Learning and Skills Council
National Groups’ Plan 2007/08

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Of interest to all LSC employees and all providers
Further information
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I have pleasure in introducing the first National Groups’ Plan published by the Learning and Skills Council (LSC). It sets out how the national groups are working jointly to support the delivery of the LSC’s vision, mission, targets and priorities and how the LSC is working with and supporting the regions to do the same, drawing on front-line experience and expertise.

This plan summarises how the national groups are leading the development of key areas of our business as well as driving forward new and significant areas of reform across the sector and supporting operational delivery by regional and local partnership teams.

There are several major pieces of work for the LSC that the national teams will be key to delivering. This document aims to give you an overview and flavour of this work, the most pressing item of which is the development of a demand-led system. This will involve national teams working together with regional teams to bring about the reforms needed.

Each national group also produces an operational plan that underpins this plan, setting out in detail how it delivers the objectives in this plan as well as all the business-as-usual work that takes place throughout the year.

I hope you find the plan useful and informative.

Mark Haysom
Chief Executive, LSC
1 LSC Priorities, Targets and Values

Priorities

1. The LSC’s national priorities are to:
   - raise the quality and improve the choice of learning opportunities for all young people, to equip them with the skills for employment, further or higher learning, and for wider social and community engagement
   - raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion
   - raise the performance of a world-class system that is responsive, provides choice and is valued and recognised for excellence
   - raise our contribution to economic development locally and regionally through partnership working.

Targets

2. Our national PSA targets are to:
   - increase the proportion of 19 year-olds who achieve at least a Level 2 by three percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008; and improve attainment at Level 3
   - reduce by at least 40 per cent the number of adults in the workforce who lack a National Vocational Qualification (NVQ) Level 2, or equivalent qualification, by 2010; working towards this, one million adults in the workforce to achieve Level 2 by 2006
   - improve the basic skills of 2.25 million adults between 2001 and 2010, with a milestone of 1.5 million by 2007.

3. We have agreed the following performance indicator for Apprenticeships.
   - By 2007/08, to increase the numbers completing Apprenticeships by 75 per cent compared with 2002/03.

4. We also work with key partners to contribute to the following targets:
   - increase the proportion of young people and adults achieving a Level 3 qualification
   - reduce the proportion of young people not in education, employment or training (NEET) by two percentage points by 2010
   - increase participation in higher education (HE) towards 50 per cent of those aged 18 to 30 by 2010.

Values

5. Trust: the LSC has to be world-class in its handling of partnerships and so we believe that building trust must be at the heart of the LSC’s work. We also need learners and employers to respect and trust the work that we do on their behalf, and to trust that we understand their needs and aspirations.

6. Expertise: we aim to demonstrate expertise and true leadership in every aspect of our work. We understand fully the environment in which we operate, the communities we serve and what is needed by business in terms of current and future skills. The national groups provide the whole organisation with an understanding of the macro-political environment in which the LSC works, including its political drivers.

7. Ambition: we are ambitious for ourselves, in the goals and objectives we set, and, more importantly, we are ambitious for the communities we serve, for employers and for individuals in education and training to ensure that they can progress and succeed as a result.

8. Urgency: we want to bring drive and urgency to the learning and skills sector, to tackle long-standing issues swiftly and professionally and to be responsive and fast-moving.
2 The Role of the National Groups

The role of the national groups is:

- to lead for the LSC on the development of policy for young people, adults, employers and the transformation of the further education (FE) system that reflects and enhances front-line delivery
- to provide consistent but flexible frameworks that enable these policies to be delivered regionally and locally, and to support the rest of the organisation in the ongoing development and implementation of these policies
- to design and develop programmes and support the ongoing review and maintenance of these programmes nationally and regionally
- to act as a source of expertise and to facilitate the sourcing and sharing of expertise across the business as well as with partners and DfES
- to manage and influence relationships with national stakeholders, to join up stakeholder communication at a national level and, in doing so, protect and enhance the LSC’s reputation
- to align and integrate key messages, communications and marketing across the LSC, its partners and the FE system
- to manage and improve corporate performance and the performance of the FE system
- to lead the development of information systems and technology
- to procure and manage major outsourced arrangements
- to provide appropriate systems and criteria for the allocation of revenue and capital funding
- to deliver services and specialist functions to, and on behalf of, the LSC.

Ways of Working

The national groups can only fully realise their role and potential by working in a joined-up and collaborative way across the organisation, drawing on individuals’ skills and experience wherever they are located in the organisation. The national groups assist experts to develop policy; we know where best practice exists internally and externally and can draw on this and bring it together before supporting its application and delivery.

We aim to do all of the above through the development and implementation of corporate models that offer the necessary balance of consistency and flexibility required for effective regional and local implementation.

Our engagement with regional teams is key to our effective performance, and increasingly we are harnessing the expertise in the regions in all areas of our work. This is both a challenge and an opportunity for the LSC, and one we know is crucial to our success as an organisation.
3 Key Objectives and Areas of Work for the National Groups

13 The national groups will be delivering a significant and broad portfolio of work in 2007/08 in support of the LSC’s four national priorities. These key objectives and areas of work are summarised below.

Priority 1

14 Raise the quality and improve the choice of learning opportunities for all young people, to equip them with the skills for employment, further or higher learning, and for wider social and community engagement.

15 In support of this priority, we will:

- allocate to the regions and the national groups budgets to fund their activities in support of this priority.

16 We will continue to implement the 14–19 reform agenda by:

- establishing a co-ordinated support package for the regions to facilitate their diploma consortia development for those who pass through the 14–19 gateway for 2008 and those who will submit for 2009 and 2010

- developing framework agreements for the LSC’s work with local authorities to support local working; these will set out how the LSC should work with Directors of Children’s Services to carry out their respective commissioning roles in a coherent way

- leading on the development of new models of provision for 14–19 delivery and providing guidance to the regions on the policy and management of infrastructure decisions for 14–19 (for example, competitions and presumptions)

- providing support to the regions in developing the intervention strategy for ‘schools support and challenge’, thus helping to ensure that performance interventions and actions are effective

- working with DfES on integrating marketing and communications (internal and external) across a range of audiences and stakeholders

- supporting the regions in piloting learning agreements and feeding in effective practice to the package of 14–19 interventions

- defining and introducing the common 16–18 funding system for schools, colleges and providers

- providing capital funding for new 16–19 provision from the 16–19 capital fund arising, in particular, from 11–16 schools qualifying under the 16–19 presumption rules or via competitions outcomes.

17 We will look at growth and patterns of demand by:

- developing our understanding of the wider context of 14–19 growth and changing patterns of demand and provision, drawing on policy input and modelling expertise. This will include all programmes designed for 14–19 year-olds set against demand and demographics, to feed into our demand-side planning regionally and into our national modelling and discussions with DfES.
On Apprenticeships we will:

- develop the policy and delivery framework for the Apprenticeship entitlement and expansion of Apprenticeships in line with the Leitch Review of Skills, ensuring that the programme remains an integral part of the 14–19 entitlement
- expand the number of Apprenticeships with large national employers through the National Employer Service from 62,500 to 68,000
- develop an integrated marketing and communications strategy for Apprenticeships in 2010, working with Sector Skills Councils (SSCs) and the FE system.

We will develop our policies and actions for young people not in education, employment or training (NEET) by:

- rolling out the NEET classification and segmentation analysis to the regions to support a more differentiated approach to engagement
- continuing to promote the Education Maintenance Allowance (EMA) and Care to Learn (C2L) with the aim of increasing the participation of priority learners in education
- setting up thought leadership events and research on 'raising the compulsory participation age', working with key think-tanks to demonstrate our leadership and to explore new thinking on developments
- agreeing with DfES the LSC's contribution to the cross-governmental strategy to support disengaged young people
- supporting regional colleagues in maintaining an appropriate focus on NEET in regional strategies to implement Learning for Living and Work.

We will develop the concept of the learner voice by:

- developing the policy of how we use the learner voice organisationally
- providing good practice advice for the FE system on involving learners in key issues that affect their learning environment
- developing and piloting measures of learner responsiveness in the Framework for Excellence
- setting up online learner panels and ensuring that our research makes the maximum use of the learner voice
- integrating the National Learner Satisfaction Survey into the learner responsiveness measure in the Framework for Excellence
- conducting the first learner satisfaction survey for offenders.
Priority 2

22 Raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion.

23 In support of this priority, we will:

- allocate to the regions and the national groups budgets to fund their activities in support of this priority.

24 We will continue to support opportunities for adult learners by:

- reviewing the coherence of our current offer to adults, reflecting client group prioritisation, priority learning for funding and fee entitlement to set out the LSC’s adult learning offer as a comprehensive and integrated package
- supporting the regions to roll out the Adult Learning Grant to support the increased participation of priority learners
- developing the LSC’s strategy to raise the achievement of higher-level skills, to encourage links between FE and HE and to support the progression of learners into HE
- developing the next-step Information, Advice and Guidance (IAG) service and learner support arrangements to inform the creation of a comprehensive adult careers service
- developing the Foundation Learning Tier (FLT) and establishing coherent progression pathways
- working with key stakeholders to take forward the programme of reform of vocational qualifications, ensuring that SSCs play a key role and are supported in the approval of qualifications which better meet employers’ needs, and that the Qualifications and Credit Framework (QCF) is open for business from August 2008
- working with SSCs and the Qualifications and Curriculum Authority (QCA) to ensure that we can align funding with priority qualifications flowing from sector qualification strategies and accredited into the QCF
- reforming the core learning and skills offer for offenders
- providing the policy framework for the regions to ensure the delivery of safeguarded personal and community development learning
- continuing to develop the Skills for Life policy to ensure that it is focused on helping the most disadvantaged groups
- managing the national contract with Ufi and ensuring that learndirect provision is focused on LSC priority areas and delivering 300,000 learning opportunities
- continuing to review the English for speakers of other languages (ESOL) policy to align with cross-governmental policy direction, and feeding-in practice and local views to the debate
- undertaking research on social cohesion and migration to better understand how LSC policy reflects and is responsive to social change; working with think-tanks to develop a local toolkit on migration, looking at how public services collectively respond to migration inflows
- leading the development of a system-wide marketing and communications campaign for better skills, designed to change the attitudes of priority adult and employer audiences to think, feel and act positively about learning and skills
- designing, building, implementing and operating a responsive funding system for adult learning for 2008/09.

25 We will support employers by:

- establishing the National Employer Service as a credible, professional brokerage service for large employers
- leading on the development of the skills ‘Pledge’
- providing the policy framework for the successful performance and expansion of
the Train to Gain service and the Apprenticeships programme in the regions

- conducting a strategic review of the Train to Gain service to learn from experiences in the field and to ensure that the service will be fit for future challenges arising from the Leitch Review of Skills

- supporting the development of the skills brokerage service through the roll-out of broker standards

- supporting the regions to increase public sector involvement and investment in skills by developing a policy framework through the Public Service Taskforce

- working with SSCs, the Sector Skills Development Agency (SSDA) and the regions to provide an effective LSC response to the 24 sector skills agreements

- developing, with the regions, sector-focused responses to Level 2 and priority qualifications

- continuing to develop the LSC’s leadership and management offer to small and medium enterprises (SMEs) and providing flexible frameworks for the regions to deliver that offer

- increasing the contribution from large national employers towards the number of Train to Gain Level 2 achievements from 13,000 in 2005/06 to 60,000 in 2009/10

- undertaking authoritative research to ensure that we understand the demands of employers both now and in the future, including the National Employers Skills Survey (NESS) 2007 which surveys 75,000 employers across the country on behalf of the LSC, DfES and SSDA; ensuring that the survey data is representative at the regional level to support regional strategic analysis

- evaluating Learner Accounts and Train to Gain to ensure that there is a robust feedback loop into critical areas of policy expansion

- delivering a national marketing campaign in support of Train to Gain, raising awareness of the service and contributing to the overarching campaign for better skills

- continuing to market and communicate existing and new products and services for employers (for example, National Skills Academies, Train to Gain, Apprenticeships, New Standard)

- designing and building an employer-responsive funding system (Train to Gain) for 2008/09.
Priority 3

26 Raise the performance of a world-class system that is responsive, provides choice and is valued and recognised for excellence.

27 In support of this priority, we will:

- allocate to the regions and the national groups budgets to fund their activities in support of this priority.

28 We will drive forward the LSC’s quality agenda by:

- working with the regions to pilot the Framework for Excellence prototype and publishing guidance to support its implementation
- extending the scope of minimum levels of performance to a greater range of provision in autumn 2007.

29 We will lead the changes to implement a demand-led system by:

- providing guidance on the policy and management of infrastructure decisions for post-19 learning
- establishing 7 new National Skills Academies, taking the total to 12
- leading the development and implementation of the New Standard for employer responsiveness and ensuring that it is fully integrated within the Framework for Excellence
- leading on the development of the capacity for Third Sector providers and the implementation of the Working Together strategy, and building expertise in the regions to take this agenda forward
- designing and developing the procurement strategy in partnership with the regions to support our commissioning approach and greater contestability of provision
- designing and implementing new funding policies and methodologies in support of the demand-led model by autumn 2007
- managing the development of information systems to support the implementation of demand-led funding
- managing the capital programme so as to help accelerate the renewal and modernisation of the FE estate to provide world-class learning environments, and extending capital eligibility to work-based learning providers during 2007–08
- improving sector efficiency through shared services, including creating a shared data system with partners (MIAP – Managing Information Across Partners)
- providing the policy and delivery framework for Learner Accounts and supporting the regions in piloting them
- leading on the establishment of arrangements to identify priority qualifications for public funding, working with SSCs, SSDA and DfES
- designing, building, implementing and operating the underlying information technology (IT) system for the Learner Accounts pilot and providing advice to facilitate the design of the full Learner Accounts solution
- leading a corporate approach to engagement with FE college governors and supporting the regions in developing relationships that will help the sector respond to future challenges.
30 We will protect and enhance the reputation of the sector and the LSC by:

- delivering a key piece of market research to assess the reputation of the sector and the LSC
- leading on a corporate approach to the stakeholder strategy, supporting nominated regional leads through the provision of information, briefings and contacts
- developing and launching an integrated communications plan that includes clearly defined responsibilities to enhance the reputation of the FE system, particularly at the national level.

31 In undertaking the following work on capital we will:

- lead on the national capital strategy and support regional capital strategies to renew the FE estate; create world-class buildings; modernise providers’ capital infrastructure; target capital investment to enhance vocational facilities; extend capital eligibility to private training providers; and use capital, as appropriate, to support other national programmes
- develop a programme of activities to enhance providers’ client capabilities in specifying and procuring their capital projects
- undertake an evaluation to demonstrate the impact of capital on participation and achievement and the development of an econometric model.

32 We will continue to drive forward FE White Paper reform by:

- programme-managing the reforms of the White Paper, Further Education: Raising Skills, Improving Life Chances
- developing the processes necessary to support changes across the business.

33 We will develop shared and more effective services by:

- delivering the MIAP programme
- developing the pilot data service
- operating the Information Authority secretariat
- commissioning and introducing a single system for managing learner support applications and payments, including a ‘one-stop’ helpline for learners and providers
- working to embed technology in learning and skills (ETLAS) by developing national strategies for e-learning and supporting the implementation of these strategies.

Priority 4

34 Raise our contribution to economic development locally and regionally through partnership working.

35 In support of this priority, we will:

- allocate to the regions and the national groups budgets to fund their activities in support of this priority.

36 We will undertake the following work on economic impact:

- establishing the LSC as a key national strategic partner in economic development work and supporting the regions in developing and implementing regional and sub-regional activity
- leading the development of integrating skills and employment, including the Skills for Jobs offer, and supporting its implementation in the regions, drawing on the expertise of regional colleagues through the Skills for Jobs task and finish group
- facilitating the sharing of effective practice across the regions
- establishing a corporate framework for the assessment and measurement of the economic impact of the FE system
- conducting a substantive piece of research into the impact of learning on employability, which will involve following up learners accessing FE provision and claiming benefits from 2004/05, 2005/06 and 2006/07 (this will be the largest sample for this type of research)
- developing new ways of reporting and assessing performance founded upon outcome-based accountability principles
- developing new capital initiatives during 2007–08 to further support providers’ expert client capabilities, the sustainability of the education estate and to identify the wider economic impact of capital investment in new educational facilities.

37 We will ‘join up’ agendas by:

- leading on joint policy work with Jobcentre Plus to ensure that skills and employment policy are aligned
- working with the regions to continue to integrate employment and skills, including working with large national employers and SSCs to encourage the development of sector routeways that help move people into employment
- shaping the policy framework for the regions to respond to the challenges of the 2012 London Olympic and Paralympic games, WorldSkills and skills competitions.

38 We will undertake the following work on funding:

- developing and implementing the new European Social Fund (ESF) programme from 2007 to 2013 (worth £200 million each year), ensuring that it is fully integrated into our commissioning strategy and demand-led approach and that it adds value to activities supported through mainstream funding; this will include delivery of a new contracting system
- supporting the regions in implementing the EQUAL project to support offender learning in 2007/08.
4 Delivery of Services, Functions and Expertise

The national groups also provide a range of services to the business; these are set out below.

**Strategy and Communications Group**

40 Legal and governance:
- Provision of legal services.
- Complaints handling.
- Advice on governance and non-executive recruitment and administration.
- Freedom of information issues.

41 Marketing and communications:
- Development of corporate messaging.
- Internal communications with staff and non-executives.
- Communication with stakeholders.
- Reputation and crisis management.

42 Research and evaluation:
- Organise public policy seminars to stimulate debate on a wide range of topical policy areas to inform future policy development.
- Delivery of a research and evaluation portfolio that drives strategy, supports policy development and measures impact of delivery.

43 Strategy:
- Provide ‘thought pieces’ and secretariat support to the strategy board to stimulate discussion.
- Provide briefings and updates from key policy think-tanks on learning and skills and wider related agendas to Management Group and stakeholder leads, drawing out potential implications for the LSC.
- Provide challenge on behalf of the Chief Executive to the alignment of policy to overall priorities and between policies.
- Produce the LSC’s Statement of Priorities.
- Develop and manage the LSC’s corporate planning framework.
- Ensure delivery of an effective knowledge and information strategy to promote a more collaborative and effective communication environment across the LSC.
- Develop, and demonstrate the value to the LSC of, Enterprise Architecture (EA).
- Develop and agree an updated IT technical strategy to meet the LSC’s IT needs across 2007/08 to 2009/10.
- Provide an effective analysis and management information capability to support key decisions, including specific support for the Comprehensive Spending Review.
- Operate the data collection and reporting services and pilot the FE system data service under the auspices of the Information Authority; operate the LSC IT estate to drive quality and operational effectiveness.
- Re-tender the major outsourcing contracts and manage the transition to the new arrangements.
- Provide a framework for compliance with knowledge, information and system governance, Freedom of Information, data protection and audit requirements, including the establishment and lead of LSC-wide IM standards, records management and request handling.
- Continue to improve information risk assurance by working towards closer compliance with security standards.

44 Information management:
- Define the IS strategy and deliver the programme of work to meet the LSC’s needs across 2007/08 to 2009/10.
- Deliver the e-communications strategy as the LSC’s response to the transformational government strategy.

45 Corporate property and facilities management:
- Provide a high-quality working environment for all staff and reduce the size and cost of the property portfolio by 50 per cent.
Protecting the LSC:
- Audit.
- Data protection.

Financial accounting/finance:
- Accounting and paying all providers of goods and services through an accounting service centre; draw-down of funds from DfES.
- Development and management of the financial controls for the business.

Funding policy:
- Set the strategic framework for funding provision and proper allocations of funds to the FE system.

Human Resources

Investors in People (IiP):
- Support the business in the achievement of corporate IiP status.

Policies, procedures and processes:
- Deliver a new IT system that will streamline HR processes, reduce bureaucracy, enhance management competence and increase timely access to accurate management information.
- Support the embedding of the new LSC structure and ways of working, creating an environment that stimulates high performance.
- Develop an employee engagement strategy.
- Continue to develop, review and implement HR policies and procedures that are legally compliant and business responsive.
- Develop and maintain a pay and reward system that appropriately motivates and retains staff.
- Provide learning and development opportunities that allow all staff to develop their capabilities and careers in line with the needs of the business.
- Support managers in improving the way they manage people and through this drive up organisational performance.
- Manage consultation arrangements with staff through the Public and Commercial Services Union (the recognised trade union) and the Open Forums.

Learning Group

Policy expertise:
- Lead for the LSC on the development of policy for young people and adults.

Equality and diversity:
- Develop a single equality scheme for the LSC.
- Align national equality and diversity impact measures to PSA targets, focusing on under-represented groups.

Sustainable development:
- Develop a capacity-building programme to embed sustainable development in the policies and practices of the LSC.
- Assist sector-representative bodies to produce a toolkit that will support the sector in embedding sustainable development.
- Develop key indicators for the LSC to measure progress on embedding sustainable development in its practices and processes.

Learner support:
- Manage through intermediaries the effective delivery of financial support to 540,000 learners annually; to gain economies of scale and provide a better service for learners, including an improved point of contact helpline, a procurement process is currently in train to appoint a single helpline, assessment and payment body.
- Provide colleagues at national, regional and local area level with relevant management information.

Skills Group

Policy expertise:
- Lead for the LSC on the development of policy for employers.

National Employer Service (NES):
- The NES seeks to work strategically with large employers to meet their workforce development needs, represent their views, and strengthen links between employer needs and emerging skills development. The NES also has a role as a credible and professional brokerage service for large employers.

Health and safety:
- Work with the regions to ensure that the LSC continually supports the underpinning principles of learner health, welfare and safety.

Performance Management

As well as holding overall accountability for a range of programmes, policies and services, the national groups have a particular role in agreeing the suite of corporate and Public Service Agreement (PSA) targets with the Department for Education and Skills (DfES) and the Treasury, and are accountable for reporting against the overall delivery of our national targets. That is, while Regional Directors are responsible for the operational delivery of programmes, volumes and targets in their regions, National Directors are accountable to the Chief Executive for the overall delivery of targets.
The national groups also lead on the reviewing and improving of corporate performance across policy and programme areas in support of our targets and priorities. The LSC does this through leading on the strategic review of performance and through working closely with Regional Directors and National Directors to consistently challenge areas where performance can be enhanced. The national groups are currently undertaking a holistic review of Train to Gain to assess its policy and performance. This work is being sponsored by a Regional Director who works closely with the national team. It will involve drawing together expertise and experience from across the whole organisation. This, for us, is what working nationally means.

The national groups are also responsible for the national reporting of progress to DfES and ministers and the publication of performance levels through the Statistical First Releases (SFRs) and the production of the National Progress Report and the Annual Report. The national groups also communicate the performance of the organisation as a whole to the national media and the LSC’s partners.

The Strategy and Communications Group and the Resources Group each owns different aspects of the LSC’s performance management role, as set out below. The Strategy and Communications Group:

- sets out and ensures that the business operates within an effective performance management and delivery framework
- provides challenges on behalf of the Chief Executive
- provides advice and support to the regions and other national groups on undertaking operational/performance reviews
- undertakes strategic thematic reviews across key business areas.

The Resources Group (business performance and development):

- delivers operational performance in year to provide assurance to DfES against our targets
- creates the delivery plan and data book and provides information for the Chief Executive to undertake the national and regional reviews
- leads the portfolio of change management within the LSC; brings together all the new reforms into one coherent plan for the agenda for change board to agree.
5 Delivering in Partnership

63 The national groups work in partnership across the organisation and with a wide range of external partners and stakeholders, including ministers and DFES. Summarised below are some of the key activities and ways of working that the groups are undertaking.

64 Co-ordinate a corporate stakeholder strategy:
- Support nominated leads in delivering their plan by providing information, statistics, research and examples of good practice.
- Manage the relationship with and influence national stakeholders.
- Advocate learning and skills policy and the sector to stakeholders and partners.

65 Consultation and joint development:
- Work extensively with DFES and other national organisations to align policy objectives.
- Work collaboratively with the regions to ensure the effective implementation of policies, programmes and systems.
- Co-ordinate the work of the Apprenticeship Ambassador Network.

66 Lead the national marketing and communications strategy:
- Work to preserve the integrity of corporate messages through effective internal communications and messaging.
- Develop system-wide campaigns.

67 Manage the relationship with DFES and other government departments:
- Negotiation of the Comprehensive Spending Review, including the agreement of future policy and delivery assumptions, ownership of cross-LSC/DFES joint funding models and delivery trajectories.
- Agreement on the annual settlement, including the LSC grant letter.
- Lead on the LSC response to the Leitch Review of Skills.

68 Ministerial review, performance forum, select committees, Public Accounts Committees, parliamentary questions:
- Co-ordinate and provide expertise to a range of governmental committees and reviews, and co-ordinate responses to parliamentary questions.