities for residents of disadvantaged neighbourhoods. LSC Essex disburses the fund through three lead bodies in the VCS: Essex Community Foundation; Southend Association of Voluntary Services; and Thurrock Council for Voluntary Service. For example, the ACE Partnership in Thurrock runs 'On a Learning Curve', which provides specific training to support VCS organisations to develop their capacity to meet local needs.

- **Offenders in the Community**
Working with the Probation Service and Adult Community Colleges, Offenders in the Community work seeks to give offenders new skills to support their employability, skills and qualifications, e.g. Skills for Life qualifications, and employment goals. For example, in Basildon offenders attend Saturday morning sessions at the Adult Community College as part of a mainstream Skills for Life learning programme, where the Skills for Life National Tests are taken.
- **Information, Advice and Guidance (IAG)**
The recently formed IAG Strategic Board is responsible for steering IAG services (branded nextstep) through the changes that will result from implementing the Skills Strategy. The Board's Implementation Plan will be further developed to steer their work and that of the contractor, Careers Enterprise (Futures) Ltd.

Link Up

The aim of Link Up is to attract volunteers from among VCS organisations to undertake Unit 1 of the Level 2 Adult Learner Support qualification so they can act as signposters for people with Skills for Life needs, thus supporting the drive towards the achievement of Skills for Life targets.

Piloted in Basildon, the success of Link Up has led to the three LEAs being awarded an ESF project, co-financed by LSC Essex, to deliver Link Up across the whole LSC Essex area.

The Employer Training Pilot, Profit from Learning, has enabled over 3,200 employers, across all sectors of business to benefit from free training. The opportunity to receive skills training from the provider network, in a flexible manner with minimal bureaucracy, has greatly enhanced achievement and employer engagement.

In 2005-06, PFL will be further extended to concentrate on the 4 priority sectors of Construction, Logistics and Transportation, Retail, Wholesale and Hospitality, and the Public Sector. This development will further prepare the provider network and business for implementation of the National Employer Training Programme, due for roll out in 2006-07.

Profit from Learning – Flexible Lamps Ltd

Flexible Lamps Ltd is one of the world's leading manufacturers and suppliers of heavy-duty vehicle lighting equipment. Customers include manufacturers of trucks, trailers, buses, coaches, agricultural, construction and public works vehicles.

To improve processes and find efficiencies they realised the potential of Profit from Learning to support the drive for continuous improvement. Their pilot learning programme was planned in consultation with Harlow College who helped and guided them through the process and provided on-site training. They began with 50 learners, many of whom had not taken part in a qualification course since leaving school. Six months later they celebrated the achievement when they all passed their NVQ Level 2 in Performing Manufacturing Operations.

Meeting Adult Skills Needs

The development and investment in the Skills for Life agenda is beginning to pay dividends and to bring employability skills to our workforce. However, the regeneration areas and their development of sustainable communities will demand higher-level skills. We know that the demand for retail and health and social care will grow with population growth. We recognise that areas such as construction will create demand in the short and medium term, but not necessarily increase demand in the longer term. However, we need to build on added value industries to truly create employment in the Gateways for those who live there.

Logistics and Transport is a growing area that covers the three regeneration areas. We must therefore be ambitious in our thinking to respond to this important sector.

We must also understand the need for an 'identity' to attract private investment across the LSC Essex area, and be responsive to inward investment plans.

Pivotal to the LSC Essex capacity to influence, direct and lead the skills agenda is the strength and unity of its relationship with key agency partners. Our links and working arrangements with East of England Development Agency, Sector Skills Councils, Business Link for Essex, JobcentrePlus and Connexions have realised actions that contribute to current and future skill learning opportunities, across the LSC Essex area.

Sector Networks - Business Link for Essex is proposing to restructure its existing priority sector networks to better reflect the needs of employers within the three economic regeneration growth areas. This has enabled a cross sectoral view to be taken of the existing business organisations within the context of their operational activity.



Ford Dunton



Stansted Airport



Stansted Rail Link

2.4. The 19+ Policy Context

The policy context is the Skills White Paper re-energised in March 2005 as "Skills: Getting on in Business, getting on at work." The policy seeks to help businesses create wealth and people to realise their potential.

It highlights the weaknesses in our national skills, where too many young people drop out of education and training at age 16, and too many adults do not have the basic skills to support sustained and productive employment.

The national measures of success in the paper are:

- Young people at 19 to be ready for skilled employment or higher education.
- Participation at age 17 to increase to 90% over the next 10 years.
- 50% of 18-30 year olds to benefit from higher education by 2010.
- To increase by 75% the numbers successfully completing apprenticeships.
- By 2010 for 2.25 million more adults to achieve functional literacy language and numeracy.
- By 2010 over 3 million more adults to achieve their first full Level 2 qualification.
- Through the Skills Alliance have an agreed framework of shared objectives which link skills and qualifications to improve business performance and labour market capacity.

The national core strands to achieve this are:

- To give employers a strong voice in shaping the supply of training through the levers of Sector Skills Agreements, Skills Academies and Regional Skills Partnerships. The main vehicle will be the National Employer Training Programme.
- Improved information and guidance.
- To help adults gain functional literacy, language and numeracy.
- To remove the barriers between welfare and work.
- To encourage the role of Trade Unions to address skills needs and raise demand for training.
- To build on the existing strengths of our universities, colleges and training providers to meet the needs of the employer and the individual.

This policy, endorsed by the Department for Education and Skills, the Department of Trade and Industry, the Department of Work and Pensions and HM Treasury, addresses many of the issues raised at 2.2. above. It also provides a framework for government agencies to work together at the local level for the benefit of the economy and the community.

The LSC's policy, Successful Participation for All: Widening Adult Participation, published in September 2003, recognises the continuing need to not only increase the numbers of adults in learning, but also to ensure that these learners are from under-represented groups in our communities. Widening adult participation will help the LSC:

- Meet Skills for Life targets.
- Meet Level 2 targets.
- Address the Nation's Skills Agenda.
- Contribute to the social cohesion and social exclusion agenda.
- Promote demand for, and appreciation of, the value and pleasure of learning.

Working Together, published in May 2004, is the LSC strategy for the VCS. It acknowledges the voluntary and community sector's vital role to the LSC mission to meet the education and training needs of individuals, communities and employers.

2.5. The Way Forward

The StAR responses, the National Skills Agenda and the Regional Skills and Competitiveness Partnership are driving our proposals to realise the potential of our adults. The unique opportunity for regeneration, which exists in the LSC Essex area, is dependent on a local skilled workforce if new communities are to be sustainable. The proposals for our adult learning landscape will support the individual and the employer to capitalise on these opportunities.

Implementing the Skills Strategy

The Skills Strategy makes no apology for putting employers centre stage, and to support adults to remove the barriers between welfare and work. The principles from the Skills Strategy that will guide our implementation are:

- To work in partnership with employers.
- To support individuals through better information and guidance.
- To help all adults achieve the fundamental skills of literacy and numeracy.
- To build on existing strengths of our colleges.

The LSC Essex response to the adult agenda resulting from the new policy context and the StAR consultation has four strands.

- Skills in the workplace.
- Learning in the community.
- Regeneration.
- Reforming the supply side.

Strand One: Skills in the Workplace

The 2 key elements of our proposals to increase employer engagement and investment are:

- The development of Sector Engagement Plans.
- The roll out of the National Employer Training Programme.

The Development of Sector Engagement Plans

The Sector Skills Councils, with their main mechanism of Sector Skills Agreements, will provide an excellent framework and intelligence for us to work locally in our key sectors. However, at the local level, and very specifically, to address the needs of the LSC Essex area, we will develop Sector Engagement Plans for our priority sectors. These Plans although in a forward planning context will also have immediacy by being:

- Practical – identifying issues and solutions with stakeholders.
- Specific – relating directly to Essex businesses.
- Targeted – working with employers on joint purpose.

Construction Sector – Marley Building Materials

Marley Building Materials at West Thurrock is one of the UK's three leading manufacturers of thermally insulated building blocks that meet the demands of the modern construction industry.

In response to the major regeneration developments in Essex the company recognised that everyone on site needed to be well trained to enable them to maximise their contribution to the company and meet current and future demand for products.

As a result of flexible training arrangements delivered through a local training company and funded by 'Profit from Learning' 47 truck drivers have achieved NVQ Level 2 in forklift and rotator truck training. This means that the company has a ready qualified pool of well-trained, capable truck drivers to call on when they are really busy.

National Employer Training Programme

We will build on the success of Profit from Learning to prepare the market and our provider network to roll out the programme by:

- Working with Business Link for Essex, the Federation of Essex Colleges (FEDEC) and the Fair Essex Consortium.
- Learning from the Action for Business Colleges in the South East to pilot and develop a quality assured commercial approach to working with employers.
- Leading on a Skills Brokerage model appropriate to our local economy.

Skills for Employers – the Infrastructure

The Skills White Paper makes a commitment to deliver publicly funded skills training in a way that is directly led by the needs of employers. We will work with (FEDEC) and Business Link for Essex to develop and implement the model to enable colleges to work closer with employers.

At the National level, work is being undertaken to develop a framework to quality assure colleges who are working extensively and successfully with employers.

In Essex we will support this development with our college network, building on existing good practice, and introducing new ways of working.

The measures of success will be:

- Increased employer engagement in influencing delivery.
- Increased employer involvement in Apprenticeships.
- Increased employer investment in training.
- Customer satisfaction.

Strand Two: Learning in the Community

Adult and Community Learning (ACL)

LSC Essex will work closely with our partners – Local Authorities, FE colleges, VCS organisations and others – to develop provision that will meet the needs of learners, employers and communities, in the context of Government policy for change in the sector.

In undertaking this work, we will:

- Build the adult learning entitlement (see below).
- Consider the institutional and delivery structures and collaborative working between partners that will reduce duplication and waste and increase opportunities for access and progression for learners.
- Be clear about learning that will be supported by public funds and that which will increasingly need to be supported by greater private financial contributions by learners and employers.

Specifically, we shall work to develop a learner entitlement, which will include:

- Information, advice and guidance.
- Access to free tuition for Skills for Life and Level 2 provision.
- Access to Level 3 provision in priority sectors.
- Provide models for career progression in priority sectors.
- Provide clarity on the costs of learning and the rewards of investment in learning.

Adult Learners – Learning Disabilities and Difficulties (LLDD)

The regional Improving Choice Pathfinder-Leading Local Learning will include learners up to the age of 25. See also section 1.4. Developing LSC Policy – Learners with Learning Difficulties.

Strand Three: Regeneration

The unique feature to be addressed in the Essex response is the ability to recognise and address the challenges and opportunities presented by the three economic regeneration growth areas of Thames Gateway, Haven Gateway and London, Stansted, Cambridge and Peterborough Growth Area. The need and demand for skills to ensure sustainable communities will be the priority for short, medium and long term planning.

Skills Academies

Working closely with the Sector Skills Councils, employers and providers we will promote the development of two National Skills Academies.

In the logistics sector, Essex is having to respond to the current and future demands of air and sea ports with an extensive road infrastructure to link other gateways.

The current Academy of Logistics, already promoting the needs of this sector, will aspire to become a National Academy.

Inward Investment Packages

We will lead on the development of a Skills response to the Inward Investment Strategies of the 3 Gateways.

Gateway Skills - Arriva Buses Thurrock

Arriva is one of the largest transport services organisations in Europe, providing more than one billion passenger journeys each year. The Arriva Bus Depot in Thurrock is taking part in the Profit from Learning mobile learning scheme and it is proving a huge success.

The bus parks at the depot allow drivers to fit a training session in during their breaks. This is ideal for staff who mostly work shifts and find it difficult to visit college regularly. Of the 20 drivers who originally signed up for the course, 12 have already taken and passed the literacy exam. They are also learning numeracy and IT skills.



Stansted Rail Link

Strand Four: Reforming the Supply Side

Much of what is proposed above in strands 1 and 2 will support the development of the supply side. However, addressing the Skills for Life issues that prevail within the adult workforce and our local communities remains a formidable challenge.

Whilst the provider network is rising to the challenge of the Skills for Life target, which will upskill those with low levels of literacy and numeracy, we must ensure that the profession is well served in relation to Continuous Professional Development (CPD) and that access to career paths are developed in this key area of teaching and learning. We will, therefore, work with a Higher Education provider to develop a Virtual Essex Facility for Continuous Professional Development (CPD) for the Skills for Life Sector.

Virtual CPD Facility

This will be a centre of excellence to:

- Promote Skills for Life as a profession.
- Encourage diversity in the workforce.
- Promote CPD.
- Promote good practice.

Embedded Guidance

High quality, relevant and timely guidance is an essential element of the adult learning offer, especially for those who are not engaged in learning. To enable our communities to benefit from learning and skills development the Strategic Board for Information and Guidance will review and provide leadership on guidance for our priority groups in the community and workplace by working with:

- Trade Union Learning Representatives to drive up awareness and opportunity in the workplace.
- The Voluntary and Community Sector, in partnership with the LSC Provider Network, to reach communities who are unaware of the social and economic benefits of learning.

2.6. Summary of 19+ Reforming Action

LSC Essex, working strategically with partners, will:

- Develop Sector Engagement Plans.
- Roll out the National Employer Training Programme through Profit from Learning.
- Review the institutional and delivery structures and collaborative working between providers.
- Drive the Improving Choice Pathfinder – Leading Local Learning.
- Drive action for 'Skills for Employers – the Infrastructure'.
- Establish two Skills Academies.
- Contribute to Inward Investment Packages (Skills).
- Establish a Virtual Continuous Professional Development (CPD) Facility.
- Embed Guidance in the Adult Learner Offer.
- Design new cross sector ways of delivering the new ACL agenda.

Section Three – Capital Investment Strategy

The buildings in which students, young and old, study are influential both in determining how people learn but also signalling the importance that a society places upon the value of learning. We want all our learners to study in buildings worthy of their ambition and the importance of what they study and how they study. We believe also that there is an identified link between capital investment and improved student outcomes, as measured by success rates.

The challenges are considerable. The pace of development in learning technologies, the expectations that the learner brings to us and the finite nature of our resources will test our ingenuity to the full. Nevertheless we aspire to buildings and environments which will provide the Essex learner with what she/he deserves.

Later this year the LSC will publish its national capital strategy, which will set out the terms for the future use of capital funds.

The DfES Five Year Strategy for Children and Learners proposes a single capital fund to be administered by the LSC from 2006-07 by combining and augmenting the LSC 16-19 capital rationalisation budget and the DfES Basic Needs 16-19 programme. The single fund will not cover Building Schools for the Future or the Schools' Academies Programme.

The schools sector in the LSC Essex area will benefit from the capital fund for the provision of new sixth form places but the fund will not support the renovation or modernisation of premises.

LSC Essex will target the completion and renewal of the FE estate by 2010-11, in support of achieving LSC Essex's primary objectives relating to increasing post 16 participation, adult skills, as set out in the Skills Strategy and the 14-19 Curriculum.

The schools and FE sectors will face considerable challenges from population growth in the LSC Essex area as well as the changing needs of the learner. The expansion of vocational opportunities in the 14-19 phase will in itself place considerable demands upon present accommodation in schools, Further Education colleges and Work Based Learning providers. In this context it will be important to lever into Essex funds from other sources. The way ahead in this field has already been shown through the success of partnerships in the Tendring area and Prospects College in Southend.

LSC Essex will promote good design and sustainability in capital development.



Development at Colchester Garrison



Harlow Town Centre

Next Steps

By publishing this document in June 2005, I am allowing a period of three months within which time partners and providers can discuss and consider our plans, ahead of a strategic briefing event I intend to host in late September to enable you to provide us with your feedback. You will appreciate that there are some 'givens' in this strategic statement but also some areas of change that you can influence. I will therefore confirm details of the event in the near future and hope that you will be able to attend.

Feedback from the strategic briefing event will be factored into our final decision-making process, which will start in Autumn 2005, as we implement the changes we need to make incrementally through the LSC Business Cycle Annual Planning Review and development of new 3 year development plans with our providers.

There may be some changes that we decide to make that will require further consultation. We intend to use the appropriate formal structures that already exist to deal with these decisions, including mechanisms to capture the views of the learner, but reserve our powers to approach the Secretary of State should we need to do so.

With regard to our response to the discrete pan Essex Strategic Area Review of E-learning, I can confirm that the LSC Essex E-learning Implementation Plan will be developed as part of the Annual Planning Review in Autumn 2005 and will be subject to our normal consultation practice.

Alison Webster
Executive Director

List of related documents

- **21st Century Realising Our Potential Skills Strategy White Paper**
www.dfes.gov.uk/skills strategy
- **Government's Five-Year Strategy for Children and Learners**
www.dfes.gov.uk/publications/5yearstrategy
- **LSC Business Cycle**
www.lsc.gov.uk/National Documents
- **LSC Grant Letters**
www.lsc.gov.uk/National Documents
- **Skills for Life Strategy**
www.dfes.gov.uk/readwriteplus
- **Skills in England**
www.lsc.gov.uk/National Documents
- **Success for All Strategy**
www.successforall.gov.uk
- **Regional Skills Partnership Concordat**
www.lsc.gov.uk/National Documents
- **Regional Economic Strategy (RES)**
www.eeda.org.uk
- **Regional Spatial Strategy 14**
www.eera.gov.uk
- **LSC Essex Annual Plan 2005/06**
www.lsc.gov.uk

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